



# 田家炳中學 周年檢討

**Tin Ka Ping Secondary  
School Annual Report**

**(2024-2025)**

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## ( 2024-2025 )

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**Tin Ka Ping Secondary School**

**School Annual report of the Academic Affairs Committee (2024-2025)**

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

Tasks / Actions	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
1. Promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms - Student perception questionnaires S1-5 of distribution, distribution, amount and efficiency of assessment)	1.1 Student survey is conducted and the we can understand the workload of students more clearly. 1.2 Students' pressure on tests / assignments is relieved 1.3 About 70% students have positive response to the view that the amount of homework is reasonable. 1.4 About 70% students have positive response to the view that the assignments and tests help them to learn better. 1.5 Based on the survey and assessment results, subject panels reflect their assessment policy and efficiency. 1.6 Collect SBA arrangement for F.5 and F.6 from subjects taking SBA to prevent overloading students simultaneously. 1.7 Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.	1.1 Achieved 1.2 Achieved (see appendix) 1.3 Partly achieved 1.4 Achieved 1.5 To be confirmed from subject minutes 1.6 Achieved 1.7 Achieved	To implement continuously Further discussion with subject panel heads will be conducted next year	#2 #4 #7

Tasks / Actions	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
<p>2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning</p> <ul style="list-style-type: none"> <li>- To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self Directed Learning</li> <li>- To plan and revise the teaching curriculum and plan incorporate with SDL.</li> </ul>	<p>2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully</p> <p>2.2 The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment.</p> <p>2.3 Lesson time is saved for teachers to teach some difficult parts.</p> <p>2.4 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days.</p> <p>2.5 Develop self-learning material (<b>e.g. E-learning materials, reading, video, SharePoint or MS forms</b>, with AI as one of the emphases etc) Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.</p>	<p>2.1-2.4 Achieved</p> <p>2.5 Achieved</p>	<ul style="list-style-type: none"> <li>- To implement continuously</li> <li>- More good examples should be demonstrated to all teachers</li> </ul>	<ul style="list-style-type: none"> <li>- #2</li> <li>- #3</li> <li>- #4</li> <li>- #5</li> <li>- **1</li> <li>- **10</li> </ul>
<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy</p>			<ul style="list-style-type: none"> <li>- To implement continuously</li> <li>- More sharing among subjects should be encouraged to all teachers</li> </ul>	<ul style="list-style-type: none"> <li>- #2</li> <li>- #3</li> <li>- #4</li> <li>- **1</li> </ul>

Tasks / Actions	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
<p>and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Offer more opportunities to gifted students to develop their special talents.</li> <li>- Arrange subject-based enhancement courses.</li> <li>- Encourage students to take part in competitions and courses organized by outside bodies.</li> <li>- To relieve the pressure of homework of elite students so that the students have more time for SDL</li> </ul>	<p>3.1 Students find the programs interesting and useful</p> <p>3.2 More than 10 gifted students are willing to attend the courses.</p> <p>3.3 High participation rate (80%)</p> <p>3.4 Good student performance</p> <p>3.5 Invite elite students to do sharing</p> <p>3.6 Encourage Chinese, English and Mathematics to develop school-based talented program for junior forms</p> <p>3.7 A plan on helping average ability students is prepared</p> <p>3.8 A plan on helping low achievers is prepared</p>	3.1-3.8 Achieved		- **10

Tasks / Actions	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
<p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <p>3.3 Low achievers: develop a learning routine and advocate self-esteem. With the aids of suitable remedial activities, they can set their own learning target.</p>				
<p>4. Promote students' learning motivation</p> <ul style="list-style-type: none"> <li>- To recognize students' achievements using various means</li> <li>- Prize giving ceremony</li> <li>- Academic Championship</li> </ul> <p>4.2 ability of self-evaluation</p> <ul style="list-style-type: none"> <li>- explore the concept of the ability of self-</li> </ul>	<p>4.1 More students are more aware on their study</p> <p>4.2 Students aim at getting high mark / prize.</p> <p>4.3 Motivation of students on learning is enhanced.</p> <p>4.4 A plan on training in self-evaluation of learning progress is prepared</p> <p>4.5 Photo-taking for Yearly-exam prize-presentation ceremony</p> <p>4.6 Promote subject-based inter-school competition</p> <p>4.7 Interview high-achievers and shoot videos</p>	<p>4.1 Achieved</p> <p>4.2 Achieved</p> <p>4.3 Achieved</p> <p>4.4 Partly achieved</p> <p>4.5 Achieved</p> <p>4.6 Achieved</p> <p>4.7 Achieved</p>	<p>- To implement continuously</p>	<p>- #2</p> <p>- #3</p> <p>- #4</p> <p>- **1</p> <p>- **10</p>

Tasks / Actions	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
evaluation of learning progress				
5. Integrate after-school learning activities, free up space for students, and provide support as needed to cultivate students' self-study habits.	Subjects keep teaching materials of relevant topics in the folder established on Teams.	Not achieved	<b>Discussion will be continued next year.</b>	#7
Overall evaluation / suggestion:  1. The policy of relieving high potential students from pressure of homework / catering the individual difference needs to be fine-tuned. 2. To improve the effectiveness of SDL, the subject department should develop the students' learning strategies. 3. It is suggested to keep the sustainability of using SDL in subjects over the years. 4. Statistics of students' perception of homework have been collected. How to follow up needs further exploration by AAC. Concrete arrangements concerning the adjustment of homework policies among different panels are necessary to discuss.				

Major concern (II): To enhance HKDSE Result

Action Item	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	<p>1.1 The Form Six curricula of all subjects are completed by late Nov 2024.</p> <p>1.2 At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula.</p> <p>1.3 For 70% of HKDSE subjects, at least 60% of students achieve Level Four or above.</p> <p>1.4 Positive value-addedness is obtained in 50% HKDSE subjects.</p>	<p>1.1 Achieved</p> <p>1.2 Achieved</p> <p>1.3 pending</p> <p>1.4 pending</p>	To implement continuously	<p>#2</p> <p>#3</p> <p>#4</p> <p>#6</p> <p>**1</p> <p>**3</p> <p>**10</p>
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	<p>2.1 HKDSE subject panels analyse the elite scripts and provide suggestion to enhance students' learning.</p> <p>2.2 Students are able to master the examination skills effectively through the examination analysis.</p>	<p>2.1 Achieved</p> <p>2.2 Achieved.</p>	To implement continuously	<p>#2</p> <p>#3</p> <p>#4</p> <p>#6</p> <p>**1</p> <p>**3</p> <p>**10</p>

Action Item	Success Criteria	Evaluation	Suggestions/Follow-up	7 learning goals, 12 values
3. To request colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	3.1 At least 50% senior form teachers from each HKDSE subject department serve as markers and/or oral examiners.  3.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	3.1 Not Achieved  3.2 Achieved	To implement continuously	#2  #3  #4  #6  **1  **3  **10
Overall evaluation / suggestion:  1. Some subjects have made use of the elite students' scripts in students' learning. It is suggested to promote this practice to other subjects.  2. Since there are many new teachers, more sharing on DSE marking should be performed within subject members.				

**Tin Ka Ping Secondary School**

**Reading Promotion Unit**

**School Annual Report (2024-2025)**

**Major Concern (I): Enhance students' interest in reading and create reading atmosphere**

Tasks / Actions	Timeframe	Success Criteria	Evaluation	Suggestions/Follow up
1. To provide room for self-directed reading in order to cultivate students' interest in reading.	Whole year	1.1 Most students can focus on reading during the Language Learning Enhancement Session. 1.2 An increase in the number of books borrowed. 1.3 Positive feedback towards book exhibition. 1.4 At least 50 numbers of books sharing recommended on the eclass library plus platform. 1.5 At least 1 outside school activities or competitions joined.	It is partly successful. 1.1 -Students can have better attention and centration during the morning Reading Enhancement Session. The situation is quite stable. Each month, students can have their own choices except the English materials during the English Reading Week. - During the afternoon Reading Enhancement Session, 26 videos related to reading or self-directed learning were broadcast such as Guide to HyRead or Guide to eClass eLibrary Plus, etc. - Inter-class Books Sharing Competitions (Chinese books for junior forms and English books for senior forms) were conducted smoothly. - KOBO e-book readers were rotated to all classes for 1 week. - 21 students borrowed small KOBO readers from the library for 1 week. - All classes except F.6 would visit our library once in 1 <sup>st</sup> and 2 <sup>nd</sup> term.	1. Reading Enhancement Session is best to be arranged in the morning for every day. 2. Different kinds of book boxes just like KOBO would be rotated to different classes. 3. Encourage students to borrow small KOBO readers more often. 4. KOBO readers can be rotated to one week/class.

			<p>1.2 The number of books borrowed this year is roughly similar to that of last year , with an increase in electronic books</p> <p>23-24: 6360 (phy) + 5362 (hyread+eclass) = 11722</p> <p>24-25: 6126 (phy) + 5561 (hyread+eclass) = 11687</p> <p>1.3 The spending in the book exhibitions was good.</p> <p>23-24 2<sup>nd</sup> term: \$51966.8 (586 copies)</p> <p>24-25 1<sup>st</sup> term: \$27961.2 (332copies)</p> <p>2<sup>nd</sup> term: \$39542 (438copies)</p> <p>1.4 30 book sharing were posted on the eClass Library Plus platform with no teachers' supervision.</p> <p>1.5 Several Junior Form students attended the "North District Reading Star Award Ceremony and Author Seminar" to experience the joy of reading together.</p>	
<p>2. To make use of two platforms: 'Teachers' Book Recommendations' and 'Library Fan page' so as to enhance reading atmosphere and encourage students to do more</p>	Whole year	<p>2.1 An increase in the number of borrowed books recommended by teachers.</p> <p>2.2 At least 30 posts and 400 followers throughout the year.</p>	<p>It is partly successful.</p> <p>2.1 72 teachers recommended books. All teachers had shot a video for their recommended books. 37 videos would be broadcast during the Reading Enhancement Session and uploaded to our school website afterwards.</p> <p>2023.01-2023.05: 363 times (22-23 books)</p> <p>2023.09-2023.12: 223 times (22-23 books)</p>	<p>1. All teachers need to shoot a short video. The videos should be short (about 2-3 minutes).</p> <p>2. Prizes for teachers with good recommendations and students with high support.</p> <p>3. Three Teachers'</p>

sharing.			<p>2024.01-2024.05: 368 times (23-24 books)  2025.01-2025.05: 315 times(24-25 books)  -Teachers’ Book Recommendations will be arranged weekly together with monthly billboard statistics in the hopes of boosting the promotional effect.  -Its borrowing records were similar to that of last year.</p> <p>2.2 - There are 427(375) followers on Instagram(updated to 6/6/2025).  -79 posts were posted throughout the year. The total ‘like’ rate on and Instagram was 693(488).  -The number of followers and the ‘like’ rate increased.  - Library Instagram can serve as a platform to maintain student’s enthusiasm for promoting reading and facilitate the circulation of information.</p>	<p>Recommendation Books can be done in the CRS or ERS.</p> <p>4. To introduce more external information about books and reviews on current and popular topics.</p> <p>5. For book reviews, a simple task will be assigned to replace the writing of a long paragraph.</p> <p>6. To integrate related books reports or suggested readings with different subjects’ activities.</p> <p>7. All F.1 students would be invited to like the pages and more subjects would be invited to add posts on the platforms.</p>
<p>In conclusion, Students’ interest in reading and the reading atmosphere was improved. Students pay attention to ‘Teachers’ Book Recommendations’ and “Library Instagram”. Students enjoyed the videos of Teachers’ Recommendation Books.</p>				

**Major concern (II): Supporting the teaching and learning of each department**

Tasks / Actions	Timeframe	Success Criteria	Evaluation	Suggestions/Follow up
1. To build up electronic resources	whole year	<p>1.1 An increase in the number of electronic books and magazines borrowed.</p> <p>1.2 The implementation of electronic resources of different subjects.</p> <p>1.3 The implementation of KOBO readers..</p>	<p>It is successful.</p> <p>1.1 The number of items borrowed increased: 2023-24 eBooks 1185+Emag 4177 = 5362 2024-2025 eBooks 1077+Emag 4484 = 5561 -HyRead: This year, 47 new books have been added.Total collection added to 1123 items. Continued to subscribe to 16(13) items of e-magazines.</p> <p>1.2 eClass: Total collection added to 102 items. -KOBO: 74 readers have been purchased This year, 41 new books have been added. 427 books have been installed in the readers. Two weeks rotation of readers for each class and most students enjoyed reading with the new readers. -LovEbooks: Managed by the English Department, 29 fictions and 75 non-fictions have been uploaded on Sharepoint) The e-books platform has been established. Students enjoyed this experience as there were many choices and updated versions of books.</p>	<p>1. A class teacher period for F.1 students will be requested to introduce e-books platform in the beginning of the year.</p> <p>2. English Department can focus on promoting e-Magazines while Chinese Department can focus on HyRead or KOBO ebooks.</p> <p>3. More subjects will be invited for purchasing ebooks.</p> <p>4. More subjects will be invited for using electronic resources.</p>
2. To combine the curriculum and activities organized by different departments and committee, a theme-based	Whole year	2.1 An increase in the number of Chinese and English books borrowed.	<p>It is partly successful.</p> <p>2.1 Number of books borrowed: Physical Chinese books: decreased 249 (3503&gt;&gt;3254) . Physical English books: increased 15 (2857&gt;&gt;2872) .</p>	1. more subjects would be invited to join together.

strategy will be adopted to promote reading.		2.2 At least 1 department or committee join together to promote reading.	<p>Chinese Ebooks + Emag :520 +228 = 748 (1185)  English Ebooks + Emag: 557 + 4256 = 4813 (4647)</p> <p><u>Chinese Department:</u></p> <p>-F.1-F.2 library tours were held.  -Designated Chi reading materials will be prepared during Reading Enhancement Period.</p> <p><u>English Department:</u></p> <p>- F.1 to F.3 library tours were held  - F.1 and F.2 Audio Book and Book Cover competitions were held in both first and second terms.</p>	
In conclusion, increasing learning resources and improving facilities can help academic subjects learning. Chinese and English Departments actively promote reading. We have good cooperation with each other.				

#### Member list

Ms. Pang Wing Yin

Ms. Tsang Po Yu

Mr. Lai Chun Yin

Ms. Tang Lai Chu

# Tin Ka Ping Secondary School

## Student Affairs Unit

### Annual School Report of Major Concerns of SAU for 2024-2025

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

12 priority values & attitudes	
**1	Perseverance
**2	Respect for Others
**3	Responsibility
**4	National Identity
**5	Commitment
**6	Integrity
**7	Benevolence
**8	Law-abidingness
**9	Empathy
**10	Diligence
**11	Filial Piety
**12	Unity

#### Major Concerns (2024 – 2025)

Objective (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

Tasks / Actions					
Items / Targets	Strategies	TS	SC	Performance Review	Evaluations and Suggestion
<b>1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning</b>					
<b>1.1 建立穩固的成長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想</b>  <b>Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage</b>	<b>S1 Accommodation &amp; Transition</b> [#4+#6+#7] [**1+**2+**12] <ul style="list-style-type: none"> <li>Events for new S1 students and parents are held for their accommodation and transition.</li> <li>A "P.A.T.H.S." programme is established for the S1 students for consolidation of personal growth.</li> </ul>	Aug  June/ July	<ul style="list-style-type: none"> <li>Two events and the programme are successfully held.</li> <li>The attendance rate reaches 85%.</li> <li>Positive feedbacks are received.</li> </ul>	Achieved  Achieved.  Achieved.	<ul style="list-style-type: none"> <li>Anti-drug elements are suggested to be introduced in the accommodation programme.</li> </ul>
	<b>Class Teachers Affairs</b> [#4+#6+#7] [**3+**10] a) Utilization of S1 & S2 student handbook <ul style="list-style-type: none"> <li>Class teacher periods are reserved for S1 class teachers to trained the students to utilize their student handbook.</li> <li>Students' handbooks are checked by school office once a week. The result is followed by the class teachers.</li> </ul>	Sept & Oct Whole year	<ul style="list-style-type: none"> <li>More than 70% of students have marked down their HW each day.</li> <li>More than 50% of students have written down the recommended completion time for each HW.</li> </ul>	Achieved.  Not achieved, only around 40% of students have written down the time.	<ul style="list-style-type: none"> <li>The foundation work will be modified due to the new S1 BYOD policy.</li> <li>New S1 students will be instructed to mark down their assignments and schedules on</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Group leaders are fostered to help checking student handbook of group members.</li> </ul> <p>b) Extra care by S1 class teachers before 1<sup>st</sup> term UT</p> <ul style="list-style-type: none"> <li>▪ S1 students are requested arrive the classroom before 0745 to establish good school arrival habit.</li> <li>▪ Class teachers will take care the students and handle the class affairs.</li> </ul> <p>c) S1 Life education lesson</p> <ul style="list-style-type: none"> <li>▪ Students are guided to plan their own study timetables in the lesson.</li> </ul> <p>d) S1 &amp; S2 Award scheme</p> <ul style="list-style-type: none"> <li>▪ Outstanding students are awarded according to the title of each month.</li> </ul>	<p>Sept &amp; Oct</p> <p>Jan/Feb</p> <p>Whole year</p>	<ul style="list-style-type: none"> <li>▪ S2 students performs better than their previous year (2023-2024 S1) for the usage of student handbook.</li> <li>▪ More than 80% of students have arrived the classroom in time (0745) before 1<sup>st</sup> term UT.</li> <li>▪ A life education lesson concerning 'time management' is conducted successfully.</li> <li>▪ Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieved. There is a significant increase (from 455 to 779) in the number of excellent achievement.</li> <li>▪ Achieved.</li> <li>▪ Achieved.</li> <li>▪ Achieved.</li> </ul>	<p>their I-Pad devices.</p>
	<p><b>Counselling &amp; Guidance</b> [#4+#6+#7] [**3+**5+**7+**9+**12]</p> <p>a) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> <li>▪ Mentees (seeds) is recruited and is taken care by a group of mentors (suns).</li> <li>▪ Regular lunch gatherings are held for each peer group.</li> </ul> <p>b) Small Counselling Group</p> <ul style="list-style-type: none"> <li>▪ Some S1 students are selected to be the 'Accommodation Ambassadors'.</li> <li>▪ 'Caring Ambassadors' training is carried out for some selected students which aim at giving advice on peer relationship and self-care.</li> </ul>	<p>Whole year</p> <p>Sept &amp; Jan/Feb</p>	<ul style="list-style-type: none"> <li>▪ Lunch gatherings of each group are held twice each month.</li> <li>▪ Four general meetings are held during the whole academic year.</li> <li>▪ The attendance rate reaches 85% for small counselling group.</li> <li>▪ Positive feedbacks are</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieved.</li> <li>▪ The mentors (Sun) were assigned to organise multiple events on mental health for the entire school. Consequently, one general meeting was cancelled to reduce the mentors' workload.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Shining Hearts Peer Guidance Scheme will continue.</li> <li>▪ 'Caring Ambassadors' and 'Accommodation Ambassadors' will merge into one group and be renamed 'Student Gatekeepers' next year.</li> </ul>

<p>1.2 按學生的成長發展，逐步由「他管」轉移至「自管」模式</p> <p>Pace students' growth and facilitate their shift from "being managed" to "self-management"</p>	<ul style="list-style-type: none"> <li>Net issue workshop and assembly are held for S1 to build up their healthy habit on internet use.</li> </ul>		received.	<ul style="list-style-type: none"> <li>All Shining Hearts general meetings had a 90% attendance rate.</li> <li>Achieved</li> <li>Achieved.</li> </ul>	
	<p><b>Trainings</b> [#4+6] [**3+**5+**6+**8+**9]</p> <p>Training sessions are conducted for class monitors, chief subject monitors and subject monitors.</p>	Whole year	<ul style="list-style-type: none"> <li>Three training sessions for class monitors, chief subject monitors and subject monitor are successfully held.</li> <li>The attendance rate reaches 80%.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The trainings will be continued.</li> </ul>
	<p><b>Prefects</b> [#4+6] [**2+**3+**5+**9+**12]</p> <p>Prefect leaders are in charging of prefects activities and administrative documents of whole-school activities.</p>	Whole year	<ul style="list-style-type: none"> <li>Prefect team activities (training camp, general meeting and lunch gatherings) are organized and held by prefect leaders successfully.</li> <li>Administrative documents and management work of prefect duties for parents' day, athletic meet and swimming gala are done by prefect</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>These practices will be continued.</li> </ul>

			<p>leaders.</p> <ul style="list-style-type: none"> <li>Positive feedbacks are received.</li> </ul>		
	<p><b><u>Class Monitors &amp; Monitress</u></b></p> <p><b>[#4+#6] [**3 + **5 + **6 + **8 + **12]</b></p> <ul style="list-style-type: none"> <li>Lunchtime meetings with form liaisons are conducted for experience sharing. Form liaisons learn about what monitors are facing and offer support accordingly.</li> <li>Junior form class monitors and monitress are requested to stand out and maintain the order and discipline of their classes before lessons and morning exercise sessions.</li> <li>'Class order records sheet' policy is introduced for junior form class teachers and form liaisons to understanding and supporting monitors' class order control work each week.</li> </ul>	<p>Once per term</p> <p>Whole year</p>	<ul style="list-style-type: none"> <li>Lunch meetings are successfully held.</li> <li>More than 60% of class monitors and monitresses are stood out of the class for order control before lessons and morning exercise sessions.</li> <li>'Class order records sheet' policy is introduced in junior forms for at least 2 months.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Not yet achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>More supports are still needed for the maintenance of the order and discipline before the morning exercise sessions.</li> </ul>
	<p><b><u>Class Association</u></b> <b>[#4+#6] [**2 + **3 + **5 + **10 + **12]</b></p> <ul style="list-style-type: none"> <li>Class rules is established and executed by the class teachers and class committee.</li> <li>Class association committee meetings are conducted. Class teacher can know about the operation of the class association and offer support.</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>Clear class rules are established and posted.</li> <li>Four class association committee meetings are successfully held.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved for most of the classes.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Better archive and follow-up are needed for the meeting minutes.</li> </ul>

**Objective (II) : To nurture students' positive values** 培養學生積極、正面的人生觀

Tasks / Actions					
Items / Targets	Strategies	TS	SC	Performance Review	Evaluations and Suggestion
<b>1. Encourage students to face failure and difficulties positively</b>					
<b>1.1</b> 透過不同平台及機會（如早會、生活教育課、周會、班主任課、各類活動、輔導等等），鼓勵學生正面、積極地面對困難，提升抗逆力  Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling	<b>Campus Atmosphere</b> [#2+#7] /**7+**9/ <ul style="list-style-type: none"> <li>Mental health information is frequently posted on the class bulletin board.</li> <li>Quotes with positive meaning are displayed in the campus.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>New mental health information is released twice a month.</li> <li>Quotes are displayed in 30 days and different quotes are displayed each day.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Not yet achieved.</li> <li>Not yet achieved, as some class teachers reflect that shows limited effect on students.</li> </ul>	<ul style="list-style-type: none"> <li>Collect more feedbacks from teachers (especially class teachers), to establish better consensus on emotional education among colleagues.</li> </ul>
	<b>Counselling &amp; Emotional Support</b> [#2+#6+#7] /**7+**9/ <ul style="list-style-type: none"> <li>Frequent communication with different professionals (i.e. SMHSS, EP and CP).</li> <li>Counselling record is systemized, and so the case handling direction and progress can be traced.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least one case-conference is held for each student case with high-risk each school term.</li> <li>WhatsApp groups is created for each student case with high-risk.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Partly achieved. Some MI cases need more frequent check-in for safety</li> </ul>	<ul style="list-style-type: none"> <li>Good practices have already been established in this year.</li> </ul>

				concern.	
	<b>Counselling &amp; Guidance</b> [#2+#6+#7] [**7 + **9+**12] a) “Peer Power – Student Gatekeeper Training Programme” <ul style="list-style-type: none"> <li>Training sessions are carried out for students to act as a gatekeeper in school.</li> <li>Emotional health care promotion activities are organized and held by the student gatekeepers.</li> </ul> b) Small Counselling Group <ul style="list-style-type: none"> <li>Small counselling groups concerning learning stress and motivation as well as social skills are proposed.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least two training sessions are carried out for student gatekeepers.</li> <li>At least one emotional health care promotion activities are organized and held by the student gatekeepers.</li> <li>The attendance rate reaches 70% for the training sessions and small counselling groups.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>A significant mental healthcare promotional event titled 'Mental Health Week' will be held in the coming academic year.</li> <li>It is recommended that further feedback be collected from students for the purpose of creating small counselling groups.</li> </ul>
	<b>Class Teachers Affairs</b> [#2+#4+#6+#7] [**2 + **7+**9] <ul style="list-style-type: none"> <li>Support from SAU members or SSWs are offered to class teachers to hold emotional education activities during the class teacher periods.</li> <li>Emotional education resources bank is established for class teacher to carry out emotional education activities during the class teacher periods.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least ten sessions are held for different classes.</li> <li>At least ten videos, articles or PowerPoints are uploaded on the resources bank.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Not yet achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Sessions on emotional education activities have been held in most of the S1 &amp; S5 classes.</li> <li>More feedbacks are needed to be collected from class teachers, so as to modify the materials in the resources bank for better catering of students' needs.</li> </ul>
<b>2. Cultivate students to build habits of gratitude and service</b>					
2.1 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我	<b>Counselling &amp; Guidance</b> [#1+#2+#4+#6+#7] [**2 + **3+**5+**7+**9+**11+**12] Shining Hearts – Peer Guidance Scheme	Nov-Jan	<ul style="list-style-type: none"> <li>At least one programme of voluntary work are held.</li> </ul>	<ul style="list-style-type: none"> <li>Not all the groups were equally</li> </ul>	<ul style="list-style-type: none"> <li>Voluntary work by suns and seeds is a good practice, and it is hoped that this will continue.</li> </ul>

<p>的認識，並提升自信（自我效能感）及管理 能力</p> <p>Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase</p>	<ul style="list-style-type: none"> <li>The mentors (sun) and mentees (seed) works together and organizes a voluntary work.</li> </ul>		<ul style="list-style-type: none"> <li>The attendance rate reaches 70%.</li> <li>Positive feedbacks are received.</li> </ul>	<p>enthusiastic about participating in the voluntary work programme. This was due to the fact that not all voluntary work was appropriate for students to undertake, and there were always conflicting commitments with the students' assessment period.</p> <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>	
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### 3. Reinforce students' sense of belongings at school

<p>3.1 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理 能力，建立成功 感</p> <p>Through managing student organizations / organizing activities, reinforce students' self-</p>	<p><b>Trainings</b> [#4+#6] [**3 + **5 + **6 + **8 + **9 + **12]</p> <ul style="list-style-type: none"> <li>Training sessions are conducted for the prefect leaders, aspiring prefects and the seeded prefects.</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>Three trainings for different perfect team levels are successfully held.</li> <li>The attendance rate reaches 80%.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The trainings will be continued.</li> </ul>
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<p>knowledge, self-confidence (self-efficacy), management skills and sense of achievement</p>	<p><b>Prefects</b> [#2+#3+#4+#6] [**3 + **5 + **8 + **9 + **12]</p> <ul style="list-style-type: none"> <li>Head prefect is invited to report for the campus situations and prefect team spirits in the SAU meeting.</li> <li>Prefect leaders are requested to expose themselves and give speech in different school events.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Reports by head prefect is done in more than half of the SAU meetings.</li> <li>An afternoon assembly sharing session is given to the newly-appointed head prefect.</li> <li>Junior-form morning exercise sessions and reminders for seasonal school uniform changes, athletic meets and swimming gala are successfully held by prefect leaders.</li> <li>Prefect team activities (training camp, general meeting and lunch gatherings) are organized and held by prefect leaders successfully.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>More chances will be given to prefect leaders to show up themselves.</li> </ul>
	<p><b>Class Associations</b> [#2+#4+#6+#7] [**2+**3+**5+**10+**12]</p> <ul style="list-style-type: none"> <li>Class associations are in-charged of holding class activities, such as board-making, school picnic and Christmas celebration parties.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Class activities, such as board-making, school picnic and Christmas celebration parties, are successfully organized and held by the class associations.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>These practices will be continued.</li> </ul>

	<p><b>Counselling &amp; Guidance</b></p> <p>[#2+#4+#6+#7] [**2+**3+**5+**7+**9+**10+**12]</p> <p>Shining Hearts – Peer Guidance Scheme / “Peer Power – Student Gatekeeper Training Programme”</p> <ul style="list-style-type: none"> <li>Some mentors will be chosen to form a core group and they need to plan some of the general activities.</li> <li>Mentors are responsible to organize an activity for their mentees in each group.</li> <li>Emotional health care promotion activities are organized and held by the student gatekeepers.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least one general activity is planned by the core mentor group.</li> <li>At least one group activity for mentees is organized by the mentors in each group.</li> <li>At least one emotional health care promotion activity organized by the student gatekeepers.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that mentors, particularly those in the core group, be assigned additional responsibilities.</li> </ul>
<p><b>3.2</b> 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍</p> <p>With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience</p>	<p><b>Prefects</b> [#4+#6+#7] [**3+**5+**10+**12]</p> <ul style="list-style-type: none"> <li>Activities are organized so as to develop and show students communication and co-operation skills.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least two prefect team activities (i.e. training camp and activity day) are held.</li> <li>The attendance rate reaches 70%.</li> <li>Positive feedbacks are received.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>The practices will be continued.</li> </ul>
	<p><b>Counselling &amp; Guidance</b></p> <p>[#4+#6+#7] [**3+**5+**7+**10+**12]</p> <p>a) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> <li>Activities are organized so as to facilitate the development of students' inter-personal skills.</li> </ul> <p>b) Small Counselling Group</p> <ul style="list-style-type: none"> <li>Activities are organized so as to facilitate the</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>At least two activities are held for both Shining Hearts and Small counselling group.</li> <li>The attendance rate reaches 70%.</li> <li>Positive feedbacks are</li> </ul>	<ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>	<ul style="list-style-type: none"> <li>It is anticipated that the programme of activities will continue to be organised.</li> </ul>

	development of students' inter-personal skills and their interest in art therapy.		received.		
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TS : Time Scale  
SC : Success Criteria

Members of the Unit  
Members: CWS2, CLH, SYM, LWP, LYC, CKK, LKL, CHY, YWH, TYL, LJ, SMY, KY, CWS, YH  
School social worker: Christine, Marco  
Administrative staff member: Red, Jane

**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

Tasks/Actions	SC	MOE	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
Reinforce the construction of student self-management plan; watch over the balance of student activities and learning							
1.2 To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage 建立穩固的成長基礎 (升中、升高中適應) 及良好的生活習慣, 實踐個人夢想							
1.2.1 To build up atmosphere of self-discipline in participation of CCAs.	◆ The Grit programme	◆ promote the attainment of 'active participation' in CCAs	◆ Data from eEnrolment ◆ Review from teacher-in-charge	Achieved	#7	**1 **3 **10	
1.2.2 To build up high quality balanced life	◆ Refer to the 'Student Development Framework'	◆ 85% of students could follow the 'Student Development Framework'	◆ Statistics	◆ Over 90% of students could follow the 'Student Development Framework'	Evaluate and promote CCA for F. 3 or above levels. #2 #4 #6 #7	**1 **3	
1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management" 按學生的成長發展, 逐步由「他管」轉移至「自管」模式							
1.3 To recap the concept of self-management for leaders.	◆ Training programme ◆ Daily guidance from advisors	◆ Leaders could understand the concept of self-management and role model. ◆ Leaders could alert the transactions of experience to the junior form members.	◆ Survey at the end of programme ◆ Survey in each term	◆ 75% of house captains could understand and deliver the concept of self-management and role model ◆ Leaders have very good relationship with previous leaders of the organization and transacted the experience and documents for the new committee	Overnight camp will be continued for keeping the team spirit of organization. #2 #4 #6	**1 **3 **5 **12	

**Major concern (II):** To nurture students' positive values 培養學生積極、正面的人生觀

1. Encourage students to face failure and difficulties positively							
Tasks／Actions	SC	MOE	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
1.2 Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling	<ul style="list-style-type: none"> <li>◆ To introduce CCAU to new S. 1 and emphasize the purpose of CCA.</li> <li>◆ Organize activities for promotion.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Complete the programme</li> <li>◆ At least one activity was organized from SU and 4 houses respectively.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Review from students' planning in the handbook.</li> <li>◆ Record in minutes</li> </ul>	<ul style="list-style-type: none"> <li>◆ F. 1 students were enthusiastic in choosing CCAs during the promotion.</li> <li>◆ Proposed cabinets of SU have prepared games booth for promotion during the election.</li> <li>◆ Students' activity Day for releasing pressure.</li> </ul>	◆ Enhance CCAs to have promotion on the Students' Activities Day in the post-exam.	#2 #4 #6 #7	**1 **3 **5

2. Cultivate students to build habits of gratitude and service							
Tasks／Actions	SC	MOE	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE

2.2 Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase	<ul style="list-style-type: none"> <li>◆ Keep emphasize the idea to students' organization in training programme</li> <li>◆ Participation of volunteer services from selected students' groups.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Complete the programme</li> <li>◆ At least 4 groups have participated in volunteer services.</li> </ul>	◆ Record in minutes	Volunteer service organised by 4 houses and smoothly completed in post-exam period. (animal welfare volunteer)		#2 #4 #6	**1 **2 **3 **5 **9 **12	
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3. Reinforce students’ sense of belongings at school								
Tasks／Actions		SC	MOE	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
3.1 Through managing student organizations / organizing activities, reinforce students’ self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement	◆ Training programme Daily guidance from advisors	◆ Over 75% of students from SU and houses committee agree they have increased their sense of achievement.	◆ Google form will be sent to students to collect statistics	Achieved.		#2 #4 #6	**1 **3 **5 **12	
3.2 With various activities, facilitate students’ development of interests and talents, build for them quality leisure life and joyful campus ambience透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活	Introduction of short-term interest class	◆ Short-term interest class was launched.	◆ record	Class for making ‘Dragon bread candy’ from Chinese Cultural promotion group	Maintain when possible	#2 #4 #7		

**3. Members of the Unit: Lau Ching Lui, Pan Liping, Li Lik Kei, Tsoi Yin Ling, Leung Man Fai, Wong Yiu Long, Tam Yu Ting (Noel), Ng Suet Ngai, Ng Fung Ling, Leung Yui Yan.**

**4. Appendix : Budget for 2024-2025**

**TS : Time Scale    SC : Success Criteria    MOE : Methods of Evaluation    PIC : People in Charge    RR : Resources Required**

**Tin Ka Ping Secondary School**

**Evaluation for Program Plan of Major Concerns of Life Education Unit (2024-2025)**

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

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge	Evaluation
<b>1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning</b>				
<b>1.1 Implement career and life planning and help students construct life blueprint</b>  **2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy #4 Generic Skills, #6 Life Planning	■ Relevant strategies of life education are set by collaborating with the SLTU and CGU to coordinate lesson plans across departments	■ Evaluate the effectiveness in the Joint Student Affairs Committee meetings	■ Unit head  ■ Form coordinators	■ ✓The lesson plans of LEU showed effective collaboration with activities held by SLTU and CGU.
<b>1.2 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage</b>  ■ To modify and integrate the content of the curriculum so as to fit the need of students at different stages.  ■ To launch volunteer service and life education lessons of different levels	■ Relevant strategies of life education are set by the volunteer service team.  ■ 80% of participants agree with the effectiveness of the activities.  ■ 30% students participate in volunteer service and share their experience in assembly  ■ Integration of curriculum with different teaching methods and volunteer service for Intellectual,	1. Evaluate the effectiveness in the Joint Student Affairs Committee meetings 2. Use curriculum evaluation forms to collect teachers' opinions 3. Review in the meetings of the Life Education Unit 4. Collect feedback from students who participated in life education lesson and voluntary services.	■ Unit head  ■ Form coordinators	1.1 ✓All Form 1 students participated in school volunteer service including vanishing, gardening and recycling. Students shared their experience in their class.  1.2 ✓All Form 2 students participated in community volunteer service including serving persons with disability, elderly and mentally handicapped persons. Students shared their experience in assembly in

<p>**2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy, **10 Diligence #4Generic Skills, #6 Life Planning</p>	<p>Emotional, Volitional and Practical Dimensions</p>			<p>May. 1.3 ✓33 students from F.3 participated in the clean-up activity. Students were highly engaged in observing the characteristics of the Kai Leng Village in Fanling. During the activity, they collaboratively collected a total of 45 bags of litter. Additionally, a wooden board was installed in the village to promote the message, "Littering is not an option; a cleaner village is a more beautiful village." 2. ✓Teachers are satisfied with the lesson plan. 3. ✓Mid Term Evaluation was done in the LEU meeting held in April. 4. ✓Student are strongly agree with the content and effects of the curriculum and voluntary services according to the survey&gt;3.0</p>
<p>1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management." ■ To facilitate students' development</p>	<p>■ 1-2 assemblies are hold by student to facilitate their self-management and promote school volunteer service</p>			<p>■ ✓2 assemblies were hold by student to facilitate their self-management including F.6' In Dialogue with Principal' in December and</p>

of interests and talents  **1 Perseverance, **2 Respect for Others, **3 Responsibility, **5 Commitment, **6 Integrity, **7 Benevolence, **10 Diligence #2 Breadth of Knowledge , #4Generic Skills, #5 Information Literacy , #6 Life Planning				F.5’ In dialogue with School Supervisor’ in March. ■ ✓1 assembly promoting school volunteer service was held in May. 2-3 trainings were provided for representatives from each class separately. 2 rehearsal for all representatives were also provided. The assembly went smooth. ■ ✓Two students from F.4 and F,5 were invited to serve as opening hosts for the assemblies.
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**Major Concern (II) To nurture students’ positive values**

1. Encourage students to face failure and difficulties positively				Evaluation
<b>1.1 Review and restructure the life education framework; develop healthy mentality and life attitudes of our students</b>  ■ To elevate the quality of lesson plans.  ■ To elevate the quality of lesson plans and communication among teachers to strengthen class	■ Form coordinators integrate and compile <b>a series of lesson plans for Intellectual, Emotional, Volitional and Practical Dimensions</b> for each Form.  ■ Framework of the curriculum is constructed, and <b>Form coordinators modify at least 1 lesson plans</b> with Experiential Learning.	■ Use class management questionnaire to collect students’ opinions  ■ Use curriculum evaluation forms to collect teachers’ opinions  ■ Review in the meetings of	■ Unit head  ■ Form coordinators	■ ✓The rearrangement of F4 ceremony (1&2) is working in progress to fit the need of senior form students. ■ ✓3 lesson plans of F.6 were modified. ■ ✓After finishing 1 <sup>st</sup> term lesson plan integration. 2 <sup>nd</sup> term lesson plans will be integrated by form

<p>teachers' consciousness toward Life Education lessons.</p> <p>**1 Perseverance, **2 Respect for Others, **3 Responsibility, **4 National Identity, **5 Commitment, **6 Integrity, **7 Benevolence, **8 Law-abidingness, **9 Empathy, **10 Diligence, **11 Filial Piety, **12 Unity</p> <p>#1 National and Global Identity, #2 Breadth of Knowledge, #4 Generic Skills, #5 Information Literacy, #6 Life Planning</p>	<ul style="list-style-type: none"> <li>■ Rearrange the lesson observation scheme</li> </ul>	<p>the Life Education Unit</p> <ul style="list-style-type: none"> <li>■ Collect feedback from students who participated in voluntary services.</li> <li>■ Renew the Assessments such as activities evaluations, longitudinal studies, and qualitative evaluations like reflection of students</li> </ul>	<ul style="list-style-type: none"> <li>■ coordinators after yearly examination.</li> <li>■ (Partly achieved) Lesson plans for Intellectual, Emotional, Volitional and Practical Dimensions for each Form were integrated.</li> <li>■ ✓Form coordinators from each form had modified at least 1 lesson plans with Experiential Learning.</li> <li>■ (Partly achieved) Rearrange the lesson observation scheme(ongoing)</li> </ul>
<p>1.2 Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as afternoon assemblies, life education lessons, weekly assemblies, class teacher periods, different activities, and counselling.</p> <ul style="list-style-type: none"> <li>■ To plan how to promote volunteer service through assemblies by students</li> </ul> <p>**1 Perseverance, **2 Respect for Others, **3 Responsibility, **4 National Identity, **5 Commitment, **6 Integrity, **7 Benevolence, **8 Law-abidingness, **9 Empathy, **10 Diligence,</p>	<ul style="list-style-type: none"> <li>■ Relevant strategies of life education are set by the volunteer service team. The volunteer service and the curriculum have to be linked.</li> <li>■ Promote volunteer service through 1-2 assemblies/ Life Education lesson for Form 1-3 students</li> </ul>		<ul style="list-style-type: none"> <li>■ ✓The volunteer service and the curriculum had been linked. The service day was set after one introductory assembly, one preparation lesson and one training day.</li> <li>■ ✓Promoted volunteer service through 1-2 assemblies/ Life Education lesson for Form 1-3 students(F1:Feb to Mar, F2:Dec to May, F3:Mar to Apr)</li> <li>■ ✓"Trail Walker/ The Spirit of Sport" and implanted in Life Education Lesson</li> <li>■ ✓The Concept of</li> </ul>

<p>**11 Filial Piety, **12 Unity</p> <p>#1 National and Global Identity , #2 Breadth of Knowledge , #3 Language Proficiency , #4Generic Skills, #5 Information Literacy , #6 Life Planning, #7Healthy Lifestyle</p>				<p>perseverance was promoted in assemblies of (F1-3) and (F4-5)</p> <p>■ ✓Year24-25: ~100 students Total: ~650 instances of participation Students and teachers join the “Morning Run Scheme” actively and students were rewarded in weekly assembly</p>
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2. Cultivate students to build habits of gratitude and service				Evaluation
<p><b>2.1 Review and build student volunteers service framework</b></p> <ul style="list-style-type: none"> <li>■ To modify the voluntary work recording system</li> <li>■ To facilitate <b>F1-3</b> volunteer service and to showcase the positive effects of network construction.</li> <li>■ To encourage <b>F1-3</b> classes to cultivate team spirit through engaging in volunteer service.</li> <li>■ to include the evaluation of</li> </ul>	<ul style="list-style-type: none"> <li>■ Relevant strategies of life education are set by the volunteer service team include <b>the collection of the data of voluntary services.</b></li> <li>■ 80% of students are satisfied with the content and arrangement of volunteer service and activities.</li> <li>■ <b>30%</b> students participate in volunteer service and share their experience in assembly.</li> <li>■ The division of labour is established</li> </ul>	<ul style="list-style-type: none"> <li>■ Use class management questionnaire to collect students’ opinions</li> <li>■ Use curriculum evaluation forms to collect teachers’ opinions</li> <li>■ Review in the meetings of the Life Education Unit</li> <li>■ Collect feedback from students who participated in voluntary services.</li> </ul>	<ul style="list-style-type: none"> <li>■ Unit head</li> <li>■ Form coordinators</li> </ul>	<ul style="list-style-type: none"> <li>■ ✓Strategies of collection of the data of voluntary services were set.</li> <li>■ ✓Students are satisfied with the content and arrangement of volunteer service and activities.(data collecting)</li> <li>■ ✓30% students participate in volunteer service and share their experience in assembly.(2-3students</li> </ul>

<p>volunteer service in the class management questionnaire</p> <p>■ to implement school volunteer service recognition mechanism cooperating with the Student Affairs Committee</p> <p>**2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy</p> <p>#4Generic Skills, #6 Life Planning</p>	<p>between different units and activities are successfully held.</p> <p>■ All the units agree with the effectiveness of the activities.</p> <p>■ Emphasize life value in volunteer service to fit the need of junior form students</p>			<p>from each F2 class will have sharing session in May)</p> <p>■ ✓The division of labour is established between different units and activities are successfully held.</p> <p>■ ✓✓The awareness of reporting voluntary hours have enhanced though class teacher period or afternoon assembly.</p>																														
<p>2.2 Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase</p> <p>■ To modify and integrate the content of the curriculum so as to fit the needs of students at different stages.</p> <p>**2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy</p> <p>#4Generic Skills, #6 Life Planning</p>				<table><tr><td>Submi ssion</td><td colspan="2">Total</td></tr><tr><td>Period</td><td colspan="2">Throughtout academic year</td></tr><tr><td></td><td>Students</td><td>V. Hours</td></tr><tr><td>22-23</td><td>235</td><td>4698</td></tr><tr><td>23-24</td><td>265</td><td>4106</td></tr><tr><td>24-25</td><td>391</td><td>4918</td></tr></table> <p>AVS Award</p> <table><tr><td></td><td>Gold</td><td>Silver</td><td>Brown</td></tr><tr><td>22-23</td><td>1</td><td>52</td><td>142</td></tr><tr><td>23-24</td><td>3</td><td>25</td><td>25</td></tr></table>	Submi ssion	Total		Period	Throughtout academic year			Students	V. Hours	22-23	235	4698	23-24	265	4106	24-25	391	4918		Gold	Silver	Brown	22-23	1	52	142	23-24	3	25	25
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	Gold	Silver	Brown																															
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23-24	3	25	25																															

				2.2.1 F1-3 Volunteer Scheme become stable. F1: School Campus Services F2: Caring for people in the community F3: Care about Social issues
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**Tin Ka Ping Secondary School**  
**Student Leaders Training Unit**  
**Annul Report (2024-25)**

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

**Major Concern 1: Reinforce the construction of student self-management plan; watch over the balance of student activities and learning**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<p>1.1 建立穩固的成長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想</p> <p><b>Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage</b></p>	Whole school year	<p><input type="checkbox"/> We will hold S1 Discipline Training Camp and Strive for Excellence Award Scheme to help S.1 students to build solid foundation of personal growth and sound life habits. We will keep the two target goals which are related to life habits in the booklet.</p> <p><input type="checkbox"/> We will optimize the S.4 Commencement Ceremony II. We hope it can help them to transit to the senior secondary stage. Like the cooperation and communication skills are benefit to pursue their dream. We emphasis it in the debriefing.</p>	<p><input type="checkbox"/> Committee meeting</p> <p><input type="checkbox"/> Booklet of the Strive for Excellence Award Scheme</p> <p><input type="checkbox"/> Student feedback</p>	<p><input type="checkbox"/> Achieved</p> <p>- We set the goals in the booklet of Strive for Excellence Award Scheme and 80% of students met the goals.</p> <p>-S.4 Commencement Ceremony II also mentioned some ways for S.4 students to overcome the difficulties in adapting senior secondary stage.</p>	<p><input type="checkbox"/> KSM</p> <p><input type="checkbox"/> CHY</p> <p><input type="checkbox"/> LST</p>	<p>#4</p> <p>#7</p> <p>**1</p> <p>**3</p>

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<p>1.3 按學生的成長發展，逐步由「他管」轉移至「自管」模式</p> <p><b>Pace students' growth and facilitate their shift from "being managed" to "self management"</b></p>	Whole school year	<p><input type="checkbox"/> We need to train up students to hold the training programme in at least two trainings. For example, Basic Leadership Training, LIVE training programme.</p>	<p><input type="checkbox"/> Committee meeting</p>	<p><input type="checkbox"/> Partly Achieved</p> <p>— We arranged senior form students to do preparation with junior form students in Basic Leadership Training and gave more chances for them to lead the training.</p> <p>— The students who were trained in LIVE programme help to train up the participants this year. We gave more chances for them to give comments to the participants</p> <p>-We are going to make good use of S.4 Commencement</p>	<p><input type="checkbox"/> All members</p>	<p>#4 **2 **5</p>

				<p>Ceremony I. We are going to help students to set specific goals before September. And we will review these goals in the S.4 Commencement</p> <p>Ceremony II. Hope it can help the S.4 students in adapting the senior secondary stage better.</p>		
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# **To nurture students' positive values** 培養學生積極、正面的人生觀

## **Major Concern 2: Encourage students to face failure and difficulties positively**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<p>1.1 透過不同平台及機會（如早會、生活教育課、周會、班主任課、各類活動、輔導等等），鼓勵學生正面、積極地面對困難，提升抗逆力</p> <p><b>Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling</b></p>	Whole school year	<input type="checkbox"/> We can reinforce these messages in the debriefing session in S1 camp and LIVE programme.(At least two training programmes)	<input type="checkbox"/> Committee meeting <input type="checkbox"/> Feedback from students (for example, their reflections)	<input type="checkbox"/> Achieved -They overcame different difficulties in the camp and we reinforce These messages in LIVE programme	<input type="checkbox"/> WWC <input type="checkbox"/> YTY <input type="checkbox"/> MPM <input type="checkbox"/> KSM	#7 **1 **10

## **Major Concern 3: Cultivate students to build habits of gratitude and service**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<p>1.2 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我的認識，並提升自信（自我效能感）及管理能力</p> <p><b>Through volunteer services, by learning to care about the needs of the teams, communities and society, students may</b></p>	Whole school year	<input type="checkbox"/> We can have the volunteer services in LIVE programme and let them to plan the service. <input type="checkbox"/> We hold the S2 volunteer service with CGU and LEU. The leaders from LIVE programme will lead their classmates to hold the community service. Through this volunteer work, they can learn gratitude and improve	<input type="checkbox"/> Committee meeting <input type="checkbox"/> Feedback from students (for example, their reflections) <input type="checkbox"/> JCSA meeting	<input type="checkbox"/> Achieved -We held three different volunteer services and poverty experiences in the LIVE programme. We emphasised these elements in the debriefing. We found all the students can build habits of gratitude and service which	<input type="checkbox"/> LHY <input type="checkbox"/> MARCO MA <input type="checkbox"/> MTK <input type="checkbox"/> KSM	#1 #2 #4 **4 **7 **9

learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase		their self-efficacy. We can reinforce this message in the debriefing.		-We gathered the leaders before the volunteer service. We reminded them to take the lead in the service.		
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Programme Plan 2024-2025/ p.3

#### Major Concern 4: Reinforce students' sense of belongings at school

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<p>1.3 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感</p> <p><b>Through managing student organizations / organizing activities, reinforce students' self-knowledge, self confidence (self-efficacy), management skills and sense of achievement</b></p>	Whole school year	<p><input type="checkbox"/> We can give more encouragement to LIVE leaders. We should hold at least two gatherings in a year. We hope they can take up more leading post in school.</p> <p><input type="checkbox"/> We can keep cooperating and promoting our leaders to different committees/ units/ societies. Hope it will give them more platforms to show their leading talents. We can cooperate with at least two unit committees/ units/societies.</p>	<p><input type="checkbox"/> Feedback from colleague</p> <p><input type="checkbox"/> JCSA meeting</p> <p><input type="checkbox"/> Statistic (about their posts in the coming year)</p> <p><input type="checkbox"/> Feedback from students</p>	<p><input type="checkbox"/> Achieved</p> <p>-We had lunch gathering with LIVE leaders. Our teachers gave some advices for them to overcome the difficulties about being a leader in school.</p> <p>-We cooperated with LEU and CGU. It gave the leaders to have more platforms to show their leading talents.</p>	<input type="checkbox"/> All members	<p>#4</p> <p>#6</p> <p>**2</p> <p>**3</p> <p>**5</p> <p>**6</p> <p>**12</p>

<p>1.4 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍</p> <p><b>With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience</b></p>	<p>Whole school year</p>	<p><input type="checkbox"/> We can hold at least two different outings in LIVE training.</p> <p><input type="checkbox"/> We hold the S.4 Commencement Ceremony II training on Saturday, hope it can help them to build the quality leisure life and joyful campus ambience.</p>	<p><input type="checkbox"/> Committee meeting</p> <p><input type="checkbox"/> Feedback from students</p>	<p><input type="checkbox"/> Achieved</p> <p>-We cooperated with LEU and CGU</p> <p>-We will hold a first-hand experience poverty for</p>	<p><input type="checkbox"/> All members</p>	<p>#1 #2 #7 **1 **10</p>
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				them, city run and hold a widen horizon activity with them.		
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**Team Members**

Kwong Siu Man(Chairperson)

Wong Wing Chi

Chan Hon Yin

Ho Yu Pang

Lee Hang Yung

Law Sin Ting

Yim Tsz Yan (Social worker)

Ma Pui Ming (Social worker)

Mok Tung Hoi

Tin Ka Ping Secondary School

Annual Report on Major Concerns of Careers Guidance Unit for 2024-25

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

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources	Learning Goals (#1 - #7)	12 priority values and altitudes	Outcome	Suggestion
1.1 Implement career and life planning and help students construct life blueprint 貫徹生涯規劃，建構人生藍圖	To implement Career Life Planning Lessons in S1-S6 with minor modification	9/24-05/25	<ul style="list-style-type: none"> <li>Connections between lessons in each form are enhanced</li> </ul>	Feedback from class teachers collected by form coordinator.	S1: KY S2: HYP S3: PWM S4: LOY + TKT S5: LYN + TKT S6: TKT	Staff Support  NGOs Support	#2 #4 #6	**1 **2 **3 **10	Smooth.	Similar arrangement in next year with minor modification (S4)
1.2 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage 建立穩固的成	To organize a S3-4 bridging program	8/24	<ul style="list-style-type: none"> <li>More than 50% of students understand the concept of life planning in senior form</li> </ul>	Debriefing by class teachers + Feedback from class teacher	TKT LYN LOY	Staff Support	#2 #6	**1 **5 **10	Completed . Most of the students understand the concept of planning in senior form	Similar arrangement in next year.
	To understand local career and tertiary education development	9/24-05/25	<ul style="list-style-type: none"> <li>1-2 university visit(s) organized</li> </ul>	Feedback from participants involved	HYP +	Staff Support	#2 #6	Nil	1 visit organized	Similar arrangement in next year.
			<ul style="list-style-type: none"> <li>2 careers/degree programme sharing sessions organized/ videos prepared</li> </ul>	(Microsoft form) + sharing of selected participants	TKT PWM LYN	Alumni	#2 #6	Nil	2 careers and 1 university programm	Similar arrangement in next year.

長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想									e sharings were arranged.	
			● 1-2 workplace visit(s) organized		LYN		#2 #6	Nil	More than 2 visits are promoted and arranged.	Similar arrangement in next year.
	To organize Study Abroad Information Talk e.g. UK, Australia and USA	Post Exam period	● All S4 students received the information of multi-pathways in studying overseas.	Teacher observation	LYN	Staff Support	#2 #6	Nil	One oversea talk is arranged in post exam period.	Similar arrangement in next year.
	To organize Information Talk of studying and working in Mainland China and Taiwan	Post Exam period	● All S5 students received the information of multi-pathways in studying in Mainland and Taiwan.	Teacher observation	MNS PWM	Staff Support	#2 #6	Nil	One career talk is arranged in post exam period.	Similar arrangement in next year.
	To organize S6 JUPAS Result Release Guidance Day	5/25	● All S6 students understand the strategies for modifying their study plan and JUPAS choice.	Students' work (preparation of subject selection plan)	TKT PWM LYN LOY	Staff Support	#2 #6	Nil	Completed	All students received information from universities and learnt the the strategies for modifying their study plan and JUPAS choice
	To organize S3, S5 & S6 Parent Talks	10/24-7/25	● 50 parents would join each talk and learned how to help their children in	Photo + Statistics (Microsoft form)	S3: PWM S5: TKT + LYN + LOY S6:	Staff Support	N.A.	N.A.	More than 50 S6 parents and all S3	Similar arrangement in next year.

			subject selection.		TKT+MNS				and parents joined and received the info of subject selection.	
	To prepare S3 subject selection videos	9/24-5/25	<ul style="list-style-type: none"> <li>4-6 subject videos prepared</li> </ul>	Teacher's comment	PWM	Alumni	#2 #6	Nil	4 videos were prepared	Complete all before the end of next academic year.
1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management" 按學生的成長發展，逐步由「他管」轉移至「自管」模式	To enhance S.4-5 students' employability and reignite the entrepreneurship spirit.	01/24-08/25	<ul style="list-style-type: none"> <li>More than 50% of students are able to understand the concept of running a business and acquire right working attitude.</li> <li>30 students participated in follow-up activities on their own</li> </ul>	Reports from Cocoon and feedback from S.4 Ss	LYN LOY TKT	Cocoon Staff Support	#2 #4 #6	**3	Step 1&2 completed.  Most of the students are able to understand the concept of entrepreneurship.  More than 30Ss joined the programs afterwards.	Similar arrangement in next year.
	To enhance students' ability to explore different study opportunity	9/24-07/25	<ul style="list-style-type: none"> <li>10 students got offers from overseas/ Taiwan /Mainland universities</li> <li>50 Ss applied for non-JUPAS courses</li> </ul>	Statistics (Microsoft form)	Taiwan: MNS + PWM Mainland: MNS + PWM Non-JUPAS: LOY	Staff Support	#2 #6	**1 **3	In progress	Will evaluate in August.

	To set up Career Guidance Notice Corner	10/24-05/25	<ul style="list-style-type: none"> <li>● S3-S6 class representatives could help their own class set up a notice corner</li> <li>● Class representatives helps forward and remind students to read the information</li> </ul>	Teacher's observation	LOY CTA	Staff Support	#2 #5 #6	Nil	All S3-6 classes had set up the notice corners.	Similar arrangement in next year.
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Major Concern II: To nurture students' positive values (培養學生積極、正面的人生觀)

2.1. Encourage students to face failure and difficulties positively

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible *	Resources / Support	Learning Goals	12 priority values and attitudes	Outcome	Suggestion
2.1.1. Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling  透過不同平台及機會（如早會、生活教育課、周會、班主任課、各類活動、輔導等等），鼓勵學生正面、積極地面對困難，提升抗逆力	To further implement S.3 Group Counseling	9/24-05/25	<ul style="list-style-type: none"> <li>50 S.3 students received individual counseling</li> <li>Students are able to prepare a contingency plan for further studies</li> </ul>	Feedback from participants and S.3 Class teachers	PWM KY	Staff Support	#2 #6	**1 **5 **10	All completed.  91 Students received counseling.	Similar arrangement in next year
	To further implement S.5 Individual Counseling	9/24-05/25	<ul style="list-style-type: none"> <li>70 S.5 students received individual counseling</li> </ul>	Reports from HKFYG and feedback from S.5 Ss and class teachers	LYN LOY KY TKT	School Fund  Staff Support	#2 #6	**1 **5 **10	All received counseling.	Similar arrangement in next year
	To further implement S.6 Group Counseling and Interview Workshop	9/24-05/25	<ul style="list-style-type: none"> <li>70 S.6 students received individual counseling</li> <li>20 S6 students joined interview workshops</li> <li>Students are</li> </ul>	Feedback from participants and S.6 Class teachers	All members  KY	Staff Support	#2 #6	**1 **5 **10	All students received individual counseling  24 S6 students joined interview workshop	Similar arrangement in next year

			able to prepare a contingency plan for further studies							
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## 2.2. Cultivate students to build habits of gratitude and service

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible *	Resources / Support	Learning Goals	12 priority values and attitudes	Outcome	Suggestion
2.2.1. Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強	To organize S2 voluntary services for all S2 Classes	11/24-05/25	● About 15 students from each class participate in the programme and learnt the importance of volunteering (spirit of voluntary work)	Debriefing by class teachers + Feedback from social worker / teachers + Sharing by representatives from each class.	LOY HYP TKT LYN CTA	Staff Support  LEU member	#4 #7 #6	**1 **2 **5 **7 **9 **10	Completed and smooth	Similar arrangement next year.

學生對自我的認識，並提升自信（自我效能感）及管理能力										
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### 2.3. Reinforce students' sense of belongings at school

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources	Learning Goals	12 priority values and attitudes	Outcome	Suggestion
2.3.1. Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感	To organize working reality workshops	04/24 -07/25	<ul style="list-style-type: none"> <li>All S3 and S4 students participated in</li> <li>15 groups of students ran their business</li> <li>Students received recognition on their effort and creativity</li> </ul>	Debriefing by teachers + Feedback from students (Microsoft form)	TKT LYN LOY CTA	Staff Support	#2 #4 #6	**2 **5 **10	All S3 and S4 students participated in  23 groups formed  Several prizes will be given to students to recognize their effort.	Similar arrangement next year.
2.3.2. With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍	To explore Career-related Experience for Students including those with Specific Learning Difficulties	9/24-07/25	<ul style="list-style-type: none"> <li>Organized 1-2 career-related courses/activities</li> <li>5-10 students joined each courses.</li> </ul>	Feedback from participants	KY PWM CTA	Staff Support	#2 #4 #6	**3	1 course will be arranged during post exam period.  20 students joined the program.	Similar arrangement

Team Members (8)

Mr. Tang Kin Tung, Mr. Man Nung Shing, Mr. Kwok Yu, Miss Poon Wan Ming, Miss Lai Oi Ying, Mr. Ho Yu Pang, Mr. Lam Yin Ngai, Mr. Fung Kam Hung

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

- Schools should specify the following major education concerns:

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

七個學習宗旨		7 learning goals
#1	國民及全球公民身份認同	National & Global Identity
#2	闊廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	資訊素養	Information Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

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

### ■ 12 priority values and altitudes (價值觀教育) (\*\*1 - \*\*12)

十二種首要價值觀		12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

**Tin Ka Ping Secondary School**  
**Administration and Development Committee (ADC)**  
**Programme Plan (2024/25)**

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

**Reviews and suggestions from 2023/24:** In general, school is running smoothly at the managerial level. The schedule of upgrading IT and computer facilities is getting more systematic. ADC will keep encouraging students to join study tours organized by outside bodies in order to facilitate more students benefiting from exchange programmes. The ADC also keeps supporting subjects in organizing study tours as a tool for SDL. The STEM programme can give an opportunity for primary students to understand more about secondary school life, it will keep conducting in next academic year. It also gives a chance for TKPSS students to serve others.

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and Suggestions	Seven Learning Goals# 12 Priority values and altitudes**
1. To keep good maintenance of the school premises and facilities / equipment	Whole year	1.1 The reporting and follow-up procedure should be improved in this school year.	Achieved	<ul style="list-style-type: none"> <li>All defects reported by both teachers and students are effectively fixed.</li> </ul>	#7 **12
2. To promote school image through academic programmes (STEM) with primary schools	Whole year	2.1 A course outline will be revised before January 2025 2.2 One to two primary schools with about 2.3 outstanding students will be invited to take part in the STEM programme.	Achieved	<ul style="list-style-type: none"> <li>Cooperated with Tsang Mui Millennium School and Lee Chi Tat Memorial School (newly invited in this year) ten P.5 students from each school participating in the stem courses. Courses involved 4 different areas: Chemistry, Biology, Physics and ICT. Four teachers taught in person and with senior form student helpers.</li> <li>According to the student evaluation, all students enjoyed all the courses and found interests.</li> </ul>	#2
3. To support the organizing of study tours so to enhance the services learning and broaden the horizons of students	Whole year	3.1 Similar number of study tours which have different learning aims will be organized. 3.2 At least two study tours concerning social services will be held.	Achieved	<ul style="list-style-type: none"> <li>7 different study tours were arranged: 2 tours with primary schools, candle light project, English department to England, CSD to Mainland, Geography to Korea, V.A. to Korea and P.E. to Taiwan.</li> <li>New Beijing study tour cooperated with Tsang</li> </ul>	#1, #2, #4, #6 **4

				<p>Mui Millennium school are Lee Chi Tat Memorial School (newly participated) arranged.</p> <ul style="list-style-type: none"> <li>• Keep inviting teachers to arrange more different study tours in order to broaden study life experience and horizon</li> </ul>	
4. To optimize facilities and IT resources to enhance teaching and administrative works	<p>Whole year</p> <p>2-3 years</p>	<p>4.1 Computer equipment and network system in school are in good state.</p> <p>4.2 Support CGU to refine Student Learning Portfolio will be issued to students. (New SLP data system will be designed and implemented)</p> <p>4.3 Introduce AI teaching functions to help improve the efficiency of marking in different subjects and improve student learning results.</p>	Achieved	<ul style="list-style-type: none"> <li>• All other computer systems are well maintained. A yearly replacement scheme will be adopted to replace poorly functioned ones during the summer holiday.</li> <li>• New program for managing student information (SRMS) has been setup successfully, which can improve the input, export, organize student information in a proper and quicker manner. Modification of the system has to been conducted in coming years to meet teacher's needs.</li> <li>• ITU has launched different staff development workshop for teachers in order to improve the capability in using AI and e-learning tool in their teaching.</li> </ul>	#2, #5

#### Overall evaluation and suggestion:

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

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

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

### **Major Concern (II): To Support the Implementation of Self-directed Learning (SDL) at the School Administration Level**

**Reviews and suggestions from 2023/24:** The IT team will continue to expand the use of AI and its different possibilities to assist teaching. The ADC will work closely with the I.T. Unit to equip staff by introducing e-learning tools, facilities and technical support to allow SDL to run smoothly.

To facilitate SDL of students, ADC keeps creating an improved learning environment in school. Displaying some students' achievements helps to set goals for all students.

A lunchtime invigilation student support team helps to provide opportunities for assessing students' performance.

Finally, the practices towards electronification in school administration help to enhance the efficiency of the schoolwork. All these good practices this year should be kept in order to give solid support to subjects for the implementation of SDL.

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and Suggestions	Seven Learning Goals 12 Priority values and altitudes**
1. To display students' achievements via different means to enhance learning motivation	Whole year	Record of students' achievement are shown via the school webpage, Honorary Gallery and etc.	Achieved	<ul style="list-style-type: none"> <li>The update on the school webpage kept doing this year.</li> <li>In addition, most units optimize the channel of YouTube live streaming, including afternoon assemblies, forms assemblies, information day and others</li> </ul>	#4, #7 **1, **2, **10
2. To maintain a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	Whole year	Students from all forms who are absent from school tests or the test results are below standard will be entertained.	Achieved	<ul style="list-style-type: none"> <li>Services are provided with a high standard. Student helpers were working consistently and at a high persistent.</li> <li>Book vouchers were presented to student helpers as encouragement.</li> </ul>	#4 **10
3. To provide IT Support and facilities to enhance SDL with special reference to the training of using internet resources and apps (e.g. Zoom, Microsoft Teams)	Whole year	At least one new training session is organized for all teachers.	Achieved	<ul style="list-style-type: none"> <li>ITU is always ready to provide technical support for modifying and construction of SharePoint for each subject.</li> <li>ITU began to introduce 'Goodnotes' and other AI programs in teaching which could help improving the efficiency of marking in different subjects, speed up feedback to students, and improve student learning results.</li> </ul>	#4, #5, #7 **1, **10
4. To increase students' learning motivation by setting up or	Whole year	4.1 At least one more reward or scholarship is introduced to encourage students'	Achieved	<ul style="list-style-type: none"> <li>Some students were awarded with different scholarships from different</li> </ul>	#4 **1, **10

introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.		learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.		outside bodies.	
5. To adopt SDL strategies in SDL room	2-3 years	5.1 All Subjects should modify their SharePoint once a year. And started to be used by students	Achieved	<ul style="list-style-type: none"> <li>Using SharePoint from each subject is the school major developed system which allow students can access the learning material via school website.</li> <li>Keep inviting teachers to improve and modify the Share Point platform which to manage learning materials within the subject.</li> </ul>	#2, #5 **1, **10

#### **Overall evaluation and Suggestions**

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

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

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

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

#### **Major Concern (III): Strengthening the mental health of students**

**Reviews and suggestions from 2023/24:** In order to provide a more positive environment for all people in school, by setting up a leisure corner, positive Emotions slogans and well-equipped classrooms would help and favor people to enjoy school time and improve working and learning efficiency. ADC will explore other possible ways to relieve students' stress in learning and enhance their mental health.

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and Suggestions	Seven Learning Goals# 12 Priority values and altitudes**
1.To beautify the environment of "SDL Room"	Whole year	<ul style="list-style-type: none"> <li>The "SDL Room" has been visited by students frequently.</li> </ul>	Achieved	<ul style="list-style-type: none"> <li>In order to improve the learning environment fixing the desk lamps have been done. New water dispenser have also been installed to meet students needs</li> </ul>	#2, #4 **1
2.To create a 'School Maintenance Team	Whole year	<ul style="list-style-type: none"> <li>10 students participation in forming a 'School Maintenance Team'</li> <li>To do maintenance and fixing for school damage</li> </ul>	Achieved	<ul style="list-style-type: none"> <li>Ten S.2 students who are suggested by their class teachers in order to help them cope with their detachment in school and weak learning mobility.</li> <li>Three activity days were completed successfully.</li> <li>Although the weather was hot and humid, the students were also involved in the activities and found the maintenance technology particularly interesting.</li> <li>The instructor expressed clearly and gave clear instructions. The students were able to arrange different work parts according to their abilities and personalities. After the activity, he was also able to lead the students to reflect on the activity, so that the students understood the goals of the activity, strengthened what they learned after the activity, and also strengthened their sense of involvement in the school and paid more attention to the situation of the school.</li> <li>Although the activity was successful and was able to motivate students to participate and achieve the goal, the activity may be suspended due to the reduction of the budget next year.</li> <li>Student participants have to check their schedule in order to avoid time clash which affect the consistency of the activity.</li> </ul>	#4 **3, **5, **7, **12
3. To renovate special room smart TV systems	2-3 years	At replace the aging projectors by smart TV systems for teaching room	Achieved	<ul style="list-style-type: none"> <li>Teachers have good comments on using smart TVs in special rooms: more dynamic and interaction with students.</li> <li>Budget should be reserved for the replacement of failure TV.</li> </ul>	#5
4. To renew classroom environment with teacher desk and book cabinet	2-3 years	<ul style="list-style-type: none"> <li>All home rooms have been equipped with new teacher desks and book cabinet</li> </ul>	Partly achieved	<ul style="list-style-type: none"> <li>Approval of new window-side cabinets and teacher desks has been received from EDB.</li> <li>New cabinets and teacher desks will be installed during the summer period.</li> </ul>	#4, #7 **7

				<ul style="list-style-type: none"> <li>The renovation is only covered for 36 classrooms. Budgets will be claimed for the replacement for those classrooms which are not covered.</li> </ul>	
5. To start a 'Candle light Project'	Whole years	<ul style="list-style-type: none"> <li>Invite F.4 students to participate and join 2 trips to China to visit Dr Tin former residence and visit the local students</li> </ul>	Achieved	<ul style="list-style-type: none"> <li>The activity was a great success, and the students were involved in every aspect. Although the Form 4 students were busy with their studies, they were all willing to devote their time, love and energy. Whether it was the preparations for the two visits, the trial teaching of primary school students, the activities to get to know each other, the monthly letter visits and farewell activities, everyone did their best and prepared carefully.</li> <li>The students were also satisfied with their performance and recognized the goals and values of the activity.</li> </ul>	#1, #3, #4, #6 **2, **3, **4, **5, **7, **9
6. To install (Phase II) a solar power renewable energy system on school premise	Whole year	<ul style="list-style-type: none"> <li>A renewable energy system is designed and installed on school premise</li> <li>Cooperate with different subject(s) to explore the educational activity</li> </ul>	Achieved	<ul style="list-style-type: none"> <li>Phase II solar power system has installed and has started to generate energy which is purchased by CLP 'Feed-in Tariff (FiT) Scheme'.</li> <li>The money obtained from 'Feed-in Tariff (FiT) Scheme' will be spend on supporting student learning, install green equipment in school or student in-need in a special situation.</li> </ul>	#1, #2, #4 **3

**Members of the Administration and Development Committee:**

Law Ka Lun (Chairman), Ku Chun Cheung (Vice-chairman), Man Nung Shing, (Vice-chairman), Cheung Man Wai, Kwok Tsz Fung, Chu Ka Kit, Ng Chun Yeung  
Cheng Kar Man (in attendance)

**To** create a more positive and supportive environment for everyone in the school, initiatives such as setting up a leisure corner, displaying positive emotion slogans, and providing well-equipped classrooms can enhance the overall school experience. These efforts aim to make school life more enjoyable while improving both working and learning efficiency. The (ADC) will continue to explore additional strategies to alleviate students' learning stress, strengthen their sense of belonging to the school, and promote mental well-being. This includes fostering deeper connections with sister schools in Mainland China, which offer valuable opportunities for cultural exchange and collaboration. Additionally, raising students' awareness of and commitment to environmental protection remains a key objective. By encouraging active participation in eco-friendly practices, the school strives to cultivate responsible and environmentally conscious individuals.

**P.S.**

**Seven Learning Goals**

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

**Tin Ka Ping Secondary School**  
**Annual Report (2024-2025): IT Unit, E-learning**

**IT**

**Major Concern (I): Maintain the IT equipment in proper conditions and ready for effective operations**

Tasks / Actions	Time Scale	Success Criteria	Results	Recommendations
1. To keep good maintenance of the school IT premises and facilities / equipment	Whole year	The follow-up procedure should be improved	Achieved	-
2. Maintain a complete and up-to-date equipment list, ensure all equipment is in good condition and enough backup parts are in stock.	Whole year	A complete equipment list has been created.	Achieved	-
3. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Achieved	-
4. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Parity achieved	Due to budget adjustments, the planned workflow may not be possible.
5. Submit a QEF plan to replace all smart TVs in classrooms	Whole year	Smooth implementation	Not achieved	Other school plans replace the QEF plan

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

**Major Concern (II): Create maintenance, events submitting and tracking system**

Tasks / Actions	Time Scale	Success Criteria	Results	Recommendations
1. Maintain the tracking measures to collect and keep track of the maintenance report. Aim to improve the equipment maintenance process.	Whole year	The equipment maintenance process can be improved.	Achieved	-
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Achieved	-
3. Maintain an effective and convenient method for colleagues to reserve IT equipment.	Whole year	Colleagues satisfy with the new reservation system	Achieved	-

Remarks: #2, #5, #7, \*\*3, \*\*6

**Major Concern (III): Providing supports to difference committees (by writing tailor-made computer programs)**

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Results</b>	<b>Recommendations</b>
1. Supporting the SRMS system Provide support for newly developed SRMS program.	Whole year	Smooth implementation	Achieved	-
2. Update the SDL Room equipment and tailor-made program	Whole year	Smooth implementation	Achieved	-
3. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Achieved	-
4. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Achieved	-
5. Update the Staff Library System	Whole year	All requests and events can be properly handled.	Achieved	-
6. Update the Learning & Teaching Questionnaire System	Whole year	All requests and events can be properly handled.	Achieved	-
7. Renew the School Web Page	Whole year	All requests and events can be properly handled.	Parity Achieved	Rescheduled to work during summer holiday

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

## **e-Learning**

### **Major Concern (I): Supporting AAC to enhance the teaching and learning measures in SDL**

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Results</b>	<b>Recommendations</b>
1. Maintain the e-learning equipment in proper conditions and ready for effective operations.	Whole year	Monthly report be prepared for monitoring.	Achieved	-
2. Support colleagues to use e-learning equipment in lessons to enhance SDL.	Whole year	All requests can be properly handled.	Achieved	-
3. Support colleagues to search and test the applications and tools which are suitable for lessons.	Whole year	All requests can be properly handled.	Achieved	-
4. Encourage and support colleagues to use Cloud service to minimize file crash and facilitate the external file access.	Whole year	At least five administrative tasks can be processed using the Cloud service.	Achieved	-
5. Support colleagues to implement pre-lessons, post-lessons by using e-learning methods, which help develop students' SDL skills.	Whole year	All requests can be properly handled.	Achieved	-
6. Support colleagues to use AI tools in L&T	Whole year	All requests can be properly handled.	Achieved	-

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

### **Team Members (IT, e-Learning)**

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

Tong Wai-yau,  
Wong Lok Yan Michael,

Chau Tsz-shan Ariel,  
Chan Man Luk

Siu Man Yung,

## Remarks:

## 7 Learning Goal

Tag	七個學習宗旨	7 learning goals
#1	國民及全球公民身份認同	National & Global Identity
#2	闊廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	資訊素養	Information Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

## National Security Education Elements

Tag	National Security Education Elements	國安教育元素
NSE	National Security Education Elements	國安教育元素

## 12 Priority Values and Altitudes

Tag	十二種首要價值觀	12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

**田家炳中學**  
**中華文化推廣組周年工作檢討(2024-2025)**

**工作重點(1)：整合校園活動，提昇中華文化氛圍，讓學生體認中華文化，深化家國情懷。**

工作 / 措施	時間	成功準則	評估方法	檢討及建議	國安教育元素	價值觀教育	七個學習宗旨	負責同工
1. 整合中文科、中史科、早會等平台，推動整體校園氣氛。 (1) 文化參與時數用作計算中文科平時分 (2) 配合早會，有系統地展示及宣傳中華文化或語文活動 (3) 利用《朱子治家格言》自學平台，向中一傳揚傳統道德價值。 (4) 協助中史科推動「年度中國歷史人物選舉」，於「文化感知角」及中華文化壁報板設年度中國歷史人物介紹，並推動高中同學參與投票。	全年	(1) 學期終提供各班文化參與時數統計資料 (2) 文化及語文活動出席率佔屬級學生 50%或以上 (3) 90%以上中一學生完成自學平台練習 (4) 完成壁報板及於「文化感知角」設最少一星期的宣傳活動	(1) 中文科平時分數據 (2) 同工演講後回饋 (3) 70%中一學生完成自學後能在《治家格言》中選出認同的句子 (4) 中史科同工回饋	(1) 上下學期已提供全校學生的文化參與時數供中文科同事參考，並用作計算中文科平時分的參考資料。雖以此為誘因推動學生參與語文活動的成效不大，但有關數字可以讓中文科同事了解屬班參與語文活動的情況，並更焦點地推動學生參與語文活動。 (2) 主講午後集會的中文科或中華文化推廣組同工均有積極回應。 (3) 中一已完成自學 (4) 已完成壁報板，並設最少一星期的宣傳活動。能增加投票率，並讓學生認識不同的歷史人物，效果理想。 <b>建議：</b> (1) 建議來年繼續與中文科合作，將語文活動參與率計算入平時分，以增同學參與	透過不同的活動及教師分享，讓學生有系統地認識不同的中華文化知識，並學習中國傳統道德價值。	**1 堅毅 **4 國民身份認同 **6 誠信 **9 同理心 **10 勤勞 **11 孝親	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長 組員

				<p>的意欲。</p> <p>(2) 繼續邀請中文科及中華文化推廣組同工於午後集會分享加入中華文化元素。</p> <p>(3) 繼續安排小六升中一的新生於暑期研習「朱子治家格言」</p> <p>(4) 繼續與中史科合作推動中國歷史人物選舉。</p>				
<p>2. 聯課活動</p> <p>(1) 舉辦不同的文化體驗活動，如茶道、書法、剪紙及漢服穿著體驗，提升學生對中華文化的興趣。</p> <p>(2) 增設「文化感知角」及「文化會客室」，由組內同學策劃不同的文化活動供校內的同學參與。</p>	全年	<p>(1) 全年舉行不少於兩次組內文化體驗活動</p> <p>(2) 全年舉行不少於兩次全校文化體驗活動</p>	<p>(1) ※參與學生回饋 ※負責老師回饋</p> <p>(2) ※參與學生回饋 ※負責老師回饋 ※ 50%全校學生曾參與文化體驗活動</p>	<p>(1) 全年已舉行不少於兩次文化體驗活動，包括書法+茶道+湯圓製作+中式手繩+創意水墨畫紙扇等。</p> <p>(2) 全年已舉行不少於兩次的文化體驗活動，包括「專題演講：掙『紮』求『傳』獅頭藝術——傳統紮作技藝」、「年度中國歷史人物選舉」、「尋蛇記」、「龍鬚糖工作坊」「墨筆生花——書法體驗活動」。本年度於學校學術周設四個與中華文化相關的攤位，並引入校外資源，舉辦「虛擬實景故宮遊」活動。</p> <p><b>建議：</b></p> <p>(1) 建議繼續透過附屬的中華文化推廣小組，加入不同元素的活動(如剪紙、水墨畫)，吸引更多同學參與。</p>	利用不同的體驗活動，讓學生透過有趣的方式認識中華文化知識。通過親身體會中華文化中寶貴的價值，以明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	<p>#1 國民及全球公民身份認同</p> <p>#2 闊廣的知識基礎</p> <p>#4 共通能力</p>	組長及組員

				(2) 建議來年舉行最少兩次的全校性中華文化周，並整合中文科同事午後集會及中文科初中語文活動，並加強宣傳，以提昇中華文化氛圍。				
3. 試後活動 (1) 優化初中觀賞文化活動安排，繼續增加學生的接觸面。 (2) 優化高中分享會安排，讓學生更投入活動	6月	(1) 觀賞活動時間不少於 1 小時，並換上另一主題。 (2) 分享會時間不少於 1 小時	(1)※初中學生回饋 ※當值老師回饋 (2)※高中學生回饋 ※當值老師回饋 ※學生報考獎章人數佔合資格考章人數 50%	(1) 安排初中於試後活動欣賞雜耍表演，表演團體為「校園集古村」 (2) 已安排一位金章同學於高中分享會上演講，展示研習成果。於高中分享會引入校外中樂團表演，舉辦「中樂好韻 X 光影共鳴」音樂會，以增加高中同學的文化體驗。 <b>建議：</b> (1) 繼續舉辦初中觀賞性文化活動 (2) 繼續於高中分享會加入觀賞性文化活動	透過不同的觀賞活動及學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長及組員

工作重點(2)：透過總結學習經歷，培養自主學習的知識轉化及能力遷移能力。

工作 / 措施	時間	成功準則	評估方法	檢討及建議	國安教育元素	價值觀教育	七個學習宗旨	負責同工
1. 於初中觀賞文化活動中，增設學長分享考章心得。	6月	分享時間不少於 5 分鐘；學長能總結考章時所學，並提出考章對個人成長的幫助。	※當值老師回饋 ※初中學生回饋 ※分享學生回饋	建議來年繼續有關安排	透過不同的學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長
2. 交流團學習活動(圖情萬里李志達小學北京交流團)	4月	分享時間不少於 10 分鐘；演講學生能總結交流團經歷，並提出考章對個人成長的幫助。	※參與活動的同工及學生回饋	建議來年繼續有關安排 本年度建議分享學生： 3C05 陳俊熹 3B12 黃嘉雯	透過不同的學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長及組員

中華文化推廣組名單(2024-2025)：嘉敏、麗萍、麗安、彭勁、梓鏗、詠儀

**Tin Ka Ping Secondary School**  
**Staff Professional Development Committee**  
**Annual Report (2024-25)**

**Major concern I**

To strengthen students' self-management and self-directed learning (SDL) capacity

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.

**Major Concern 1a: Provide training of and foster exchange among colleagues for helping students' self-management and self-directed learning**

Tasks / Actions	Success Criteria	Achievement	Evaluations and Suggestions
<ul style="list-style-type: none"> <li>● To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL, especially on <ul style="list-style-type: none"> <li>■ training students' study routines and habits via instructional/curriculum/ assessment design</li> <li>■ differentiated teaching/assessment strategies for students with different attainments</li> <li>■ instructional materials preparation for SDL e.g. videos for flip classroom</li> <li>■ AI in aiding preparation of lessons and provision of feedback</li> </ul> </li> </ul> <p>(#2, #3, #4, #5, **1, **3, **5, **10)</p>	<ul style="list-style-type: none"> <li>● Seminars/ workshops/ experience sharing sessions are conducted on SD Day and experience sharing sessions, and are positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● A CCL workshop had been conducted in Oct 2024. The response was satisfactory. (Rating of the workshop meeting their needs and usefulness: 3.77) However, the workshop did not relate the exercise of CCL to SDL because of the time constraints. Workshop the relationship between CCL and SDL should be conducted in the future and the relationship should be highlighted.</li> <li>● Five AI workshops had been held by the TKP Foundation. Teachers in Departments of Chinese Language and English Language, seed teacher developing AI, and other interested teachers had attended these workshops. Teachers found that the workshops were useful to them in knowing AI, and the experience sharing sessions were able to address their needs in teaching. However, how to utilize AI in classroom teaching, especially in providing feedback to students, is still under exploration. Idea sharing within our school should be considered in the future.</li> </ul>

<ul style="list-style-type: none"> <li>To aid subjects/committee in deriving practical ways in conducting SDL, with focus on “feedback”, “seeking help from peers” and “helping students to monitor and evaluate their own learning”</li> </ul> <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>	<ul style="list-style-type: none"> <li>At least one instructional material on SDL is produced in every subject.</li> <li>The instructional material is tried and evaluated in subject meetings/ common free period in terms of learning effectiveness with evidences supported.</li> <li>Practical ways in conducting SDL, especially on “seeking help from peers”, are shared in common free period.</li> <li>The list of SDL materials is review and modified in each subject.</li> </ul>	<ul style="list-style-type: none"> <li>Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>Practical ways in conducting SDL had been discussed in common free period. The discussion was mainly on how to help students develop self-learning habits such as doing past papers before UTs and exams. Informal CL arrangements were suggested also.</li> <li>Departments were requested to review their SDL materials and discuss modifications of these materials in their subject meetings. Follow-up will be done in the coming years.</li> </ul>
<ul style="list-style-type: none"> <li>To promote professional development via external organisations for SDL</li> </ul>	<ul style="list-style-type: none"> <li>Promotions of professional development on SDL offered by external organisations are done.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	<ul style="list-style-type: none"> <li>Exchange with external organizations did not address to SDL in our school. Hence the promotion of professional development on SDL was not done.</li> </ul>

### **Major Concern 1b: Provide training and support to implementation of CCL for SDL**

Tasks / Actions	Success Criteria	Achievement	Evaluations and Suggestions
<ul style="list-style-type: none"> <li>To introduce the concept of CCL and to explain its relationship with SDL to new colleagues, with emphasis on feedback, seeking help from peers and e-learning</li> </ul> <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>	<ul style="list-style-type: none"> <li>Training on CCL concepts with reference to two SDL elements (feedback and seeking help from peers) are conducted on SD Day for new colleagues and positively evaluated on the revision.</li> <li>Colleagues can point out the relationship between CCL and SDL.</li> </ul>	<ul style="list-style-type: none"> <li>Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>SD Day on revisiting CCL had been held. Colleagues’ rating on the training was satisfactory. However, the relationship between CCL and SDL was not explored.</li> <li>Further training on relationship between CCL and SDL was needed. Also how the three elements (feedback, seeking help from peers and e-learning) could be incorporated in the implementation of CCL/SDL should be introduced in the next year.</li> </ul>

<ul style="list-style-type: none"> <li>To explore the possibilities of using AI in teaching and assessment</li> </ul> <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>	<ul style="list-style-type: none"> <li>Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	<ul style="list-style-type: none"> <li>Different AI platforms were used in Chinese and English subjects. It was reported that the platforms helped but a lot of input was also required.</li> <li>Exploration on ways utilizing AI to help teaching and learning was done. Teachers were juggling with how to use AI/ AI platform better. Further exploration is needed.</li> </ul>
<ul style="list-style-type: none"> <li>To provide subject-based training and support to teachers in applying CCL with respect to SDL through</li> </ul>			
<p>(a) supporting subject teachers in their co-lesson preparation with subject teachers</p>	<ul style="list-style-type: none"> <li>Co-lesson preparations are carried out in F.1-2 common free periods of different subjects and are positively evaluated.</li> <li>Ideas to enhance whole-school approach in developing students' self-learning habits are continued to share and promote in common free periods.</li> <li>Focus SDL elements were incorporated in instructional designs and the designs are tried and evaluated.</li> <li>Supports to seed teachers (with AI as one of the emphases) are carried out through individual discussions and inter-subject exchanges and are positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>In general, the subject-based supports were considered sufficient.</li> <li>The co-lesson preparation was considered essential in aligning subjects in executing CCL/SDL. Also the preparation facilitated the whole-school approach on training students on SDL. This practice should continue.</li> <li>Lesson observation was done. Some teachers indicated the support is useful in the post-lesson discussion. However, not all teachers grasped the essence of utilizing CCL. It should be considered how the instructional strategies could be effectively implemented in the lesson.</li> <li>Experience sharing on successful implementation of CCL/SDL had not been done in SD Day due to too many trainings on different kinds had to be done in SD Day. However, it is worthwhile for more exchanges among colleagues on this. Alternative arrangement such as experience sharing in common free period/ subject meetings could be considered in the future.</li> <li>Though time could not be allotted for instructional materials preparation in SD Day, this is a good practice to provide space for colleagues to prepare teaching materials. Such practices should continue in the future.</li> </ul>
<p>(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion</p>	<ul style="list-style-type: none"> <li>Lesson observations and post-lesson discussions are held.</li> <li>Trainings and support provided to teachers are considered to be useful.</li> </ul>	<ul style="list-style-type: none"> <li>Partly achieved</li> </ul>	
<p>(c) launching experience sharing sessions in SD Day</p>	<ul style="list-style-type: none"> <li>Experience sharing sessions on conducting CCL/SDL in lessons are held and positively evaluated by</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	

	subject teachers.		
(d) providing CCL/SDL lesson preparation sessions on SD Day  (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)	<ul style="list-style-type: none"> <li>Sessions for CCL/SDL lesson preparation are held on SD Day.</li> <li>The sessions are positively evaluated by teachers with special reference to the focus SDL elements.</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	
<ul style="list-style-type: none"> <li>To provide support SDL via resources provision</li> </ul> (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)	<ul style="list-style-type: none"> <li>Time in SD days is spared for SDL materials preparation.</li> <li>Reference books are purchased</li> <li>Teachers positively indicate that resource supports are enough for carrying out SDL</li> </ul>	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	<ul style="list-style-type: none"> <li>Resource books on SDL were helpful to teachers and will be continued to purchase. Promotion and sharing of these books are recommended for encouraging colleagues to enhance their implementation of SDL.</li> <li>Time for preparation of SDL is needed. It is suggested time should be reserved in SD Day for such preparation.</li> </ul>

### **Major concern II :**

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 belonging at school.

### **Major Concern 2: Provide training to teachers on supporting students to adopt positive values**

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
<ul style="list-style-type: none"> <li>Provide training and promote professional development of teachers in helping students in adopting positive values</li> </ul> (#7, **1, **7, **8, **9, **10, **12)	<ul style="list-style-type: none"> <li>Relevant training is launched on SD Day.</li> <li>Relevant professional development programs are promoted.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	<ul style="list-style-type: none"> <li>The SD Day on facilitating students' mental health (Tier 1 support) had been held and received positive feedback.</li> <li>Similar workshops should be held in the future so as to help students in adopting positive values.</li> <li>Several external professional development programs were promoted via Teams and eClass email.</li> </ul>

### **Major Concern 3: Foster the sustainable development of school culture**

<b>Tasks/ Actions</b>	<b>Success Criteria</b>	<b>Achievement</b>	<b>Evaluations and Suggestions</b>
● Strengthen the mentoring system	● The mentoring system is reviewed and is modified if necessary.	● Achieved	<ul style="list-style-type: none"> <li>● The system was running smooth, and the mentees reviewed that the system could help them adapt to the life in our school.</li> <li>● It is suggested that programs that facilitate new colleagues to understand the core values of our school could be held.</li> </ul>
● Provide opportunities for sharing of values/ rationales of existing practices (**1-12)	● Sharing of values/ rationales of existing practices are done in SD Day and in different meetings.	● Achieved	● Values and rationales of existing practices had been shared in SD Day, SD Camp and different meetings. Teachers indicated that they had better understanding on school values (Rating: 3.76 in 4 <sup>th</sup> SD Day evaluation)

### **Committee Members**

Chung Wai Tak (Chairman)  
Ng Chun Yeung, Victor

Yu Tak May (Vice-chairman)  
Cheung Pui Yu, Kate

Chan Siu Long, Allen  
Man Wai Sim, Fion

Law Sin Ting, Ruby

### **7 learning goals**

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

**12 priority values and altitudes**

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

**Tin Ka Ping Secondary School**

**Annual Report 2024-2025**

**English Campus Promotion Unit**

**Major Concerns (I) : To create an English-rich environment which further enhances the effectiveness of teaching and learning**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	Result	Recommendation	7 Learning Goals	12 Priority Values
1. To launch a series of activities during English Weeks to promote English-rich environment.	Whole year	1.1 At least one-third of junior form students take part in each activity; as performers or audiences.	1.1 Attendance record provided by English Society (or TEAMS form data) and reported in unit meetings.	<u>Teachers-in-charge:</u> Mr David Chan	1.1 Achieved	1.1 To be continued	#1	**1
1.1 To carry on and modify the competitions on <i>English Days</i> .		1.2 Books are promoted to students by F.1 & F.2 students and English Ambassadors.	1.2 Statistics from library.	1.1 Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	1.2 Achieved	1.2 To be continued	#2	**3
1.2 F.1 & F.2 Library Book Cover Challenge will be held.		1.3 At least one-third of junior form students take part in each activity; as contestants or audiences.	1.3 Attendance record provided by English Society; and feedback from teachers and students.	1.2 Ms Vivian Lam	1.3 Achieved	1.3 To be continued	#3	**5
1.3 <i>TKPSS Has Got Talent</i> – Scrabble Competition (1 <sup>st</sup> term) and Spellathon F.1 & F.3 (2 <sup>nd</sup> term)		Contestants / Students give positive feedback to the events.	1.4 Feedback from teachers and students.	Ms Vivian Lam & Mr Billy Ko	1.4 Achieved	1.4 To be continued	#4	**6
1.4 <i>Video Show</i> and <i>Student Leaders' Wise Saying Sharing</i> through TVs in campus (English Weeks – on Mondays, 3 times/term)		1.4 Students give positive feedback.	1.5 Feedback from teachers and students.	Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko; Eng Soc & Eng Amb	1.5 Achieved	1.5 To be continued	#5	**7
1.5 Lunchtime Radio Show (English Weeks – on Mondays & Tuesdays, 6 times/term)		1.5 Students give positive feedback.	1.6 Statistics reported in unit meetings; and feedback from teachers and students.		1.6 Achieved	1.6 Depends on manpower & schedule		**9
1.6 <i>Operation Santa Claus Christmas Carnival</i> (Dec 2024)		1.6 At least a quarter of junior form students take part in it and give positive feedback.	1.7 Feedback from teachers and students and report them in committee meetings		1.7 Not achieved (No exchange student)	1.7 To be continued (opportunities to collaborate with History & Geography Departments will be explored.)		**12
1.7 Foster exchange student ( <i>suspended</i> )		1.7 English ambassadors will take care of the exchange student. Exchange student will be involved in English Day activities.				1.4 To be continued		
						1.5 To be continued		
						1.6 Depends on manpower & schedule		
						1.7 To be continued (there will be 2 exchange students in academic year 2025-26)		

2. To train and strengthen student leaders in English as English Ambassadors. 2.1 SKH Reading buddies 2.2 Join competitions / external activities 2.3 Common Room Interviewees 2.4 Intercultural Day student helpers 2.5 English Days: emcees in activities and activity promotion in assemblies	Whole year	2.1 Students participating in different events share their fruitful experiences in different occasions.	2.1 Attendance record submitted by English teachers and reported in unit meetings.	Mr David Chan & Ms Vivian Lam; English teachers: Joyce & Clarence	2.1 Achieved 2.2 Achieved 2.3 Not achieved (RTHK is unable to offer us a recording session this year.) 2.4 Achieved 2.5 Achieved	2.1-2.5 To be continued	#2 #3 #4 #5	**2 **3 **5 **9 **12
3. To make English announcements and wise-sayings during recesses and assemblies.	Whole year	3.1 Students selected from English Ambassadors as announcers regularly and demonstrate good examples of announcers.	3.1 Comments from teachers / students and reported in committee meetings.	Mr Billy Ko and English TA (Brian)	Achieved	To be continued	#2 #3	**1 **6 **7 **9
4. To ensure the posted materials on bulletin boards are in English.	Whole year	4.1 All internal posting materials created by both students and teachers on bulletin boards must be written in English.	4.1 Checking the boards once a term and making a record.	Mr David Chan	Achieved	To be continued	#2 #3	---
5. To promote the use of English through cross-curricular activities.	Whole year	5.1 At least one cross-curricular activity will be carried out.	5.1 Students and teachers indicate their opinions.	Mr Rice Yu & Mr David Chan	Achieved (Science Escape)	To be continued	#2 #3 #4	---

**Major Concerns (II) : To foster reading atmosphere**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	Result	Recommendation	7 Learning Goals	12 Priority Values
1. To train reading buddies, tie to SKH Wing Chun Primary School and buddies of our own students.	2 <sup>nd</sup> term	1.1 Around 20 students are recruited to be ambassadors and give positive feedback to the activities.	1.1 Feedback from meetings with SKHWC and our teachers reported in committee meetings.	English teachers: Joyce & Clarence; Mr David Chan	Achieved	To be continued	#2 #3 #4	**2 **3 **5 **9
2. To build a team of Bookworms	Whole year	2.1 Around 10 F.1 students will be recruited. 2.2 Three meetings will be arranged. 2.1 One to two promotion(s) will be carried out.	2.1 Report in committee meetings.	Mr Joseph Chung & Mr Clarence Law	Achieved	To be continued	#2 #3	**1 **6 **7 **9
3. To send students to join <i>Reader's Theatre</i> organized by SCOLAR. (Pending)	1st term (2 weekdays)	3.1 F.1 & F.2 students will be recruited to join the activity and give positive feedback to the event.	3.1 Feedback from students and reported in committee meetings.	Ms Jane Tsang & Mr David Chan	Not selected by SCOLAR	To be continued	#2 #3 #4	**5 **12

**Major Concerns (III) : To widen students' horizons**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	Result	Recommendation	7 Learning Goals	12 Priority Values
1. To join different activities so as to broaden students' exposure and multicultural awareness.	Whole year	1.1 Students participating in different events: external activities, Wing Chun Reading Buddies, Common Room (RTHK)... 1.2 An extra cultural activity (ICE) will be held in post-exam period for elites.	1.1 & 1.2 Attendance record submitted by English teachers and reported in unit meetings.	1.1 English teachers: Joyce & Clarence; Mr David Chan 1.2 Mr David Chan & Ms Vivian Lam	Partially Achieved (RTHK is unable to offer us a recording session)	To be continued	#1 #2 #3 #4	**2 **3 **5 **12

1. To organize a study tour to England/ Australia.	07-08/25	2.1 A two-week tour is held to study English in England/Australia and give positive feedback to the tour.	2.1 Students' feedback form 2.2 Report from escort teachers Both are reported in meetings.	Ms Wendy Lau & Mr David Chan	Achieved	To be continued	#1 #2 #3 #4 #5 #7	**1 **2 **3 **8 **9 **12
2. To hold an assembly for students on Intercultural Day.	2 <sup>nd</sup> Term	3.1 An assembly requested from Life Education Unit and audience appreciate the assembly.	3.1 Feedback from teachers and students and reported in committee meetings.	Ms Wendy Lau, Mr David Chan, Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	Achieved	To be continued	#1 #2 #3 #4	**2
3. To send students to join <i>Impromptu Speaking</i> organized by SCOLAR. (Pending)	2 <sup>nd</sup> term (2 weekdays)	4.1 F.3-F.5 students will be recruited to join the activity and give positive feedback to the event.	4.1 Feedback from students and reported in committee meetings.	Mr David Chan	Not selected by SCOLAR	To be continued	#3 #4	---

### **Team Members**

Mr David Chan, Ms Lau Wai Man, Mr Billy Ko, Mr Yu Tak May, Ms Vivian Lam, Ms Jane Tsang

### **Seven Learning Goals of Secondary Education**

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

### **Twelve Priority Values:**

**1: Perseverance	**2: Respect for Others	**3: Responsibility	**4: National Identity
**5: Commitment	**6: Integrity	**7: Benevolence	**8: Law-abidingness
**9: Empathy	**10: Diligence	**11: Filial Piety	**12: Unity

**田家炳中學**  
**2024-2025 中國語文科**  
**周年工作檢討**

**工作重點(1)：提升學生自學能力**

工作／措施	時間表	成功準則	成效	建議	七個學習宗旨
<b>1. 善用學校資源提升學生閱讀質量</b>  ①初中三級廣泛閱讀除了設指定書目 5 本外,更增設廣泛閱讀獎,以提升學生的閱讀量。優化現存廣泛閱讀冊。  ②高中除指定閱讀書籍及每單元設指定閱讀篇章外,更以計算平時分的方法,鼓勵學生多閱讀不同書籍。  ③初中於學期初設一節圖書館課,並規定各級學生必須借閱圖書館藏書、師長推介的書籍、電子書或電子雜誌。	全年	①措施能如期進行。  ②學生全年閱書量增加。  ③學校實體書及電子書平台借閱量增加。	①成功  ②成功  ③部分成功	①按計劃,藉以改善學生的閱讀質素。本年中一至中三級廣泛閱讀均設 5 本指定書籍,課業設計亦嘗試配合有關書籍。此外,另外 5 本課外閱讀則任由學生自選,並各級沿用教育局「書出知識——贈閱圖書」的書籍進行「漂書」。  ②學期初只有中一及中二級安排一節圖書館課,並要求學生借閱圖書館書籍。中三級礙於課時緊張,取消此安排。另外,學生較傾向借閱實體書,較少借閱電子書或電子雜誌。	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
<b>2. 配合數碼自學室,優化網上自學平台</b>  ①優化及豐富網上自學平台。  ②配合初中語文活動,將優異作品上載平台,供學生自習。	全年	①措施能如期進行。  ②最少 80%本科老師認同措施有助提升學生掌自學習慣。	①成功  ②成功	①配合學校數碼自學平台的工作,本科已上載自學資料。建議加入中國傳統文化資料及校內校外學生語文活動精華片段。  ②主要邀請中六畢業校友分享學習心得,並於學期終結將本年度初中語文活動的優異作品上載平台,供學生觀摩,以提升學生學習語文的興趣。	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養

**總體成效：**

第 1 項措施①本學年初中廣泛閱讀設 5 本指定書目, 5 本學生自選, 藉以改善學生的閱讀質素。措施②中四及中五級每單元派發指定閱讀篇章, 要求學生撰寫讀後感, 藉以提高學生的閱讀質素及興趣。然而, 學生的閱讀量有待提升。措施③學生借閱電子書的情況仍有待改善。第 2 項措施①的成效理想, 配合數碼自學室, 本科已於校的網上自學平台上載資料供學生參考, 其中校內試題較多學生使用, 其他項目仍有待推廣。措施②配合初中語文活動, 將優異作品上載平台, 供學生觀摩, 以提升學生學習語文的興趣。整體而言, 上述各項措施對提升學生自學能力有一定作用, 但需老師多作推廣。建議來年繼續進行。

## 工作重點(2)：優化現有活動，營造校園氣氛，提升語文學習風氣

工作／措施	時間表	成功準則	成效	建議	七個學習宗旨
<b>1. 與中華文化推廣組合作，舉辦文化日</b> ①鼓勵本科老師於早會分享以「學習中文及宣揚中國文化」為題的內容。 ②統整本科老師的早會分享及各級語文活動，舉辦文化日。加強有關活動的推廣，於早會宣傳，並計算文化參與時數及作為中文科平時分的參考。	全年	①各項措施能如期進行。 ②最少 80%本科老師認同校內語文風氣有提升。 ③最少 50%學生出席屬級語文活動。	①成功 ②成功 ③成功	① 已按生活教育組的安排，完成全年指定日期的早會，感謝同工於分享中滲入中華文化的元素。來年將繼續有關安排，希望能有穩定的基礎推行活動。 ② 全年共有四次中華文化周活動，分別為「中國歷史人物選舉」、「尋蛇記——蛇文化」、學術周「虛擬實境故宮遊」及「墨筆生花——書法體驗活動」。每次參與人數約 150 人，參與人數較去年上升。來年將加強有關活動的推廣，利用午會宣傳，並計算文化參與時數及作為中文科平時分的參考。	#1 國民及全球公民身份認同 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力
<b>2. 建立學生成就感，提升語文學習氣氛</b> ①邀請本地作家開設初中寫作拔尖課程，鼓勵學生寫作。 ②配合校際朗誦比賽，聘請校外機構教授朗誦技巧，提升學生表現。 ③鼓勵學生參加校外比賽，並作為中文科平時分的參考。 ④優化「文苑」，刊登校友老師的文章，並增加 IG 平台及印發限量「文苑報」推廣，改善張貼方式，期望引起同學對「文苑」的關注。 ⑤於 TEAMS 建立初、高中菁英群組，凝聚中國語文精英學生，進行拔尖工作。 ⑥向全校公開展示各級語文活動的成果，以提升校園整體的語文學習氣氛。	全年	①各項措施能如期進行。 ②最少 80%本科老師認同校內語文風氣有提升。 ③學生參加校外比賽數量較去年提升 50%。	①不成功 ②成功 ③成功 ④成功 ⑤不成功 ⑥不成功	①礙於學生活動繁多，本年度沒舉辦初中寫作拔尖課程。需考慮更有效及可行的方法進行寫作拔尖。 ②朗誦技巧提升班如期舉行，有助學生準備比賽。 ③同工仍有鼓勵尖子學生參加校外比賽，學生參與情況未見積極。建議來年繼續計算中文科成績以鼓勵學生參與校外語文活動。 ④文苑報刊登校友老師文章專輯，反應理想，能吸引同學對「文苑」的關注。 ⑤初步於 TEAMS 建立初中菁英群組，但未有具體拔尖工作，期望來年落實工作方向。 ⑥本年各級語文活動的表現差異較大，優異作品數量不足以作公開展示。建議將優異作品上載 TEAMS 中 SHAREPOINT，供學生觀摩學習。	#1 國民及全球公民身份認同 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力

### 總體成效：

本年度增加了校內與中華文化相關的活動數量，對校園中文及中國文化學習的氛圍有一定的提昇。建議來年繼續列為工作重點，透過持續優化、舉辦及推廣不同中華文化活動，推動校園語文學習風氣，亦透過鼓勵學生參加不同語文技巧提升班及校外比賽，加強學生的語文能力及成就感；建議繼續以學生參與校外語文活動計算中文科平時分，讓同學更有動力參與。

### 工作重點(3)：提升公開試成績

工作／措施	時間表	成功準則	成效	建議	七個學習宗旨
<b>1. 中六級應試準備</b> ①繼續進行應試訓練，並就公開試各卷要求，作針對性回饋。 ②善用補課時段進行限時操練。 ③繼續聘請校友為中六及中五級後進生以小組形式開設提升班。	上學期	①最少 80%學生認同老師就公開試各卷要求，作針對性回饋。 ②最少 80%學生認同「寫作及綜合提升班」對應試有幫助。	成功	①老師已加強各卷的應試訓練，並就公開試要求，作針對性回饋，讓學生具體掌握文憑試要求。 ②本年度善用補課時段進行限時操練外，更於導讀期間購買出版社服務進行畢業試後統測，加強應試訓練。 ③本年度沒有開設提升班。	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
<b>2. 朋輩分享自學經驗，掌握摘星要訣</b> 邀請應屆文憑試校友尖子分卷拍攝影片，分享學習及備試經驗，並於課堂播放上述影片，讓學生掌握語文摘星要訣。	九月	①各項措施能如期進行。 ②科任老師認同措施有助學生建立良好的自學習慣。	成功	本年度邀請了1位在公開試中成績優異的同學拍片分享中國語文奪星心得，本年度以分卷形式拍攝，並將有關影片上載自學平台，供學生觀看。	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
<b>3. 善用 AI 巫筆批改作文</b> 以巫筆批改作文增加回饋的及時性，藉以提升學生的寫作能力。	全年	①最少 80%老師及學生認同有助提升寫作能力。	部分成功	各級均有嘗試以 AI 巫筆批改作文，同工樂於從嘗試，然而巫筆雖能快速回饋，但未算準確，老師需多看巫筆評語，就目前而言，未能有效增加回饋的及時性。巫筆中的寫樂 Chatbot 可按指令修訂文章，有助作文評講。	#3 語文能力 #4 共通能力

#### 總體成效：

上述工作措施，主要目的是通過加強及鞏固學生學習中國語文能力並為應對公開考試作準備，藉以提升公開試成績。第1項措施為中六級應試準備，措施與過去相若。然而，鑑於本年度公開試只設閱讀及寫作兩卷，閱讀能力及寫作能力成為關鍵，建議初中加強讀寫及文化方面的訓練，鼓勵學生閱讀優質課外書籍，並繼續優化各級的課程內容及考核安排，加強高中學生指定篇章及寫作卷的應試訓練。第2項措施的成效良好，同學拍片分享中國語文奪星心得，並將有關影片上載自學平台，供學生觀看。第3項措施能以 AI 巫筆批改作文增加回饋的及時性，藉以提升學生的寫作能力。第3項措施為本年度新嘗試，同工在當中亦有不少學習。個別同工除使用嘗試巫筆不同的功能外，更嘗試其他 AI 在閱讀教學上，並嘗試以 AI 製作簡報。總體而言，要提升公開試成績必須針對學生能力及公開試要求，長遠而言，要提升學生公開試成績，必須於初中階段鞏固學生的語文基礎，並加強校園裏學習中國語文之風氣，還需針對學生的學習差異拔尖保底，以縮小學生之間的學習差距，激勵學生自學。

#### 中文科成員名單

鄧麗珠(科主席)  
 蔡慧貞  
 潘允明

鄭嘉敏(副科主席)  
 文能勝  
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蔡程月(副科主席)  
 劉嘉露  
 李詠儀

張文慧  
 彭穎賢  
 馮錦鴻(教學助理)

陳麗紅  
 彭勁

## 備註：七個學習宗旨

#1 國民及全球公民身份認同

#2 寬廣的知識基礎

#3 語文能力

#4 共通能力

#5 資訊素養

#6 生涯規劃

#7 健康的生活方式

田家炳中學  
中國文學科  
周年工作檢討(2024-2025)

工作重點(1)：提升公開試成績

工作／措施	成功準則	成效	建議	負責人	價值觀教育	七個學習宗旨
1 提升卷一學生寫作興趣及能力  1.1 開設寫作班  1.2 優化「寫作指導及評講」  1.3 每日練筆	1.1 中四及中五級開設寫作班，同學作品質素。  1.2 卷一校內考試平均分比上學期進步 10%  1.3 卷一公開試成績比全港成績高 10%  1.4 學生練筆的質量	<p style="text-align: center;"><b>部分成功</b></p> <p><u>中四新詩創作班</u></p> <input type="checkbox"/> 出席率 98.5 % (全班 13 人，共 65 節，請假節數 1 節) <p><u>中五散文創作班</u></p> <input type="checkbox"/> 出席率 93.00% (全班 20 人，共 100 節，請假節數 7 節) -中四學生的練筆質素有提升	1.1 來年繼續開辦寫作班，中四下學期開辦新詩創作班，中五上學期開辦散文創作班。  1.2 工作措施改為：優化「寫作指導及評講」筆記。從「主題」、「取材」、「佈局謀篇」、「寫作手法」四方面提升同學寫作水平。  1.3 「每日練筆」繼續，建議改為全年 20-25 篇，優異作品將結集出版。	全體教師	**1 堅毅  **10 勤勞	#2 闊廣的知識基礎  #3 語文能力  #4 共通能力
2 提升卷二學生應試能力  2.1 多做公開試題型問答題，比較不同等級答案的差異，測驗加入功課題目，以鞏固學習  2.2 整理歷屆試題及	2.1 卷二校內考試比上學期合格率提升 10%  2.2 卷二公開試成績比全港成績高 10%  2.3 完成 2024 及 2019 文憑試	<p style="text-align: center;"><b>部分成功</b></p>	2.1 學生的說明能力較弱，建議整理上品答案參考到 SHAREPOINT。  2.2 建議功課及測驗，均備有中品及上品同學答案，提升答題技巧。	全體教師	**1 堅毅  **10 勤勞	#2 闊廣的知識基礎  #3 語文能力  #4 共通能力

測考題目，以提升 「扣題」及「闡述」 能力						
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**工作重點(2)：建立學習常規，鼓勵學生自學及自我完善**

<p>1 建立佳作示範答案資源庫，邀請尖子製作上品示例，以強帶弱。</p> <p>2. 設立獎勵制度</p> <p>3. 利用不同活動，提升學生寫作動力及興趣：出版文集、鼓勵投稿、可邀請不同作家來校分享等。</p> <p>4. 設補默班，由文學班同學輪留當值，協助及監察補默工作。</p>	<p>1.1 每課至少完成一題，總數完成至少 80%題目</p> <p>1.2 至少 80%同學平日能整理所學</p> <p>1.3 中四及中五同學參加校外寫作比賽及文學活動至少一次</p> <p>1.4 班中 90%的同學能按要求完成補默</p>	<p><b>部分成功</b></p>	<p>1.1 整理評鑒題上品答案參考到 SHAREPOINT。</p> <p>1.2 建立學習常規，鼓勵學生自學及自我完善。例如：賞析改正、整理筆記等。</p> <p>1.3 積極邀請同學參與各項外界活動。</p>	<p>全體 教師</p>	<p>**1 堅毅 **10 勤勞</p>	<p>#2 闊廣的知識基礎 #3 語文能力 #4 共通能力</p>
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**科／組成員名單**

周惠儀

李詠儀

鄭嘉敏 (科主席)

附錄：來年度財政預算（見另表）

**Tin Ka Ping Secondary School**

**Programme Plan of English Department (2024-2025) - Evaluation**

**Major Concern (I): To enhance students' learning motivation and learning skills**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
1. To strengthen reading in junior forms.	Whole year	<b>1.1 Revamp of reading curriculum in F.2 &amp; F.3. A booklet related to the reading curriculum in F.2 and F.3</b>  1.2 Library tours for junior forms students in 1 <sup>st</sup> term.  1.3 'Read to Achieve' to promote reading in junior forms  1.4 100% of F.1 to F.4 students borrow at least 1 ebook from the online reading platforms	1.1 Teachers feedback & subject meeting sharing (Meeting 2/3)  1.2 No. of library tours  1.3 Questionnaire from students of the target classes (Meeting 4)  1.4 Statistics (Meeting 4)	<b>1.1 Jack (F.2) &amp; Vivian (F.3)</b>  1.2 Form-co in junior forms  1.3 Leanne  1.4 Jack & Veronica	#2  #3  #5	**3  **10	1.1 Achieved (Appendix 1.1.1)  1.2 -1.3 Achieved (Appendix)  1.4 Partially Achieved (Appendix 1.1.4)	1.1-1.4  To be kept

**Major concern (II): To strengthen students' self-management and self-directed learning (SDL) capacity**

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
1. To incorporate <i>English Miles Scheme</i> in F.1-F.3 to enhance self-directed learning (SDL).	Whole Year	1.1 At least 60% of F.1-F.3 students accomplish the self-directed learning exercise.	1.1 Teachers' feedback in common free period 1.2 Subject meeting sharing (Meeting 2 & 4))	Vivian	#2 #3 #4 #5	**1 **3 **10	1.1 Achieved (Appendix)	1.1 To be kept
2. To utilize Digital SDL Room	Whole year	2.1 50% of the junior students whose UT/exam marks are 40-49% do revision exercises.	2.1 Attendance records from SDL room (Meeting 2 & 4)	Jack	#3	**1 **10	2.1 Achieved (Appendix)	2.1 To be kept

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
3 To help students strengthen their self-learning process	Whole year	<b>3.1 AI teaching &amp; learning: One short writing in F.1-F.5/ term will be self-corrected using an AI platform before submission</b>  <b>3.2 At least 60% of F.1-F.3 students foster their habit of jotting notes in their notebooks and do evaluations after UTs &amp; exams</b>	3.1 One writing product/ group before and after self-correction, subject meeting sharing (Meeting 2 & 4)  3.2 Teachers' feedback, notebooks inspection after 1 <sup>st</sup> exam (Meeting 3)	<b>3.1 Jack</b>  <b>3.2 Victor</b>	#2 #3 #4 #5	**1 **3 **10	3.1 Achieved (Appendix)        3.2 Achieved (Appendix)	3.1 To be kept (similar software may be procured)        3.2 To be kept

4	To cater for the diverse learning need of students with different forms and ability.	Whole year	<b>4.1 A learning circle will be set up in Teams for elites in F4 &amp; F5. Elites will be invited to join external activities (HKFYG, Harvard Book Prize, 21<sup>st</sup> Century Cup)</b>	4.1 subject meeting sharing, Teams records, records of TEAMS (Meeting 2 & 4)	<b>4.1 Clarence</b>	#2	**1	4.1 Achieved (Appendix)	4.1 (Not) to be kept (depending on manpower)
			<b>4.2 An elite class for junior form students (1 form) on Sat taught by an external experienced Eng T</b>	4.2 results of elites (Meeting 4)	<b>4.2 Jane</b>	#3	**10	4.2 Achieved (Appendix)	4.2 To be kept if budget is available in AAC
				4.3 Teachers' feedback in common free period (Meeting 2 & 4)	<b>4.3 Jane</b>	#4		4.3 Achieved (Appendix)	4.3 To be kept
				4.4 Attendance records & evaluation report (Meeting 2 & 4)	<b>4.4 Billy</b>			4.4 Achieved (Appendix)	4.4 To be kept
				4.5 Teachers' feedback in common free period (Meeting 4)	4.5 Billy			4.5 Achieved (Appendix)	4.5 To be kept. Conduct in 2 <sup>nd</sup> term as Billy's timetable is very packed in 1 <sup>st</sup> term
				4.6 David				4.6 Partially achieved	4.6 To be kept
			<b>4.3 An additional section in assessments in junior forms</b>						
			<b>4.4 Revamp of speaking curriculum in junior forms</b>						
			4.5 Organise one group of speaking enhancement class (F.2 for low achievers in speaking)						
			4.6 HW exemption policy for elites (F.1-F.4)						

**Major concern (III): To enhance HKDSE Result**

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
1. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	2 <sup>nd</sup> term	1.1 Typed and analysed worksheets of live scripts made by teachers concerned will be distributed to F.6 students.	1.1 Results of HKDSE and JUPAS 1.2 Subject meeting sharing ((Meeting 3)	- Statistical analysis (Veronica) - Live scripts Reading: Candy Writing: Sandy Listening: Leanne	#3	**1	1.1-1.2 Achieved	1.1-1.2 To be kept

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
2. To invite colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	August 2021	2.1 At least four teachers serve as markers and/or oral examiners. 2.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	2.1 DSE Markers record 2.2 Subject meeting sharing (Meeting 1)	- Writing: David (Part A), Sandy (Part B Q5), Clarence (Part B Q2)	#3	**1	2.1-2.2 Achieved	2.1-2.2 To be kept
3. To develop split class strategies to strengthen enhancement in senior forms.	Whole year	3.1 More challenging items and more demanding assignments will be included. 3.2 At least 70% of students in this class (11 students) attain Level 5 or above.	3.1 Subject meeting sharing (Meeting 3) 3.2 DSE results	David & Clarence	#2 #3 #4	**1 **10	3.1. Achieved 3.2. TBD	3.1-3.2 There will be no senior form split class starting from 2025-2026.

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
4. To enhance and strengthen speaking ability in senior forms.	Whole year	4.1 F.5 (2nd term) and F.6 (1st term) students will have 1-2 oral assessments and receive written feedback per term outside Eng lessons.	4.1 attendance record of each class and the whole form (Meeting 2 & 4)	Leanne	#2 #3 #4	**1 **11	4.1 (Appendix) Achieved	4.1 To be kept (depending on future manpower)

#### Member list

Mr Billy Ko	Mr Chan Chun Ho	Ms Chan Kit Yin	Ms Chan Wing Shan
Ms Cheung Kit Kit	Ms Lam Wai Yan	Ms Lau Wai Man	Mr Law Chung Ming
Ms Lee Hang Yung	Ms Leung Yui Yan	Ms Joyce Lo	Mr Ng Chun Yeung
Ms Ng Tsz Shuen	Ms Tam Mei Hing	Ms Tsang Po Yu	Mr Yip Wing Hang

#### Seven Learning Goals of Secondary Education

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

#### Twelve Priority Values:

**1: Perseverance	**2: Respect for Others	**3: Responsibility	**4: National Identity
**5: Commitment	**6: Integrity	**7: Benevolence	**8: Law-abidingness
**9: Empathy	**10: Diligence	**11: Filial Piety	**12: Unity

**Tin Ka Ping Secondary School**

**Annual School Report of Major Concerns of Mathematics Department for 2024-2025**

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

Tasks / Actions	Success Criteria	Results	Recommendations
1. Motivate Junior students to do challenging questions actively. #2	10% of Junior students attempt the bonus part in the examination.	Achieved. Although the bonus questions are challenging, over 10% of the students will try to tackle it in the examination.	
2. Modify the quizzes	More than 50% of students find that doing the quizzes can help them to have a good preparation for the tests and examinations.	Achieved. The quizzes include typical questions of each chapter. It can help the students to have a better understanding on each chapter.	<p>The quizzes can be further modified by considering the following points:</p> <ol style="list-style-type: none"><li>1. number of quizzes on each semester have to be reconsidered to balance the time for teaching and assessments during the lesson.</li><li>2. the level of difficulties for the worksheets, quizzes, tests and exams should be similar so that students can have a good preparation for the exam by doing the worksheets and quizzes.</li></ol>

3. Modify F.1 – F.3 SDL worksheets	more than 50% of students find that the SDL worksheets is useful for them to prepare the assessment.	Achieved. The worksheets can help the students to do consolidation for the concepts learnt in each chapter. Students can use the worksheets to do revision for the tests and exams.	
4. Create F.1 – F.3 textbook MC video explanation.	more than 50% of students find that the SDL MC video is useful for them to prepare the assessment.	Partly achieved. Students will use the video to learn the techniques for solving the MC questions.	We may need to increase the incentives for the students to do the textbook MC questions and revision worksheets seriously.
5. Develop e-learning materials and e-learning app for teaching #5	All teachers at least apply one time by using the e-learning app in their lesson.	Partly achieved. F.1 e-learning materials have been developed by SMY successfully. Demonstration of e-learning in Math Lesson has been conducted by SMY in May 2025.	
6. To recognize F.1-F.6 students' achievements	The list of top three students in each class will be displayed in each classroom.  The list of top ten students in each form will be displayed in the Mathematics board.	Achieved.  The list of top 10 students in each form have been displayed in the Mathematics board.	
7. To optimize Assessment for Learning 7.1 To relieve the pressure of homework so that students have more time for SDL 7.2 Monitor the policy for elite students are set up successfully 7.3 Arrange a whole year UT timetable	<input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that the amount of homework is reasonable.  <input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that learning is challenging and manageable.	Achieved. The majority of students expressed that the amount and the difficulties of homework are manageable in the perception of homework questionnaires. Most of the students understand that doing the homework seriously is a key factor for them to learn well in Mathematics and get good performance in assessments.	

for all forms to avoid cramming students in certain periods	<input type="checkbox"/> Teachers adjust the amount of assignments to the elite students.	Achieved. Teachers will award the elite students by allowing them to skip some parts of the homework if they perform well in the test. It can increase the motivation of the students to do better revision for the assessments. Moreover, some teachers will encourage the elite students to try more challenging questions.  Achieved.	
<b>Overall Evaluation:</b> <ol style="list-style-type: none"> <li>1. The bonus questions are good for able-students to tackle something new in the exam. This can develop their problem-solving skills.</li> <li>2. Through the common free period in whole year, teachers can identify the learning difficulties of each chapter and teachers are willing to share their teaching methods.</li> <li>3. F.1 – F.3 textbook MC explanation videos and SDL worksheets are useful resources to help students willing to learn actively.</li> </ol>			

**Major Concern (II) : Optimize students' performance in public examinations**

Tasks / Actions	Success Criteria	Results	Recommendations
<input type="checkbox"/> Finish the examination syllabus before mid-Oct so teachers could have sufficient time to do revision with students. <input type="checkbox"/> From November to February, the past public examination papers and Mock Papers will be used to help the students to prepare for DSE. <input type="checkbox"/> Additional MC Uniform Tests for F.6 will be held on study group. <input type="checkbox"/> The questions which students handled poorly in the past school exam and public exam will be included in the coming UT or exam <input type="checkbox"/> DataExam Mock exam will be held after final examination .	<input type="checkbox"/> The percentage of Level 2 or above is 100% in HKDSE. <input type="checkbox"/> The percentage of Level 4 or above is 60% in HKDSE. <input type="checkbox"/> The percentage of Level 5 or above is 25% in HKDSE.	All Tasks or Actions are achieved.	1. More discussion and more practices of difficult questions with students 2. It is suggested that one Pre-Mock and one Post-Mock will be held for coming S.6 students.
<b>Overall Evaluation : Pending for the result of HKDSE</b>			

**Major Concern (III) : To increase students' interest through participating in STEAM activity**

Tasks / Actions	Success Criteria	Results	Recommendations
To promote F.1 & F.2 students to participate in STEAM activities. #2	<input type="checkbox"/> Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.	Achieved.	

**Major Concern (IV) : To raise students' sense of national identity through learning about the development of Mathematics in China**

Tasks / Actions	Success Criteria	Results	Recommendations
Implementation of National Security education into Curriculum #1,**4	<input type="checkbox"/> Hardcopy materials of great mathematician in China are given to all F.1 – F.6 students. <input type="checkbox"/> The above content will be included in F.1-F.2 Mathematics Competition.	Achieved.	

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

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

田家炳中學

生活與社會科/公民及社會發展科 周年計劃書檢討 (2024-2025)

**工作重點(I)：推動自主學習**

工作 / 措施	成功準則	評估方法	檢討	負責人
1. 提升學生資訊素養及時事觸角	<p>1.1 高中: 運用報章專題製作 1-2 份筆記了解時事及延伸討論 初中: 每學期的統測及考試以時事 MC 擬題</p> <p>學生表現: 自發於演閱時段閱讀新聞刊物，能判別資料來源的可信性及思考議題的探究問題</p>	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 持續性評估</li> <li>■ 科主席觀簿冊</li> </ul>	<ul style="list-style-type: none"> <li>■ 初中完成</li> <li>■ 高中的學習情況較緊湊，不是所有班別也能完成，下年繼續努力。</li> </ul>	<ul style="list-style-type: none"> <li>■ 級聯絡</li> <li>■ 科任老師</li> </ul>
2. 配合教學或測考，善用教育局及出版社資源庫作知識增益及教材	<p>2.1 各級按考核上載適量的實體或電子課本/小冊子供學生預習或練習 (如資料回應題及多項選擇題)</p> <p>2.2 設立相關影片庫及題目庫供學生自學</p> <p>學生表現: 透過觀看影片延伸學習加強推論解說能力，應用於評估項目上，如匯報及分享交流。</p>		<ul style="list-style-type: none"> <li>■ 完成(已上載 MC 自習)</li> <li>■ 已設立影片庫及題目庫供學生自學</li> <li>■ 今年在一樓設立大電視，定期播放相關影片</li> </ul>	

<p>3. 加強電子教學平台的運用</p> <ul style="list-style-type: none"> <li>■ 建立電子教材庫 Sharepoint</li> <li>■ 建立電子教學資料檔案庫 配合教學材料供老師參考使用</li> </ul>	<p>3.1 建立電子課室及運用電子教學資料檔案庫，進行預習或課後重溫同時促進課堂互動交流學習。</p> <p>3.2 所有老師能利用資料庫預備課堂或製作教材</p> <p>學生表現: 定期應用 Sharepoint 材料學習，如測考/匯報等</p>	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 共同備課節</li> <li>■ 電子平台的學生使用量</li> </ul>	<ul style="list-style-type: none"> <li>■ 各級同工有善用</li> </ul>	<ul style="list-style-type: none"> <li>■ 科主席</li> <li>■ 級聯絡</li> </ul>
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**工作重點(II)：優化新課程內容，強化學生共通能力及正面價值觀 (國家安全教育)**

工作 / 措施	成功準則	評估方法	檢討	負責人
<p>改善初高中課程</p> <ul style="list-style-type: none"> <li>● 配合教育局政策，建立中一級課程框架、教學進度、教材及教學策略，引導學生訂立多元學習目標，釋放學生空間</li> <li>● 建立學習常規和學生共通能力及正面價值觀 (國家安全教育)</li> <li>● 培養學生成為有識</li> </ul>	<p>課程安排</p> <ul style="list-style-type: none"> <li>● 各功課設計能回應教學目標</li> <li>● 學生評核及格率達七成</li> <li>● 大部份學生認同教與學成效</li> <li>● 全部任教老師對教材感到滿意</li> <li>● 各級增加 1 次測考外評估方法</li> </ul> <p>學生表現: 能掌握課程目標內容</p> <p>多元化課堂活動所培養的共通能力</p> <p>基礎能力: 溝通能力/ 運用資訊科技能力</p> <p>思考能力: 慎思明辨/ 解決問題能力</p> <p>個人及社交能力: 協作能力/ 自學能力</p>	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 課業評分</li> <li>■ 教與學問卷</li> <li>■ 功課觀感問卷</li> <li>■ 多元化評估</li> </ul>	<ul style="list-style-type: none"> <li>■ 功課設計能達到目標</li> <li>■ 各級同工有善用</li> <li>■ 大部份班別學生達七成合格</li> </ul>	<ul style="list-style-type: none"> <li>■ 級聯絡</li> <li>■ 科主任</li> <li>■ 教務主任</li> </ul>

見、負責任的公民，懂得尊重法治，認同國民身份，並具備世界視野，以及願意對共同維護國家安全作出貢獻。(NSE)	學生表現: 能以匯報方式，就課程議題作分組報告，同時展示公民責任，並具備世界視野，以及願意對共同維護國家安全作出貢獻。			
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### 1.1 強化學生自我管理及自主學習，透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍

#### ( 回應學生事務 )

工作 / 措施	成功準則	評估方法	檢討	負責人
1. 推動多元學習及成長機會 <ul style="list-style-type: none"> <li>■ 配合課程特點，進行課堂以外延伸學習活動</li> <li>■ 關愛團體、社區及社會的需要</li> <li>■ 配合校內中華文化計劃，推動傳統文化保育及國民身分認同(NSE)</li> </ul>	1.1 配合各級相關的生活教育課程，初高中各有一節配合課程，以便提升跨組協作的效能 1.2 30% 初中學生參與義工服務計劃 1.3 初中每學年均舉行最少 2 次時事 MC 擬題及測驗  學生表現: 在知情行三方面，確立自己國民身分認同，參與推動傳統文化保育的探究及延伸學習活動，如中華文化活動、交流團等	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 課業評分</li> <li>■ 教與學問卷</li> <li>■ APASO</li> </ul>	<ul style="list-style-type: none"> <li>■ 有配合-如中一及中五生活教育課程</li> <li>■ 我們科的角色要再商討</li> <li>■ 初中有至少 2 次時事 MC</li> </ul>	<ul style="list-style-type: none"> <li>■ 級聯絡</li> <li>■ 科主任</li> <li>■ 教務主任</li> </ul>

■ 推動學生閱讀習慣	跨科組協作 1.4 完成高中公民科考察活動中的學習探究，配合中史科教學同時參加校內中華文化獎勵計劃			
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### 工作重點(III)：中六級公開試成績

工作 / 措施	成功準則	評估方法	檢討	負責人
1. 加強學生公開試技巧	1.1 中六級測驗或考試中均能使用出版社資源進行功課練習，然後作考評 1.2 各班學生均能使用 Sharepoint 功能掌握公開試題目答題合格要求 1.3 整合聯校試題庫及出版社試題，並按題型/課題進行	<ul style="list-style-type: none"> <li>■ 考試檢討</li> <li>■ 會議檢討</li> <li>■ 共同備課節</li> <li>■ 會議檢討</li> <li>■ HKDSE 成績</li> </ul>	<ul style="list-style-type: none"> <li>■ 老師們有善用</li> <li>■ 學生有嘗試運用</li> </ul>	<ul style="list-style-type: none"> <li>■ 級聯絡</li> <li>■ 科主席</li> <li>■ 科任老師</li> </ul>

	分類，讓科任老師按學生能力進行焦點訓練	分析報告		
2. 配合自學策略，增進學生課外知識及概念	3.1 80%學生能運用電子學習模式及平台促進學生自學 3.2 80%學生能夠在測考時能利用恒常的閱讀材料作為論證內容			

Tin Ka Ping Secondary School

Integrated Science Annual School Plan (2024–2025) Report

Main concern (I) : Organization of E-learning materials

Tasks / Actions	Time Scale	Success Criteria	Evaluation and Suggestion	Staff Responsible
1. To prepare the self-learning materials to enhance Self Directed Learning (e.g. E-learning)	Whole Year	1.1 E-learning Learning materials are uploaded to the SharePoint  1.2 <b>Related video clips for understanding the concepts can be organized in SharePoint</b>	<input type="checkbox"/> Partly achieved. Subject teachers might have their own video clips played during the lesson already.	<input type="checkbox"/> All subject teachers

Main concern (II) : **To strengthen students' self-management and self-directed learning (SDL) capacity**

Tasks / Actions	Time Scale	Success Criteria	Evaluation and Suggestion	Staff Responsible
2.1 To enhance the teaching and learning effectiveness through the implementation of SDL  - (i) Pre-lesson tasks/contents for students - (ii) Assessment of the pre-lesson tasks/contents	Whole Year	2.1.1 <b>At least one set of new SDL material is prepared successfully (pre-lesson + assessment)</b>  2.1.2 <b>Some strategies among 14 SDL strategies should be applied in this set of material.</b>	<input type="checkbox"/> Achieved. A worksheet about pregnancy and labour in S1 Reproduction has been developed and discussed during the lesson.  <input type="checkbox"/> Students needed to seek help from parents to finish the task. They learnt more about their birth without teachers.	<input type="checkbox"/> All subject teachers  <input type="checkbox"/> All subject teachers
#2 2.2 To cater the learning diversities of students.  (a) Elite students: - To free more space and relieve the pressure due to the homework - Arrange subject-based enhancement courses.	Whole year	2.2.1 Refine the homework exemption system 2.2.2 The academic performances of students can be maintained 2.2.3 Elite classes (at least 2 times) for Elite students participate in our elite classes (Phy,Chem,Bio) 2.2.4 10 or more elite students are willing to attend the courses by external organizations.	<input type="checkbox"/> Achieved. Homework exemption, elite classes (Phy, Chem, Bio) have been conducted in the 2 <sup>nd</sup> term.  <input type="checkbox"/> 35 students from S1-2 participated in JSSOSS and 15 of them received Gold, Silver and Bronze awards.	<input type="checkbox"/> All subject teachers

(b) Less able students: - To provide assistance of MOI  #3	Whole year	2.2.5 Demonstrate phonics in worksheets of different units (e.g. ‘ver/te/brate    photo/’syn/the/sis)  2.2.6 Utilize/Implement bilingual notes of Aristo so that less able students can follow the pace.	<input type="checkbox"/> Achieved. Bilingual notes of each unit have been developed and delivered through Unit Worksheet with a QR code.	<input type="checkbox"/> All subject teachers
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Main concern (III) : To increase students’ interest through participating in various science related activity

Tasks / Actions	Time Scale	Success Criteria	Evaluation and Suggestion	Staff Responsible
1. To promote F.1 and F.2 students to participate in science related activities	Whole Year	<input type="checkbox"/> 3.1.1 At least 50 F.1 students and 40 F.2 students participate in science related activities: Whole-School Science competition, Elite Classes and external enhancement courses.	<input type="checkbox"/> Achieved. Elite Class (S1: 35 S2: 15) Water Rocket Competition (S1-S3: 70) Science Escape (S1-5 ~180) JSSOSS: S1-2: 35	<input type="checkbox"/> All subject teachers
2. To promote the use of STEAM in some related topics  #2	Whole Year	<input type="checkbox"/> 3.2.1 Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.	<input type="checkbox"/> Achieved. S1: water sample test S2: LED Lamp Design	<input type="checkbox"/> All subject teachers + C&T + MATH teacher

Main concern (IV) : Implementation of National Security education into Curriculum

Tasks / Actions	Time Scale	Success Criteria	Evaluation and Suggestion	Staff Responsible
1. Implementation of National Security education into Curriculum  #1 **4	Whole Year	1.1 Some contents related to national security are added to each unit in F.1 and F.2 curriculum.	<input type="checkbox"/> Achieved. Conducted as usual	<input type="checkbox"/> All subject teachers

Team Members

Name	Role
Yu Tak May	Panel Chairman, F.2 subject teacher (F.2 coordinator)
Chiu Man Lai	F.1 subject teacher
Ho Yu Pang	F.1 subject teacher
Law Pak Tsun	F.1+F.2 subject teacher (F.1 coordinator)
Lam Yin Ngai	F.2 subject teacher
Tang Kin Tung	F.2 subject teacher
Man Wai Sim, Fion	Lab. Technician
Ng Fung Lingm Ling	Lab. Technician
Tam Yu Ting, Noel	Lab. Technician

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and attitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

**Tin Ka Ping Secondary School**  
**Program Plan of Chemistry Department (2024–2025)**

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

**Reviews and suggestions from 2023-2024:** In order to keep balance the life and study of students and catering student with difference ability, we have to keep the modification of teaching pace, including the frequency of homework, quiz and test, the teaching sequence, the way to encourage student learning and implementation of more use of e-learning materials.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Seven Learning Goals# 12 Priority values and altitudes**
1. Optimize the distributions, amount and effectiveness of assessments in different forms	whole year	<ul style="list-style-type: none"> <li>- Students' pressure on tests / assignments is relieved</li> <li>- About 70% students have positive response to the view that the amount of homework is reasonable.</li> <li>- About 70% students have positive response to the view that the assignments and tests help them to learn better</li> </ul>	<ul style="list-style-type: none"> <li>- Result of student survey</li> <li>- Students' daily feedback</li> </ul>	<p>Appropriate: from student L&amp; T Surveys</p> <p>S3, 5 Achieved, S4 partly achieved (refer to 2<sup>nd</sup> minutes 2024)</p> <p>S4 has toned down the amount of assessments.</p> <p>Similar arrangement in next year</p>	#4, #7 **10
2. Review the curriculum design and suggest improvements with reference to the students' learning problems and the changes in the HKDSE.	whole year	<ul style="list-style-type: none"> <li>- Improvements in curriculum design</li> <li>- More support to students to improve their learning</li> <li>- Improvements in student performance</li> <li>- Effectiveness is raised.</li> </ul>	<ul style="list-style-type: none"> <li>- Subject meeting to evaluating effectiveness</li> <li>- Feedback from the teachers</li> </ul>	<p>Partly achieved</p> <p>Modify Starting from S4 next year</p>	#2 **1
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures <ul style="list-style-type: none"> <li>- Elite students: Adjust the amount and difficulty of</li> </ul>	whole year	<ul style="list-style-type: none"> <li>- A policy for elite students is set up successfully</li> <li>- The policy can help elite students in learning</li> <li>- Subject-based enhancement courses / activities / competitions are held</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' and Students' feedback</li> <li>- Subject meeting</li> </ul>	<p>Parly achieved:</p> <p>High-achiever and low-achiever take their initiative to join the DLG program.</p>	#2, #7 **1, **10

	<p>the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses / activities or encourage students to take part in competitions and courses organized by outside bodies.</li> <li>- Low achievers: study habit development/ study group/ DLG</li> </ul>		<p>successfully. At least 4 students are willing to join.</p> <ul style="list-style-type: none"> <li>- A policy for low achievers is set up successfully.</li> </ul>			
4.	Knowledge bank of Videos and Teams MC for self-learning	Whole year	<ul style="list-style-type: none"> <li>- Experiences of promoting learning strategies can be summarized.</li> <li>- Develop self-learning material (e.g. E-learning materials, chem daily explanatory video, SharePoint or MS forms etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Subject meeting Teachers' and students' feedback</li> <li>- The quality of the videos + MC</li> <li>- Use of videos + MC</li> </ul>	<p>Partly achieved.</p> <p>High-achiever and low-achiever take their initiative to join the DLG program.</p>	<p>#2, #5</p> <p>**1, **10</p>
5.	Adjust the level of difficulties of assessment of assignments and give more support to S4 students gain more confidence in learning chemistry	Whole year	<ul style="list-style-type: none"> <li>- Students believe they can and are willing to improve themselves</li> <li>- Students do not give up easily</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from the teachers and students</li> <li>- Numbers of students dropped out</li> </ul>	<p>Partly achieved.</p> <p>School past papers are given for practices</p> <p>Tailor-made exercise are given to low achievers.</p>	<p>#2, #4</p> <p>**9</p>

#### Reviews and Suggestions

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

## 2. Raise the competency of students in DSE

Reviews and suggestions from 2023-2024: In order to make improvement of student confidence and ability in HKDSE, teachers have to implement different learning tools and gain experience from students' performance via analyzing the past paper and act as a public exam marker.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Evaluation	Seven Learning Goals# 12 Priority values and altitudes**
1. Prepare and use the analysis of DSE results	Before Mar	<ul style="list-style-type: none"> <li>- Analysis of 2024 is complete.</li> <li>- Analysis is used in review with students</li> <li>- Students understand the criteria and common mistakes in DSE.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of analysis of 2024</li> <li>- Teachers' and Students' feedback</li> </ul>	Achieved	#2 **1, **10
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Mar	<ul style="list-style-type: none"> <li>- Exemplars of 2021, 2022 and 2023 for students are prepared successfully.</li> <li>- Teachers use the exemplars in public exam paper review with S6 students</li> <li>- Students understand the criteria and common mistakes in DSE.</li> </ul>	<ul style="list-style-type: none"> <li>- Exemplars of 2021, 2022 and 2023</li> <li>- Teachers' and Students' feedback</li> <li>- The quality of the exemplars.</li> </ul>	Achieved Teachers have insufficient amount of teaching time so cannot review all the exemplars, only able to discuss part of them.	#2 **1, **10
3. To request colleagues to serve as HKDSE markers and share their experience in subject meetings	Whole year	<ul style="list-style-type: none"> <li>- Invite all chemistry teachers to apply to serve as markers.</li> <li>- The experience gained from being markers and/or oral examiners can be integrated in daily teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- DSE Markers record</li> <li>- Subject meeting minutes</li> </ul>	Achieved in 3 <sup>rd</sup> subject meeting Subject panel has participated in 2025 HKDSE chem marking duty. Important experiences obtained has been discussed with other subject teachers.	#2

#### Reviews and Suggestions

- (i) Strong recommend teacher to apply as DSE marker, which enable teachers to improve the understanding of the DSE marking and teaching focus. And share the experience among teachers is also important.

### 3. Team members (2024 – 2025)

Dr Law Ka Lun (Panel Head): L.K.L

Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.

Mr. Lam Yin Ngan (Teacher): L.Y.N.

Ms. Man Wai Sim, Fion (laboratory technician)

Ms Ng Fung Ling, Ling (laboratory technician)

Ms. Tam Yu Ting, Noel (laboratory technician)

### Seven Learning Goals

**#1 National and Goals identity, #2 Breadth of Knowledge, #3 Language Proficiency #4 Generic Skills, #5 Information Literacy, #6 Life Planning, #7 Healthy Lifestyle**

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

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

**Tin Ka Ping Secondary School**  
**Annual School Report of Major Concerns of**  
**Physics Department for 2024-2025**

12 priority values & attitudes	
**1	Perseverance
**2	Respect for Others
**3	Responsibility
**4	National Identity
**5	Commitment
**6	Integrity
**7	Benevolence
**8	Law-abidingness
**9	Empathy
**10	Diligence
**11	Filial Piety
**12	Unity

**Major Concerns (I) : To enhance students' learning motivation and to relieve the space of students for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and suggestion
1. Arouse interest of learning [#2+#4+#6] [**3+**5+**10]	Whole year	<input type="checkbox"/> At least 4 You-tube Physics funny videos / simulations are delivered to S3-S4 students per term. <input type="checkbox"/> Set up Physics Game Stall in Academic Week. <input type="checkbox"/> 70% of S3 students finish their home experiments and video reviews.	<input type="checkbox"/> All parts achieved.	<input type="checkbox"/> Most students find interests in watching You-tube Physics videos. <input type="checkbox"/> Some students enjoy visiting the HK science museum with their peers. <input type="checkbox"/> It is a good way to cultivate students' active self-learning habits.
2. Set up pre-lesson preparation habit for S3 – S5 students [#2+#4+#6] [**1+**10]	Whole year	<input type="checkbox"/> More than 70% S3 students finish the PLWS before class. <input type="checkbox"/> More than 60% of S4 students read the worked examples and finish the WS/quiz before/on class. <input type="checkbox"/> At least 30% of S5 students finish the on-line pre-lesson exercise before class.	<input type="checkbox"/> 1 <sup>st</sup> part achieved, but only a small number of students have uploaded their works on Teams after their works been checked by subject monitors. <input type="checkbox"/> 2 <sup>nd</sup> part achieved. <input type="checkbox"/> 3 <sup>rd</sup> part achieved.	<input type="checkbox"/> Efforts have been paid on checking the work of S3 students so that a good effect of pre-lesson preparation is achieved. <input type="checkbox"/> S4 students try their best in finishing the pre-lesson exercise. <input type="checkbox"/> S5 students are trying their best in finishing the on-line pre-lesson exercise before class.
3. To optimize the distributions, amount and effectiveness of assignments [#2+#4+#6] [**1+**10]	Whole year	<input type="checkbox"/> The efficiency of assignments is evaluated. <input type="checkbox"/> A new HW guide for S5 textbooks is developed.	<input type="checkbox"/> All parts achieved.	<input type="checkbox"/> The current level of assignment difficulty should be kept. <input type="checkbox"/> More past paper exercise will be introduced in S4 and S5 assignments. <input type="checkbox"/> The amount of assignments will be adjusted for the new HW guide for S5 textbooks
4. To optimize Assessment for Learning [#2+#6] [**1+**10]	Whole year	<input type="checkbox"/> Detailed reviews for UT and examinations are prepared / carried out. <input type="checkbox"/> At least 50% of students has finished the assessment corrections with review and reflection on mistakes. <input type="checkbox"/> The efficiency of assessment is evaluated.	<input type="checkbox"/> 1 <sup>st</sup> part partly achieved. <input type="checkbox"/> 2 <sup>nd</sup> part achieved, for S4 & S5. <input type="checkbox"/> 3 <sup>rd</sup> part achieved.	<input type="checkbox"/> Bright students will be invited to make UT / exam review videos so that both high- and low-achievers can also benefit. <input type="checkbox"/> Time is still needed to build up students' habit

				on mistake review and reflection.
5. To enrich and organize SDL materials for students' learning. [#2+#6] [**1+**10]	Whole year	<input type="checkbox"/> The online platform (Microsoft Teams & Radian website) is well utilized for studying material publishing and documentation. <input type="checkbox"/> S3 UT & Exam review videos are prepared. <input type="checkbox"/> The use of SharePoint SDL station is reviewed.	<input type="checkbox"/> 1 <sup>st</sup> & 3 <sup>rd</sup> part achieved. <input type="checkbox"/> 2 <sup>nd</sup> part not achieved, as our powerful alumni helper is now already a full-time teacher.	<input type="checkbox"/> Teachers have paid much efforts in establishing the online platform system. <input type="checkbox"/> It is cost-effective to hire alumni to make assessment review videos. <input type="checkbox"/> Students rely on the past paper materials for exam preparation.
6. To cater for the diverse learning need of students and develop students' senses of autonomy and competence. [#2+#6] [**1]	Whole year	<input type="checkbox"/> S5 Assignment Exception policy is carried out successfully. <input type="checkbox"/> S5 students are able to have a limited right to choose suitable level of assignments throughout the whole school year. <input type="checkbox"/> S5 low achievers is allowed to open textbook in at least one UT (but with 20% of marks deducted). <input type="checkbox"/> Prize giving is arranged for the best achievers in each form and students with great improvement after UT and Examination.	<input type="checkbox"/> 1 <sup>st</sup> , 2 <sup>nd</sup> & 4 <sup>th</sup> part achieved. <input type="checkbox"/> 3 <sup>rd</sup> part not achieved.	<input type="checkbox"/> Students reflect that the assignment exception policy and the limited freedom of assignment choices can help them to learn better. <input type="checkbox"/> Prizes are given, so as to recognize students' improvements, rather just focus on their absolute scores.
Reflection and follow up: In general, Physics simulations in websites and You-tube Physics videos help to arouse interests of students and build up concepts in learning. We got some serious works on videos review and home experiment report. These cultivate a good habit in exploring Physics knowledge and will be continued next year.				

**Major Concerns (II) : To enhance the HKDSE result**

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and suggestion
1. Start revision early in September for S6 students and finish the S6 curriculum in mid-November.	First term	<input type="checkbox"/> The S6 curriculum is completed by late Nov 2024.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Early revision cannot be made this year as the lesson time is very tight.
2. Make good use of enhancement/remedial class [#2] [**1+**10]	Whole year	<input type="checkbox"/> More than 30% S5 & S6 students join the classes <input type="checkbox"/> At least 70% attendance for each class <input type="checkbox"/> Positive feedback from students and teachers	<input type="checkbox"/> 2 <sup>nd</sup> and 3 <sup>rd</sup> part achieved. <input type="checkbox"/> 1 <sup>st</sup> part not achieved, especially for S6	<input type="checkbox"/> S6 Students have their own ways / outside-school tutorials for their studies. <input type="checkbox"/> Less students is expected to be willing to join afterschool classes, as the numbers of CBS are increasing.
3. In depth study of HKDSE past papers	Whole year	<input type="checkbox"/> HKDSE past paper questions are differentiated with different level of difficulties so that students can choose to	<input type="checkbox"/> 2 <sup>nd</sup> and 3 <sup>rd</sup> part achieved. <input type="checkbox"/> 1 <sup>st</sup> part is not	<input type="checkbox"/> The differentiation work of level of difficulties is still in progress.

<p>[#2] [**1 + **10]</p>		<p>finish suitable questions for studying.</p> <p><input type="checkbox"/> A data bank with past paper MCQ correct rate and distraction rate is established.</p> <p><input type="checkbox"/> 2024 DSE Physics report on assessment is discussed and shared in subject meeting.</p> <p><input type="checkbox"/> 80% of S6 students has finished 5 years HKDSE past paper. And the papers are discussed on the lessons.</p>	<p>achieved as the working time is limited.</p> <p><input type="checkbox"/> 4<sup>th</sup> part is not achieved as students voice out for their own revision choices.</p>	<p><input type="checkbox"/> Students find the by-topic past paper exercise useful.</p> <p><input type="checkbox"/> One difficult DSE past paper MCQ questions are being posted on TEAMS daily and their responses are recorded during the S6 study leave period.</p>
<p>4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts.</p> <p>[#2]</p>	<p>Whole year</p>	<p><input type="checkbox"/> The analysis report of students' scripts is discussed thoroughly aiming at applying and integration in daily teaching to enhance students' learning</p> <p><input type="checkbox"/> Students are able to master the skill in answering experimental questions</p>	<p><input type="checkbox"/> All part achieved.</p>	<p><input type="checkbox"/> The mark statistic is useful to show students how many score they should get in each paper for different level result.</p> <p><input type="checkbox"/> The demand for effective communication is generally decreased in recent years DSE.</p> <p><input type="checkbox"/> It may not be worthy to provide training on describing experiment.</p>
<p>5. Sharing of experience by past students</p> <p>[#4 + #6 + #7] [**1 + **12]</p>	<p>First term</p>	<p><input type="checkbox"/> At least 5 minutes sharing for S6 students by 1 past students</p>	<p><input type="checkbox"/> Achieved.</p>	<p><input type="checkbox"/> Good effect and response</p>

Reflection and follow up:

We have tried our best to enhance HKDSE results by adjusting S5 and S6 teaching schedules. Moreover, the revision schedule is well planned and the effect was good. All the core and easier parts are taught and revised first before introducing the extension and abstract syllabus. This arrangement helps students build up a better foundation in Physics. The DSE Physics report on assessment and analysis report of students' scripts is discussed thoroughly in the subject meetings. Wai Shing has shared his DSE marking experience in the subject meetings and markers' meetings. We will make the best use of misconception concepts in daily teaching. Past paper explanation videos is a good resources for students to self-learn.

**Team Members:** Chan Wai Shing, Yu Tak May, Law Pak Tsun, Ng Fung Ling (Lab Tech)

**Tin Ka Ping Secondary School**  
**Annual School Report (2024-2025)**  
**B I O L O G Y**

**Major concerns:**

1. To strengthen students' self-management and self-directed learning (SDL) capacity
2. To enhance Biology HKDSE Result

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

Tasks / Actions	Success Criteria	Methods of Evaluation	Achievement	Evaluation & Suggestion	7 LG	12PVS	NSE
1. Promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms -Student perception questionnaires S1-5 of distribution, distribution, amount and efficiency of assessment)	1. About 70% students have positive response to the view that the amount of homework is reasonable. 2. About 70% students have positive response to the view that the assignments and tests help them to learn better.	Result of student survey Results of UT and exam	1. Achieved. 2. Achieved.	Routine target daily or practice/regular drilling should be used Online self-learning quiz could be promoted.(e.g. HKEdcity MC bank)	#2 #3 #4 #5	**1 **3 **5 **6 **10	

Tasks / Actions	Success Criteria	Methods of Evaluation	Achievement	Evaluation & Suggestion	7 LG	12PVS	NSE
<p>2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning</p> <p>- To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self Directed Learning</p> <p>- To plan and revise the teaching curriculum and plan incorporate with SDL.</p>	<p>1. At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully</p> <p>2. The pre-lesson tasks can be incorporated with CCL in teaching and assessment.</p> <p>3. Lesson time is saved to teach some difficult parts.</p> <p>4. Select appropriate strategies among the learning strategies after studying on SD days.</p> <p>5. One set of self-learning material is prepared successfully. <b>(e.g. E-learning materials, reading, video, SharePoint or MS forms etc)</b></p>	<p>1. Lesson observation</p> <p>2. Programme plans</p> <p>3. Subject meeting minutes</p> <p>4. Learning and teaching questionnaires</p> <p>5. Frequency of using the self-learning materials</p> <p>6. Teachers' and students' feedback</p>	<p>1. Achieved</p> <p>2. Achieved</p> <p>3. Achieved</p> <p>4. Partly achieved</p> <p>5. Achieved</p> <p>6. Achieved</p>	<p>Note-taking routine should be built up in biology.</p> <p>Students should be recommended to participate extramural activities.</p>	<p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>**1</p> <p>**3</p> <p>**5</p> <p>**10</p>	

<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Offer more opportunities to gifted students to develop their special talents.</li> <li>- Arrange subject-based enhancement courses.</li> <li>- Encourage students to take part in competitions and courses organized by outside bodies.</li> <li>- To relieve the pressure of homework of elite students so that the students have more time for SDL</li> </ul> <p>-introduce biotechnology experiments (ABE program of CUHK)</p> <p>3.2 Average ability students: develop a learning routine and</p>	<p>1. Students find the programs interesting and useful</p> <p>2. Students are willing to attend the courses.</p> <p>3. High participation rate (80%)</p> <p>4. Good student performance</p> <p>5. A plan on helping average ability students is prepared.</p> <p>6. A plan on helping low achievers is prepared.</p>	<p>1. Learning and teaching questionnaires</p> <p>2. Perception of homework questionnaires</p> <p>3. Subject meeting minutes</p> <p>4. numbers of students attending the programs</p> <p>5. feedback from students.</p> <p>6. Teacher observation</p> <p>7. Analysis of the results of competitions</p> <p>8. The content of the plans</p>	<p>1. Achieved</p> <p>2. Achieved</p> <p>3. Achieved</p> <p>4. 50 students completed ABE programme</p> <p>5. Students feedback well to have biotech expt. to consolidate their knowledge.</p> <p>6. Achieved</p> <p>7. Achieved</p> <p>8. Not achieved</p>		<p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>**1</p> <p>**10</p>	
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Tasks / Actions	Success Criteria	Methods of Evaluation	Achievement	Evaluation & Suggestion	7 LG	12PVS	NSE
consolidate their learning method or strategy 3.3 Low achievers: develop a learning routine and advocate self-esteem. With the aids of suitable remedial activities, they can set their own learning target.							

### Major Concern (II) To enhance Biology HKDSE Result

Tasks / Actions	Success Criteria	Methods of Evaluation	Achievement	Evaluation & Suggestion	7 LG	12PVS	NSE
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	1. The Form Six curricula of all subjects are completed by late Nov 2023. 2. At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. <b>3. At least 60% of students achieve Level Four or above.</b>	1. Subject meeting minutes 2. Results of HKDSE and JUPAS	1. Achieved 2. Achieved 3. Pending	Keep on	#6	**1 **10	✓

Tasks / Actions	Success Criteria	Methods of Evaluation	Achievement	Evaluation & Suggestion	7 LG	12PVS	NSE
2. To revise a question bank of different publishers, HKDSE (2012-2023) & other foreign public exams (e.g. AQA) in electronic media and sort them into different topics	1. The question bank has been updated 2. Suitable questions are selected and sorted.	1. The progress report in subject meeting. 2. Students' comments on the effectiveness of the question bank.	Achieved	Keep on			
3. To enhance students' performance by continuous assessment (such as quizzes, UT and internal examination)	<input type="checkbox"/> Students have shown improvement on their performance of pop-quizzes, UT and examinations.	<input type="checkbox"/> Performance of students in various assessments.			#2 #3 #4 #5	**1 **3 **5 **6 **10	
4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	1. Teachers have attended most of the relevant seminars or workshops organized by HKEAA and EDB 2. Teachers take part in the marking of HKDSE and share experience with each other.	<input type="checkbox"/> Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings.					

## **Team Members**

KWOK OI CHI, JACKIE (Panel chairperson)      CHIU MAN LAI (Panel teacher)      TAM YU TING (Lab. Tech.)

工作重點(I)：發展科本自主學習策略

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	七個學習 宗旨	價值觀 教育	國安教育 元素	成效 Results	建議 Recommendations
1. 教學：加強備課策略的運用，設計樣本備課工作紙，促成學生有效自學	全年	<input type="checkbox"/> 中一至中三級設計樣本工作紙各一張 <input type="checkbox"/> 初中各班有一次電子學習經歷 <input type="checkbox"/> 年內最少一次專業交流	<input type="checkbox"/> 科會檢討	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅、 **10 勤勞、 **4 國民身份認同	透過不同的活動及教學，讓學生有系統地認識不同的中華文化知識，並學習中國歷史。	第一及二項達成。因應校內推行電子學習，各級亦有校本工作紙及電子學習經歷。  第三項達成，組內有共同備課節，有效促進交流。	<input type="checkbox"/> 備課工作紙須進一步優化。 <input type="checkbox"/> 嘗試多採用 e-learning 學習媒介。
2. 課堂延伸：建立科本的讀書計劃，從中一、二擴展至中三級，增加學生的歷史知識及興趣，從而促進自主學習精神	全年	<input type="checkbox"/> 擬訂相關政策文件，包括閱讀種類、數量及讀書報告的要求	<input type="checkbox"/> 科會檢討 <input type="checkbox"/> 增購合適讀物最少二十本	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養	**1 堅毅、 **10 勤勞、 **5 承擔精神		達成。本年度完成本科初中閱讀計劃，今年中三由學生自製 ppt 或拍攝片段，讓學生向同班展示學習成就。中二級亦於購書方面，亦能善用津貼購買多於 20 本書籍，同學閱讀量亦是繼主科後，最多同學借閱的科目。	明年維持由學生拍攝走訪片段或 ppt 放在學科相關網頁內。  推廣電子書閱讀。  恆常化鼓勵學生閱讀。

		<input type="checkbox"/> 購置相關書籍						
3. 教材:Sharepoint 等自學材料整理，強化學生自學。	全年	<input type="checkbox"/> 初中各班有一次電子學習經歷 <input type="checkbox"/> 和備課工作結合	<input type="checkbox"/> 每級有一次電子學習經歷	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養	**1 堅毅、 **10 勤勞、**5 承擔精神		達成。各級 Past paper 均已放上 sharepoint。	學生主動做 pastpaper 的比率提升，有助考試應試。
4. 教學:尖子--調整功課量及難度，釋放空間以進行拔尖及讓學生自學。	全年	<input type="checkbox"/> 乎合尖子學生在初、高中的相關要求	<input type="checkbox"/> 科會檢討	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養	**1 堅毅、 **10 勤勞、**5 承擔精神		部份達成，因不同年級的課時不同，中五級已實行，有效減輕同學壓力。	可於9月，嘗試每級以作規劃。
5. 處理學習差異-中能力的同學的課堂教學及評估工作	全年	<input type="checkbox"/> 提升中能力學生在學科的成績	<input type="checkbox"/> 科會檢討	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅、 **10 勤勞		部份達成，中游同學多做 past paper 自學，成績有提升。	下年可早於9月前決定，以作規劃。
<p>整體而言，本科在鼓勵學生自主學習方面持續發展，並逐步加入以自主學習模式教授的課題，讓同學作預習。同時，讓同學嘗試多元化使用電子學習的工具，更靈活地使同學能於家中或學校作自主學習。有關尖子及學習差異方面，初中的處理難度較大，各級功課量不太多，減少功課未必可行，同時以鼓勵自主學習平台學習，以便處理學習差異。</p>								

工作重點(II): 高中課堂延伸活動(講座、參觀、遊學)的發展

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	七個學習 宗旨	價值觀 教育	國安教育 元素	成效 Results	建議 Recommendations
1. 鼓勵高中學生參加本港各間大學、博物館及學術機構主辦的學術研討會，擴闊學生對歷史的認知範圍，提升習史興趣	全年	☐ 每名高中學生每年最少參與一次與中國歷史學習相關的研討會，並完成指定課業。	學生須完成一篇回應文章，字數不少於 500 字。	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #6 生涯規劃	**1 堅毅 **10 勤勞 **5 承擔精神 **4 國民身份認同	利用不同的參觀、體驗活動，讓學生透過有趣的方式認識中華文化知識。通過親身體會中華文化中寶貴的價值，以明白愛護及承傳中華文化是國民應有的責任。	部份達成。中六同學有參加網上的學術講座，因他們亦忙於備戰公開試，網上講座較適合他們的時間。	可同步鼓勵高中同學參加實體及網上講座增進知識。
2. 鼓勵高中學生參觀與中國歷史相關的博物館(香港或外地)展覽，提升習史的興趣	全年	☐ 每名高中學生每年最少參觀一次博物館展覽，並完成指定課業。	學生須完成指定的專題報告				達成。中四級能全級參加香港歷史博物館。	課堂上 1X 及 3X 未能於同一節安排外出，再者教師人手不足，未能中四及中五級一同出發。
3. 為高中學生籌辦每年至少一次由學科自辦或推薦參與由其他組織籌辦的遊學團，拓闊視野	全年	☐ 不少於兩成學生參與遊學團 ☐ 以學生的反思文章的 水平檢視遊學團對提	每名參與遊學團的學生須繳交一篇字數不少 500 字的遊後感				原本於三月曾規劃交流團但因沒有資助，學生人數不足，未能成團。  但中四級有參加公社科的交流團。	建議明年再舉辦交流團擴展學生眼界，但必須有校方人力安排配合。

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	七個學習 宗旨	價值觀 教育	國安教育 元素	成效 Results	建議 Recommendations
發展網上歷史 導賞/由師兄姐 帶師弟妹到歷 史徑等參觀		升學生習史的興趣與 能力的作用						
4. 挑選高中尖子 同學參加比賽 及活動，提升 學生公開試成績	全年	<input type="checkbox"/> 不少於兩位 學生參與中史 學術性比賽	學生須完成 指定的專題 報告				完成。	繼續推動同學參加比賽
整體而言，本校中國歷史科的課堂延伸活動計劃有不同新發展，學生在中國歷史的學習及體會日多，從而促發他們習史的興趣，本校亦連續兩年取得教育局所頒發的積極推廣中國歷史獎項。								

工作重點(III)： 初中新課程的修訂及推展

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	七個學習 宗旨	價值觀 教育	國安教育 元素	成效 Results	建議 Recommendations
按初中各級學生的學習 能力及課程重點，調整 及修訂目前的論述題課 業安排及歷史資料題， 回應初中課程改革	9/2024- 7/2025	<input type="checkbox"/> 重整各級課程重 點，並製作相關 課業 <input type="checkbox"/> 各級課業能平均 分配不同能力層 次，如理解、分 析及評鑑	<input type="checkbox"/> 科會檢討課業的設計 及成效 <input type="checkbox"/> 老師批改學生課業並 紀錄成績	#1 國民及全 球公民身份 認同 #2 闊廣的知 識基礎 #3 語文能力 #4 共通能力	**1 堅毅 **10 勤 勞 **5 承擔 精神 **4 國民 身份認同	學生透 過學習 中國歷 史知識 親身體 會中華	達成。	下學年須優化製作更多相 關課業整合回應初中課程 改變。同時需再修訂中一 及中二及中三的題目。

				#6 生涯規劃		文化中寶貴的價值，以明白愛護及承傳中華文化是國民應有的責任。		
<p>整體而言，因應學校學習的生態轉變，同工們下年度要多調節課堂節奏和課業以回應中一多增一節變成兩節的課程轉變。同時，我們須多以不同方式讓學生有更大的自主學習空間。</p>								

科／組成員名單 **Team Members**：姚慧雅（科主席） 郭宇 梁文輝 黎藹盈

Tin Ka Ping Secondary School  
Annual Report of History Department (2024-2025)

**Major Concerns (I): Preparing students for the Hong Kong DSE Examination**

Tasks / Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. To enhance junior form students' ability in answering data-based questions through self-directed learning	<ul style="list-style-type: none"> <li>- At least one SDL materials on DBQ is prepared for F.2 and F.3</li> <li>- Meetings with subject teachers are arranged to explain the focus of the materials, clarify any misconception that may arise and evaluate the progress of the students.</li> <li>- Junior form students manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions.</li> <li>- There is improvement in the performance of students after going through the materials</li> </ul>	Not achieved/ <u>partly achieved</u> / Achieved	<ul style="list-style-type: none"> <li>● Materials already developed. But self-learning habit need to be trained and nurtured.</li> </ul>
2. To prepare senior form students for DSE through 'Test driven learning'	<ul style="list-style-type: none"> <li>- Areas for improvement are identified after tests and help students improve question answering skills through feedback.</li> <li>- Provide students with systematic training and time to time feedback during lesson or in e-form.</li> <li>- Subject teachers indicate that students' knowledge and skills improved at the end of each term.</li> </ul>	Not achieved/ partly achieved/ <u>Achieved</u>	<ul style="list-style-type: none"> <li>● Senior form: one test per 2 weeks; For F.6 students, one test per week.</li> </ul>
3. To arrange peer observation of lessons among subject teachers	<ul style="list-style-type: none"> <li>- Peer lesson observations are carried out at least once in each term</li> <li>- Feedback on lesson observations was given in both post-lesson discussion (specific) and subject meetings (general)</li> <li>- Foci on collaboration: F.2 - 3 new curriculum. Areas for improvement are identified and teaching strategies are refined.</li> </ul>	<u>Not achieved</u> / partly achieved/ Achieved	<ul style="list-style-type: none"> <li>● Next year: Feb 2026</li> </ul>

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

Tasks / Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. Self- Directed Learning with e-learning element	<ul style="list-style-type: none"> <li>- More students are engaged in the lessons with pre-study for junior form students and e-learning (Microsoft teams) become a tool for Self-directed learning in senior form.</li> <li>- Junior form topics designed will follow new curriculum.</li> <li>- The materials/ instructional strategies designed are positively evaluated</li> </ul>	Not achieved/ <b><u>partly achieved</u></b> / Achieved	<ul style="list-style-type: none"> <li>● Item 1: not achieved. To be explored in the following academic years (e.g. Goodnotes)</li> <li>● Item 2, 3: achieved.</li> </ul>
2. Cultivate Students reading habit	<ul style="list-style-type: none"> <li>- Students read reading materials suggested or provided by teacher</li> <li>- Junior form students join ‘初中歷史科電子閱讀獎勵計劃’ orgnizaed by EDB</li> <li>- Senior form students read reference books in order to enrich their subject knowledge.</li> <li>- Raise students learning motivation and interest through reading.</li> </ul>	<b><u>Not achieved</u></b> / partly achieved/ Achieved	<ul style="list-style-type: none"> <li>● No systematic introduction of reading habit to Ss yet. It is strongly recommended to join the EDB reading project in 2025-26.</li> </ul>

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

**Tin Ka Ping Secondary School**

**Geography Department**

**School Annual Report (2024-2025)**

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

Tasks / Actions	Success Criteria	Achievement and Evaluation	Suggestions/Follow up	7 learning goals, 12 value
1. To recognize students achievements using various means for motivating students	1.1 Book coupons are awarded to top 5 students in UTs and exams in class.	1.1 Achieved. Book coupons were awarded to top 5 students in UTs and exams in junior forms. Students were motivated to performance better because of the recognition from teachers.	- Continue to award book coupons to top 5 students.	(**1, 10) (#2)
2. To optimize self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning  - To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self-Directed Learning  - To plan and revise the teaching curriculum and plan incorporate with SDL	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared for Form One successfully. 2.2 At least one pre-lesson task can be incorporated with CCL/SDL in teaching and assessment for Form One. 2.3 Lesson time is saved for teachers to teach some difficult parts. 2.4 Teachers continue to use the learning strategy chosen. 2.5 One set of self-learning material (e.g. E-learning materials, reading, video,	2.1 Achieved. Teachers prepared materials based on the learning progress and ability of students. 2.2 Achieved. 2.3 Achieved. 2.4 Achieved. 2.5 Achieved. The self-learning material for Form One was designed in the collaborative preparation lessons.	- Continue to implement CCL/SDL in Form 1 next year.  - Pre-lesson worksheets for self-directed learning on a new topic will be designed next year.	(**1,3,10) (#2,4,7)

	SharePoint or MS forms etc.) is prepared successfully for Form One.		<ul style="list-style-type: none"> <li>- Continue to use the learning strategy chosen to strengthen students' learning.</li> <li>- Continue to upload self-directed learning materials to the server of SDL room.</li> </ul>	
<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses.</li> <li>- To relieve the pressure of homework of elite students so that the students</li> </ul>	<p>3.1 Students find the enhancement classes useful</p> <p>3.2 High participation rate (80%) of enhancement classes</p> <p>3.3 Good student performance in exam</p>	<p>3.1 Achieved. Students gave positive feedback to the enhancement classes.</p> <p>3.3 Achieved. The participation rate was higher than 80%.</p> <p>3.4 Not achieved. Only slight improvement was shown.</p>	<ul style="list-style-type: none"> <li>- Continue to develop a learning routine of the low achievers through frequent quizzes and re-quizzes.</li> <li>- Continue to organize</li> </ul>	(**1,2,3,10) (#2,7)

<p>have more time for SDL</p> <p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses.</li> </ul> <p>3.3 Low achievers: develop a learning routine and advocate self-esteem.</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses.</li> </ul>			<p>enhancement classes for senior forms according to their needs.</p> <ul style="list-style-type: none"> <li>- Continue to conduct individual consultations.</li> </ul>	
<p>Overall evaluation: Continuation of designing pre-lesson worksheets for self-directed learning in Form One, together with the learning strategy chosen, the teaching and learning effectiveness has been enhanced in most topics, especially map-reading skills. The performance of students in the first term exam was satisfactory. It was suggested that Self-Directed Learning (SDL) should be continued to train up students' study habit and enhance their learning effectiveness.</p>				

**Major concern (II): To enhance HKDSE Result**

Tasks / Actions	Success Criteria	Achievement and Evaluation	Suggestions/Follow up
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	<p>1.1 The Form Six curriculum is completed by late Nov 2025.</p> <p>1.2 All HKDSE past paper can be arranged for practice after the completion of Form Six curriculum.</p> <p>1.3 At least 50% of students achieve Level Four or above.</p>	<p>1.1 Achieved. The whole syllabus was completed in mid-November 2025.</p> <p>1.2 Achieved. All HKDSE past paper was done. Intensive drilling was carried out on structured questions and short essay writing.</p> <p>1.3 Pending. DSE results will be released on 16<sup>th</sup> July, 2025.</p>	<ul style="list-style-type: none"> <li>- Continue to complete the whole syllabus by late Nov 2026.</li> <li>- More drillings and quizzes on the key content of each topic for 2026 DSE during the revision period.</li> <li>- Continue to update/revise the condensed notes for last minute revision according to the latest marking criteria of the HKDSE to enhance students' learning efficiency.</li> </ul>
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	<p>2.1 The crucial factors of enhancing students' performance in structured questions and short essays are identified and documented.</p> <p>2.2 Those crucial factors are applied and integrated in daily teaching.</p> <p>2.3 Students are able to master the examination skills effectively through the examination analysis.</p>	<p>2.1 Achieved.</p> <p>2.2 Achieved. Students were required to apply the skills in tests and examinations. Marks were awarded accordingly.</p> <p>2.3 Achieved. The performance of students was enhanced.</p>	<ul style="list-style-type: none"> <li>- Continue to procure DSE scripts to analyze the crucial factors of enhancing students' performance in structured questions and short essays.</li> <li>- Continue to apply and integrate the crucial factors in daily teaching.</li> </ul>
3. To serve as a HKDSE marker and share the experience in subject	3.1 Exam skills acquired can enhance students' performance in structured questions.	3.1 Achieved. Yin-chun was again recruited as a Paper 1 Section B Structured Question marker in 2025	- Subject teacher will continue to apply as a HKDSE marker next year.

meetings	3.2 Acquired exam skills are applied and integrated in daily teaching.	DSE. Students were familiar with the latest marking criteria of the structured questions. 3.2 Achieved. Examples from DSE exam scripts were illustrated in daily teaching. It helped students understand/master the exam skills more concretely.	
Overall evaluation: Through analyzing the DSE scripts, students acquired the latest exam skills in answering structured questions and short essays. The performance of F.5 students in the yearly exam was improved. However, the performance of most F.4 students in the whole year was poor. This was because most students are low achievers and have an extremely poor study habit, they couldn't handle the entire coverage in the examination. It was suggested enhancing their exam performance by developing their learning strategies/techniques and training up their study habit through frequent quizzes/exercises. This can help students organize and accumulate their subject knowledge. Subject teacher can also identify the learning difficulties of students and offer help. Individual consultations are conducted whenever needed.			

## 2. Team members

Lau Yin Chun

Wong Wing Chi

## Appendix

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

<b>12 priority values and attitudes</b>	
<b>**1</b>	Perseverance
<b>**2</b>	Respect for Others
<b>**3</b>	Responsibility
<b>**4</b>	National Identity
<b>**5</b>	Commitment
<b>**6</b>	Integrity
<b>**7</b>	Benevolence
<b>**8</b>	Law-abidingness
<b>**9</b>	Empathy
<b>**10</b>	Diligence
<b>**11</b>	Filial Piety
<b>**12</b>	Unity

Tin Ka Ping Secondary School  
Annual Report  
Department of Business and Economics (2024-2025)

**Major Concern 1: To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)**

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated  (**1,3,5,6,10,12) (#2,4,5,7)	<ul style="list-style-type: none"> <li>● Derivation of pre-lesson worksheets of S3 Tech Ed topics and 30% of BAFS topics, containing the following elements: <ul style="list-style-type: none"> <li>■ Feedback</li> <li>■ Seeking help from peers (consolidating deep learning)</li> <li>■ similarities and differences; success criteria (transfer)</li> <li>■ e-learning (AI)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the busyness of subject teachers this year, creation of pre-lesson WS was not done. However, some Daily Questions with pre-lesson elements was created. This can be the basis to develop pre-lesson WS in the next year.</li> </ul>
	<ul style="list-style-type: none"> <li>● Progress and teaching experience are shared in every subject meeting</li> <li>● LPF prepared on one topic in Form 4 for each subject</li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching experiences on some of the targeted SDL elements were discussed in common free period or informal exchange among members instead of subject meeting.</li> <li>● Due to the engagement with other tasks, LPF was not prepared and the work should be continued in the next academic year.</li> </ul>
	<ul style="list-style-type: none"> <li>● Teachers and students indicate that the instructional strategies are effective in enhancing students' learning</li> </ul>	<ul style="list-style-type: none"> <li>● Achieved</li> </ul>	<ul style="list-style-type: none"> <li>● The instructional strategies implemented were considered by teachers effective. Students indicated that Daily Questions are helpful and constructive for learning.</li> <li>● The work should be continued in the next academic year.</li> </ul>

2. To train students on self-learning techniques (on pre-lesson preparation) (**1,3,10) (#2,4,7)	<ul style="list-style-type: none"> <li>● Over 90% of students have finished their pre-lesson worksheets before the lesson.</li> <li>● Experience sharing on building students' habits in pre-lesson study was done</li> </ul>	<ul style="list-style-type: none"> <li>● Achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-lesson worksheets were used for pre-lesson preparation. Approximately 70-80% (F.5) and 90% (F.4) of students finished the pre-lesson worksheets. However, students were not accustomed to thinking on their own. Peer support should be developed in the next academic year.</li> <li>● The experience was shared, and problems raised were tackled in the common free period.</li> </ul>
	<ul style="list-style-type: none"> <li>● The content of textbook to be read fixed (for group quizzes and in pre-lesson worksheet).</li> <li>● Over 90% of students read 20% of their textbook on their own.</li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● This year, textbook reading was implemented in F.3 (Tech Ed), F.4 (BAFS), and F.5 &amp; F.6 (Econ). However, the percentage did not reach the targeted level due to a tight schedule.</li> <li>● The work should be continued in the next academic year.</li> </ul>
	<ul style="list-style-type: none"> <li>● Six additional videos (including those on YouTube) for flip classroom in each subject were prepared and utilized.</li> <li>● Written, audio or video explanation of MC on examination prepared.</li> <li>● One differentiated levels of worksheet with feedback should be developed in each form.</li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Some videos on MC explanation were produced. Links of videos produced by CUHK for flip classroom were posted on the SharePoint for students' self-learning. However, viewing of these videos were not promoted and should be done in the next year.</li> <li>● Written explanation of MC on examination was prepared in F.4 - F.6 economics &amp; BAFS paper.</li> <li>● Differentiate levels of worksheets with feedback were not developed. This should be done in the next academic year.</li> </ul>
	<ul style="list-style-type: none"> <li>● Experience on using pre-lesson worksheets, training students on textbook reading, and utilization of videos and written explanations on MC are shared in subject meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Experiences on using pre-lesson worksheets and training students on textbook reading were shared. However, the utilization of videos and written explanations on MC were not done.</li> <li>● The work should be continued in the next academic year.</li> </ul>

**Major Concern 2: To enhance HKDSE Result**

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. To develop students' habits in doing Daily Questions, including past paper questions (space vs. mass practice) (**1,3,6,10) (#2,4,5,7)	● Question bank on Daily Questions according to topics should be developed.	● Achieved	● The development of question bank on Daily Questions was in progress. The work should continue in the next academic year.
	● Over 90% of students in each form finished the questions on schedule.	● Achieved	<ul style="list-style-type: none"> <li>● Over 90% of students finished the daily questions on time. However, the quality of their work varied greatly. Follow-up on their work, especially their reflection on their homework, should be done in the coming academic year.</li> <li>● The practice is effective in helping students develop study habits and should be continued in the next academic year.</li> </ul>
	● Students indicate that they have the habit of doing past paper questions.	● Achieved	● Past papers were completed before exams and UT. Students were trained to utilize past papers to prepare for exams. Some Econ students have also used the DSE by-topic past papers to prepare for the bi-weekly tests. As well as the online question bank as daily exercise.
2. Preparation of worksheet with current issues and data analysis (Economics) (based on publisher's materials provided)	● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised.	● Partly achieved	<ul style="list-style-type: none"> <li>● In this academic year, the pre-lesson worksheet has been updated with the latest numerical data (e.g. GDP). For the Econ 2X class, mini-presentations on current issues have also been conducted to arouse their interest in learning.</li> <li>● The work should be continued in the next academic year.</li> </ul>

### Major Concern 3: Increasing students' learning motivation through CCL and assessment for learning

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. To carry out pop-quizzes and biweekly tests	● Pop quiz and biweekly test bank is developed.	● Achieved	● Systematic storage was in progress. It should be continued in the next year.
	● Pop quizzes and biweekly tests are carried out.	● Achieved	<ul style="list-style-type: none"> <li>● Biweekly tests and pop quizzes have been done according to the plan.</li> <li>● Both biweekly tests and pop quizzes are proved to be effective in helping students learn the concepts. The practice should continue in the next academic year.</li> <li>● The biweekly test should be updated and better stored for future use.</li> </ul>
2. To implement STAD for motivating students to improve their test performance	● STAD is used for assessment.	● Not achieved	<ul style="list-style-type: none"> <li>● STAD had been developed and adopted by Wai Tak previously. However, the spreadsheet was not well developed and was not shared among members. In addition, there seem to be difficulties in adopting STAD for students who are in interclass groups.</li> <li>● The work may be suspended in the next academic year.</li> </ul>
	● STAD is considered effective in motivating students.	● Not achieved	● The work may be suspended in the next academic year

### Major Concern 4: Carrying out National Security Education

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. To carry out national security education as suggested by EDB	● Topics and contents suggested by EDB on national security education are taught	● Partly achieved	● <u>Topics with national security were taught in lessons and will be taught in supplementary lessons.</u>

**Major Concern 5: Enhance Students' motivation through Co-Curricular Activities**

Tasks/ Actions	Success Criteria	Achievement	Evaluations and Suggestions
1. Encourage students to enroll in co-curricular activities independently and form their own groups. For example: Lunar Fair, requiring investment from both students and teachers.	<ul style="list-style-type: none"><li>● Increased student participation in co-curricular activities.</li><li>● Application of school knowledge in practical settings.</li><li>● Development of soft skills such as teamwork and leadership.</li></ul>	<ul style="list-style-type: none"><li>● Achieved</li></ul>	<ul style="list-style-type: none"><li>● Students have a positive attitude towards both the Lunar Fair and the post-exam booth. Both the participants and the responsible helpers actively participate in the activities.</li></ul>

**3. Team Members**

Chan Siu Long, Allen (Chairman)

Chung Wai Tak, Joseph

Law Sin Ting, Ruby

Wong Yiu Long, Ray (Chairman)

#### 4. Appendix

##### 7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

##### 12 priority values and attitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

**Tin Ka Ping Secondary School**  
**I.C.T. and C&T**  
**Annual Report (2024-2025)**

**Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)**

<b>Tasks / Actions</b>	<b>Success Criteria</b>	<b>Results</b>	<b>Recommendations</b>
1. Encourage students to attend different competitions, so that students can have a chance to build their self-worth.	Photo albums of students' achievements are displayed on the school website and prizes are given in the morning assembly.	Achieved	-
2. Optimize the assessment for learning methods for junior form students. Aim to relieve the pressure of homework so that students can have more time for SDL/CCL.	Students' pressure on tests / assignments is relieved and about 70% students have positive response to the view that the amount of homework is reasonable.	Achieved	-
3. To prepare more self-learning materials and pre-lesson tasks for S1 and S2 C&T lessons to enhance SDL/CCL	At least two topics are prepared for self-learning and SDL/CCL.	Achieved	-
4. To prepare more interdisciplinary activities for STEAM.	Positive feedback collected from subject teachers and students.	Achieved	-
5. To cater for the diverse learning need of students with different forms and ability.	A plan on helping average ability and low achievers students is prepared.	Achieved	-
6. Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning.	Students find the programs interesting and useful.	Achieved	-

Remarks: #1, #2, #4, #5, NSE, \*\*1, \*\*2, \*\*3, \*\*5, \*\*10, \*\*12

**Major Concern (II): To enhance HKDSE Result**

Tasks / Actions	Success Criteria	Results	Recommendations
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence.	At least 60% of students achieve Level Four or above in DSE exam.	Partly Achieved	Provide students with AI tools to practice and improve their skills and confidence.
2. To keep track of the usage of the HKEdCity MC Online Question Bank, to enhance students' examination skills.	Positive feedback collected from subject teachers and students.	Achieved	-
3. To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance students' achievement effectively.	Students are able to master the examination skills effectively through the examination analysis.	Achieved	-

Remarks: #2, #4, #5, \*\*5, \*\*10, \*\*12

**Member list:**

Kwok Tsz Fung (Subject panel head)	Tong Wai Yau	Suen Yat Ming	Chau Tsz Shan
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## Remarks:

## 7 Learning Goal

Tag	七個學習宗旨	7 learning goals
#1	國民及全球公民身份認同	National & Global Identity
#2	闊廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	資訊素養	Information Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

## National Security Education Elements

Tag	National Security Education Elements	國安教育元素
NSE	National Security Education Elements	國安教育元素

## 12 Priority Values and Altitudes

Tag	十二種首要價值觀	12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

田家炳中學

2024-2025 年度 普通話科周年計劃檢討

工作重點 1. 縮小學生普通話能力差異

工作/措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
1. 基於 CCL 小組，至少於三班各挑選 1-2 對夥伴，安排強的同學幫助弱的同學 2. 根據被幫助同學的說話或朗讀表現，同時獎勵幫助和被幫助的同學（加分及書券）。 3. 為不接觸普通話的中二同學安排深圳一日遊活動	全年	1. 被幫助同學的說話/朗讀錯讀字減少 2. 參加一日遊的同學主動用普通話溝通，自信增加	1. 拍攝短片或錄音 2. 朗讀或說話口試評分 3. 參加一日遊同學的回饋表正面回應達七成	科任老師	<ul style="list-style-type: none"> <li>● 語文能力</li> <li>● 寬廣的知識基礎</li> <li>● 國民和全球公民身份認同</li> <li>● 共通能力（溝通）</li> </ul>
檢討	成效			建議	
1. 基於 CCL 小組，至少於三班各挑選 1-2 對夥伴，安排強的同學幫助弱的同學。 2. 根據被幫助同學的說話或朗讀表現，同時獎勵幫助和被幫助的同學（加分及書券）。 3. 為不接觸普通話的中二同學安排深圳一日遊活動。（11 月底進行）	1. 基本完成。三班（2A,1B,1E）各有同學因著組員的幫助，在信心/音準方面有不同程度的進步。 2. 基本完成。有獎勵及加分給助人較多的同學。 3. 完成。七成以上同學回應正面，一位同學表示時間安排可以優化。有一組同學（4 位）4 月在班上展示了參觀經歷，頗有收穫。			來年繼續。 深圳遊的展示宜於結束後立即進行。另外參加成員繼續包含強和弱的組合。 另外，為提升效能，或考慮下學期（3 月）多安排一次深圳一日遊活動。	

## 工作重點 2. 提升同學學習興趣

工作/措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
1. 中二才藝表演（CCL 小組代表或整組，PTH 勵志歌曲表演、繞口令、配音、拍 KOL 節目等） 2. 中一普通話劇目表演（基於 CCL 小組或跨組，下學期） 3. 小組代表/整組表演或展示出色，可加分或獎勵	全年	1. 組員互相糾正發音 2. 各組發音準確，投入表演，獲得良好評分	評分表格中「態度」及「音準」兩項的平均分達 7 成或以上（中二會酌情安排同儕評分或參與即可）	科任老師	● 共通能力（創造力、協作能力） ● 語文能力
檢討	成效				建議
1. 中二才藝表演（CCL 小組代表或整組，PTH 勵志歌曲表演、繞口令、配音、拍 KOL 節目等） 2. 中一普通話劇目表演（基於 CCL 小組或跨組，下學期） 3. 小組代表/整組表演或展示出色，可加分或獎勵	1. 沒有完成。雖有推動，但同學普遍不太願意多花時間於普通話，最終無同學表演。 下學期安排了遊歷分享及短劇表演，同學基本按 CCL 小組堂上展示或拍片於堂上播。各班完成情況頗好，計入平時分。觀眾同學認真聆聽，對於「態度」及「音準」的評分有七成或以上。一定程度提升了同學學習興趣。 2. 基本完成。所有組別均有表演練習，但因時間關係只有部分組別出來展示。總體能提升同學學習興趣，且有助欠缺信心的同學配合角色需要努力表達。 3. 中一有小組獲得加分。				中一表演來年繼續。 中一和中二均存在時間緊絀，不夠所有組別出來表演的問題，來年課本改為校本版（由 8 課改為 6 課）

### 總體成效分析：

提升同學學習興趣和縮小 PTH 能力差異仍為同學所需。今年中一各班均有數位同學或沒有信心說話，或聆聽不佳，或懂說但是拼音十分弱。組內的互動和強幫弱是持續有效的提升方法。用表演來提升學習興趣的方法對於中一同學更加有效，中二同學更需要有意義的互動，明年將採用 AI 自主學習平台（運用 EDB 一筆過普通話學習津貼），希望讓同學更個人化地進行普通話聽說以及拼音活動，提升興趣和能力。

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

Tasks / Actions	Success Criteria	Evaluation	Suggestion
<ul style="list-style-type: none"> <li>To optimise the distributions, amount and effectiveness of assessments in different forms especially for F.3 &amp; senior form students</li> </ul>	1.1 To adjust the items and ratio of continuous assessment of S4 to S6 1.2 To increase the number of written tests. 1.3 To increase the number of painting tests. 1.4 Collect SBA arrangement for S5 and S6 from subjects taking SBA to prevent overloading students simultaneously. 1.5 Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.	<b>Arrangement of continuous assessment and the amount of written tests and the students' performance</b> <ul style="list-style-type: none"> <li>Number of art criticism remains the same as last year. Group discussions and presentation tasks were also added in the lessons like last year did, so that students can be able to self reflect though from time to time.</li> <li>We try to spend more time evaluating the outstanding students' writing sample by analysing the writing structure and also the strategies to handle different topics, e.g. human-beings, nature, abstract, three-dimensional works, installation, chinese paintings...</li> <li>Number of painting test had an significant growth in S6 and S5 during the pre-exam period, while making composition drafts has been arranged for S4 in order to get to know the practice of VA (DSE)</li> </ul>	<ul style="list-style-type: none"> <li>Keep the ratio of about 80% of practical and 20% of writing</li> <li>To keep this pace of assigning writing tasks for the senior students</li> <li>To introduce some more guidelines on writing criticism about landscape, still life, abstract painting and installation art as early as possible, make good use of the Uniform Test and Examination</li> </ul>

<ul style="list-style-type: none"> <li>• To enhance the teaching and learning effectiveness through the implementation of SDL</li> <li>- To prepare more pre-lesson tasks for student preparation.</li> <li>- To optimise useful self-learning materials. Strengthen students' self-learning</li> </ul>	<p>2.1 The students in S4 to 6 class can complete their pre-lesson tasks (like image collection, mini sketching, brainstorming) more frequently before each unit.</p> <p>2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way</p> <p>2.3 One set of self-learning material is prepared successfully. (e.g. E-learning video, SharePoint)</p>	<p><b>The quality of the pre-lesson tasks:</b></p> <ul style="list-style-type: none"> <li>• The senior students had done well in this area and made full use of the PINTEREST board on-line to collect their images</li> <li>• Some of the students have developed a great habit in using Pinterest as a major platform for doing SBA research/ daily assignment</li> </ul> <p><b>The total no. and topics of their image collection:</b></p> <ul style="list-style-type: none"> <li>• The Senior students had built up a habit in image collection and had lots of boards on-line with lots of inspirational images.</li> <li>• All of them had built up their own data bank.</li> </ul>	
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<ul style="list-style-type: none"> <li>To cater for the diverse learning needs of students with different forms and abilities.</li> <li>Elite students: Encourage students to take part in competitions and courses organised by outside bodies.</li> </ul>	<p>3.1 Students find the programs interesting and useful</p> <p>3.2 Good student performance</p>	<p><b>Programs have joined:</b></p> <ul style="list-style-type: none"> <li>學生視覺藝術科作品展 24/25</li> <li>徐悲鴻盃國際青少年兒童美術比賽-百家姓主題</li> <li>香港青年藝術節2024的西畫比賽</li> <li>九龍倉全港中學生繪畫比賽2024-25</li> <li>全港青年標語及海報設計比賽2024-25</li> <li>MY STAGE 全港中學生可持續時裝設計比賽</li> <li>非遺長衫旗袍設計比賽</li> <li>藝林書香藝術字書法比賽</li> </ul> <p><b>Student Performance:</b></p> <ul style="list-style-type: none"> <li>Some of the students had won the prizes/awards of the competitions and the works were exhibited outside.</li> <li>Most of the students enjoyed participating in the events and showed high willingness to put effort.</li> <li>Some of them are being inspired and started to find other competitions they might be interested in and make consultations with teachers on their own.</li> </ul>	<ul style="list-style-type: none"> <li>To keep organising and joining art events by outside parties.</li> </ul>
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		<ul style="list-style-type: none"> <li>It is great to see some of the organizations offer workshops and lectures for students before the submission of their artwork, so they can have a better understanding and engagement about the theme and topics.</li> </ul>	
<b>Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):</b> <ul style="list-style-type: none"> <li>The overall organisation of the learning activities is satisfactory.</li> <li>All the senior students had built up their own data bank in a systematic way.</li> <li>Both S5 &amp; S6 students had made a great success in using online image research platforms, they were more willing to explore different websites on their own in order to have a better preparation for the open book exam in VA(DSE), and shared their own experiences and reviews with their fellow classmates.</li> <li>The number of art competitions has gradually increased in recent years, students can have more platforms to experience different kinds of art form and to learn from each other.</li> </ul>			

**Major Concerns (II): Keep enhancing E-learning in V. A. lessons**

Tasks / Actions	Success Criteria	Evaluation	Suggestion
<ul style="list-style-type: none"> <li>In S4 to S6, at least 1 new topic / new App will be developed</li> </ul>	1.1 S4: To make a digital drawing 1.2 S.5 & 6: To complete a drawing or a painting and put it into use in their SBA art making 1.3 S.5 & 6: To do some art experiments by using photography editing apps/ digital drawing apps in their SBA research workbook	<ul style="list-style-type: none"> <li>Students could experience digital drawing in some of the topics, they were allowed to bring their personal ipads to draw during the lessons.</li> <li>Some of the SBA artworks of S5 are completed by digital drawing/ animation drawing apps which are all nicely done.</li> </ul>	<ul style="list-style-type: none"> <li>Due to the policy of BYOD, seniors are all allowed using digital drawing for some of their assignments.</li> <li>These should be continued and be more welcome in the senior classes.</li> <li>New App recommendation: Notion, Spatial, VR Drawing app (if applicable)</li> </ul>

<ul style="list-style-type: none"> <li>• In S1, a topic with the application of “Zen Brush” will be continued.</li> </ul>	<p>2.1 S1: To complete an ink calligraphy design of “The Year of Snake” for the in order to incorporate the Unit of chinese paper cut relates to Chinese Culture</p>	<ul style="list-style-type: none"> <li>• Due to a tight schedule in 2nd semester, all classes had no time to try Zen brush, the experiment of calligraphy design was replaced by hand writing done on a worksheet.</li> <li>• As BYOD will be launched on form 1 next year, the Zen brush might not be the first priority in this unit, students might try to use other apps to explore the design of work.</li> </ul>	
<ul style="list-style-type: none"> <li>• In senior classes, some topics about art criticism and appreciation</li> </ul>	<p>3.1 To make use of an App of Art History in the process of Art Criticism  3.2 To conduct a presentation by using an App of Art History  3.3 To complete a presentation by creating PowerPoint slides that are prepared by students themselves</p>	<ul style="list-style-type: none"> <li>• Students had enough time to explore the Apps of Art History, as well as visiting Art History Websites</li> <li>• Most of them have shown a better understanding after the individual presentation session with the PPT slides done by their own</li> <li>• It was a good practice for students to be more well-organised and methodical to demonstrate their opinions, using tables, charts or graphs as well as pictures.</li> </ul>	

**Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):**

- The overall organisation of the learning activities in using the drawing App and Apps of Art History and Criticism has gradually been more mature. Some students showed strong interest and were self-motivated to learn digital/ animation drawing apps which led to some outstanding artworks this year. We believe that living rooms and flexibility for students to use an app to draw is a great method to encourage self-directed learning.
- The usage of Pinterest or all other kinds of online image search is a big benefit in the brainstorming process. This can help to enhance the quality of artwork effectively. Students can be more systematic to do their own archive. Lots of eye-catching works were produced.
- In the art making process, the user-friendly app can help to a great extent especially for the students with lower drawing ability or have difficulties on handling the composition.
- However, it is noted that no matter how convenient the digital methods are, it is no doubt that to further strengthen the art skill of the students, traditional hand drawing skill training should be focused in the first place.
- There will be a big challenge of AI coming soon. Teachers should take a great awareness of the usage of AI within students, pay attention to their source of referencing and also the process of creating artworks. Plagiarism should be eradicated in our subject.

**Major Concerns (III): Keep widening the scope and vision of senior students and enhance their OLE**

Tasks / Actions	Success Criteria	Evaluation	Suggestion
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<ul style="list-style-type: none"> <li>To get to know more about visual arts organisations in Hong Kong and to get used to gallery / museum visits.</li> </ul>	<p>1.1 2 to 3 external visual arts learning activities; museum/ gallery visits to be organised during school hours.</p> <p>1.2 Looking forward visiting the Art Basel again if possible</p>	<p><b>No. of visits:</b></p> <ul style="list-style-type: none"> <li>We have organised six museum/ gallery visits (M+ Museum Guided Tour in Nov 2024, Palace Museum Visit and Tiles Painting Workshop in Dec2024, Art Basel visit in March2025, BU Art Exhibition and School Tour in May2025, BU AVA Art Gradation Show in June2025, HKDI Fashion Show and Graduation Show in July2025) this year.</li> <li>Two workshops (The Bridge+人文藝術空間 Ice calligraphy Experimental Art Workshop Had been held in Sep 2024; 英文方塊字書法工作坊Had been held in Feb 2025).</li> <li>The first time participating in the Standard Chartered Arts in the Park Parade had been held in Dec2024, students performed well and it is also a great ice breaking activity for F4 students.</li> <li>Students showed big interest in visiting different art organisations, their reviews revealed they had a deeper and better understanding in appreciating art pieces.</li> <li>The diversity of exhibits and workshops shows the possibility of art forms and topics, it helps students to take reference effectively from these first hand resources.</li> <li>Those activities can help students to build up their own confidence and also create bondings among themselves.</li> </ul>	<ul style="list-style-type: none"> <li>The department of VA will keep joining all these kinds of art contests in the coming year.</li> </ul>
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<ul style="list-style-type: none"> <li>• To organise a cross-border art tour day-trip or a 5D4N/3D2N study tour for F4 and F5 students. (this will be further confirmed)</li> <li>- The destination is suggested to be Seoul/ Taiwan</li> <li>- The month of departure will be Mid Nov 2024 or April 2025.</li> <li>- The focus media of art making is Photography, Sculpture and Architecture appreciation.</li> </ul>	<p>2.1 Quality of the tour 2.2 Total no. of participants (in each activity) 2.3 Comments and feedback given by the participants 2.4 Quality of the post trip assignment</p>	<ul style="list-style-type: none"> <li>• Cross-border study tour was organised this year.</li> <li>• Details as follow:</li> <li>• (一) 日 期：二零二五年七月十二日（星期六）至七月十五日（星期二）</li> <li>• (二) 地 點：韓國首爾（Arario Museum in Space、國立現代美術館、美術三星Leeum藝術館、景福宮、松月洞童話村、塗鴉秀The Painters:Hero等，詳細日程表將於稍後舉行簡介會通知學生。）</li> <li>• (三) 名 額：28人</li> <li>• (四) 隨隊老師：3人</li> <li>• (五) 主辦機構：志揚國際旅遊有限公司 永學語言文化交流中心</li> <li>• (六) 團 費：每人港幣約\$5700 - \$6000（包括交通費、住宿費、膳食費、保險費、景點門票、活動費用、導遊、領隊、司機等費用、服務小費及老師團費*）</li> <li>• (七) 航空公司：*國泰航空 (12/7 去程 香港國際機場 09:35 □ 首爾仁川國際機場 14:05，航班編號：CX410)、</li> <li>• (15/7 回程 首爾仁川國際機場 15:05 □ 香港國際機場 18:00，航班編號：CX411)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-border study tours are hopefully a recurring segment every year.</li> <li>• Suggested Place: Japan, Taiwan, China</li> <li>• First Priority: Taiwan</li> </ul>
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<ul style="list-style-type: none"> <li>• To participate at least of the followings:</li> <li>- Participation of external drawing / painting contests</li> <li>- Art making workshop organised by local artists / art organisation</li> <li>- Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)</li> </ul>	<p>3.1 No. of activities organised.</p> <p>3.2 No. of participant (S4 + S5 students)</p> <p>3.3 Feedback from participants</p> <p>3.4 Link up with Art Club and drawing class activities</p>	<p><b>No. of activities organised</b></p> <ul style="list-style-type: none"> <li>• 3-4 art contests were selected for F.4 to F.6 VA students</li> <li>• 1 art showcase event was selected for junior form art club members</li> <li>• 1 contest was selected for junior classes.</li> </ul> <p><b>No. of participant</b></p> <ul style="list-style-type: none"> <li>• All F4&amp; F5 VA students had participated in those selected contests</li> <li>• Some F4 to F6 VA students had participated in some recommended contests or art programmes</li> <li>• Junior Art Club and Drawing Enhancement Class students who were invited to be the representatives to take part in art contests related to Chinese Culture (~20 students)</li> </ul> <p><b>Quality of artwork</b></p> <ul style="list-style-type: none"> <li>• All the works are outstanding.</li> <li>• The students got some prizes, awards and scholarships. Can refer to report published in” 田園”.</li> </ul>	<ul style="list-style-type: none"> <li>• The department of VA will keep joining all these kinds of art contests in the coming year.</li> </ul>
<p><b>Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):</b></p> <ul style="list-style-type: none"> <li>• The overall organisation of the activity is satisfactory.</li> <li>• Lai On had completed the input of all data of the excel files of their participation in all sort of art competitions</li> <li>• The artworks can be displayed more frequently and is planned to publish in the “型形識色” next year.</li> </ul>			

**Major Concerns (IV): Implement National Security Education through classroom teaching**

<b>Tasks / Actions:</b> To introduce the importance of National Security Education (SBA Topics Discussion/ Painting Practice Theme Approach)	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Suggestion</b>
Strand 1 The concept and importance of national security <ul style="list-style-type: none"> <li>• Concept of the State</li> <li>• Concept of national security</li> <li>• Importance of safeguarding national security</li> <li>• Holistic view of national security</li> <li>• Threats and risks</li> </ul>	<b>For students who choose NS related as their SBA Topics/ Painting Practice Theme Approach</b> <ul style="list-style-type: none"> <li>• Students can show understanding on our country's opportunities and challenges in international affairs through examples (e.g. climate change/ the rise of AI/network security/ Food Safety...) through their SBA data research</li> <li>• Students can analyse the development and crises our country is facing today, and willingly assume the responsibility for safeguarding national security</li> </ul>	<ul style="list-style-type: none"> <li>• The completed artwork/ reflections of data research.</li> <li>• The context of work.</li> <li>• The feedback and comments of students. → Some of the S5 students have chosen the topics about climate change/ the rise of AI/network security/ Food Safety as our expectations in their SBA data research → Most of them shows their worries that they think some of the core values may be threatened, they have showed the obstacles that the world is facing through their artworks → But still it is gratifying to see that they can show a great alertness towards these issues and share their opinions by creating art.</li> </ul>	<ul style="list-style-type: none"> <li>• SBA Topics/ Artworks about NSE will be the samples that must be included for the senior forms students in every year.</li> </ul>
Strand 7 Major domains of national security <ul style="list-style-type: none"> <li>• Basic content and importance of major domains of national security</li> <li>• The threats and challenges our country is facing</li> <li>• Ways and methods to safeguard national security</li> </ul>	<ul style="list-style-type: none"> <li>• Students can show understanding on the impressive cultural tradition of our country, and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country</li> <li>• Students can analyse how our participation in international affairs affects the development of our country, and recognise that it is important to safeguard social security.</li> </ul>		

**Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):**

- The overall organisation of the activity is satisfactory.
- Some of the senior form students' SBA topics are related to environmental issues, they can show understanding on the challenges we are facing today in their research work book, and to alert people to take the responsibility for safeguarding national environmental security through their artworks.
- The threats of AI towards art has become an extremely hot topic in students' SBA, it reveals that students have a great alertness towards these issues and share their immovable opinion in protecting the copyright of art.

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**Subject Head: Chin Lai On**

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## Tin Ka Ping Secondary School

### Music School Report

#### Major Concern I : To activate students' positive values

Tasks / Strategies	Time Schedule	Success Criteria	Evaluation	Suggestion
<ul style="list-style-type: none"> <li>Sing and share more songs with healthy themes that matches the 7 learning goals, 12 values during the music lessons</li> </ul>	7/2024   7/2025	<ul style="list-style-type: none"> <li>Students enjoy the songs and sing them loudly</li> <li>Feedback with sharing during the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Most students enjoy singing the songs.</li> </ul>	<ul style="list-style-type: none"> <li>Most elaboration of the songs' positive value of life.</li> </ul>

#### Major Concerns II: Handover to the next generation

Tasks / Strategies	Time Schedule	Success Criteria	Evaluation	Suggestion
<ul style="list-style-type: none"> <li>List and tidy the teaching materials of form 1 to 3 systemetically</li> <li>Record the lessons of form 4 to 6 as a reference for new music teacher</li> </ul>	7/2024   7/2025	<ul style="list-style-type: none"> <li>Teaching materials are well prepared to new teacher</li> <li>A video data base is recorded before 7/2025</li> <li>Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Music lessons of form 3, 4, 5 students by experienced teacher were visited.</li> <li>A data base is well prepared through the teams sent to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are needed to customize the materials by their own need.</li> </ul>

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**Subject Head:** Lai Chun Yin (edited on 20/6/2025)

**Major Concern (I): PE lesson as a mean to elevate the fitness level and widen the scope of students**

Tasks / Strategies	Success Criteria	Methods of Evaluation	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
1. Emphasize fitness training in each PE lesson. Spend about 10 minutes for regular fitness training in each lesson but may carry out in different format in different classes in order to cater for the individual difference.	1.1 Whole school participate in the “School Physical Fitness Award Scheme”, 95% of the students pass in the scheme, half of them get “Gold Medal”.	1.1 Perform “School Physical Fitness Scheme” in December to record students’ result. Also, multistage fitness test for cardiovascular function, sit & reach for flexibility, sit-up and push up for muscular endurance and power will be performed at the beginning and the end of the academic year.	1.1 Partly achieved. More than 33% students (314 ppl) obtained gold medal in Physical Fitness Award Scheme. This fell short of the target of having half of the students attain a gold medal. Nonetheless, the number of students achieving gold medals has increased compared to previous school years and is gradually approaching pre-COVID-19 levels (35.6% students [301 ppl] obtained gold medal in 2019-2020). Around 85% of students (807 ppl) passed the scheme, which was below the goal of 95%. However, this figure represents an increase compared to the school year before the pandemic.	<p>It is encouraging to see a rise in the number of students earning gold medals, and the passing rate has also improved compared to the school year prior to the pandemic. This progress indicates that our efforts are on the right track.</p> <p>In the upcoming three-year plan, we anticipate that the percentage of gold medals and the passing rate will surpass pre-pandemic levels.</p>	#7	**1	/

	1.2 Students can actively participate in different items during PE lesson and regularly participate in different sports-related activities after school.	1.2 Evaluate in subject meeting	1.2 More than 430 persons enrolled in sport-related CCAs. Most of them were actively engaged. More than 306 students took part in HKSSF competitions.	More encouragement should be given to those weaker students.	#2 #7	/	/
2. Organize sports related activities such as invite sports demonstration, and organize outing trips for all students.	2.1 Each form of student will be given at least one session of sports demonstration throughout the year. 2.2 Organize at least one outing trip in a year which is open for all students.	2. Evaluate in subject meeting.	2.1 At least one session of sports demonstration has given to each form of students. 2.2 PEX students took part in the stick mobility training session organized by EdUHK and Secondary School Student Digital AED and CPR Experiential organized by organized by the Hong Kong Fire Services Department.	Sports demonstration organized this year should also be applied in the next academic year.			
<p>Overall:</p> <p>1. Fitness training in PE lesson only occupied 10 minutes in a week, so the principle and importance of fitness training should also be emphasized during the lesson.</p> <p>2. PE lesson effectively as a mean to elevate students' fitness.</p>							

**Major Concern (II): To nurture students' positive values and reinforce their sense of belonging at school through sports**

Tasks / Strategies	Success Criteria	Methods of Evaluation	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
1. Certain number of students will be arranged or recruited as student helpers to service in annual athletic meet, swimming gala and other inter-house competitions.	1.1 100 or above students will act as student helpers to assist the preparation of sports-related activities inside school.	1.1 Calculate the number of student helpers who have service in sports-related activities at the end of the year.	1. There were 94 and 45 students worked in Athletics Meet and Swimming Gala as helpers respectively, in order to develop the sense of sportsmanship and have better understanding of the sport rules and values. The Student Union organized inter-house competitions in basketball, volleyball, and badminton, with helpers recruited from various sports teams.	Recruitment of student helpers will be continued in the next athletic meets and swimming gala.	#1 #2 #4	** 4	1 & 7
2. Organize training sessions for Athletics Meet and different inter-class competitions.	2.1 Organize at least 10 morning and after-school training sessions for 4-House members before Athletics Meet.	2.1 Calculate the present number of 4-House members.	2.1 16 morning training sessions were held in September and October under the Grit Programme. More than 100 students participated and around 520 persons were recorded. 5 morning training sessions were held in May under the Grit Programme.	The morning running session should also be applied in the next academic year.	#7	/	/

			<p>More than 27 students participated and around 50 persons were recorded. Most of them showed good punctuality and enthusiasm in trainings.</p>				
	2.2 Organize practice lessons for inter-class rope skipping competition and Round-The-School Relay.	2.2 Collect opinions from class teachers.	2.2 Rope skipping practices were arranged in PE lessons before School Dedication Day. Students were actively engaged. Round-The-School Relay was cancelled.				
3. To organize Outstanding Athletes Award Election and arrange a gathering for all school sports team at the end of the academic year to enhance the sense of belonging of the athletes towards school.	<p>3.1 6-8 candidates from different sports team will participate in the election. The rationale of different student-athletes can be promoted during the election period.</p> <p>3.2 A gathering is held</p>	<p>3.1 Evaluate in subject meeting</p> <p>3.2 Take attendance of the gathering and evaluate in subject meeting</p>	3. The election promotion started from 6 May to 16 May. More than 11 candidates took part in the election. The voting and lunch gathering were conducted in 20 May. The voting rate is 97.5%. The number of students participating in the lunch gathering has increased from 172 to 209. Around 209 students attended the lunch	The election and lunch gathering should also be applied in the next academic year for raising student-athletes' sense of belonging to school and cultivate a good sports atmosphere around the school.	#4 #7	/	/

	for all school sports team. Over 90% of the athletes will attend the gathering.		gathering.				
Overall: 1. Students' generic skill and attitude had been developed through preparing different sports-related activities.							

**Major Concern (III): To strength students' Self-Directed Learning (SDL) capacity**

Tasks / Strategies	Success Criteria	Methods of Evaluation	Result & Evaluation	Suggestions	7 LG	12 PVS	NSE
1. To capture the spirit of the Olympic Game, the self-learning materials of urban sports and accomplishments of China athletes will be prepared.	1.1 Videos and relevant assignments of different urban sports and accomplishments of China athletes will be uploaded to SharePoint for different forms of students.	1.1 Mark calculation of the assignment given to students.	1.1 Self-learning video of urban sports and accomplishments of China athletes have been uploaded to SharePoint.	Video of different sports should also be uploaded to TEAMS and Subject SDL Platform.	#1 #2 #4	** 4	1 & 7
	1.2 Students should watch the videos and finish an assignment.	1.2 Evaluate in the 2 <sup>nd</sup> and 4 <sup>th</sup> subject meeting.	1.2 Positive responses were received.				
2. Organize fitness theory lessons for all F.3 students under the Fitness and Assessment Centre Scheme (QEF).	2.1 Students have to complete a written test at the end of the lesson.	2.1 Mark calculation of the test given to students.	2.1 A newly introduced fitness program was conducted from February to March for Form 3 students. The curriculum included proper equipment usage as part of the assessment	The F.3 boys demonstrated a strong interest in bodybuilding, while the girls showed very little motivation. It is recommended that	#7	/	/

			criteria.	fitness lessons continue in the next academic year, but only the boys will participate in the practical test.			
	2.2 Over 50% of the students can develop their own fitness training plan.		2.2 More than 90% students passed the test.				
3. To promote the use of the newly opened Gym Room, instructional videos on the proper usage of the various exercise equipment will be prepared.	3.1 Videos on the proper usage of the various exercise equipment will be uploaded to SharePoint for different forms of students.	3.1 Evaluate in subject meeting	3.1 Instructional videos on the correct use of gym room equipment have been uploaded to SharePoint.	More Video of instructional videos should upload to TEAMS and Subject SDL Platform.	#4 #7	/	/
<p>Overall:</p> <p>1. Video of different sports should be provided to students for enhancing SDL.</p> <p>We should optimate the use of Gym Room to enhancing SDL</p>							

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**Subject head: Ms. Lau Ching Lui (13-6-2025)**