

田家炳中學

Tin Ka Ping
Secondary School



自勵自強 樂群立人
To cultivate, to empower,
to cherish



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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。



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，已廣邀本港教育界著名的專家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：張志強教授
張呂寶兒女士
劉克香先生
石玉如女士
梁貫成教授
伍斐然教授
陳雨瀚校長
家長校董：黃勝輝先生
教師校董：鍾偉德副校長
替代教師校董：羅嘉倫副校長
校友校董：黃秀珠女士

Chairman & Supervisor: Mr Tin Wing-sin
Members: Professor Cheung Chi Keung
Miss Cheung Peggy Po Yee
Mr Lau Hak Heung
Miss Shek Yuk Yu
Professor Leung Koon Shing
Professor Ng Fei Yin
Mr Chan Yee Hon (Principal)
Mr Wong Shing Fai (PTA Rep)
Mr Chung Wai Tak (Teacher Rep)
Dr Law Ka Lun (Alternate Teacher Rep)
Ms Wong Sau Chu (Alumni Rep)

Our Supervisor 我們的校監

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

A Home Away from Home

田榮先校監

剛做過小手術的眼睛，忽然不受控地湧出淚水，非干病患，不是悲秋，只因在學校捎來的文件堆中，意外發現一張卡，悠悠忽忽打開來看，原來是中一同學為我的眼疾而寫給我的慰問卡，誠摯祝福，和煦溫情，叫我禁不住眼淚！

我常自詡為「香港最幸福的校監」，毫不臉紅。多少次，在路上、在音樂廳、在商場，以致在醫院裏，不時有陌生人走過來，跟我熱情打招呼，親切叫我「校監」。其實我根本不認識這些「陌生人」，也不知道他們是我的學生，但他們卻主動前來相認，除了出於禮貌，更重要的，就是那份情，是一家人的親情！就是這樣，一次又一次，讓我深受感動，感受到家人的溫馨情誼。

曾經在夏威夷小島度假，酒店依傍著小山丘，綠草茵茵，襯映著色彩繽紛的花卉，石泉淙淙，突顯出平靜恬謐的荷塘，浸泡在天然溫泉中，天遠雲閑，寧靜安逸，讓你感到遠離塵囂，無憂無慮。酒店聲稱這地方是 A home away from home，賓至如歸，離開了家依然像回到家裏一樣，但無論這酒店怎樣幽雅，怎樣舒適，怎樣安逸，我始終感受不到家的感覺。

田家炳中學校舍只是香港標準校舍，沒有什麼別緻設計，但我在這裏深深感受到家的溫暖，因為這裡洋溢著父子情、母女情、兄弟情、姊妹情，這裏不光是同學學習的地方，更是孩子健康快樂成長的家，確是 A home away from home。

歡迎你來到這個家，分享這份親情。



陳雨瀚校長

傳承、踐行 - 田中的教育夢



「我們有一個夢：成就優質全人教育，塑造明日公民領袖」

廿多年前，年輕的我剛從大學畢業，被田家炳中學辦學宗旨的一句話所觸動，毅然向這所新成立的中學寄上求職信。之後有幸在田中成為老師，教導學生，並與同工們一同學習以生命影響生命，陪伴學生們成長，不經不覺已度過了廿多個年頭。在二零二零年九月一日，我深感榮幸能接任成為田家炳中學的校長，肩負著帶領田中的重任，繼續朝著我們的教育夢，向前邁進。

創校三十年，老師們一直秉持田中辦學的初心。我們肯定教育是尊貴的，並特別注重培養學生有良好的品行。我們致力促進良好的師生關係，並要建立嚴謹而愉快的校園生活。我們與家庭密切聯繫，共建良好的協作關係。我們更透過開展有益身心的活動，幫助學生建立優質的閒暇生活。此外，自創校以來我們一直努力推廣中華文化，讓學生認識國情及欣賞中華文化，並會致力拓展學生的國際視野，承擔時代使命。

這些都是我們一直的堅持。

惟願田中繼續成為每位田中人的祝福！



The class structure (2024-2025)
The total number of classes:

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

Subjects offered in senior forms:

Core	Chinese Language, English Language, Mathematics, Citizenship and Social Development
Electives	Chinese History, Chinese Literature, History, Economics, Geography, Chemistry, Physics, Biology, Information and Communication Technology, Visual Arts, Business, Accounting and Financial Studies, Mathematics Extended Part (Module 2), Physical Education (Three subjects should be taken)
Other Learning Experiences	Chinese Culture Award Scheme, Community Services, Moral and Civic Education, Aesthetic and Physical Development



本校各級班數分佈如下 (2024-2025) :

中一	中二	中三	中四	中五	中六
5	5	5	5	5	5

高中科目

必修科	中國語文、英國語文、數學、公民與社會發展科
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、數學延伸部分(單元二)、體育(修讀其中三科)
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

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 most of them have completed Postgraduate Diploma in Education Programme, 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.

本校師資優良，教師經驗豐富，熱心教育。全體教師均具大學學位，且絕大部分已修畢教師教育文憑課程，其中超過四成具碩士或以上學位，當中有同工具備博士學位。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。

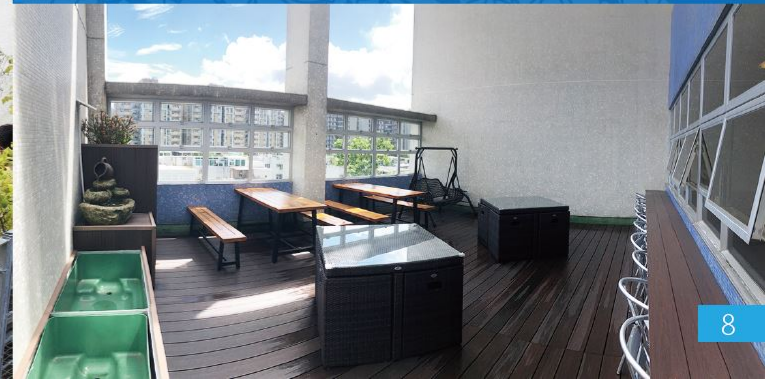


A Scenic School Campus with Advanced Teaching and Learning Facilities 校園環境清幽 教學設備完善



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。



Teaching and Learning—Pursuing Quality Education 教與學——成就優質教育

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 Life and Society. 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、數學及生活與社會科）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，學生可以因著大家不同的背景、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。



Enhancing English Language Proficiency by creating an English-rich environment 締造多元情境 提升學生英語水平

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:

To implement the New Senior Secondary (NSS) Curriculum, we have recruited professional instructors to provide English drama courses for all junior 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.

校本課程及教學策略

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。



Cross-curricular English Enhancement Programmes

跨學科英語學習

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, the 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，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。



Plenary Resources and Facilities: Creating An English-Rich Learning Environment

多元英語學習環境

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 afternoon 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 practice 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，定期以英語進行午後集會及宣佈，出版英文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。

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

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.

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，師生可即時瀏覽彼此課業，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。

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



Catering for Learner Diversity 全面照顧學生學習多樣性

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 learner 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多樣性的一個重要而有效的途徑。



After-school Extended Activities: Putting the Subject Knowledge into Practice 課後延伸活動 發揮學科專長

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。



Establishment of School Ethos 校風的建立



Nurturing Citizens of the Next Generation via Moral Education



重視品德教育 培育時代公民



會員大會目的：
- 通過上學年工作報告
- 通過本學年工作計劃及財政預算
- 動議通過及解釋有關學生事務的議案
- 至於其他有關本校政策的意見，已經於早前收集，並將於稍後校長學生座談會中討論



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.

We value and promote the ethical ideals advocated in Chinese culture. We believe that the fine Chinese tradition helps establish a “whole person”, who can use his talents and contribute them to his family, community, country, and even all 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. At the founding of the school, we set up the “Dr Tin Ka Ping Chinese Culture Award Scheme” to encourage students to learn appreciating and cherishing Chinese culture. It is hoped that their knowledge of Chinese culture will instill a sense of treasure on their heart, and as a result, they will promote it to others.

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。



Close Teacher-student Relationship: Influencing Life by Living Testimonies 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 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. Diversified life education courses, which complement with afternoon 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。本校推行雙班主任制，更全面關顧學生全人發展；透過良好的師生關係，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，並因應時代需要，提供多元化的生活教育課程，配合午後集會、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。



Social Skills and Leadership Training 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. "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、建立同窗的情誼，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，又推行「學生自我管理計劃」，培育學生自治的能力，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 15 minutes "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

School Facilities 學校設施

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.

為協助中一同學儘快適應中學的學習及校園生活，本校特別設計一系列的活動及課程，協同學儘快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的認識，本校於暑假期間舉辦中一新生及家長輔導日，並為中一新生舉辦校園適應日及英語銜接課程。

2、建立與適應

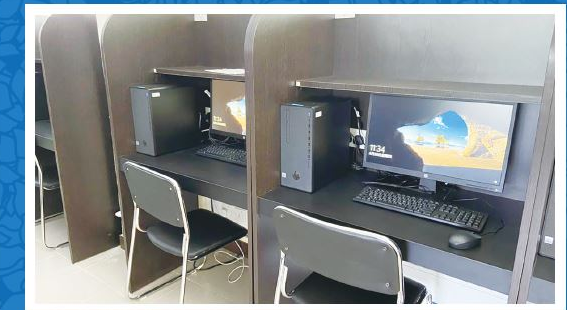
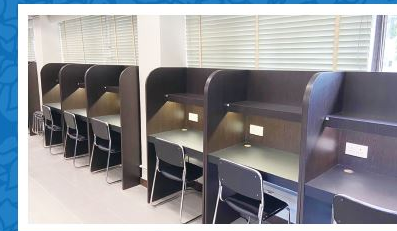
為建立學生生活常規，幫助中一學生適應中學生活，並加強家校溝通，本校每年均舉辦中一新生生活紀律訓練營及家長晚會。

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「中一級班會職員暨組長訓練」，藉以提升學生對學校的歸屬感。

To further improve the efficiency in Self-Directed Learning (SDL) of students, QEF has aided, to setup a "SDL Room" and Online learning resource bank.

本校獲得優質教育基金資助，建設了「數碼自學室」及網上自學資源庫，用以提升同學自主學習的成效。



活動相片

