



田家炳中學
Tin Ka Ping
Secondary School



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We have a dream:

Quality Education for Leaders of Tomorrow

我們有一個夢想:

成就優質全人教育，塑造明日公民領袖

School Founder 學校創辦人

Tin Ka Ping Secondary School was established by Tin Ka Ping Foundation in 1994. The Founder, Dr Tin Ka-ping, is a distinguished entrepreneur in Hong Kong. He is renowned for his benevolence and remarkable contributions to education development, in particular in teacher training, elementary education, and moral education.

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



Professional Leadership 專業領導——法團校董會成員



★ Our school has been led by a team of experienced professionals and academics with enthusiasm in education development since 1994.

本校自創校開始，已廣邀本港教育界知名學者參與學校發展工作，實行專業領導。

校監兼校董會主席：田榮先先生

校董：鄭燕祥教授

劉國強教授

李子建教授

梁湘明教授

王香生教授

文綺芬教授

戴希立校長

田慶先先生

阮邦耀校長

家長校董：羅國潤先生

教師校董：鍾偉德老師

校友校董：葉子豐先生

Chairman & Supervisor:

Mr Tin Wing-sin

Members:

Professor Cheng Yin-cheong

Professor Lau Kwok-keung

Professor Lee Chi-kin, John

Professor Leung Seung-ming

Professor Wong Heung-sang, Stephen

Professor Man Yee-fun, Evelyn

Mr Tai Hay-lap, BBS, JP

Mr Tin Hing-sin

Dr Yuen Pong-yiu (Principal)

Mr Lo Kwok Yun (PTA Representative)

Mr Chung Wai Tak (Teacher Representative)

Mr Yip Chi Fung (Alumni Representative)

Our Supervisor 我們的校監



《一字記之曰「情」》

田榮先校監

- ★ Attends all school major events.
- ★ Attends every staff meeting.
- ★ Knows every teacher and staff member.
- ★ Participates in 3000 m race at the Athletics Meet annually.
- ★ Shares his thoughts in our publication *Bing Fong Collection* every year.
- ★ Loves sharing his insights with our students.
- ★ Attends every graduation dinner.
- ★ Invites our students to concerts every year.
- ★ Treasures every present from students.
- ★ Cherishes everything about us.

- ★ 出席學校每一個大型典禮
- ★ 出席每一次校務會議
- ★ 認識我們每一位同工
- ★ 參與每一年周年陸運會的3,000米長跑項目
- ★ 投稿每一年出版的學校文集《並放集》
- ★ 喜歡與學生分享生活體會
- ★ 出席每一次畢業班的謝師宴
- ★ 每年邀約學生出席音樂會
- ★ 珍藏學生贈送的每一份禮物
- ★ 有關我們的一切，校監都珍而重之——這就是我們的校監

朋友問田家炳中學的特色是什麼，我愣了一下沒敢立刻回答。

我一方面覺得「特色」必須要流露出來、活出來，是要讓人看得見，而不是憑空誇誇其談；另一方面，我又感到田家炳中學確是有好多特色，令我自豪！

我們以學生為本，我們致力全人均衡培育，我們著重德育，我們力求兩文三語兼擅，我們以弘揚中華文化為己任……

俯仰之間，我很不專業的以一個字來形容田家炳中學——情！情是何物？

情，不光是指同學間的情，亦包括師生間的情、同工間的情、同學對學校的情、同工對學校的情，以至家長對學校的情。

情，不只局限在課室裏；在圖書館、實驗室、禮堂、花園、操場、以至走廊，校園的每一角落裏都洋溢著情。情，不但指在學校生活那幾年；離開學校後，同學與同工依然繫念著學校，情愫依依，纏綿綿綿。

校園裏，桃李騰芳，春意盎然；溫煦煦的蕩漾著父子情、母女情、兄弟情、姊妹情；因為我們都醉心教育，我們都愛孩子，我們是一家人。

這份情，多少次觸動我，讓我感動；歡迎你來到這個家，分享這份情。



Senior Secondary Curricula 高中課程

The class structure (2015-16)

The total number of classes:

S.1	S.2	S.3	S.4	S.5	S.6
4	4	4	4	4	5

Subjects offered:

Core	Chinese Language, English Language, Mathematics, Liberal Studies
Electives	Chinese History, Chinese Literature, History, Economics, Geography, Chemistry, Physics, Biology, Information and Communication Technology, Visual Arts, Business, Accounting and Financial Studies (Two or three subjects should be taken)
Other Learning Experiences	Chinese Culture Award Scheme, community services, moral and civic education, aesthetic and physical development



高中班級結構 (2015-16)

本校各級班數分佈如下：

中一	中二	中三	中四	中五	中六
4	4	4	4	4	5

高中科目

必修科	中國語文、英國語文、數學、通識教育
選修科	中國歷史、中國文學、歷史、經濟、地理、化學、物理、生物、資訊及通訊科技、視藝、企業、會計與財務概論 (修讀其中二或三科)
其他學習經歷	中華文化獎勵計劃、社會服務、德育及公民教育、藝術發展、體育發展

Student-centred and Whole-person Development 學生為本 致力全人均衡培

We believe that education is respectable and students are teachable. We insist on the education which is people-oriented, student-oriented and learning-oriented. We aim to establish a learning environment with mutual respect, sincere collaboration, full commitment, strict discipline, and a strong sense of belonging.

我們肯定教育是尊貴的，學生是可教的：強調以人為中心、以學生為中心、以學習為中心的教育，互重互愛，表誠協作，委身建立純樸的校風、嚴謹的制度，與及關係親和而歸屬感強的學校環境。



Quality Teachers with Full Commitment in Education

師資優良 委身教育

We have an excellent team of quality teachers with professional qualifications and enthusiasm in the teaching career. All of our teachers possess bachelor degrees and have received professional training, and among them over 40% possess postgraduate qualification and some have obtained a doctoral degree. We emphasize professional development of teachers and encourage them to take part in mainland and local teaching exchange activities. Our Principal, devoted to serving the education community and the society at large, has successively held posts in the EDB and various councils for secondary education in Hong Kong.

本校師資優良，教師經驗豐富，委身教育。全體教師均具大學學位並受專業訓練，其中超過四成具碩士或以上學歷，當中有數位同工具備博士資歷。此外，本校重視教師專業發展，積極參與內地及本地教學交流活動，校長更歷任香港中學議會及教育局公職，身體力行，回饋香港社會及教育界。



A Scenic School Campus with Advanced Teaching and Learning Facilities

校園環境清幽 教學設備完善

Facing the mountain ranges, the campus enjoys a scenic and peaceful environment. The school is an ideal place for studying. The facilities in the campus are well-developed. The school hall and all classrooms are air-conditioned and well-equipped with multi-media learning facilities to enhance the effectiveness of teaching and learning.

本校環境清幽，校園外望，山巒疊翠，林木錦繡，空氣清新，誠為進德修業的理想園地。學校設備完善，禮堂及全校教室均裝置空調、多媒體視聽設備及顯示屏幕，有助提升教與學效能。



School Development Plan

Constructivist and co-operative learning, as an effective instructional method, is introduced to all S.1-2 students in four main subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. According to researches, co-operative learning can effectively enhance students' learning. Students learn interactively from one another as they are of different backgrounds, personalities and learning abilities. They can learn from others' perspectives by helping one another, consolidate learning and reflect what has been taught. Through cooperative learning, students will have a better understanding of concepts as well as their interests in studying aroused.

學校發展計劃

本校於中一、二級推行建構與協作學習法，現階段於四個主要科目（中文、英文、數學及通識教育科）推行協作學習。大量研究文獻顯示，協作學習能有效提升學生學習效能。它強調同學之間的互相學習，學生可以因著不同背景、性格、學習能力等，從其他人身上學習不同的觀點，亦可透過互相幫助，加強理解自己所學，並反思教師所教的內容。學生之間能透過合作學習互有增益，對學習的興趣和對所學概念的掌握均會有所提升。



We are committed to enhancing students' bi-literacy and trilingual abilities. English has been adopted as the main medium of instruction and multiple platforms are designed for students to practice English, thereby giving them a solid foundation for developing English skills.

我們致力培養學生中、英兼擅，充分掌握兩文三語。本校全面採用英語教學，並致力締造多元情境，提升學生英語水平，奠定穩實的學習基礎。

School-based Curriculum and Teaching & Learning Strategies:
校本課程及教學策略

To implement the New Senior Secondary (NSS) Curriculum, we have recruited professional instructors to provide English drama courses for all S.1 students, and have introduced English Language Arts courses for senior forms so as to arouse students' interest in learning English. In addition, we put students into different classes according to their English proficiency level, with the purpose of providing them tailored assistance. Besides, our Native-speaking English Teacher (NET) helps sharpen the writing and oral skills of students through the "Collaborative Teaching and Learning" programme. Furthermore, we have implemented "Extensive English Reading Scheme" to enhance students' reading ability. We also encourage students to make use of Internet resources and software for independent learning of English, which can also help them establish a life-long learning attitude.

To better prepare students for higher English proficiency requirements, we provide Summer English Bridging course for S.1 students and English enhancement programmes for students at different levels.

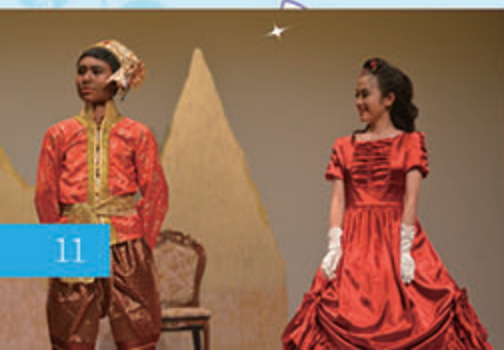
在課程策劃方面，配合新高中課程的開展，本校於初中開辦英語話劇課，並於高中開設英語藝術課程，以提升學生學習英語的興趣。另外，為照顧學生不同學習需要，本校進行分班英語輔導教學，並善用外籍英語教師的專業優勢，透過「協作教學」模式，加強學生寫作能力及提升學生英語會話的信心。此外，本校各級已全面開展「廣泛英語閱讀計劃」，強化學生的英語閱讀能力，並積極鼓勵學生運用網上資源及英語自學軟件，培養終身自學的態度。

為協助學生在不同階段的英語學習作好準備，本校在暑假期間舉辦中一英語銜接課程，並為不同能力的學生設計英語增潤課程。



To facilitate students' learning of different subjects with English as the medium of instruction, the English Language Department works closely with other departments on curriculum implementation and teaching materials development. Meanwhile, all teachers adopt ILLIPS and DOLACEE approaches, and an English Supplementary Reading Scheme is in place to boost students' confidence in learning English.

為鞏固學生學習不同學科的基礎，在課程安排及教材設計方面，英文科與各學科緊密連繫。各科老師運用ILLIPS及DOLACEE教學法，並有策略地推行英語補充閱讀計劃，加強學生以英語學習的信心。



Our school is well facilitated with advanced Multi-media Learning Centre and English Corner, which are equipped with large number of audio-visual teaching and learning materials, to be employed by the teachers for improving students' English skills.

To create a positive English learning environment, various English learning activities are organized regularly to encourage students to use English appropriately in different contexts. The morning assemblies and announcements are delivered in English. The English Writing Garden is published with good writing pieces by students, and the English Corner encourages communication and contact between students and the NET. Co-curricular activities such as *Scripters* (an English newspaper produced by students), English drama, and those organized by English Society give students more opportunities to practise English.

In addition, we actively participate in inter-school English activities including English oral training, English debate, English Speech Festival, etc. English overseas study tour is organized every year for providing students greater exposure to English speaking environment, thus helping them build a solid foundation in English language studies.

本校設有先進的多媒體學習中心、英語學習角，並配備大量適切的視聽教學材料，輔以老師悉心開展的各項英語學習計劃，提升學生英語能力。

為締造良好的英語學習環境，本校定期舉辦不同層面及多元化英語學習活動，讓學生在不同的校園情境中，有效地運用英語。校內方面，定期以英語進行早會及宣佈，出版英語文集，定期展示學生佳作，設立英語學習角，鼓勵學生多與英語外籍老師溝通接觸，又舉辦各項聯課活動，如英文學會、英文學生報 (*Scripters*)，製作英語音樂劇，增加學生接觸英語的機會。

本校更積極參與聯校英語活動，如聯校英語會話訓練、聯校英語辯論比賽、校際英語朗誦比賽等。每年舉辦海外英語學習交流團，為學生提供更多學習英語機會，奠定英語學習的良好基礎。

Enriched IT Class Programme, for the IT Professionals of Tomorrow 資訊科技增潤計劃，成就明日資訊科技專材

Selected by the Office of the Government Chief Information Officer as one of their eight partner schools, we will run the Enriched IT Class Programme for eight years starting from 2015-16 academic year. The programme consists of two parts:

(1) Four terms of Enriched IT Classes, aiming to early spot IT talents in the youngsters. Through the intensive training on logical thinking and creative problem solving, we cultivate young IT professionals and even entrepreneurs to meet the development needs of a digital society. Other North District secondary schools were also invited to recommend their students to join our programme.

Our curriculum framework covers multimedia production, aerial photography, mobile apps, robotics, 3D modeling, 3D printing, software development and smart home design. Apart from our teachers, we work with tertiary institutions, professional organizations and industry to provide students with cutting-edge IT skills training, thus helping them establish a solid IT foundation. We also provide on-the-job training and visits to further expand students' horizon.

(2) Enriched IT Activities - we will conduct several major IT events each year, aiming at fostering a pro-IT atmosphere and arousing students' interest in IT in the school community.



本校獲政府資訊科技總監辦公室挑選為全港8間伙伴學校之一，在2015/16學年開始推行為期八年的中學資訊科技增潤計劃。計劃包括兩部分：

(1) 為期四屆的資訊科技增潤班課程 - 旨在及早發掘具潛質的青少年，透過邏輯思維、創新解難能力及資訊科技技能的有系統訓練，培養他們成為資訊科技專業人士及科技創業家，滿足數碼社會的發展需求。課程除本校學生外，我們亦開放部份配額供北區各中學推薦學生參與。

本校開辦的課程包括創意電影、航拍、流動應用程式、機器人、三維模型、立體打印、程式編寫及智能家居技術等。除本校專科教師外，亦邀請大學、專業團體及業內人士擔任導師，務求為學生提供最貼近社會實際需要的培訓，建立穩固的基礎。又安排實習培訓和參觀活動，進一步讓學生接觸真實的企業環境。

(2) 資訊科技增潤活動 - 每年舉辦多次大型的資訊科技活動，以便在校園營造崇尚資訊科技的氛圍，並激發學生對資訊科技的興趣。

Tap into IT Capacity, Develop Self-directed Learning 發揮資訊科技潛能，栽培自主學習精神



自2015/16年度起，本校獲政府增撥資源，並得校董會慷慨資助，各科積極開展電子學習計劃。透過靈活的課程設計、有系統的規劃和協調的學習活動，增加課堂的互動，提升學生學習的興趣及同輩協作學習的效能。此外，透過電子學習平台的即時回饋系統，教師能及時掌握學生的學習進度，並作出適時的調節，照顧學習差異。同時，學生也能隨時隨地複習及深化課堂所學。

此外，透過電子系統的互評功能，老師可即時瀏覽學生課業，加強師生互動及交流的機會，刺激思考，深化討論，提升學習效能。再者，電子學習能補足有限的課堂教學時間，突破學習只局限於教室內的傳統，擴闊學習的時空，將學習有效延伸至課堂以外，藉此栽培學生自主學習和主動學習的精神。

在硬件配套方面，本校已全面鋪設無線網絡，增設電子互動教室，於每間教室加設無線投影系統，並大量增購平板電腦，以配合各科電子學習的開展。此外，香港大學「電子學習發展實驗室」與本校合作推行電子學習計劃，發展電子學習資源，為課前準備、堂上互動、課後練習和成績評估等方面提供全面及有效的支援。

Our e-learning programme was kicked off in 2015-16 academic year with the government grants and sponsorship from the School Management Board. The programme features adaptive curriculum design, structured planning and well-facilitated learning activities, all serving to enhance the classroom interaction, students' interest in learning and peer collaboration. Equipped with the real-time online feedback platform, teachers can be informed of students' progress and are able to make adjustments for catering for learner diversity. On the other hand, with e-learning, students can access learning without the constraints of time and space thus reinforce what they have learned in classroom.

Moreover, the peer review function facilitates an instant review of students' work by the teacher, which can substantially increase the classroom interaction and communication, provoke thinking, probe deeper in discussions, and hence improve students' learning outcome. E-learning breaks the constraints of time and space and extends learning beyond classroom, thereby developing students' self-directed learning.

To facilitate e-learning, school-wide WiFi has been installed. Other facilities include electronic interactive classroom, wireless projection system in every classroom and sufficient mobile devices. The University of Hong Kong, e-Learning Technology Development Laboratory is the partner of our e-learning programme, developing e-learning resources and providing all-round support in areas such as lesson preparation, classroom interaction, homework and assessments.





We encourage students with high caliber to stretch their potential and strive for excellence by participating in various external competitions and programmes. Meanwhile, we provide remedial tutorial programmes systematically in junior forms for three major subject studies, viz. Chinese, English, and Mathematics, to supplement students' learning and enhance their learning effectiveness. Moreover, constructivist and co-operative learning, which has been implemented recently, is also an effective method to cater for learning diversity.

本校積極鼓勵學能優異的學生參與校外不同的活動及比賽，發展潛能，追求卓越。同時，為鞏固學生的學習基礎與效能，本校有系統地推行初中中、英、數功課輔導計劃，並開展各項課後延伸學習安排。此外，本校近年推行的建構與協作學習法亦為照顧學生學習差異的一個重要而有效的途徑。

Apart from organizing various cultural field trips and overseas exchange activities, we arrange other co-curricular programmes in writing, communication, and sports, and assist students to apply for the International Assessments for Schools and University of Cambridge ESOL Examinations: Key English Test (KET) to widen their horizons and develop their talents. To align with "Other Learning Experiences" of NSSC, we have developed "Student Portfolios" since 2006 to record students' learning experiences and achievements in various areas within and outside the school. With this portfolio, students are assisted in reflecting systematically on what they have learnt.

本校除每年舉辦多項內地文化考察及海外學習交流活動外，亦舉辦寫作、說話、球類活動等不同的課後延伸課程，並協助學生報考國際聯校學科評估及英國劍橋英語測試，藉此拓闊學生的視野，發揮及發展他們的個人潛能。為配合新高中學制「其他學習經歷」及「學習概覽」，本校早於2006年開始，於內聯網系統推行「學生成長歷程」，協助學生有系統地記錄校內、校外各方面的學習經歷和成果，讓學生反思所學。





Fostering School Ethos:
Nurturing Citizens of the Next Generation via Moral Education

校風的建立
重視品德教育 培育時代公民



Pass It On - Assuming the Responsibility of Promoting the Chinese Culture

薪火相傳——我們以弘揚中華文化為己任

Our school holds high regards of the ideologies of human relations and morality glorified in the Chinese culture. We also believe that the fine Chinese tradition helps establish an "integral personality". One can utilize his potential and contributes himself to family, community, the motherland, and even the mankind.

At the inception, our school set up "Dr Tin Ka Ping Chinese Culture Award Scheme" to guide students to appreciate the Chinese culture. It is hoped that acknowledgement of Chinese culture will lead to appreciation, and with appreciation they will further advocate the Chinese culture.

本校重視弘揚中華文化之人倫與道德理想，深信中國的優良傳統，有助「完整人格」的建立，進而對家庭、社會、祖國肩負一己的責任，發揮才能，並對人類作出應有的貢獻。

本校於創校之初，即設立「田家炳博士中華文化獎勵計劃」，引導學生學習欣賞和熱愛中華文化——從認知到愛護，從愛護到傳揚。



建立深厚師生情誼 以生命影響生命

The whole-person nurture is developed via close teacher-student relationship. The dual class teacher system is adopted for most of the form levels so that various needs of students can be catered. The living testimonies of teachers can influence students' lives, which help build up students' integrity.

We value moral education and have introduced Healthy Living to S.1 and S.2 students. Diversified life education courses, which complement with assembly topics and school activities, help students establish a good routine of daily life. Besides, we strategically implement volunteer work scheme educating students the significance of serving the community and undertaking the responsibility.

透過良好的師生關係，致力開展對學生的全人關顧。本校初高中均推行雙班主任制，更全面關顧學生全人發展；以生命影響生命，造就學生良好的品格素質。

本校重視學生品德的培育，於中一及中二開設健康生活科，並因應時代需要，提供多元化的生活教育課程，配合早會、周會等校園活動，建立學生良好的生活習慣，進德勵行，提升生命素質。此外，為培育學生立人立己的良好公民品格，本校有策略地推行義務工作計劃，教育學生服務社會，承擔時代使命。



修己樂群 盡展領袖潛能

To enhance the social skills and build up peer relationship, students are grouped into four houses, form houses, and class committees respectively. The mentoring scheme promotes various co-curricular activities and peer counseling. In 2005, "Student Self-Management Scheme" was launched with the purposes of fostering students' self-management ability and offering them opportunities to bring their leadership into play.

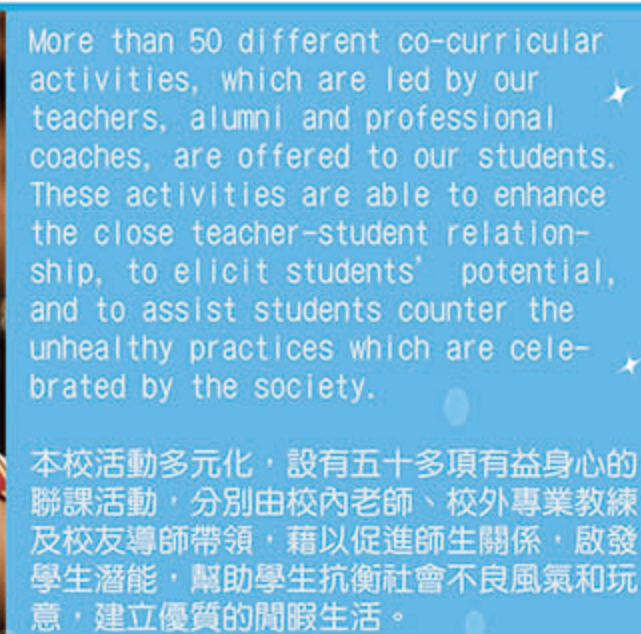
為加強對學生的群性栽培、建立同儕情誼，本校設立四社、各級級社及班會等不同層面的組織，透過學長制，推動各項聯課活動及同儕輔導計劃的開展，並於年前開始推行「學生自我管理計劃」，培育學生自我管理的能力，發揮學生的領導才幹。



Counter Popular Culture: Establishing Quality Life 抗衡社會風氣 建立優質閒暇生活

More than 50 different co-curricular activities, which are led by our teachers, alumni and professional coaches, are offered to our students. These activities are able to enhance the close teacher-student relationship, to elicit students' potential, and to assist students counter the unhealthy practices which are celebrated by the society.

本校活動多元化，設有五十多項有益身心的聯課活動，分別由校內老師、校外專業教練及校友導師帶領，藉以促進師生關係，啟發學生潛能，幫助學生抗衡社會不良風氣和玩意，建立優質的閒暇生活。



Reading to Learn: Exploring the Abundance of Knowledge 從閱讀中學習 開啟知識寶庫

We promote 'Reading to Learn' and strive to build a campus environment encouraging students to read habitually. Writers and scholars have been invited to give talks to students, and cross-subject sharing sessions on book reading are organized. In class, there is a fifteen-minute "Language Learning Enhancement Session" every day where both teachers and students can read together and share their insights from reading. Students can share their reading experiences and learn via multi-media, Chinese and English extensive reading schemes, as well as "My Reading Plan" for various subjects.

本校積極推動「從閱讀中學習」，建立推動校園閱讀風氣。除邀請作家及學者到校與學生分享，舉辦跨學科的閱讀分享會外，更在正規課堂時間內，每天設15分鐘「演閱時段」，師生一同閱讀、走訪分享，並透過不同的媒體及中、英文科廣泛閱讀計劃、配合各科課程的「我的讀書大計」，分享閱讀經驗和樂趣，讓學生既全面又深入地從閱讀中學習。



Orientation and Campus Adaptation Programme for S.1 Students 中一新生校園適應計劃

為協助中一同學盡快適應中學的學習及校園生活，本校特別設計一系列活動及課程，讓同學盡快適應，建立嚴謹而愉快的校園生活，並讓家長了解本校的情況，從而作出配合。計劃分三階段進行：

1、認識與奠基

為了讓家長與學生對學校的情況有初步認識，本校於暑假期間舉辦中一新生家長分享會，並為中一新生舉辦校園適應周及英語銜接課程。

2、建立與適應

為建立學生生活常規，幫助中一學生適應中學生活，並加強家校溝通，本校每年均舉辦中一新生生活紀律訓練營及中一家長晚會。

3、獎勵與發揮

為鞏固學生所學，強化學生的校園及學習生活習慣，在學生參與生活紀律訓練營後，更舉辦「中一卓越生活獎勵計劃」及「小領袖訓練課程」，藉以提升學生對學校的歸屬感。



To help S.1 students adapt to the new learning environment, we have tailor made a series of activities and programmes for them. The activities and programmes enable S.1 students to develop a joyful and disciplined campus life and allow parents to understand more about the school, which facilitate them to take complementary actions with the school's policies. The programmes are carried out in three stages:

1. Understanding and Foundation

To allow parents and students to acquire a basic understanding of the school, we arrange a sharing session for parents of S.1 students during the summer break, and campus adaptation week and English Bridging course for S.1 students.

2. Building and Adaptation

To help S.1 students build up daily routine, to assist them to adapt to the secondary school life, and to strengthen the communication between school and parents, we organize disciplinary training camp for S.1 students and S.1 students Parents' Night annually.

3. Award Scheme and Potential Development

To consolidate and strengthen learning routine at school, Outstanding Life Award Scheme and Junior Leader training are made available for S.1 students upon the disciplinary training camp. These activities aim at promoting students' sense of belonging to school.



