



田家炳中學 周年計劃書

**Tin Ka Ping Secondary School
Annual School Plan**

(2026 – 2027)

【Index】

(2026-2027)

A. Committee & Units	
1. Academic Affairs Committee	Page 1-7
❶ Reading Promotion Unit	Page 8-11
2. Joint Committee on Student Affairs	
❶ Student Affairs Unit	Page 12-18
❷ Co-curricular Activities Unit	Page 19-26
❸ Life Education Unit	Page 27-38
❹ Student Leaders Training Unit	Page 39-45
❺ Career Guidance Unit	Page 46-53
3. Administrative & Development Committee	Page 54-59
❶ Information Technology Unit, EITP, E-learning	Page 60-63
❷ Chinese Culture Promotion Unit	Page 64-66
4. Staff Professional Development Committee	Page 67-71
❶ English Campus Promotion Unit	Page 72-76
B. Subjects	
1. Chinese Language	Page 77-79
2. Chinese Literature	Page 80-82
3. English Language	Page 83-88
4. Mathematics	Page 89-93
5. Life & Society / Liberal Studies / Citizenship & Social Development	Page 94-99
6. Integrated Science	Page 100-102
7. Chemistry	Page 103-107
8. Physics	Page 108-109
9. Biology	Page 110-115
10. Chinese History	Page 116-121
11. History	Page 122-123
12. Geography	Page 124-128
13. Business / Economics	Page 129-135
14. Computer & Tech. (C&T / Information & Communication Tech.(I.C.T.)	Page 135-137
15. Putonghua	Page 138-139
16. Visual Arts	Page 140-146
17. Music	Page 147-148
18. Physical Education	Page 149-152

Tin Ka Ping Secondary School**Programme Plan of the Academic Affairs Committee (2026-2027)**

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 values:

Perseverance, Respect for others, Responsibility, National identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, Filial piety

Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	In charge	Resources	7 learning goals, 12 values
1. Leveraging Technology for Enhanced Learning	1. Effective use of BYOD with educational apps (mentimeter, Kahoot!) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies for F.2 students and senior forms.	1.1 Lesson observation 2.1 Subject meeting minutes 2.2 Teachers' and students' feedback 2.3 Sharing will be conducted.	Whole year	All subjects	\$7200/person	Generic skills, digital literacy
2. Cultivating an active learning environment and developing self-learning habits and skills (Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)	2. Develop self-learning material including pre-lesson tasks or continuous learning tasks incorporated with SDL in teaching and assessment in F.1 exam. (e.g. idioms, SAYO, bonus part etc) Exploration on how AI can help teaching and learning. (Chin, Eng, ICT, Maths, IS, CES)			SPDC		

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	In charge	Resources	7 learning goals, 12 values
3. Utilizing assessment for curriculum enhancement 1. Promote subjects to optimize the distributions, quantity, quality and effectiveness of assessments in different forms - Student perception questionnaires S3 & S5 of distribution, quantity and effectiveness of assessment)	1. Student survey is conducted in F.3 and F.5 to understand the workload of students more clearly. 2. Students' pressure on tests / assignments is relieved 3. No subject crosses the 15% threshold for ≥ 3 hours homework 4. Based on the survey and assessment results, subject panels reflect their assessment policy and efficiency. 5. Collect SBA arrangement for F.5 and F.6 from subjects taking SBA to prevent overloading students simultaneously. 6. Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods. 7. Collect F.6 UT score and F.5 UT score 8. Meeting with chief subject monitors to understand the HW and quiz load	1. Result of student survey 2. Results of UT and exam 3. Discussion with subject panels or subject teachers	Whole year	CTS LCL KCC		Life-planning, perseverance, Diligence, Healthy lifestyle

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	In charge	Resources	7 learning goals, 12 values
2. To cater for the diverse learning need of students with different forms and ability. Offer more opportunities to gifted students to develop their special talents. - Arrange subject-based enhancement courses. - Encourage students to take part in competitions and courses organized by outside bodies.	1. Promote pull-out enrichment programs and activities through various subjects to explore their interests and talents outside of the regular curriculum. 2. Nominate students to join HKAGE, HKU, CUHK and HKUST... for the talented. 3. Construct a talent pool for gifted education (excel format)	1. Report students' participation in minutes 2. Feedback from students.	Whole year	LWM LCL		Breadth of knowledge, Generic skills

[illegible]

Major concern (II): To advance academic excellence:

Action Item	Success Criteria	Method of Evaluation	Time scale	In charge	Resources	7 learning goals, 12 values
5. To broaden students' knowledge by creating more learning opportunities	1. Provide more learning experiences inside and outside classroom so that they can better understand contemporary issues at local, national and global levels, such as STEAM Robotic Team, In-School Coral Nursery Education Programme, Chinese History museum visits on Excursion Day etc. 2. Introducing courses of other languages (e.g Japanese) in both junior and senior forms. F.3 students will have one more choice next year.	1. questionnaire	Whole year	CML LCM		Breadth of knowledge
6. To equip colleagues to be familiar with the requirements in HKDSE and optimize L&T	1. Teacher(s) from each subject department has/have experience in marking HKDSE papers and share their experience in department meetings. 2. HKDSE subject panels analyse the elite scripts and provide suggestions to enhance students' learning. 3. Students are able to master the examination skills effectively from the analysis in the HKDSE analytical report.	Subject meeting minutes	Whole year	All subject panel heads		Language proficiency, Generic skills, Perseverance, diligence

Action Item	Success Criteria	Method of Evaluation	Time scale	In charge	Resources	7 learning goals, 12 values
7. To optimize various supportive measures and students are nurtured to be proactive learners: Supplementary lessons, Senior Form Uniform Test, After-school revision period, DLG, study groups, Form 5/6 free-lesson arrangement, and Form Six post-mock period	1. Optimize after-school learning activities: DLG by employing alumni to help teach students. 2. Optimize after-school learning activities: Study groups held by subject teachers, releasing high achievers. 3. Integrated Plan: Study group and SBA arrangements	Feedback in subject meeting minutes Questionnaires from Ss	Whole year	LLK		Life-planning Perseverance, Healthy lifestyle

Tin Ka Ping Secondary School

Reading Promotion Unit

School Annual Plan (2026-2027)

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

The feedback and follow-up actions from the previous school year:

Feedback

- Reading Sessions: Morning reading went well, and students stayed focused. The school also showed helpful videos about online reading platforms on Fridays.
- Activities: Book sharing competitions and library visits went smoothly. Students actively posted book reviews online without needing teacher supervision.
- Teacher Recommendations: All 72 teachers made short videos to recommend books, which students really enjoyed. The Library Instagram page also grew in followers and posts.
- Book Borrowing: The borrowing volume reached 10,688.

Follow-up Actions

- Better Scheduling: Keep reading sessions in the morning every day.
- Promote KOBO Readers: Encourage students to borrow and use the e-readers more frequently.
- Improve Videos: Keep teacher recommendation videos short (2–3 minutes).
- Simpler Tasks: Give students simpler tasks instead of making them write long paragraphs for book reviews.
- Get More Followers: Ask Form 1 students to follow the library Instagram page.

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Time Scale	Staff Responsible	7 learning goals, 12 value
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 Reading Enhancement Session. 1.2 An increase in the number of books borrowed. 1.3 Positive feedback towards book exhibition. 1.4 At least 30 numbers of books sharing recommended on the eClass library plus platform. 1.5 At least 1 outside school activities or competitions joined.	1.1 Progress reports in the Reading Promotion Unit meetings 1.2 Book Loan Statistical Report 1.3 Turnover of book exhibitions	-Throughout the 2026-2027 academic year, library visits will be scheduled. -A book fair will take place once every term.	Pang Wing Yin Tang Lai Chu Tsang Po Yu Pang King Class Teachers Panel Heads	(#1 、 2 、 3 、 4) (**1 、 4 、 10)
2 To make use of two platforms: 'Teachers' Book Recommendations' and 'Library Fanpage' to enhance reading atmosphere and encourage students to do more sharing	Whole year	1. An increase in the number of borrowed books recommended by teachers. 2. At least 30 posts and 400 followers throughout the year.	1. Book Loan Statistical Report 2. Instagram Page Post and Likes	-Throughout the 2026-2027 academic year, the library's Instagram account will be regularly updated. -Every Friday during	Pang Wing Yin	(#1 、 2 、 3 、 4) (**10)

				the reading period: Screening of teacher-recommended videos.		
--	--	--	--	---	--	--

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

The feedback and follow-up actions from the previous school year:

Feedback

- E-Resources: The school added more e-books and e-magazines. Total digital borrowing stayed steady at around 5,400 downloads.
- Subject Success: The Chinese and English departments worked well together. They organized library tours and fun competitions (like Audio Book and Book Cover design), which successfully increased English book borrowing.

Follow-up Actions

- Form 1 Training: Use a lesson at the start of the year to teach Form 1 students how to use the e-book platforms.
- Clearer Roles: Have the English department focus on promoting e-magazines, and the Chinese department focus on e-books.
- More Collaboration: Invite more school subjects to buy e-books and join reading activities.

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Time Scale	Staff Responsible	7 learning goals, 12 value
1. To build up electronic resources.	Whole year	1.1 An increase in the number of electronic books and magazines borrowed. 1.2 The implementation of electronic resources of different subjects. 1.3 The implementation of KOBO readers.	1. Book Loan Statistical Report 2. Teachers' observation	- Throughout the 2026-2027 academic year, E-readers will be available for students to borrow.	Pang Wing Yin Tang Lai Chu Tsang Po Yu Pang King Panel Heads	(#1、2、3、4、5) (**3、4、10)
2. To combine the curriculum and activities organized by different departments and committee, a theme-based strategy will be adopted to promote reading.	Whole year	2.1 An increase in the number of Chinese and English books borrowed. 2.2 At least 2 department or committee join together to promote reading.	2.1 Book Loan Statistical Report 2.2 Participation reports	- Throughout the 2026-2027 academic year, library visits will be scheduled.	Pang Wing Yin Tang Lai Chu Tsang Po Yu Pang King Panel Heads	(#1、2、3、4) (**4、10)

Member list

Ms. Pang Wing Yin Ms. Tang Lai Chu Ms. Tsang Po Yu Mr. Pang King

Tin Ka Ping Secondary School

Student Affairs Unit

Program Plan of Major Concerns of SAU for 2026-2027

7 learning goals	
LG1	National & Global Identity
LG2	Breadth of Knowledge
LG3	Language Proficiency
LG4	Generic Skills
LG5	Information Literacy
LG6	Life Planning
LG7	Healthy Lifestyle

12 priority values & attitudes	
PV1	Perseverance
PV2	Respect for Others
PV3	Responsibility
PV4	National Identity
PV5	Commitment
PV6	Integrity
PV7	Benevolence
PV8	Law-abidingness
PV9	Empathy
PV10	Diligence
PV11	Unity
PV12	Filial Piety

Major Concerns (2026 – 2027)

Objective (I) : To enhance the effectiveness of learning & teaching in pursue of learning excellence

The feedback and follow-up actions from the previous school year:

- Standardization of Physical Handbooks: It is recommended that both S1 and S2 levels return exclusively to physical student handbooks to build reliable self-management structures.
- Inter-Class Motivation Initiatives: Introduce inter-class competitions and commendation schemes to raise motivation and assist class teachers in monitoring handbook utilization effectively.

Target	Implementation Strategy	Success Criterion	MOE	TS	RP
1. To develop students to be autonomous and reflective learners via SDL					
1.1 To develop self-managing habits and skills	Class Teachers Affairs [LG4+LG6+LG7] [PV3 +PV10] Utilization of S1 & S2 student handbook ▪ Class teacher periods are reserved for S1 class teachers to train the students to utilize their student handbook. ▪ S1 & S2 students' handbooks are checked by school office once a week. The result is followed by the class teachers. ▪ Group leaders are fostered to help checking student handbook of group members. ▪ Inter-class competitions and commendation schemes are introduced to raise motivation and assist class teachers in monitoring handbook utilization effectively	▪ More than 40% of S1 & S2 students have written down the recommended completion time for each HW. ▪ Students perform better in the 2nd term than the 1st term for the usage of student handbook ▪ Inter-class competitions and commendation schemes on the usage of students' handbooks are carried out once per school term. ▪ Positive feedbacks are received.	▪ Student handbook checking records ▪ Reports in form meetings and conduct meetings ▪ Feedbacks from parents and teachers	Sept & Oct Whole year	CLH LJ HYP Class teachers Form Liaisons

Objective (II) : Building a Healthy Campus

The feedback and follow-up actions from the previous school year:

- Gender-Specific Support Frameworks: Current counseling strategies must be restructured to address the distinct emotional processing styles and internalized distress observed in female students.
- Integration of Stress-Coping Mechanisms: Shifting away from passive, slogan-driven well-being promotions, the school will integrate practical anxiety-coping mechanisms and cognitive-behavioral tools directly into daily classroom routines to build active student resilience.
- Transition from Crisis Management to Growth Literacy: While clinical crisis management and external referral infrastructures are secure, the school must shift its strategic focus toward proactive student growth. Future planning will prioritize transitioning from localized "clinical intervention" to universal, campus-wide "mental health literacy," aiming to reduce the proportion of students entering high-risk DASS thresholds.

Target	Implementation Strategy	SC	MOE	TS	RP
1. Creating a Health-Conducive School Environment					
1.1 To establish a secure and health-promoting school environment for all students	<u>Anti-drug Campaign</u> [LG2+LG7] [PV3 +PV8] ▪ Anti-drugs information is displayed in the campus. ▪ Voluntary drug testing programme are carried out for junior students.	▪ At least one anti-drugs-themed poster/video is displayed or broadcasted for each school term. ▪ At least twenty five junior students have participated and negative results are shown in the drug testing.	▪ Feedbacks from students, teachers and parents	Whole year	CWS2 CKK SSWs
1.4 To integrate discipline with counseling, cultivating culture of care and mutual support	<u>Counselling & Guidance / Inclusive Education</u> [LG4+LG6+LG7] [PV3+PV5 +PV7 +PV9 +PV11] a) Shining Hearts – Peer Guidance Scheme ▪ Mentees (seeds) is recruited and is taken care by a group of mentors (suns). ▪ Regular lunch gatherings are held for each peer group. b) Small Counselling Groups / SEN Group Activities ▪ Activities are held by ‘Student Gatekeepers’ to strengthen the social bonding between students. ▪ Group activities are carried out for some selected students	▪ Lunch gatherings of each group are held twice each month. ▪ Three general meetings are held during the whole academic year. ▪ The attendance rate reaches 80% for the group activities. ▪ Positive feedbacks are received.	▪ Feedbacks from form liaisons, S1 class teachers and students ▪ Reports by the teachers-in-charge	Whole year	CKK CWS KY YWH TYL SSWs Form Liaisons

	which aim at giving a platform for building up peer relationships.				
	<u>Class Associations</u> [LG2+LG4+LG6+LG7] [PV2 +PV5 +PV10 +PV11] Class activities, such as board-making, school picnic and Christmas celebration parties, are held.	Class activities, such as board-making, school picnic and Christmas celebration parties, are successfully organized and held by the class associations.	- Survey result from classmates - Reports in form meetings and conduct meetings	Whole year	CLH Class teachers
1.5 To foster robust home-school-community partnerships	<u>Anti-drug Campaign</u> [LG2+LG7] [PV3 +PV8] Partnership is built up with one external anti-drug community organization.	- At least one anti-drug talk is carried out by the organization. - Drug testing is carried out by the organization. - Positive feedbacks are received.	Feedbacks from students, teachers and parents	Whole year	CWS2 CKK SSWs
	<u>Counselling & Guidance</u> [LG2+LG4+LG6+LG7] [PV2 +PV3+PV5+PV8+PV9+PV11] Partnerships are built up for the out-source service with external community organizations, including the Police.	- At least two external organizations are hooked up. - At least one talk/workshop is carried out by the organization. - Positive feedbacks are received.	- Feedbacks from students and teachers - Reports by the teachers-in-charge	Whole year	CWS2 CKK SSWs
2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy					
2.2 To promote well-being awareness and practices for student happiness	<u>Campus Atmosphere</u> [LG2+LG7] [PV7 +PV9] - Mental health information (for which the internalized distress observed in female students is addressed) is frequently posted on the class bulletin board. - Quotes promoting cognitive-behavioral changes are	- Mental health information is released twice a month. - Different quotes are displayed in at least 30 days in the whole school year.	Feedbacks from students and teachers	Whole year	CWS2 LJ KY SSWs

	displayed in the campus. Library books concerning practical anxiety-coping skills or methods are purchased.	- Five more books concerning practical anxiety-coping skills or methods are kept in the school library. - Positive feedbacks are received.			
	<u>Counselling & Guidance / Inclusive Education</u> [LG2+LG6+LG7] [PV7 +PV9+PV11] a) “Student Gatekeepers” - Emotional health care promotion activities are organized and held by the student gatekeepers. b) Small Counselling Groups / SEN Group Activities - Small counselling groups concerning learning stress and motivation as well as SEN group activities concerning self-care and healthy life-style are proposed.	- At least one emotional health care promotion activities are organized and held by the student gatekeepers. - The attendance rate reaches 80% for the training sessions and small counselling groups. - Positive feedbacks are received.	- Feedbacks from students and teachers - Reports by the teachers-in-charge	Whole year	CKK CWS KY YWH TYL SSWs Form Liaisons
	<u>Class Teachers Affairs</u> [LG2+LG4+LG6+LG7] [PV2 +PV7+PV9] - Support from SAU members or SSWs are offered to class teachers to hold emotional education activities during the class teacher periods. - The resource bank is enriched with videos concerning some practical anxiety-coping skills, so that class teachers can carry out relaxation activities during the class teacher periods.	- At least fifteen sessions are held for different classes. - Positive feedbacks are received.	- Feedbacks from students and teachers - Reports by the teachers-in-charge	Whole year	CWS2 LJ SSWs Form Liaisons
2.3 To build healthy lifestyles and resist negative social trends	<u>Anti-drug Campaign</u> [LG2+LG7] [PV3 +PV8] - Anti-drug talk(s) is/are carried out for S1 students. - Students are guided to visit HK Jockey Club Drug Info Centre and get to know more facts about drugs.	- At least one anti-drug talk is carried out for S1 students. - One visit is carried out and at least twenty five students have joined the visit.	- Feedbacks from students and teachers - Reports by the	Whole year	CWS2 CKK SSWs

		Positive feedbacks are received.	teachers-in-charge		
	Counselling & Guidance [LG4+LG6+LG7] [PV3+PV5] Net issue workshop and assembly are held for S1 to build up their healthy habit on internet use.	- At least one workshop and one assembly are held for S1 students. - Positive feedbacks are received.	- Feedbacks from S1 class teachers - Questionnaire result from students - Evaluation report from the outside-school organization	Sept & Jan/Feb	CKK SSWs Form Liaisons
2.4 To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections	Counselling & Guidance [LG1+LG2+LG4+LG6+LG7] [PV2 + PV3+PV5+PV7+PV9+PV12+PV11] Shining Hearts – Peer Guidance Scheme The mentors (sun) and mentees (seed) works together and organizes a voluntary work.	- At least one programme of voluntary work are held. - The attendance rate reaches 70%. - Positive feedbacks are received.	- Feedbacks from students and teachers - Reports by the teachers-in-charge	Nov-Jan	CKK CWS KY YWH TYL SSWs
3. Establishing and Optimizing Systems for Early Identification, Structured Referral, and Tiered Support					
3.1 "5+2" / "10+2" Collaboration Model	Class Teachers Affairs The collaboration between class teachers and form liaisons are reviewed annually.	- More than 50% of feedbacks from class teachers towards their collaboration with form liaisons are positive. - Positive feedbacks from form liaisons are received.	Result from double class teacher questionnaire	May-June	CLH Form Liaisons
3.2 Inclusive Education	Inclusive Education / Counselling & Emotional Support - The roles and responsibilities of different MI care-takers (for early identification and structured referral) are reviewed and modified (if necessary). - The DASS survey is carried out in S2 students.	- A review for handbook and the DASS survey is done. - The attendance rate of the follow-up activities reaches 60%.	Feedbacks from teachers and SENCO	June Oct	KY Form Liaisons Class

	- Students who have shown severe state in DASS are selected and followed up. - Discussion are made for different S2 classes between EP and the class teachers.	Discussion are made for all S2 classes.		2nd term Nov	Teachers
3.3 To maximize out-of-school resources	<u>Counselling & Emotional Support / Inclusive Education</u> - Frequent communication with different professionals (i.e. SMHSS, EP and CP). - Develop different school based or non-school based services for example: Speech Therapy, CP service etc.	- At least one case-conference is held for each student case with high-risk each school term. - At least one service provided for every SENs. - The attendance rate of the service reaches 70%. - Positive feedbacks are received.	Feedbacks from students, teachers and SENCO	Whole year	CWS2 KY Form Liaisons Class Teachers
3.4 To deliver tiered support for diverse student needs	<u>Counselling & Emotional Support</u> Counselling record is systemized, and so the case handling direction and progress can be traced by different caregivers.	- WhatsApp groups is created for each student case with high-risk. - Positive feedbacks are received.	Feedbacks from teachers and SENCO	Whole year	CKK Form Liaisons
	<u>Inclusive Education</u> [LG2+LG6+LG7] [PV2 +PV11] a) The Tiered Autism Intervention Model (AIM Project) b) JC Keen & Active Kids Project - Tier 1: Optimising the learning and teaching in the regular classroom to create an ASD/ADHD-friendly environment. - Tier 2: Providing supplemental small group training to enhance their social communication, emotional and learning adaptation skills and abilities. - Tier 3: Developing individual education plans with individualized and intensive support.	- At least six ASD/ADHD students are supported by the project with interlinked support from Tier-1 to Tier-3. - Positive feedbacks are received.	Feedbacks from teachers, SENCO, students and parents	Whole year	KY CKK YWH Class Teachers

MOE : Methods of Evaluation

TS : Time Scale

Members of the Unit

Members: CWS2, CLH, SYM, LWP, LYC, CKK, CHY, YWH, TYL, LJ, PK, HYP, KY, CWS, YH

School social worker: Christine, Marco

Administrative staff member: Red, Jane

Appendix: Budget for 2026-27

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

Major concern I : To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks／Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
1. To develop students to be autonomous and reflective learners via SDL									
Develop leadership in different student communities	◆On job training for committee members in SU, 4 Houses, Form Association & different CCAs.	Whole year	◆Scheme of work & evaluation were done (Documentation) ◆Inheritance of experience from senior forms to junior forms ◆Facilitator Observations	◆Observation ◆Record/Minutes	◆teacher-in-charge of different student communities		#4 #6	**2 **3 **9 *11	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

Major concern II : Building a Healthy Campus

Tasks/Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
2. Creating a Health-Conducive School Environment (營造健康的校園環境)									
Create a Caring Atmosphere Between School and Students	◆Principal-Students Forum To enhance students' understanding of school policies and demonstrate the school's commitment to addressing students' needs.	Nov, 2026	◆ At least 100 students participates in the forum ◆ Diversity of Voices ◆ Documentation ◆ Facilitator Observations	◆ Questionnaires ◆ Observation ◆ Record/Minutes	◆ teacher-in-charge of the events from CCAU	LWLG	#4	**2 **3 **9 *11	
	◆ Graduation Dinner To strengthen connections between teachers and students, thereby fostering a supportive community.	June, 2027	◆ At least 95% of F. 6 students participate						

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

Tasks/Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Create a Caring Atmosphere among Students	◆ SU Consultation Forum and Annual General Meeting of SU To serve as inclusive platforms for ensuring diverse student voices are heard. This will help students better understand each other's needs and foster empathy among them.	Sept, Nov, 2026 April, 2027	◆ Diversity of Voices ◆ Documentation ◆ Facilitator Observations	◆ Questionnaires ◆ Observation ◆ Record/Minutes	◆ teacher-in-charge of the events from CCAU	LWLG	#4	**2 **3 **9 *11	
Foster a Caring Atmosphere Among the Four Houses	◆ Annual General Meeting of Houses ◆ Inter-house Competitions ◆ Cheering Team Practices of Houses To enhance interaction among students, thereby strengthening group unity and fostering a sense of belonging.	Oct, 2026 Whole year Sept, 2026	◆ Diversity of Voices ◆ Documentation ◆ House Points and Competition Results	◆ Questionnaires ◆ Observation ◆ Record/Minutes	◆ teacher-in-charge of the events from CCAU	LWLG	#4	**2 **3 **9 *11	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

Tasks/Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Foster a Caring Atmosphere Among Forms	◆Form Association Activities To promotes active participation, making school life more enjoyable and engaging. Additionally, it builds friendships and connections among students, creating a supportive community.	Whole year	◆Participation Rates ◆Observational Assessments ◆Student Feedback	◆Questionnaires ◆Observation ◆Record/Minutes	◆teacher-in-charge of the events from CCAU	LWLG	#4 #7	**2 **3 **9 *11	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

3. Nurturing Holistic Well-being(Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈 · 建立成就感及自信心)									
2.1 To promote well-being awareness and practices for student happiness 加強學生對身心健康的認識和實踐，從而提升學生的幸福感									
Tasks/Actions	TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE	
Strengthen attention to one's body 加強對自己身體的關注	◆ Fruit Day ◆ Healthy tips poster	◆ 2nd term	◆ At least 80% of students participate in the event.	◆ Distribute surveys to gather feedback on experiences, preferences or suggestions for improvement. ◆ Record attendance and participation rates to assess engagement.	◆ Form Association & Advisors	◆ LWLG	#4 #7	**2 **3 **9 *11	
Promote sports (general participation) 推廣運動 (普及化)	◆ Inter-house Ballgames Competition ◆ Athletic Meets ◆ Swimming Gala ◆ Inter-class Rope-skipping Competition	◆ 1st term ◆ March -April	◆ At least 90% of students from each house participate in the various competitions. ◆ Minimum of three different ballgames (e.g., soccer, basketball, volleyball) are included in the competition. ◆ Over 90% of students could grip the skills in rope-skipping	◆ Observe the competition, noting key aspects such as sportsmanship, teamwork, and engagement levels. ◆ Report from PE teachers/class teachers/class committee	◆ teacher-in-charge of the events from CCAU	◆ LWLG	#4 #7	**2 **3 **9 *11	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

2.2 To build healthy lifestyles and resist negative social trends 建立良好生活習慣，抗衡不良的社會風氣									
Tasks／Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Balanced School life	◆ F. 1 Adaptation Day ◆ Various CCAs ◆ Post-exam activities ◆ Junior Form Cultural Day/Senior Form Arts Experience ◆ School Picnic ◆ Form Association Activities ◆ Singing Contest & Christmas Party	◆ August, 2026 ◆ Whole year ◆ June to July	◆ At least 95% of Form 1 students attend the event. ◆ At 95% students could follow 1P1M policy ◆ A range of activities is offered, (sports, arts, relaxation or academic)	◆Record in minutes	◆ teacher-in-charge of the events from CCAU ◆ Teacher-in-charge of CCAs, Class teachers, Form Association	LWL G	#4 #6 #7	**1 **2 **3 **5 **9 **12	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

2.3 To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections 生活平衡、自我認識、建立人際網絡

Tasks / Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Assist students in developing and expressing personal interests and strengths through various activities, creating a quality leisure life and a pleasant campus atmosphere. 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	◆ F. 1 Adaptation Day ◆ Various CCAs F. 1 to 3 should have at least one CCA. ◆ Post-exam activities	◆ August 2026 ◆ Whole year ◆ June to July	◆ At least 95% of Form 1 students attend the event. ◆ At 95% students could follow 1P1M policy ◆ A range of activities is offered, (sports, arts, relaxation or academic)	◆ Record in minutes	◆ teacher-in-charge of the events from CCAU ◆ Teacher-in-charge of CCAs, Class teachers, Form Association	LWLG	#4 #6 #7	**1 **2 **3 **5 **9 **12	
Enhance self-awareness and management skills through managing student organizations and leading organizational activities, thereby boosting confidence (self-efficacy) and achieving success. 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	◆ Foundation of F. 1 Form Association ◆ Leadership Training programme ◆ Passing-on of leadership from senior forms to junior forms ◆ Daily guidance from advisors	◆ Whole year	◆ Completed ◆ 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	◆ SU & house advisors	LWLG	#4 #6	**1 **2 **3 **5 **7 **9	

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2026-2027

2.3 To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections 生活平衡、自我認識、建立人際網絡

Tasks／Actions	TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Through volunteer service, help students care for the needs of groups, communities, and society, fostering gratitude and enhancing self-awareness, confidence (self-efficacy), and management skills. 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，提升自信（自我效能感）及管理能力	◆ Volunteer service	◆ Whole year	◆ At least one students' organization participate in service	◆ record	◆ CCAU members	LWLG	#1 #3 #5	

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 2026-2027

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

Tin Ka Ping Secondary School

Program Plan of Major Concerns of Life Education Unit (2026-2027)

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

School Major Concern II: Building a Healthy Campus

Briefly list the feedback and follow-up actions from the previous school year:

- The lesson plans of LEU showed effective collaboration with activities held by SLTU and CGU.
- The Concept of perseverance was successfully promoted.
- Strategies of collection of the data of voluntary services were set. The awareness of reporting voluntary hours has enhanced though class teacher period
- Students actively participated and strongly agreed the effects of Junior Form Volunteer Scheme. F1(School Campus Services w/SAU), F2(Caring for people in the community w/CGU), F3(Care about Social issues) should be kept.
- Scheme for developing senior form volunteer leaders will be continuously established.
- Self-management of students need to be facilitated via holding or hosting assemblies. More chance of being the opening hosts for the assemblies in will be provided in junior form.
- Lesson plans for Intellectual, Emotional and Practical Dimensions for each Form will be further integrated. (New lessons concerning Sex Education, Emotional Education and Digital Literacy)
- Rearrange the lesson observation scheme.

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

Target	Implementation Strategy	Criteria of Achievement	Evaluation methods	Timeine	Person-in-charge	Resources required	Learning Goals (#1 - #7)	12 priority values and attitudes (**1 - **12)

To create an active learning environment and to foster students' learning confidence	Design and implement engaging learning experiences that promote student autonomy and self-management skills. Building and reinforcing students' confidence in their learning abilities ■ To modify and integrate the content of the curriculum and volunteer service so as to fit the need of students and enhance their interest to join the programme at different stages. ■ To encourage student leading assemblies or student activities	■ Integration of curriculum with different teaching methods and volunteer service for Intellectual, Emotional and Practical Dimensions ■ 80% of participants agree with the effectiveness of the volunteer service. ■ 30% students participate in volunteer service and share their experience in assembly ■ Promote volunteer sharing through 1 assemblies for Form 2 students. 1 assemblies for Form 4-5 students(including sharing of students	■ Evaluate the effectiveness in the Joint Student Affairs Committee meetings ■ Review in the meetings of the Life Education Unit ■ Collect feedback from students who participated in life education lesson and voluntary services.	09/2026-07/2027	■ Unit head ■ Form coordinators ■ Ray ■ TungC ■ heuk	■ LWLG ■ Funding from the Beat Drugs Fund(Healthy School Programme with a Drug Testing Component) ■ Professional support and services from external organization ■ School-based teaching materials ■ Electronic display devices ■ Purchase of related teaching materials	#1 #4 #7	**2 **3 **7 (NSE)
--	---	--	---	------------------------	--	---	-------------------------	--------------------------------------

		who went to volunteer trip to Mainland China) 1-2 assemblies are hold by students to facilitate their self-management. - At least 1 chance of being the opening hosts for the assemblies will be provided for F.1-5 students.						
--	--	---	--	--	--	--	--	--

School Major Concern II: Building a Healthy Campus

Target	Implementation Strategy	Criteria of Achievement	Evaluation methods	Timeine	Person-in-charge	Resources required	Learning Goals (#1 - #7)	12 priority values and altitudes (**1 - **12)
2.1 Creating a	2.1.1 To integrate discipline with	Activities or	Use curriculum evaluation forms to	09/2026-07/2027	Unit head	- LWLG - Professional	#7	**1

Health-Conducive School Environment	counseling, cultivating a culture of care and mutual support	assemblies will be held in different form to facilitate communication and teacher-student Relationships Once the framework of the curriculum is constructed, Form coordinators should modify at least 4 lesson plans with Experiential Learning. (Form 2 & 4)	collect teachers' opinions Review in the meetings of the Life Education Unit		- Form coordinators - Wan Ming, Siu Long	support and services from external organizations - School-based teaching materials - Electronic display devices - Purchase of related teaching materials - School-based Digital Literacy Curriculum		**12
2.2 Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate	2.2.1 Implement career and life planning and help students construct life blueprint	Relevant strategies of life education are set by collaborating with the SLTU and CGU to coordinate	Evaluate the effectiveness in the Joint Student Affairs Committee meetings	09/2026-07/2027	- Unit head - Form coordinators - OiYi	- LWLG - Professional support and services from external organizations	#2 #4 #6	**1 **3 **4 **5 **10 (NS E)

Competence and Self-Efficacy		■ lesson plans across departments ■ Provide assembly platform for CGU to let senior students understand the factors to consider when choosing university subjects(including information of latest development in HK and Mainland China), the importance of work and the skills needed for the future			ng, Wan Ming	■ School-based teaching materials ■ Electronic display devices ■ Purchase of related teaching materials		
	2.2.2 Review and restructure the life education framework; develop healthy mentality and life	■ Christine modify lesson plans for sex education (especially form 4) to fit the needs of	■ Use class management questionnaire to collect students' opinions ■ Use curriculum	09/2026-07/2027	■ Unit head ■ Form coordinator	■ LWLG ■ Funding from the Beat Drugs und(Healthy	#2 #4 #5 #6 #7	**1 **7 *9 **12

	attitudes of our students to promote student happiness ■ To elevate the quality of sex education inate with PE subject ent to promote the of perseverance te the quality of lesson yards emotional n te the quality of lesson d communication among to strengthen class consciousness toward cation lessons	students at different stages. ■ The concept of perseverance, "The Spirit of Sport" and the "Morning Run Scheme" will be promoted in life education lesson /assemblies of (F1-3) and (F4-5) ■ Form coordinators integrate and compile a series of lesson plans for Intellectual, Emotional and Practical Dimensions for each Form. ■ When the framework of the emotional education curriculum is	evaluation forms to collect teachers' opinions ■ Review in the meetings of the Life Education Unit and JCSA ■ Collect feedback from students who participated in voluntary services. ■ Renew the Assessments such as activities evaluations, longitudinal studies, and qualitative evaluations like reflection of students		s ■ Christine, Form coordinator s(sex education) ■ Ching Yuet (promoting perseverance) ■ Christine & Marco(emotional education)	School Programme with a Drug Testing Component) ■ Professional support and services from external organizations ■ School-based teaching materials ■ Electronic display devices ■ Purchase of related teaching materials			
--	--	--	---	--	--	---	--	--	--

		constructed, junior form coordinators collaborate with the SAU(Waishing) to modify at least 1 lesson plans for his/her form.						
		■ Rearrange the lesson observation scheme						
	2.2.3 Cultivate healthy lifestyles and positive perspective of our students toward life's difficulties or negative social trends by encouraging them to cope with resilience by various means, such as afternoon assemblies, life education lessons, weekly assemblies and different activities. ■ Conducting Anti-Drug Awareness Campaigns ■ Promoting Digital	■ Provide anti-drug assemblies in junior form. ■ Provide assemblies/life education lessons about Digital Literacy in both junior and senior forms.	■ Collect feedback from students who participated in anti-drug assemblies.	09/2026-07/2027	■ Unit head ■ Mun Lau ■ Marco (Anti-Drug)	■ LWLG ■ Funding from the Beat Drugs und(Healthy School Programme with a Drug Testing Component) ■ Professional support and services from external organizations	#1 #5 #7	**1 **2 **5 **9

	Literacy					■ School-based teaching materials ■ Electronic display devices ■ Purchase of related teaching materials ■ School-based Digital Literacy Curriculum		
	2.2.4 Review and expand the student volunteers service framework in senior forms to help student pursue good and balanced leisure life ■ To maintain the voluntary work recording system ■ To facilitate F1-3 volunteer service and to showcase the positive effects	■ Relevant strategies of life education are set by the volunteer service team including linking the volunteer service with the curriculum and the collection of the data of voluntary services. ■ 80% of students	■ Use class management questionnaire to collect students' opinions and evaluate the volunteer service framework ■ Use curriculum evaluation forms to collect teachers' opinions ■ Review in the meetings of the Life Education Unit	09/2026-07/2027	■ Unit head Form coordinators ■ Ray Tung Cheuk	■ LWLG ■ Funding from the Beat Drugs und(Healthy School Programme with a Drug Testing Component) ■ Professional support and services from	#4 #6 #7	** 2 ** 5 ** 7 ** 9 (NS E)

	of network construction. ■ To encourage F1-3 classes to cultivate team spirit through engaging in volunteer service ■ To implement school volunteer service recognition mechanism cooperating with the Student Affairs Committee ■ Scheme for developing senior form volunteer leaders will be established. ■ To explore the possibilities of cooperating with different committee group Through volunteer services, by learning to care about the needs of the teams,	are satisfied with the content and arrangement of volunteer service and activities. ■ 30% students participate in volunteer service and share their experience in assembly. ■ The division of labour is established between different units and activities are successfully held. ■ All the units agree with the effectiveness of the activities. ■ To promote volunteer service through 1-2	■ Collect feedback from students who participated in voluntary services.			external organization s ■ School-based teaching materials ■ Electronic display devices ■ Purchase of related teaching materials		
--	--	--	--	--	--	--	--	--

	communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase ■ To modify and integrate the content of the curriculum so as to fit the needs of students at different stages.	assemblies / Life Education lesson for Form 1-3 ■ Emphasize life value in volunteer service to fit the need of junior form students ■ Promote volunteer mini sharing through 1 class teacher period/life education lesson for Form 3-4 students ■ Promote volunteer sharing through 1 assemblies for Form 4-5 students(including sharing of students who went to volunteer trip to Mainland China) ■ Collecting data of						
--	---	---	--	--	--	--	--	--

		holding volunteer activities from different committee group						
--	--	---	--	--	--	--	--	--

Team Members (11)

Miss Choy Ching Yuet, Mr. Chueng Mun Lau, Mr Cheng Tung Cheuk, Mr. Wong Yiu Long(Ray), Miss Lai Oi Ying(Hidy), Mr. Chan Siu Long, Miss Poon Wan Ming, Tony(Math TA), Tanya(Eng TA), Christine, Marco

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)

編碼	七個學習宗旨	7 learning goals	
#1	國民身份認同及世界視野	National Identity and Global Perspective	成為有識見、負責任的公民，認同國民身份，並具備世界視野，持守正確價值觀和態度，珍視中華文化和尊重社會上的多元性
#2	寬廣的知識基礎	Breadth of Knowledge	獲取和建構廣闊而穩固的知識基礎，能夠理解當今影響學生個人、社會、國家及全球日常生活的問題
#3	語文能力	Language Proficiency	掌握兩文三語，有利更好學習和生活
#4	共通能力	Generic Skills	綜合發展和應用共通能力，成為獨立和自主的學習者，以利未來進修和工作
#5	數字素養	Digital Literacy	有效、負責任和合乎道德地運用資訊及數字科技
#6	生涯規劃	Life Planning	了解本身的興趣、性向和能力，因應志向，為未來進修和就業，發展和反思個人目標
#7	健康的生活方式	Healthy Lifestyle	建立健康的生活方式，積極參與體藝活動，並懂得欣賞運動和藝術

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

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

編碼	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
Program Plan of Major Concerns of Student Leadership Training Unit for 2026-27

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

Target	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
1.To develop students to be autonomous and reflective learners via SDL	● Basic leadership training programme ● LIVE programme ● (It can develop students to be autonomous and reflective learners through organizing these activities.)	● At least two activities are held by the students. ● They are eager to reflect and make improvements at every stage of their preparation.	● Committee meeting ● Student Feedback	Whole school year	ALL Member	Staff Support	#2 #4	**2 **10 **3 **5

School Major Concern II: Building a Healthy Campus (建立健康校園)

2.1. Creating a Health-Conducive School Environment (營造健康的校園環境) (JCSA)

Target	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
2.1.1. 落實訓輔合一，營造關愛互助氛圍 To integrate discipline with counseling, cultivating a culture of care and mutual	● In all training, we create two sessions for teachers to have debriefing with students. ● Keep close contact with our LIVE's	● Over 80% of students think the relationship between teachers and students are improving/ get closer after training. ● Hold at least two lunch gatherings with them	● Committee meeting ● Teacher Feedback (Form meeting and meeting in	Whole school year	ALL Member	Staff Support	#4 #7 #6	**1 **5 **9 **12 **2 **3

support	leaders, to give some advice to them when they face difficulties.	throughout the whole year.	the camp) Student Feedback (questionnaire)					
---------	---	----------------------------	---	--	--	--	--	--

2.1.2.加強與家長及社區的聯繫 To foster robust home-school-community partnerships	Meet with S.1 Parents in summer and the parents' night meeting in Oct (about the S.1 training camp)	With 80% of parents attending the meeting, 80% of those in attendance expressed their agreement with the launch of the S.1 training camp.	- Feedback from parents (Questionnaire) - Committee meeting	Whole school year	ALL Member	Staff Support Social Worker Support	#2 #6 #4	**11 **7 **8 **9 **4
--	---	---	--	-------------------	------------	--	----------------	----------------------------------

	● Encourage students who joined LIVE programme to join the activities organized by other organization.	● Promote at least two activities for them to join, and ensure that at least 50% of them participate in one of the activities. (OBRIS)	● Committee meeting	Whole school year	ALL Member	Staff Support Social Worker Support		
--	--	---	---	-------------------	------------	--	--	--

2.2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈，建立成就感及自信心) (JCSA)

Target	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
2.2.1. 貫徹生涯規劃，建構人生藍圖 Implement career and life planning and help students construct life blueprint	● S1 Discipline Training Camp ● Level up! in July ● S4 Commencement Ceremony II	● Help students set a goal and see if the goal is in progress in these activities.	● Committee meeting ● Teacher Feedback (Form meeting and meeting in the camp) ● Student Feedback (questionnaire)	Whole school year	ALL Member	Staff Support	#1 #2 #6 #7	**3 **5 **8
建立良好生活習慣，抗衡不良的社會風氣 To build healthy lifestyles and resist negative social trends	● S1 Strive for Excellence Award Scheme	● 60% of students got improvement at the end of the award scheme.	● Committee meeting ● Teacher Feedback ● Booklet	Whole school year	ALL Member	Staff Support	#6 #7	**2 **4 **8

Team Members

Kwong Siu Man(Chairperson)

Wong Wing Chi

Chan Hon Yin

Ho Yu Pang

Cheng Tung Cheuk

Law Sin Ting

Yim Tsz Yan (Social worker)

Ma Pui Ming (Social worker)

Wong Chun Ho

Appendix 1 – Learning Goals, NSE and 12 priority values and attitudes

- Schools should specify the following major education concerns:
 - 7 learning goals (七個學習宗旨) (#1 - #7)



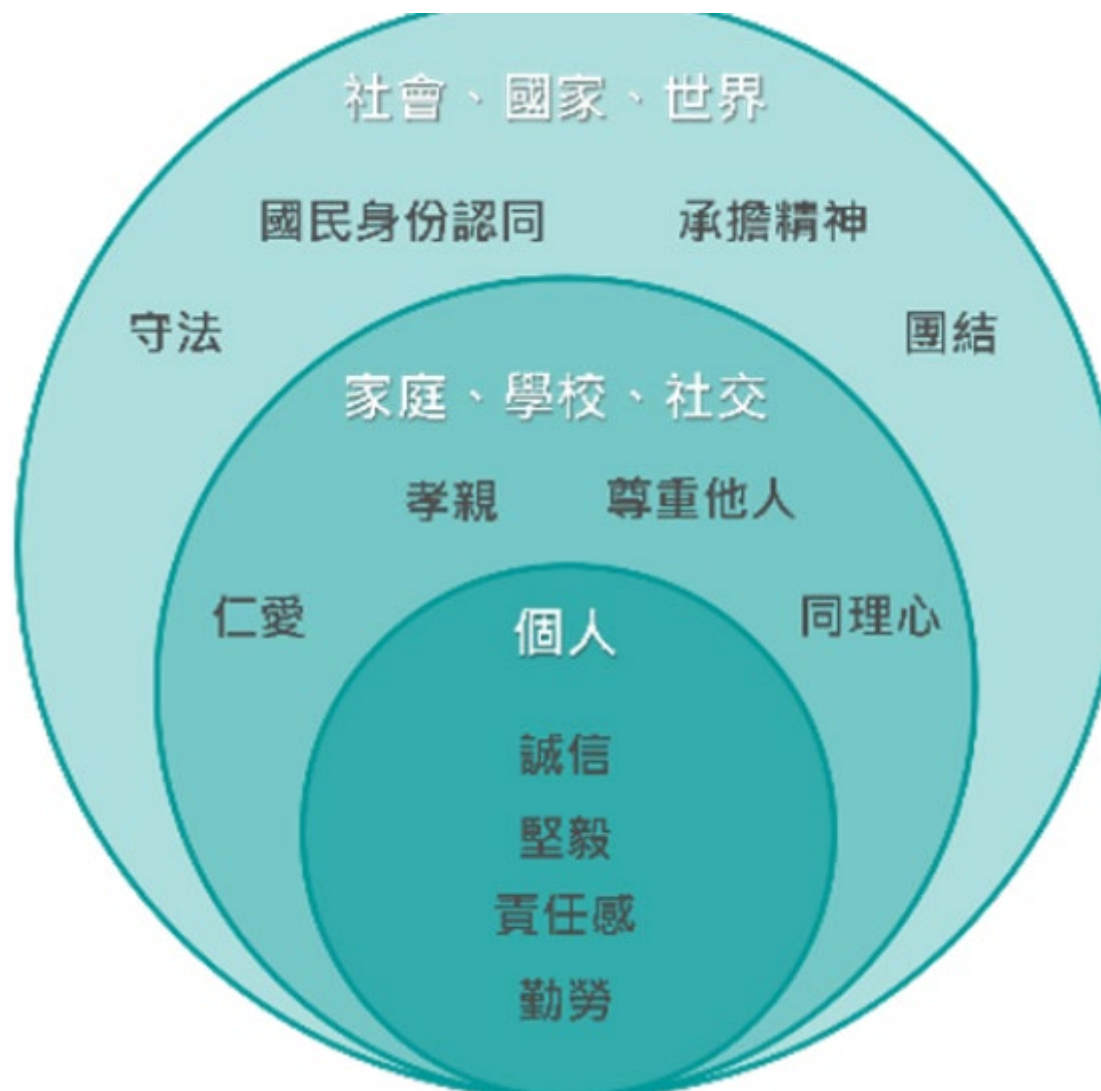
中學教育的七個學習宗旨 7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital 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 attitudes (價值觀教育) (**1 - **12)

十二種首要價值觀		12 priority values & attitudes
**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
Program Plan of Major Concerns of Careers Guidance Unit for 2026-27

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

Briefly list the feedback and follow-up actions from the previous school year:

- The students enjoyed taking part in working reality activities and developed soft skills

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
1. To develop students to be autonomous and reflective learners via SDL	To organize working reality workshops for students to learn teamwork and autonomously run a small business, while creating happy memories.	03/27-07/27	● Over 15 student groups operated their own small businesses. ● Students were recognized for their efforts, teamwork, autonomous and creativity. ● Students can learn soft skills such as teamwork.	Debriefing by teachers + Feedback from students (Microsoft form)	KKY TKT LOY YYC PWM CTA	Staff Support	#2 #4 #6	**2 **5 **8 **10 **12

School Major Concern II: Building a Healthy Campus (建立健康校園)

Briefly list the feedback and follow-up actions from the previous school year:

- Regarding overall S5 to S6 transition counselling, due to staff changes among class teachers and counselling personnel, half of the students could not continue to receive follow-up support from their original counsellors. We will arrange the same counsellors to continue supporting these students in the upcoming academic year as far as possible.
- The Secondary 2 volunteer programme received positive feedback. However, the security guards barred volunteers from going upstairs to visit elderly participants during an elderly home visit. Administrative arrangements will be revised for next year to prevent recurrence.
- For Secondary 2 volunteering initiatives, we may explore volunteer opportunities with the Hong Chi Association at Cheung Lung Wai. In addition, volunteer training sessions will no longer be held after school; instead, they will be rescheduled to lunch breaks and Life Education lessons.
- Aligning with AI development, the team will leverage artificial intelligence to streamline operations next year, including S5 career counselling and information dissemination.

2.1. Creating a Health-Conducive School Environment (營造健康的校園環境) (JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
2.1.1. To integrate discipline with counseling, cultivate a culture of care and mutual support (落實訓輔合一，營造關愛互助氛圍) (透過建立關愛校園，加強師生間的連繫與關懷，增加學生對學校的歸屬感，讓學生在感到挫敗、失落、無助和困惑時，樂於向同學和師長傾訴和尋求協助。)	To further implement S.3 Group/individual Counseling	11/26-05/27	● 50 S.3 students received individual counseling ● Students could reflect on their subject selection choices. ● Teachers expressed care and support for the students.	Worksheets and feedback from S.3 class teachers	PWM KY	Staff Support	#2 #5 #6	**1 **3 **5 **10
	To further implement S.5 Individual Counseling ** AI supports subject selections	9/26-05/27	● All S.5 students received individual counseling ● Students were able to select 10 suitable JUPAS choices. (AI reports supported) ● Teachers expressed care and support for the students.	Counselling reports/memos from teachers	KKY LOY KY YYC TKT	School Fund Staff Support	#2 #5 #6	**1 **3 **5 **10
	To further implement S.6 Group Counseling	9/26-06/27	● All S.6 students received individual counseling ● Students were able to select 20 suitable JUPAS choices	Counselling reports/memos from teachers	TKT All members	Staff Support	#2 #5 #6	**1 **3 **5 **10

	** AI supports subject selections ** arrange the same counsellors to continue supporting these students in the upcoming academic year as far as possible		and prepare a contingency plan for further studies ● Teachers expressed care and support for the students. ● More students (~70%) will be followed by same counsellor in S5.					
2.1.2. To foster robust home-school-community partnerships (加強與家長及社區的聯繫)	To organize S3 & S6 Parent Talks & S5 Parent Night	10/26-7/27	● At least 50 parents joined each talk. ● Parents could stay updated on the latest higher education trends in Hong Kong, Mainland China, and Taiwan. ● Parents could learn how to assist their children in choosing subjects, addressing their emotional needs, and supporting their decisions.	Feedback from parents (Questionnaire via Microsoft Forms)	S3: PWM S5: <u>LOY</u> + TKT + KKY S6: TKT+MNS	Staff Support Social Worker Support	N.A.	N.A.

2.2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈，建立成就感及自信心)
(JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
2.2.1. To implement comprehensive career-life planning and guide students in building personalized life blueprints (貫徹生涯規劃，建構人生藍圖)	To implement Career Life Planning lessons for S1-S6 students to help them create a life blueprint.	9/26-05/27	- Junior students: can understand the importance of career planning, recognize their career aptitude, and consider various factors when selecting subjects. - Senior students: could understand the factors to consider when choosing university subjects(including information of latest development in HK and Mainland China...), the importance of work and the skills needed for the future	Feedback from class teachers after the lessons, student works	S1: KY S2: YYC S3: PWM S4: LOY S5: KKY S6: TKT	Staff Support NGOs Support	#2 #4 #5 #6	**1 **3 **5 **10 ** NSE
	To organize a bridging program for S3-4 students to help them understand the importance of life planning.	8/26	Students can understand and begin planning for their senior school life.	Debriefing by class teachers + Feedback from class teacher	KKY YYC LOY	Staff Support	#2 #4 #5 #6	**1 **3 **5 **10
	To understand local career and higher education developments for future planning.	9/26-05/27	1-2 university visit(s) organized	Feedback from participants involved (Microsoft form) + reflection/sharing from selected participants	YYC + CTA	Staff Support Alumni	#2 #6	**3
			4-5 careers/degree programme sharing sessions organized during post-exam period		LOY + PWM		#2 #6	**3
			1-2 workplace visit(s) organized		YYC		#2 #6	**3

	To organize information talks about studying abroad to help students become familiar with the details.	Post Exam period	All S4 students received the information of multi-pathways in studying overseas.	Teacher observation	YYC + CTA	Staff Support	#2 #6	**3
	To enhance students' ability to explore different study opportunities	9/26-07/27	10 students got offers from overseas/ Taiwan /Mainland universities 50 students applied for non-JUPAS courses	Questionnaire statistics (Microsoft form)	Taiwan: MNS + PWM Mainland: MNS + PWM Non-JUPAS: LOY	Staff Support	#2 #6	**1 **3
	To organize an S6 JUPAS Result Release Guidance Day to help students adjust their plans	5/27	All S6 students understand the strategies for modifying their study plan and JUPAS choices.	Students' work (preparation of subject selection plan)	TKT YYC	Staff Support	#2 #5 #6	**1 **3
	To organize S2 voluntary services for all S2 classes - Administrative arrangements will be revised - Volunteer training sessions will be rescheduled to lunch breaks and Life Education lessons.	11/26-05/27	- At least 15 students from each class took part in the program, where they learned about the significance of volunteering and the value of gratitude. - Administrative arrangements become smoother.	Questionnaire statistics (Microsoft form)	LOY YYC KKY PWM TKT CTA	Staff Support LEU members TAs	#4 #6	**1 **2 **3 **5 **7 **9 **10 **11
2.2.2. To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections	To explore Career-related Experience for Students including those with specific learning difficulties	9/26-07/27	- Organized one career-related course/ activity 20 students joined the course.	Questionnaire statistics (Microsoft form)	LOY KY PWM CTA	Staff Support	#2 #4 #6	**3 **10
	Partner with external organizations to develop students' entrepreneurial spirit and offer internship	01/27-08/27	Over 50% of students understand the concept of running a business and develop a positive work attitude.	Reports from Cocoon and feedback from S.4 students	YYC LOY TKT	Cocoon Staff Support	#2 #4 #6	**3 **5 **10

(生活平衡、自我認識、建立人際網絡 *透過活動幫助學生發展興趣和強項，營造愉快校園。 *透過學生活動增強自我認識和自信。 *透過義工服務關心社會，學會感恩。)	opportunities that enhance their employability and self-efficacy through peer learning.		● 15 students participated in follow-up activities independently. ● 2 to 5 students took part in the summer internship.					
	To organize working reality workshops for students to learn teamwork and run a small business, while creating happy memories.	03/27-07/27	● Over 15 student groups operated their own small businesses. ● Students were recognized for their efforts and creativity. ● Students can learn soft skills such as teamwork. ● Students enjoyed the entire activity.	Debriefing by teachers + Feedback from students (Microsoft form)	KKY TKT LOY YYC PWM CTA	Staff Support	#2 #4 #6	**2 **5 **8 **10 **12

Team Members (8)

Mr. Tang Kin Tung, Mr. Man Nung Shing, Mr. Kwok Yu, Miss Poon Wan Ming, Miss Kwan Ka Ying, Miss Lai Oi Ying, Miss Yu Yuet Chi, CTA

Appendix 1 – Learning Goals, NSE and 12 priority values and attitudes

- Schools should specify the following major education concerns:

■ 7 learning goals (七個學習宗旨) (#1 - #7)

中學教育的七個學習宗旨 7 Learning Goals of Secondary Education

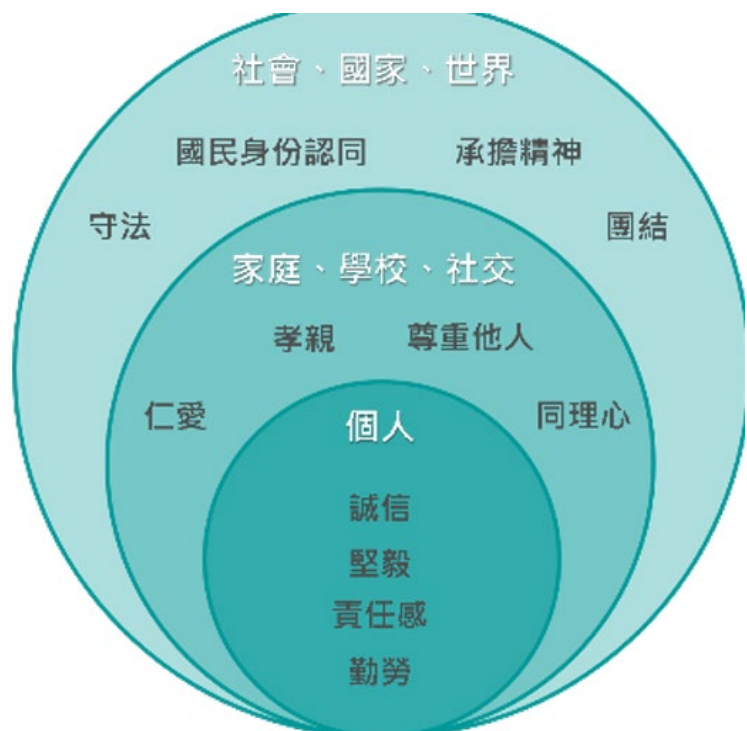
Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle



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

■ 12 priority values and attitudes (價值觀教育) (**1 - **12)

十二種首要價值觀		12 priority values & attitudes
**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 (2026/27)

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

Reviews and suggestions from 2025/26:

Administrative & Technological Efficiency

The school continues to operate smoothly at the managerial level, ensuring highly effective day-to-day administration.

- **Systematic IT Upgrades:** The schedule for modernizing computer and IT facilities has become increasingly structured, reflecting a firm commitment to upgrading the campus technological infrastructure.

Academic Enrichment & Self-Directed Learning

The Academic Development Committee (ADC) remains dedicated to broadening students' horizons through experiential learning opportunities.

- **External Exchange Programs:** The ADC actively encourages participation in external study tours, allowing a greater number of students to benefit from valuable cultural and academic exchanges.
- **Fostering Autonomy:** By supporting various departments in organizing subject-based trips, the committee effectively utilizes these tours as practical tools to cultivate **Self-Directed Learning (SDL)** among students.

Primary School Outreach & Community Service

Enhancing promotional efforts targeted at primary schools stands as a core priority for our unit.

- **The STEM Initiative:** Our highly successful STEM program—which gives primary school students a firsthand glimpse into secondary school life—will continue into the upcoming academic year.
- Dual Benefits:** This initiative not only deepens prospective students' understanding of secondary education but also provides **TKPSS students** with meaningful opportunities to engage in community service and leadership.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	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.	Reviewed by ADC.	Ka Lun Chun Cheung Man Nung Shing	School funds	#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.	Reviewed by ADC.	Chun Cheung (School - to be confirmed)	School funds	#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.	Reviewed by ADC.	Nung Shing	School funds Outside Resources	#1, #2, #4, #6 **4
4. To optimize facilities and IT resources to enhance teaching and administrative works	Whole year 2-3 years	4.1 Computer equipment and network system in school are in good state. 4.2 Support CGU to refine Student Learning Portfolio will be issued to students. (New SLP data system will be designed and implemented) .	4.1 Reviewed by ADC and IT Unit 4.2 Reviewed by ADC, IT Unit and CGU Unit	Tsz Fung	School funds	#2, #5

Major Concern (II): To enhance the effectiveness of learning & teaching in pursue of learning excellence at the School Administration Level

Reviews and suggestions from 2025/26

The IT team will continue expanding **AI integration** and its diverse applications to enrich the teaching and learning experience.

- **Inter-Departmental Collaboration:** To advance this vision, the Academic Development Committee (ADC) will partner closely with the IT Unit.
- **Resource Provision:** This collaboration will equip staff with cutting-edge e-learning tools, modernized facilities, and comprehensive technical support, ensuring the seamless execution of **Self-Directed Learning (SDL)**.

The ADC remains dedicated to upgrading the school's overall learning atmosphere to better foster an environment conducive to SDL.

- **Celebrating Success:** Highlighting and showcasing student achievements serves a dual purpose: it celebrates individual milestones and inspires the wider student body to set and pursue ambitious goals.

Targeted Student Support

- **Lunchtime Initiatives:** The introduction of a **lunchtime invigilation student support team** has proven highly valuable. This program creates dedicated opportunities for teachers to assess student performance and deliver targeted, timely interventions.

Administrative Digitization & Sustainability

- The school's ongoing shift toward electronic administrative workflows has significantly boosted operational efficiency while reducing manual workloads.

Looking Ahead: The successful practices established this year must be sustained. They provide the solid, long-term infrastructure necessary for various academic subjects to successfully drive their respective SDL initiatives forward.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	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.	1.1 Reviewed by ADC 1.2 Feedback from students and teachers	Ka Kit	-	#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.	Reviewed by ADC	Jeffery	Book coupons for encouragement	#4 **10
3. To provide IT Support and facilities to enhance SDL with special reference to the training of using internet	Whole year	At least one new training session is organized for all teachers.	3.1 Feedback from teachers by survey	Tsz Fung	School funds	#4, #5, #7 **1, **10

resources and apps (e.g. Zoom, Microsoft Teams)						
4. To increase students' learning motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.	Whole year	4.1 At least one more reward or scholarship is introduced to encourage students' learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.	Reviewed by ADC.	Nung Shing Chun Yeung	School funds Outside Resources	#4 **1, **10
5. Leveraging Technology for Enhanced Learning and teaching	2-3 years	5.1 Optimize our Bring Your Own Device (BYOD) policy to implement effective e-learning strategies. We'll enrich our SharePoint with a wealth of graded learning materials and utilize e-learning tools to boost student engagement and autonomy. 5.2 Equipping teachers with Diverse Teaching Strategies, e.g. CCL skills, eLearning skills	5.1 Reviewed by ADC 5.2 Feedback from teacher by survey	Tsz Fung	School funds	#2, #4, #5 **1, **8, **10

Major Concern (III): Building a Healthy Campus (建立健康校園)

Reviews and suggestions from 2025/26

- 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.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals# 12 Priority values and altitudes**
1. Advocating for Healthy Lifestyle Choices: Educate students on the importance of healthy eating habits and a balanced diet.	Whole year	1.1 Provide fruit two times a week for students who order lunch via lunch box provider 1.2 Selling fruits and more healthy food and snacks in tuck shop 1.3 Provide healthy eating habits booth or exhibition once in each school team.	1.1 Reviewed by ADC 1.2 Feedback from students	Chun Cheung, Pending	School funds	#7 **7
2. Provide vaccination programmes co-operated with Department of Health	Whole year	2.1 Provide and organize different vaccination programmes for students to strengthen their immune system	2.1 Reviewed by ADC 2.2 Feedback from students	Ka Lun	CFEG	#7 **7
3. Introducing the "Animal in School" program : By allowing students to interact with animals, we can improve their mood and help them learn the value of cherishing life.	2-3 years	3.1 Build a permanent and well-facilitated cat house in school. 3.2 Set up a 'cat caring' team, then, to provide various training and sharing sessions to introduce skill in taking care of cats entirely. 3.3 Students pressure and inter-personal skill can be improved.	3.1 Reviewed by ADC 3.2 Feedback from students	Kalun Tsz Fung	CFEG	#2, #4 **2, **3, **5, **7, **10

4. Beautify the campus and let students enjoy the beautiful environment: To relief student pressure	1-2 years	4.1 To renovate and to beautify some area in school, such as Laying artificial turf in school gardens	4.1 Reviewed by ADC 4.2 Feedback from students	Kalun Chung Cheung		#7, **2, **7
5. To renew classroom environment with teacher desk and book cabinet	2-3 years	5.1 All home rooms have been equipped with new teacher desks and book cabinet	5.1 Reviewed by ADC 5.2 Feedback from students	Ka Lun	MR CFEG	#4, #7 **7
6. Continue to hold a 'Candle light Project'	Whole years	6.1 Invite F.4 students to participate and join 2 trips to China to visit Dr Tin former residence and visit the local students	6.1 Reviewed by ADC 6.2 Feedback from students	Ka Lun Tsz Hang	EOEBG	#1, #3, #4, #6 **2, **3, **4, **5, **7, **9

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)

12 Priority Values and Attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

中學教育的七個學習宗旨 7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

Tin Ka Ping Secondary School
Program Plan (2026-2027): IT Unit

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep good maintenance of the school IT premises and facilities / equipment	Whole year	The follow-up procedure should be improved	Meeting minutes	Lok-yan
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.	Meeting minutes	Lok-yan, TSS
3. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	Lok-yan, TSS
4. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	Lok-yan, TSS
5. Support HKDSE registration and PCESS operation	Whole year	Smooth implementation	Meeting minutes	Tsz-fung, Yat-ming, TSS
6. BYOD devices management	Whole year	Smooth implementation	Meeting minutes	Tsz-fung, Yat-ming, TSS

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

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
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.	Meeting minutes	Lok-yan
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Feedback from colleagues	TSS, Man-luk
3. Maintain an effective and convenient method for colleagues to reserve IT equipment.	Whole year	Colleagues satisfy with the new reservation system	Feedback from colleagues	Lok-yan

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

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Supporting the SRMS system Provide support for newly developed SRMS program.	Whole year	Smooth implementation	Feedback from colleagues	Tsz-fung
2. Update the SDL Room equipment and tailor-made program	Whole year	Smooth implementation	Meeting minutes	TSS
3. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	Wai-yau
4. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung, Tsz-shan
5. Update the Staff Library System	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung
6. Update the Learning & Teaching Questionnaire System	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung

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

Major Concern (IV): Leveraging Technology for Enhanced Learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain the e-learning equipment in proper conditions and ready for effective operations.	Whole year	Monthly report be prepared for monitoring.	Reports signed by Chairperson after checking	Man-luk
2. Support colleagues to use e-learning equipment in lessons to implement effective e-learning strategies.	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-fung
3. Support colleagues to search and test the applications and tools which are suitable for lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-fung, TSS
4. Encourage and support colleagues to use Goodnotes Classroom for instant note-taking interactions.	Whole year	At least five administrative tasks can be processed using the Cloud service.	Feedback from supported committees	Tsz-fung, TSS
5. Support colleagues to use AI tools in L&T	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-fung

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

Team Members

Kwok Tsz-fung (Head), Tong Wai-yau,
TSS, Wong Lok-yan Michael,

Chau Tsz-shan Ariel,
Chan Man-luk

Suen Yat-ming,

Remarks:

7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital 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 Attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

田家炳中學
中華文化推廣組周年計劃書(2026-2027)

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。

簡介上學年的回饋與跟進：

- **激發內在動機（中文科）**：優化「語文能力尋寶圖」任務的多樣性，加入「自主性活動」如看一部歷史紀錄片、參觀一個本地文化展演及訪問長輩一項傳統習俗，增加活動的趣味，望能提升學生在中華文化追求上的內在動力。
- **活化歷史選舉（中史科）**：落實後續公佈機制，將校內投票結果與國史教育中心結果進行對比分析，並在早會或壁報上作專題展示。
- **深化體驗深度（聯課活動 & 講座）**：聯課活動期間，在使用素材包時，加入 5-10 分鐘的歷史背景或美學原理講解，並增設簡短的體驗後反思回饋。此外，專題演講後，可於圖書館舉辦小型書展，為學生提供延伸學習指引。

工作 / 措施	時間表	成功準則	評估方法	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。	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	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
2. 聯課活動 (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。	全年	(1) 全年舉行不少於兩次 組內文化體驗活動 (2) 全年舉行不少於兩次 全校文化體驗活動	(1) ※參與學生回饋 ※負責老師回饋 (2) ※參與學生回饋 ※負責老師回饋	利用不同的體驗活 動，讓學生有機會 透過有趣的方式認 識中華文化知識， 親身體會中華文化 中寶貴的價值，並	**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 #4 共通能力	組長及 組員

(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。			※ 50%全校學生曾參與文化體驗活動	明白愛護及承傳中華文化是國民應有的責任。			
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，加入觀賞文化活動，增加學生的接觸面及讓學生更投入活動	6 月	(1) 觀賞活動時間不少於 1 小時，並換上另一主題。 (2) 分享會環節不少於 30 分鐘	(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%	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。

簡介上學年的回饋與跟進：

- 於「小學升中資訊日」，設中華文化展室，展示學生的研習成果。

工作 / 措施	時間表	成功準則	評估方法	國安教育元素	價值觀教育	七個學習宗旨	負責同工
1. 於「小學升中資訊日」增設中華文化展室	12 月	能向公眾展示不少於 5 份研習報告	※當值老師回饋	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

2. 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	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
---------------------------	-----	--	-------------------------------	---	------------	--	----

工作重點(3)：興建「中華文化室」

工作 / 措施	時間表	成功準則	評估方法	國安教育元素	價值觀教育	七個學習宗旨	負責同工
增設中華文化室	全年	❖ 完成計劃書，確定撥款。 ❖ 完成文化室設計 ❖ 確定工程承辦商	※確定撥款 ※工程文件 ※負責老師報告	透過增加校園內的中華文化元素，讓學生感受中華文化之美。	**4 國民身份認同	#1 國民及全球公民身份認同	組長及組員

Tin Ka Ping Secondary School
Staff Professional Development Committee
Implementation Plan (2026-27)

Major Concern 1: To enhance the effectiveness of learning & teaching in pursue of learning excellence via SDL and CCL

Tasks / Actions	Time period	Success Criteria	Methods of Evaluation	Staff in charge
- To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL, especially on ■ training students' study routines and habits via instructional/curriculum/ assessment design ■ e-learning, with special emphasis on AI, in aiding preparation of lessons and provision of feedback (#2, #3, #4, #5, **1, **3, **5, **10)	Sept 2026 – July 2027	Seminars/ workshops/ experience sharing sessions are conducted on SD Day and experience sharing sessions, and are positively evaluated.	- SD Day questionnaire - Evaluation in Committee meetings	CWT, YTM
To aid subjects/committee in deriving practical ways in conducting SDL (including utilizing CCL), with focus on study skills and habit building, “feedback”, “seeking help from peers” and “helping students to monitor and evaluate their own learning” (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **11)	Sept 2026 – July 2027	- Teachers should be able to show that they can utilize at least one way to train students in SDL. - Training on SDL focusing on equipping teachers to train students' study skills and habits - Practical ways are suggested and evaluated in subject meetings/ common free period in terms of learning effectiveness with evidences supported. - The list of SDL materials is review and modified in each subject.	- Feedback/ minutes from subjects/committees - Report and evaluation in Committee meetings	CWT, YTM

To equip teachers in using AI in teaching and assessment (#2, #3, #4, #5, **1, **3, **5, **8, **10)	Sept 2026 – July 2027	Sharing on how AI could be use in teaching and assessment is conducted and positively evaluated.	Evaluation in Committee meetings	CWT, YTM
To provide subject-based training and support to teachers in applying SDL/CCL through	Sept 2026 – July 2027			
(a) supporting subject teachers in their co-lesson preparation with subject teachers		- Co-lesson preparations are carried out in F.1-2 common free periods of different subjects and are positively evaluated. - Ideas and experience sharing in enhancing and developing students' self-learning habits are continued to share and promote in common free periods.	- Discussion in Committee meeting - Feedback from teachers in common free periods - Discussion in Committee meetings - Discussion in subject meetings	CWT, YTM
(b) supporting subjects in developing systematic SDL strategies, including AI in education		- systematic strategies on training students on - self-study habits - self-study methods - self-study attitude/ motivation in different forms are derived in subjects, preferably with AI utilization.	Minutes in subject meetings	
(c) strengthening SDL/CCL utilization by lesson observation and post-lesson discussion		- Lesson observations and post-lesson discussions are held. - Trainings and support provided to teachers are considered to be useful.	- Feedback from teachers during post-lesson discussions - Questionnaire on training and supports	
(d) providing SDL/CCL lesson preparation sessions on SD Day (#2, #3, #4, #5, **1, **3, **5, **7,		- Sessions for CCL/SDL lesson preparation are held on SD Day. - The sessions are positively evaluated by teachers with special	- Questionnaire on SD Day - Evaluation in Committee meetings	

**9, **10, **11)		reference to the focus SDL elements.		
To provide support SDL/CCL via resources provision (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **11)	Sept 2026 – July 2027	- Time in SD days is spared for CCL/ SDL materials preparation. - Reference books are purchased - Teachers positively indicate that resource supports are enough for carrying out CCL/ SDL	- Feedback from teachers in common free period - SD Day questionnaire - Evaluation in Committee meetings	CWT, LST

Major Concern 2: Provide training and support to teachers on building a health campus

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
Provide training and promote professional development of teachers in promoting and taking care of students' mental health (#7, **1, **3, **7, **9, **10, **11)	Sept 2026 – July 2027	- Relevant training is launched on SD Day. - Relevant professional development programs are promoted.	- SD Day questionnaire - Evaluation in Committee meetings	CWT, CSL, NCY
- To provide support teachers in promoting and taking care of students' mental health via resources provision (#7, **1, **3, **5, **7, **10, **11)	Sept 2026 – July 2027	- Reference books are purchased - Teachers positively indicate that resource supports are enough for their self-learning on promoting students' mental health	- Feedback from teachers in common free period - SD Day questionnaire - Evaluation in Committee meetings	CWT, LST

Major Concern 3: Foster the sustainable development of school culture

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
● Optimizing the mentoring system	Sept 2026 – July 2027	● The mentoring system is reviewed and is modified if necessary.	● Discussion in Committee meetings ● Formal and informal opinion collection	● All members
● Provide opportunities for sharing of values/ rationales of existing practices (**1-12)	Sept 2026 – July 2027	● Sharing of values/ rationales of existing practices are done in SD Day and in different meetings.	● Discussion in Committee meetings ● Formal and informal opinion collection	● All members

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**中學教育的七個學習宗旨 7 Learning Goals of Secondary Education**

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 priority values and attitudes**12 Priority Values and Attitudes**

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

Tin Ka Ping Secondary School
Annual School Plan 2026-2027
English Campus Promotion Unit

Major Concern (1) : To create an English-rich environment that further enhances the effectiveness of teaching and learning

Briefly list the feedback and follow-up actions from the previous school year:

- **Feedback:** English Weeks activities, English announcements, bulletin board monitoring, and cross-curricular activities were successfully achieved. Training for active English users and ambassadors was largely successful, though participation in external competitions was not achieved due to a lack of suitable activities this year. The Christmas Celebration was later suspended and scaled down due to the Tai Po Fire.
- **Follow-up actions:** Continue English Weeks activities, but adjust their scale to English Days is suggested. Fine-tune the arrangement of the final round of the Spellathon. Scale down the video show to a weekly promotion and replace the student podcast with RTHK common room interviews. Continue the Christmas celebration on a minimal scale. Introduce more cooperation and new cross-curricular or cross-unit activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	7 Learning Goals	12 Priority Values
1. To launch a series of activities during English Weeks to promote an English-rich and active learning environment.								
All students	1.1 To carry on and modify the form-based competitions during <i>English Weeks</i> ▪ F.1 & F.2 Drama Competition; ▪ F.2 & F.3 Cosplay Competition; ▪ F.3 Debate Competition	At least one-third of junior form students take part in each activity, as performers or audiences.	Attendance record provided by English Society (or TEAMS form data) and reported in unit meetings	Whole school term	Jane Tsang, Vivian Lam, David Chan	Drama and Cosplay props	#1 #2 #3 #4 #5 #7	**1 **3 **5 **6 **7 **9 **11
	1.2 To organize <i>TKPSS Has Got Talent</i> – ▪ Scrabble Competition (1st term) ▪ F.1 & F.3 Spellathon (2nd term)	At least one-third of junior form students take part in each activity, as contestants or audiences. Contestants/Students give positive feedback on the events.	Attendance record provided by the English Society, and feedback from teachers and students	Whole school term	Billy Ko & Rice Yu	Scrabble broad games		
	1.3 To broadcast the English Week Promotion videos on TVs on campus (one video/per English week)	Students give positive feedback.	Feedback from teachers and students	Whole school term	Vivian Lam	NA		
	1.4 To organize Animals Fun Day and F.2 In-class Animals Presentation, funded by SDL Fund	At least one-third of junior form students take part in the activity. Students give positive feedback on the events via the TEAMS questionnaire.	Attendance record provided by English Society (or TEAMS form data) and reported in unit meetings.	Nov 2026 (Eng Week 3)	Jane Tsang	SDL Worksheets		

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	7 Learning Goals	12 Priority Values
All students	2. To train students to be active English users and English Ambassadors. - Emcees/hosts in activities and activity promotion in assemblies - Intercultural Day Student Helpers - Wing Chun Reading Buddies - Christmas Celebration Booths - Join competitions / external activities	Students participating in different events share their fruitful experiences.	Attendance record submitted by English teachers and reported in committee meetings.	Whole school term	Clarence Law & English Ambassadors	NA	#2 #3 #4 #5	**1 **3 **5 **9 **11
	3. To make English announcements and wise sayings during recesses and assemblies.	English Ambassadors and elite students are selected as announcers to serve as role models.	Comments from teachers/students are reported in committee meetings.		English TA			
	4. To ensure that the posted materials on bulletin boards are in English.	All internal posting materials created by both students and teachers on bulletin boards are written in English.	Checking the boards once a term.		Jane Tsang & Wendy Lau			
	5. To promote the use of English through cross-curricular activities.	At least one cross-curricular activity is carried out.	Students and teachers indicate their opinions.		Rice Yu & Jane Tsang			

Major Concern (2) : To foster a reading atmosphere and develop students' reading habits**Briefly list the feedback and follow-up actions from the previous school year:**

- **Feedback:** Training reading buddies with SKH Wing Chun Primary School was successfully achieved. Building a team of Bookworms was achieved, but the number of active or interested participants is decreasing. Sending students to join The Hong Kong International Literary Festival 2026 was not achieved.
- **Follow-up actions:** Continue training reading buddies and ensure students receive more pre-training before the activity. Continue efforts to build the Bookworms team. Do not recommend attending the Literary Festival next year, as there are no free talks or workshops, and the fee exceeds the budget.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	7 Learning Goals	12 Priority Values
All students	1. To organize F.1 & F.2 Book Cover Challenge and Audio Book Challenge	At least one-third of F.1 & F.2 students take part in each voting activity and report in unit meetings	Voting percentage and report on committee meetings	1 st Term: Oct-Nov 2 nd Term: Feb-Mar	Vivian Lam & Jane Tsang	NA	#2 #3 #4 #5	**1 **2 **3 **5 **11
	2. To build a team of Bookworms	Around 10 F.1 students are recruited. Three meetings are arranged.	Report on committee meetings.	Whole year	Clarence Law & Mr. Chung	New English books and refreshment	#2 #3	**1 **6 **7 **9
	3. To organize at least two times of book road show or book sharing in the library/covered playground during English Days, and at least cooperate with one cross-curricular/subject.	At least 20 students attend each sharing session and borrow books.	Book borrowing records and feedback from participants and teachers.	1 st Term: Leanne 2 nd Term: Rice	<u>Leanne Chan,</u> Rice Yu & Jane Tsang	Boards	#2 #3 #4 #7	**1 **2 **3 **4 **9
	4. To train reading buddies, tied to SKH Wing Chun Primary School, and buddies of our own students.	Around 20 students are recruited as ambassadors to provide positive feedback on the activity.	Feedback from meetings with SKHWC and our teachers was reported in committee meetings.	2 nd Term	<u>Program TIC:</u> <u>Vivian Kwan,</u> Admin TIC: Clarence Law & English Ambassadors	Teaching materials, iPads, refreshment	#2 #3 #4	**2 **3 **5 **9

Major Concern (3) : To widen students' horizons and foster students' confidence in speaking and using English**Briefly list the feedback and follow-up actions from the previous school year:**

- **Feedback:** Sending students to external activities was only partly achieved. Holding an intercultural activity (ICE), organizing a study tour to England, and hosting an Intercultural Day assembly were all successfully carried out. The Radio Show Competition could not be entered due to a scheduling conflict with other school activities.
- **Follow-up actions:** Explore additional external activities to broaden exposure, especially since the school did not attend the recent Common Room interview. Continue cooperation with ICE as it has proven to be a reliable organization. Continue organizing the study tour and the Intercultural Day assembly.

3. To send students to take part in different activities so as to broaden their exposure and enhance their multicultural awareness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required	7 Learning Goals	12 Priority Values
All students	1. To organize a study tour to England	A two-week tour is held to help students gain an immersive English learning experience in England/Australia. Students give positive feedback on the tour.	Students' feedback forms and the reports from escort teachers are both presented in meetings.	Jul-Aug 2027	David Chan & Jane Tsang Advisor: Wendy Lau	NA	#1 #2 #3 #4 #5 #7	**1 **2 **3 **8 **9
	2. To organize an assembly on Intercultural Day.	An assembly was requested from the Life Education Unit, and the audience appreciated the assembly.	Feedback from teachers and students is reported in committee meetings.	2 nd Term	David Chan & Clarence Law	Lunchboxes, invitation letters	#1 #2 #3 #4	**2
	3. To organize the 'Intercultural Fair' by ICE in the post-exam period for F.3 students.	An activity session is requested from the CCAU, and 90% of F.3 students participate in various activities.	Students' feedback forms and the reports from escort teachers are both presented in meetings.	2 nd Term	Jane Tsang	NA	#2 #3 #4	**2 **3 **4 **5
	4. <i>To send English Ambassadors to join the Common Room interview (RTHK).</i>	Around 3-5 English Ambassadors are invited to attend this activity.	Students and teachers indicate their opinions.	Pending	<u>Joyce Lo</u>	NA	#2 #3	**2 **3 **5
	5. <i>To attend the English Radio Drama Competition (SCOLAR)</i>	A team of Drama Club students attends this competition.	Students and teachers indicate their opinions.	Pending	<u>Vivian Lam</u>	NA	#3 #4 #5	**3 **5
	6. <i>To attend/organize a Chinese-English Bilingual Pop Song Lyrics Workshop Series and Translation Competition (SCOLAR)</i>	A team of students recommended by the Chinese Literature and English Department attends this activity.	Students and teachers indicate their opinions.	Pending	Jane Tsang & <u>Wing Yee (Chin Lit)</u>	NA	#3 #4 #5	**3 **5
	7. <i>To attend 'The 23rd Bilingual & Trilingualism Composition and Speech Competition (SCOLAR)</i>	Two elite students will be nominated to attend this competition, and the Chinese, English, and Putonghua departments will provide training support.	Students and teachers indicate their opinions.	Pending	Chin: <u>Wan Ming</u> Eng: Clarence PTH: <u>Pearl</u>	NA	#3 #4 #5	**3 **5

- **Team Members:** Mr. David Chan, Mr. Clarence Law, Mr. Billy Ko, Ms. Vivian Lam, Mr. Rice Yu, Ms. Wendy Lau, & Ms. Jane Tsang

- **Seven Learning Goals of Secondary Education**

#1: National and Global Perspective	#2: Breadth of Knowledge	#3: Language Proficiency	#4: Generic Skills
#5: Digital 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: Unity	**12: Filial Piety

田家炳中學
中國語文科
周年計劃書(2026-2027)

附件 10

工作／措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
工作重點(1)：深化學生自學能力，提升閱讀質量 簡介上學年的回饋與跟進： - 回饋：目前的自學措施（如指定閱讀、「語文學習尋寶圖」）較為偏重外在分數驅動，學生的自發性閱讀習慣尚未完全建立；此外，學生對於電子學習平台(sharepoint)的應用主要在「歷屆校內試題庫」。 - 跟進：將閱讀轉化為同儕社交活動，於初中推行常規化「閱讀分享課」；同時，善用電子閱讀平台及指定閱讀書目布置課業，並為「語文學習尋寶圖」增設進階挑戰，以激發內在自學動機。					
1. 初中實施「恆常閱讀分享課」 ①初中每一周或兩周設一節閱讀課，供學生借還廣泛閱讀書籍，及進行多元化分享模式。例如：「三分鐘書籍推介」、「角色扮演讀後感」、「主題式閱讀（如本月讀金庸）」、製作「書籍預告片」等。	全年	① 學生全年閱書量（實體及電子）按年提升10%。 ② 80%學生認同恆常閱讀課有助提升閱讀興趣。	級會及科會報告	全體同工	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
2. 善用電子學習平台佈置課業及語文活動 配合中華文化及中文學會活動，利用電子學習平台自學資料出題，讓學生善用電子學習平台。	全年	最少 75% 學生在「分析與整合」部分的表現達「滿意」或以上。	級會及科會報告	全體同工	#1 國民身份認同及世界視野 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 數字素養
3. 優化「語文學習尋寶圖」 ①活動整合：與圖書館、中華文化推廣組及文學科緊密合作，將更多活動納入「尋寶圖」計分項目。 ②加強宣傳：於學期初及早會大力宣傳，並為科任老師配備專用印章，簡化核實程序，營造正面氣氛。	全年	③ 學生參與「尋寶圖」活動的總人次按年提升20%。 ④至少 80%科任老師認同措施有助推動學生參與語文活動。	級會及科會報告	全體同工	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
工作重點(2)：追求卓越，優化學與教效能，提升公開試表現 簡介上學年的回饋與跟進： - 回饋：自攜裝置（BYOD）與人工智能(AI)工具的引入有助提升教師教學及備課效能，但對學生而言，則易流於淺層複製與依賴；初中「加分題」有一定難度，部分學生完成度較低。 - 跟進：為中二推行自攜裝置（BYOD）作準備，善用暑假準備互動性的電子學習材料（如 Kahoot!、MS Forms）鞏固學生學習；建議為每一級購買一個 Gemini Pro 帳戶以提升同工教學效能。					
1. 中六級應試準備 ①繼續進行應試訓練，就公開試各卷要求，作針對性回饋；並善用補課時段進行限時操練。 ②繼續聘請校友為中六及中五級後進	全年	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「提升班」對應試有幫助。	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 數字素養

生以小組形式開設提升班。 ③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。					
2. 善用 AI 提升教學效能 ①每級購置一 7 個 AI 賬戶 (Gemini Pro)，進行備課、輔助寫作批改與整理回饋筆記，提升教學效能。	全年	①至少 80%科任老師認同 AI 工具有效提升備課及回饋效率。 ②學生能根據 AI 輔助的寫作回饋，作出有效修改。	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #5 數字素養
2. 優化課程與評估材料 ①初中教材優化：於中一至中三的單元工作紙中，加入「審題技巧」及「答題框架」的筆記，並於課後測驗中加強相關訓練。 ②高中應試訓練：於中四、中五的課堂工作紙中，系統性地加入針對 DSE 題型的審題及解構訓練。 ③「加分題」策略調整：繼續推行「加分題」，但可考慮設計為「開放式探究題」，以提升學生的嘗試意願。	全年	①學生在測考問答題的審題準確度有可見提升。 ②至少 70%學生嘗試完成測考卷的「加分題」。各項措施能如期進行。	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
3. 延續並深化尖子與後進生支援 ①BYOD 配套：為中二級推行 BYOD，由教學助理預先整理各單元的電子版課文及製作互動練習（如 MS Forms/Kahoot）。 ②校友傳承：繼續邀請應屆尖子校友拍攝 DSE 各分卷的備試心得影片，並可考慮舉辦一次實體分享會，加強互動。	全年	①BYOD 班級的學生能善用平板電腦整理筆記及進行溫習。 ②學生及老師均認同校友分享對備試有正面作用。	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 數字素養
工作重點(3)：營造語文學習氛圍，提升成就感 簡介上學年的回饋與跟進： - 回饋：中華文化周等活動參與人數穩定，但宣傳需加強活動的趣味性；現行的拔尖提升班屬於「點狀」培訓，缺乏跨年級的系統性策略。 - 跟進：加強「語文菁英組」的榮譽感，賦予成員推廣文化的使命。活動宣傳則側重體驗與樂趣，並透過校園電視播放活動的精華片段，全面提升語文氛圍。					
1. 策略性推廣校園語文活動 ①加強宣傳：所有語文活動（文化日、中華文化周等）均需在早會、午會及校園電視進行預告，並將參與紀錄納入中文科平時分。 ②成果展示：整合各級語文活動（如朗誦、辯論、寫作）的精華片段，於校園大電視及學生活動日定期播放，取代上載至自學平台。	全年	①校內語文活動的整體參與率按年提升 10%。 ②最少 80%本科老師認同校內語文風氣有提升。	級會及科會報告	全體同工	#1 國民身份認同及世界視野 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力

2. 建立系統性拔尖策略 ①凝聚菁英：透過 TEAMS 菁英群組，定期發放校外比賽資訊、高階閱讀材料，並舉辦專屬的「文學沙龍」或「寫作工作坊」。 ②技巧提升班：恆常化舉辦初中寫作班及朗誦技巧班，並由負責老師主動邀請具潛質的學生參加，建立歸屬感。 ③策略性推廣活動：利用校園電視、早會等渠道，並將精華片段上載至學校大電視，加強宣傳，以提升校園整體的語文學習氣氛。	全年	①學生參加校外語文比賽的數量及獲獎數目均有所增加。 ②菁英學生對中文科的歸屬感及學習動機增強。	級會及科會報告	全體同工	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
中文科成員名單 鄧麗珠(科主席) 鄭嘉敏(副科主席) 蔡程月(副科主席) 張文慧 蔡慧貞 文能勝 劉嘉露 彭穎賢 潘允明 莫梓鏗 李詠儀 鄧淑文(教學助理) 陳麗紅 彭勁					
附錄：來年度財政預算（見另表）					

備註：

七個學習宗旨 #1 國民身份認同及世界視野 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 數字素養 #6 生涯規劃 #7 健康的生活方式	十二個價值觀教育 **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 團結 **12 孝親
---	--

田家炳中學
中國文學科
周年計劃書(2026-2027)

工作／措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
工作重點(1)：提升公開試成績 簡介上學年的回饋與跟進： 回饋：寫作班能有效提升學生的寫作自信與投稿風氣，惟連續五星期的課程易與常規功課重疊，對學生造成課業壓力；此外，「每日練筆」有助學生觀察生活與取材，但仍需配合學生的作業量進行彈性調整。 跟進：開設寫作班期間，老師將盡量配合減少其他額外功課；同時將彈性調整練筆安排，並靈活運用《青溪集》的學生獲獎或佳作作品作為示範教材，以拓寬學生的生活取材與想像力。					
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	全年	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	1.1 同學作品 1.2 校內成績 1.3 公開試成績 1.4 會議檢討報告	全體同工	#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 整理歷屆試題及測考題目，以提升「扣題」及「闡述」能力	全年	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 2025-2026 文憑試歷屆試題整理	2.1 校內成績 2.2 公開試成績	全體同工	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
工作重點(2)：建立學習常規，鼓勵學生自學及自我完善					

簡介上學年的回饋與跟進：

- **回饋：**上學年推行「功課問卷調查」時發現數據疑似不準確而未能有效檢討；原定的「補默小導師當值制」因同學未能堅持而取消，改為縮窄默書範圍；此外，「文苑報」與「流動圖書車」等文學活動雖然成功吸引學生參與（流動圖書車高達 224 人次），但校內整體的自學與常規獎勵機制仍有待深化整合。。
- **跟進：**本學年將大程度刪減長問答作業，全面改為以測考帶動，實施「一篇課文、兩次測驗」的精簡模式，並建立滿分示範答案資源庫以鼓勵自學；同時深化校內活動，除了持續舉辦文學活動和出版《青溪集》文集外，將舉辦不同跨學科活動、主題迷你書展、主題讀書會，並刊登學生佳作，全面營造多元的寫作與閱讀氛圍。

1.1 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，大程度減省功課，以每課兩次的單元測驗，帶動學生主動溫習題庫	全年	1.1 至少 80%同學平日能使用佳作示範答案資源庫	1.1 完成量 1.2 加分統計	全體同工	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
1.2 設立獎勵制度		1.2 至少 80%同學平日能整理所學	1.3 參與人數、比賽成績		
1.3 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、與中文科《文苑報》合作刊登學生佳作、舉辦四次主題讀書會、可邀請不同作家來校分享等。		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			

文學科成員名單

周惠儀

李詠儀(科主席)

附錄：來年度財政預算（見另表）

備註：**七個學習宗旨**

- #1 國民身份認同及世界視野
- #2 寬廣的知識基礎
- #3 語文能力
- #4 共通能力
- #5 數字素養
- #6 生涯規劃
- #7 健康的生活方式

十二個價值觀教育

- **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 團結 **12 孝親
--	-------------------------------

Tin Ka Ping Secondary School

Programme Plan of English Department (2025-2026) - Evaluation

Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
1. To leverage technology for enhanced teaching and learning	Whole year	1.1 Integrate BYOD into teaching strategies in F.1 1.2 At least 2 modules/term with pre-lesson e-worksheets in F.1 1.3 One assigned short writing in F.1-F.4/ term will be self-corrected using the AI platform (Wiseman/Penso) before submission	1.1 Teachers feedback & subject meeting sharing (Meeting 2 & 3) 1.2 WS on server & Teachers feedback 1.3 One writing product/ group before and after self-correction, generate the whole report saved on server (for book inspection), subject meeting sharing (Meeting 3 & 4)	1.1 Jane 1.2 Jane 1.3 Jack	#2 #3 #4 #5	**1 **3 **10	1.1 (Appendix) 1.2 (Appendix) 1.3 Achieved (Appendix 1.3)	1.1-1.2 worksheets will be kept and turned into hard copies.
2 To ensure consistency and coherence in the content of teaching	Whole year	2.1 Revamp of reading curriculum in F.3. A booklet related to the reading curriculum in F.3 (Wonder) 2.2 Library tours for junior form students in the 1 st term. 2.3 100% of F.1 to F.4 students borrow at least 1 ebook from the online reading platforms	2.1 Teachers feedback & subject meeting sharing (Meeting 2 & 3) 2.2 No. of library tours 2.3 Statistics (Meeting 4)	2.1 Jack 2.2 Form-co in junior forms 2.3 Jack & Veronica	#2 #3 #5	**3 **8 **9 **10 **12	2.1 Achieved (Appendix 2.1) 2.2 Achieved 2.3 Partially Achieved (Appendix 2.3)	2.1-2.4 To be kept

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
		2.4 Revamp of speaking curriculum in junior forms (daily & F.2 enhancement class)	2.4 Attendance records & evaluation report (Meeting 4)	2.4 Billy			2.4 (Appendix)	
3 To strengthen students' self-management and self-directed learning (SDL) capacity	Whole year	3.1 A self-directed speaking booklet for F.1 to F.3 students (SAYO) 3.2 At least 80% of F.1-F.4 students accomplish self-directed speaking activities using the AI platform (SAYO) 3.3 At least 80% of the F.1 & F.2 students whose <i>previous</i> UT/exam marks are at the bottom (at most 5 Ss) do revision exercises in the English Corner with Eng TA. 3.4 At least 50% of the junior students whose UT/exam marks are 40-49% do revision exercises in the SDL room.	3.1 Teachers' feedback (Meeting 2 & 4) 3.2 Statistics (Meeting 3 & 4) 3.3 Finished WS and attendance records (Meeting 2 & 4) 3.4 Attendance records from SDL room (Meeting 2 & 3)	3.1 Jane 3.2 Jane & Jack 3.3 Jane & Leanne 3.4 Jack	#2 #3 #4 #5	**1 **3 **6 **10	3.1 Achieved (Appendix 3.1&3.2) 3.2 Achieved (Appendix 3.1 & 3.2) 3.3 (Appendix) 3.4 Achieved (Appendix 3.4)	3.1-3.2 To be kept 3.3 depending on manpower 3.4-3.6 To be kept

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
		3.5 At least 60% of F.1-F.3 students complete self-directed learning exercises and activities in the Miles Scheme. 3.6 At least 60% of F.1-F.3 students foster their habit of jotting notes in their notebooks and do evaluations after UTs & exams	3.5 Statistics (Meeting 3 & 4) 3.6 Teachers' feedback, notebooks inspection (Meeting 3 & 4)	3.5 Vivian 3.6 Victor			3.5 Achieved (Appendix) 3.6 (Appendix)	
4 To cater for the diverse learning needs of students with different forms and abilities.	Whole year	4.1 Extra speaking support for 5A and 5B in the second term 4.2 Elites will be invited to join external activities (HKFYG, Harvard Book Prize, 21 st Century Cup) 4.3 An elite class for junior form students (1 form) taught by an external experienced Eng teacher 4.4 An additional section on assessments in junior forms in UTs 4.5 One group of speaking enhancement class in 2 nd term (F.2 low achievers in speaking)	4.1 Attendance records and scoresheets 4.2 Record of external competitions (Meeting 2 & 4) 4.3 Results of elites (Meeting 2 & 4) 4.4 Teachers' feedback in the common free period (Meeting 3 & 4) 4.5 Attendance records & evaluation report (Meeting 2 & 4)	4.1 Clarence 4.2 Christy 4.3 Victor 4.4 Jane 4.5 Billy	#2 #3 #4	**1 **2 **3 **10	4.1 Achieved (Appendix) 4.2 (Appendix) 4.3 Successfully completed by Jane (Appendix) 4.4 Achieved 4.5 Not achieved as Billy teaches 7 F.2 groups for the whole	4.1 depending on manpower 4.2-4.4 To be kept 4.5 depending on manpower

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
		4.6 HW exemption policy for elites (F.1-F.4)	4.6 Teachers' feedback in common free period (Meeting 4)	4.6 David			year 4.6 Achieved	4.6 To be kept

Major concern (II): To advance academic excellence.

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values	Results	Recommendation
1. To equip colleagues to be familiar with the requirements in HKDSE and optimize teaching and learning.	2 nd term	1.1 Typed and analysed worksheets of live scripts will be distributed to students in senior forms. 1.2 To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively. 1.3 At least 1 teacher serves as DSE marker in each paper and share their experience in subject meetings.	1.1 type and distribute live scripts of HKDSE 1.2 Subject meeting sharing (Markers' sharing: meeting 1, Live script: meeting 3/4) 1.3 Record from Office (Pinky)	1.1 senior form-coordinators 1.2 Statistical analysis: Veronica Markers' sharing: KK, Joyce, Sandy, Wendy, Leanne, Clarence Live scripts analysis: Reading: Victor, Writing: Jack (A), Sandy (B), Listening: Candy	#2 #3	**1	1.1-1.2 Achieved	1.1-1.2 To be kept
2. To enhance and strengthen speaking ability in senior forms.	Whole year	2.1 Three tasks/ term (discussion) in SAYO for daily assignments in senior forms (F.4- F.5) 2.2 F.5 (2 nd term) and F.6 (1 st term) students will have 1 oral assessments and receive written feedback per term outside Eng lessons.	2.1 Records of each class & whole form & teachers' feedback (Meeting 3 & 4)	Jack & Leanne	#2 #3 #4 #5	**1 **10	2.1-2.2 Achieved (Appendix 2.1)	2.1-2.2 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 Kwan Ka Ying	Ms Lam Wai Yan	Ms Lau Wai Man
Mr Law Chung Ming	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

Program Plan of Mathematics Department for 2026-2027

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 values:

Perseverance, Respect for others, Responsibility, National identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, Filial piety

Major Concern (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	Staff Responsible	Resources	7 learning goals, 12 values
1. Addressing the diverse learning needs of students of different forms (a) Motivate students to do challenging questions actively. (b) F.4 mentoring program for F.1 & F.2 students.	☐ 10% of Junior form students attempt the bonus part in the examination. ☐ Positive feedback from students and teachers.	☐ Feedback from teachers and students involved ☐ Common Free Period ☐ Lesson observation	Whole Year	CML	☐ Teaching Assistant	Breadth of Knowledge, Generic Skills, Digital Literacy, Perseverance, Diligence
2. Cultivating an Active Learning Environment: Design and implement F.1 – F.3 SDL worksheets and videos that promote student autonomy and self-management skills.	☐ more than 50% of students find that the SDL worksheets and MC video are useful for them to prepare the assessment.					
3. Equipping teachers with Diverse Teaching Strategies, e.g. eLearning skills	☐ All teachers at least apply one time by using the e-learning app in their lesson.			CKK		

4. To recognize F.1-F.6 students' achievements	☐ The list of top 3 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. ☐ Top 3 students of Exam in each form will be awarded. (Book coupons and Reading materials)	☐ Classroom display	Whole year	CML	☐ Teaching Assistant	Perseverance , Diligence
5. To optimize Assessment for Learning 5.1 To relieve the pressure of homework so that students have more time for SDL 5.2 Monitor the policy for elite students is set up successfully 5.3 Arrange a whole year UT timetable for all forms to avoid cramming students in certain periods	☐ About 70% students have positive response in the perception of homework questionnaires to the view that the amount of homework is reasonable. ☐ About 70% students have positive response in the perception of homework questionnaires to the view that learning is challenging and manageable.	☐ Perception of homework questionnaires ☐ Subject meeting minutes	Whole year	KCC	☐ Teaching Assistant	Healthy Lifestyle

	☐ Teachers adjust the amount of assignments of elite students.					
6. Finish the examination syllabus before mid-Oct. 7. From November to February, the past public examination papers and Mock Papers will be used to help the students to prepare for DSE. The above papers should be marked by subject teachers, where regular feedback and evaluation are also provided by subject teachers throughout the F.6 whole year. 8. Additional MC Uniform Tests for F.6 will be held on study group. MC Full solutions and video explanation will be provided to students. 9. DataExam Pre-Mock (Dec 2026) and Post-Mock (Feb 2027) will be held before and after final examination respectively. 10. To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance students' achievement.	☐ The percentage of Level 2 or above is 100% in HKDSE. ☐ The percentage of Level 4 or above is 60% in HKDSE. ☐ The percentage of Level 5 or above is 25% in HKDSE.	☐ HKDSE results	Whole year	KCC	☐ Teaching Assistant	Perseverance, Diligence

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

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	Staff Responsible	Resources	7 learning goals, 12 values
To promote F.1 & F.2 students to participate in STEAM activities and mathematical modelling activities.	☐ Conduct STEAM activities which can be implemented into the curriculum. ☐ Conduct F.2 mathematical modelling activities in the post-exam period.	☐ Feedback from teachers and students involved	Whole Year	JCW	☐ Teaching Assistant	Breadth of Knowledge, Generic Skills, Digital Literacy

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

Tasks / Actions	Success Criteria	Methods of Evaluation	Time Scale	Staff Responsible	Resources	7 learning goals, 12 values
Implementation of National Security education into Curriculum	☐ Hardcopy materials of great mathematician in China are given to all F.1 – F.6 students. ☐ The above content will be included in F.1 Mathematics Competition.	☐ Feedback from teachers and students involved	Whole Year	All subject teachers	Teaching Assistant EDB website	National Identity & Global Perspective, National Identity

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

田家炳中學

公經社科/公民及社會發展科 周年計劃書 (2026-2027)

工作重點(I)：提升學習與教學的有效性，以追求卓越

工作 / 措施	成功準則	評估方法	負責人	七大學習宗旨及十二個核心價值觀和態度	所需資源
1. 運用科技提升學習效果	1.1 在不同的年級也嘗試運用 AI 協助教學評(每年級也可選兩個課題作運用) (於第一次級會定實) 1.2 設立相關 SHAREPOINT 影片庫供學生自學(至少兩個課題運用影片庫) (於第一次級會定實) 1.3 設立新的 MC 互動試題庫供學生自學(測驗/考試前的溫習範圍)	■ 科會議檢討 ■ 共同備課節 ■ 科主席觀簿冊	■ 級聯絡 ■ 科主任 ■ 科任老師	■ #5 ■ #2 ■ **5 ■ **10	■ IPAD

2. 加強學生的國家及全球身份認同感	2.1 每一年級的課題也應重點回應這目標 2.2 繼續舉行兩個活動回應這目標	■ 科會議檢討 ■ 共同備課節	■ 級聯絡 ■ 科主任 ■ 科任老師	■ #1 ■ #2 ■ **2 ■ **3 ■ **5 ■ **8 ■ **11	■ 筆記 ■ 電腦
3. 培養主動學習的環境，並建立自主學習的習慣與技能（具備學習動機、引領學習路徑、進行學習反思、保持學習毅力）	3.1 初中三年，每年滲入學習方法，提升他們對學習進行反思 (封面指引給同學) 3.2 多元化評估(提供不只測考的評估方式)	■ 科會議檢討 ■ 共同備課節	■ 級聯絡 ■ 科主任 ■ 科任老師	■ #4 ■ #3 ■ #5 ■ **1 ■ **3 ■ **9 ■ **10 ■ **11	■ 筆記 ■ 電腦

工作重點(II)：推動學術卓越

工作 / 措施	成功準則	評估方法	負責人	七大學習宗旨及十二個核心價值觀	所需資源

				和態度	
1.透過創造更多學習機會來拓展學生的知識	1.1 今年至少舉行兩個活動能回應這目標 1.2 全校訂閱公民+，拓展學生的知識，提升時事觸覺(每級至少有兩次 MC 測驗配合) 1.3 與生活教育科的課程配合，會有講座/其他課程外的相關資料以拓展學生知識。(有相關工作紙) 1.4 利用一樓電視播放相關的資訊，提升同學時事意識(如近日南寧艦和衡陽艦訪港)	■ 科會議檢討 ■ 共同備課節 ■ 教與學問卷 ■ 功課觀感問卷 ■ 科主席觀簿冊	■ 級聯絡 ■ 科主任 ■ 科任老師	■ #2 ■ #4 ■ #6 ■ #7 ■ **9 ■ **7	■ 電視 ■ IPAD ■ 外出活動的資金+人手
2. 優化初中課程 ● 配合教育局政策，建立中一至中三級課程框架、教學進度、教材及教學策略，引導學生訂立多元	2.1 各功課設計能回應教學目標 2.2 學生評核及格率達七成 2.3 大部份學生認同教與學成效 2.4 合適地(優化)安排教學時間及進度(見進度表)			■ #2 ■ #3 ■ #5 ■ #6 ■ **2 ■ **3	■ 相關數據結果

學習目標・釋放學生空間 • 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) • 培養學生成為有識見、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)					
---	--	--	--	--	--

價值觀教育) (**1 - **12)

Tag 十二種首要價值觀 12 priority values & attitudes

****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 團結 Unity
- **12 孝親 Filial Piety

(七個學習宗旨)

Tag 七個學習宗旨 7 learning goals

- #1 國民身份認同及世界視野 National Identity & Global Perspective
- #2 寬廣的知識基礎 Breadth of Knowledge
- #3 語文能力 Language Proficiency
- #4 共通能力 Generic Skills
- #5 數字素養 Digital Literacy

#6 生涯規劃 Life Planning

#7 健康的生活方式 Healthy Lifestyle

Tin Ka Ping Secondary School
Integrated Science Annual School Plan (2026–2027)

Main concern (I) : Developing learning and teaching tools using AI

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To prepare the self-learning materials to enhance Self Directed Learning (e.g. E-learning/AI)	Whole Year	1.1 E-learning/AI Learning materials are delivered to students to use 1.2 Science apps or AI tools are used in our teaching	☐ Discussion in subject meeting ☐ Formal questionnaire for students and/or teachers.	☐ All subject teachers

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	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 #2	Whole Year	2.1.1 At least one set of new SDL material is prepared successfully (pre-lesson + assessment) 2.1.2 Some strategies among 14 SDL strategies should be applied in this set of material. 2.1.3 Science apps or AI tools for students to do pre-lesson/revision	☐ Evaluation of the effectiveness of material by formal / informal questionnaire for students and/or teachers. ☐ Discussion in subject meetings	☐ All subject teachers
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: for Elite students to participate in (Phy,Chem,Bio) 2.2.4 20 or more elite students (from each form) are willing to attend the courses/competitions by external organizations.	☐ Evaluation of the effectiveness of material by formal / informal questionnaire for students and/or teachers. ☐ Discussion in subject meetings	☐ 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 Common question and assessment wordings will be taught/reviewed before UT and Exam in S1 and S2	☐ Teachers feedback on quality of the materials ☐ Discussion in subject meeting	☐ All subject teachers
---	------------	---	--	---

Main concern (III) : To increase students' interest through participating in various science related activity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To promote F.1 and F.2 students to participate in science related activities	Whole Year	☐ 3.1.1 At least 50 F.1 students and 50 F.2 students participate in school science activities:	☐ Discussion in subject meeting ☐ Formal / informal questionnaire for students and/or teachers.	☐ All subject teachers
2. To promote the use of STEAM in some related topics #2	Whole Year	☐ 3.2.1 Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.	☐ Discussion in subject meeting ☐ Formal / informal questionnaire for students and/or teachers.	☐ All subject teachers + C&T + MATH teacher

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Implementation of National Security education into Curriculum #1 **4	Whole Year	1.1 Some contents related to national security are added and to each unit and refined in F.1 and F.2 curriculum.	☐ Discussion in subject meeting	☐ All subject teachers

Team Members

Name	Role
Yu Tak May	Panel Chairman, F.1+2 subject teacher (F.2 coordinator)
Ho Yu Pang	F.1 subject teacher
Law Pak Tsun	F.1+F.2 subject teacher (F.1 coordinator)
Yu Yuet Chi	F.1+F.2 subject teacher
Man Wai Sim, Fion	Lab. Technician
Ng Fung Ling, Ling	Lab. Technician
Tam Yu Ting, Noel	Lab. Technician

7 learning goals

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 priority values and attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

Tin Ka Ping Secondary School**Program Plan of Chemistry Department (2026–2027)**

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

Reviews and suggestions from 2025-2026 : S5 students encounter difficulties when practicing questions from DSE past papers, indicating a need for more step-by-step guidance or support. While electronic notes are provided via BYOD, some students still prefer hard copies; additionally, students should be required to log into their school Goodnotes accounts next September to achieve better utilization of its functions. To cater to diverse learning needs, elite students should continue to be encouraged to join different programs, while mandatory study groups should be maintained for F4 students who failed their exams. For the self-learning knowledge bank, the preparation of explanatory videos for "chem daily" assignments should be targeted during the summer, with Part 11 prioritized for completion. The difficulty levels of assessments have been successfully adjusted to help S4 students build confidence in learning chemistry and ensure they do not give up easily.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	Seven Learning Goals# 12 Priority values and altitudes**
1. Optimize the distributions, amount and effectiveness of assessments in different forms	whole year	- Students' pressure on tests / assignments is relieved - About 70% students have positive response to the view that the amount of homework is reasonable. - About 70% students have positive response to the view that the assignments and tests help them to learn better	- Result of student survey - Students' daily feedback	LKL (S4,6) TKT (S3,5,6) YYC (S3)	#4, #7 **10
2. Leveraging Technology for Enhanced Learning	whole year	Effective use of BYOD with educational apps (mentimeter, Kahoot! vocab app e.g. SolidMemory etc) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies.	- Subject meeting to evaluating effectiveness - Feedback from the teachers - Learning and teaching questionnaires - Frequency of uses of the self-learning materials	LKL TKT YYC	#2, #5 **1, **10
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding	whole year	A policy for elite students is set up successfully	- Teachers' and Students' feedback - Subject meeting	LKL TKT	#2, #7 **1, **10

	policy and measures - Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning - Arrange subject-based enhancement courses / activities or encourage students to take part in competitions and courses organized by outside bodies. - Low achievers: study habit development/ study group/ DLG		- The policy can help elite students in learning - Subject-based enhancement courses / activities / competitions are held successfully. At least 4 students are willing to join. - A policy for low achievers is set up successfully.			
4.	Knowledge bank of Videos and Teams MC for self-learning	Whole year	- Experiences of promoting learning strategies can be summarized. - Develop self-learning material (e.g. E-learning materials, chem daily explanatory video, SharePoint or MS forms etc)	- Discuss during subject meeting - Teachers' and students' feedback - The quality of the videos + MC - Use of videos + MC	LKL (S46) TKT (S45) YYC(S34)	#2, #5 **1, **10
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	Students believe they can and are willing to improve themselves Students do not give up easily	Feedback from the teachers and students Numbers of students dropped out	LKL	#2, #4 **9
6.	Enhance the review on student performance in their examination.	Whole year	- Provide an individual examination review for each student with the assist of AI tool. - For S.5 yearly exam and S.6 mock exam	- Teachers' and students' feedback	LKL (S.5) TKT (S.6)	#4, #5 **10

2. To advance academic excellence in HKDSE

Reviews and suggestions from 2025-2026: It is strongly recommended that teachers apply to serve as DSE markers to improve their understanding of DSE marking and teaching focus, and it remains important to share this experience among teachers. To improve teaching efficiency and reduce teaching time, more time could be allocated for revision for S.6 students before the mock exams. The analysis of the 2025 DSE results has been completed and should be utilized during reviews with students to help them understand the criteria and common mistakes in the DSE. Exemplars of different levels for the 2024 and 2025 DSE practices have been successfully completed and prepared for teachers to use in public exam paper reviews with S6 students. Following the current applications, all chemistry teachers are suggested to apply next year so that their experiences can be integrated into daily teaching and shared in subject meetings.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	Seven Learning Goals# 12 Priority values and altitudes**
1. Prepare and use the analysis of DSE results	Before Mar	- Analysis of 2025 is complete. - Analysis is used in review with students - Students understand the criteria and common mistakes in DSE.	- Use of analysis of 2025 - Teachers' and Students' feedback	LKL	#2 **1, **10
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Feb	- Exemplars of 2024 and 2025 for students are prepared successfully. - Teachers use the exemplars in public exam paper review with S6 students - Students understand the criteria and common mistakes in DSE.	- Exemplars of 2024 and 2025 - Teachers' and Students' feedback - The quality of the exemplars.	LKL	#2 **1, **10
3. To request colleagues to serve as HKDSE markers and share their experience in subject meetings	Whole year	- Invite all chemistry teachers to apply to serve as markers. - The experience gained from being markers can be integrated in daily teaching.	- DSE Markers record - Subject meeting minutes	ALL	#2

3. Team members (2026 – 2027)

Dr Law Ka Lun (Panel Head): L.K.L
 Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.
 Ms Yu Yuet Chi (Teacher): Y.Y.C..
 Ms. Man Wai Sim, Fion (laboratory technician)
 Ms Ng Fung Ling, Ling (laboratory technician)
 Ms. Tam Yu Ting, Noel (laboratory technician)

中學教育的七個學習宗旨 7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 Priority Values and Attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

7 learning goals	
LG1	National Identity & Global Perspective
LG2	Breadth of Knowledge
LG3	Language Proficiency
LG4	Generic Skills
LG5	Information Literacy
LG6	Life Planning
LG7	Healthy Lifestyle

Tin Ka Ping Secondary School
Annual School Plan of Physics Department for
2026-2027

12 priority values & altitudes	
PV1	Perseverance
PV2	Respect for Others
PV3	Responsibility
PV4	National Identity
PV5	Commitment
PV6	Integrity
PV7	Benevolence
PV8	Law-abidingness
PV9	Empathy
PV10	Diligence
PV12	Unity
PV11	Filial Piety

Major Concerns (I) : To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Arouse interest of learning by providing more learning experiences inside and outside classroom (Be motivated to learn) [LG2+LG4+LG6] [PV3 + PV5+PV10]	Whole year	☐ At least 4 You-tube Physics funny videos / simulations are delivered to S3-S4 students per term. ☐ Set up Physics Game Stall in Academic Week. ☐ 70% of S3 students finish their home experiments and video reviews.	☐ Students' feedback ☐ Teachers' checking ☐ Discuss in subject meetings	☐ WS ☐ TM ☐ PT	☐ time for preparation
2. Set up pre-lesson preparation habit for S3 – S5 students (navigate the path to learn) [LG2+LG4+LG6] [PV1 + PV10]	Whole year	☐ More than 70% S3 students finish the PLWS before class. ☐ More than 60% of S4 students read the worked examples and finish the WS/quiz before/on class. ☐ At least 30% of S5 students finish the on-line pre-lesson exercise before class.	☐ Students' feedback ☐ Teachers' checking ☐ Discuss in subject meetings	☐ WS ☐ TM ☐ PT	☐ time for preparation and checking
3. To optimize the distributions, amount and effectiveness of assignments (navigate the path to learn) [LG2+LG4+LG6] [PV1 + PV10]	Whole year	☐ The efficiency of assignments is evaluated. ☐ A new HW guide for S5 textbooks is developed.	☐ Student survey ☐ Discuss in subject meetings	☐ WS ☐ TM ☐ PT	☐ time for preparation
4. To optimize Assessment for Learning (navigate the path to learn, be reflective in learning) [LG2+LG6] [PV1 + PV10]	Whole year	☐ Detailed reviews for UT and examinations are prepared / carried out. ☐ At least 50% of students has finished the assessment corrections with review and reflection on mistakes. ☐ The efficiency of assessment is evaluated.	☐ Discuss in subject meetings	☐ WS ☐ TM ☐ PT	☐ time for preparation
5. To enrich and organize SDL materials for students' learning. (navigate the path to learn) [LG2+LG6] [PV1 + PV10]	Whole year	☐ The online platform (Microsoft Teams & EdCity OQB) is well utilized. ☐ S3 UT & Exam review videos are prepared.	☐ Frequency of uses of the self-learning materials ☐ Teachers' and students' feedback ☐ Discuss in subject meetings	☐ WS ☐ TM ☐ PT	☐ time for preparation and checking
6. To cater for the diverse learning need of students and	Whole year	☐ S5 Assignment Exception policy is carried out successfully. ☐ S5 students are able to have a limited right	☐ Frequency of uses of the self-learning materials	☐ WS ☐ TM ☐ PT	☐ time for preparation and

develop students' senses of autonomy and competence. (Be motivated to learn) [LG2+LG6] [PVI]		to choose suitable level of assignments throughout the whole school year. ☐ S5 low achievers is allowed to open textbook in at least one UT (but with 20% of marks deducted). ☐ Prize giving is arranged for the best achievers in each form and students with great improvement after UT and Examination.	☐ Teachers' and students' feedback ☐ Discuss in subject meetings		checking
--	--	--	---	--	----------

Major Concerns (II) : To advance academic excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Start revision early in September for S6 students and finish the S6 curriculum in mid-November.	First term	☐ The S6 curriculum is completed by late Nov 2026.	☐ Students' feedback ☐ Discuss in subject meetings	☐ TM	☐ time for preparation
2. Make good use of enhancement/remedial class (cater for the diverse learning need of students) [LG2] [PVI + PVI0]	Whole year	☐ More than 30% S5 & S6 students join the classes ☐ At least 70% attendance for each class ☐ Positive feedback from students and teachers	☐ Students' feedback ☐ Discuss in subject meetings	☐ WS ☐ TM	☐ time for preparation
3. In depth study of HKDSE past papers [LG2] [PVI + PVI0]	Whole year	☐ HKDSE past paper questions are differentiated with different level of difficulties so that students can choose to finish suitable questions for studying. ☐ A data bank with past paper MCQ correct rate and distraction rate is established. ☐ 2026 DSE Physics report on assessment is discussed and shared in subject meeting. ☐ 80% of S6 students has finished 5 years HKDSE past paper. And the papers are discussed on the lessons.	☐ Students' feedback ☐ Discuss in subject meetings	☐ WS ☐ TM	☐ time for preparation
4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts. [LG2]	Whole year	☐ The analysis report of students' scripts is discussed thoroughly aiming at applying and integration in daily teaching to enhance students' learning ☐ Students are able to master the skill in answering experimental questions	☐ Students' feedback ☐ Discuss in subject meetings	☐ PT	☐ time for arrangement
5. Sharing of experience by past students [LG4 + LG6 + LG7] [PVI + PVI1]	First term	☐ At least 5 minutes sharing for S6 students by 1 past students	☐ Students' feedback ☐ Discuss in subject meetings	☐ PT	☐ time for arrangement

Team Members: Chan Wai Shing, Yu Tak May, Law Pak Tsun, Lab Tech

Tin Ka Ping Secondary School

Program Plan

2026/27

Major Concerns

1. To strengthen students' self-management and self-directed learning (SDL) capacity.
2. To enhance the effectiveness of learning and teaching in pursuit of excellence in the Biology HKDSE result.
3. To enhance students' exposure to Biology.

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

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	7 LG	12PVS	NSE
F.3-6	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)	whole year	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. 3. Prepare Graded WS	Result of student survey Results of UT and exam	KWOK OC, CHIU ML	#2 #3 #4 #5	**1 **3 **5 **6 **10	
	2. Promote subjects to optimize the subject-based 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 SDL ✓ To plan and revise the teaching curriculum and plan incorporate with SDL.		1. At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 2. The pre-lesson tasks can be incorporated with CCL in teaching and assessment. 3. Lesson time is saved to teach some difficult parts. 4. Select appropriate strategies among the learning strategies after studying on SD days. 5. One set of self-learning material is prepared successfully. (e.g. E-learning materials, reading, video, SharePoint or MS forms etc)	1. Lesson observation 2. Programme plans 3. Subject meeting minutes 4. Learning and teaching questionnaires 5. Frequency of using the self-learning materials 6. Teachers' and students' feedback		#2 #3 #4 #5	**1 **3 **5 **10	

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	7 LG	12PVS	NSE
	3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures 3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning ✓ Offer more opportunities to gifted students to develop their special talents. ✓ Arrange subject-based enhancement courses. ✓ Encourage students to take part in competitions and courses organized by outside bodies. ✓ To relieve the pressure of homework of elite students so that the students have more time for SDL ✓ introduce biotechnology experiments (ABE program of CUHK) 3.2 Average ability students: develop a learning routine and 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.		1. Students find the programs interesting and useful 2. Students are willing to attend the courses. 3. High participation rate (80%) 4. Good student performance 5. A plan on helping average ability students is prepared. 6. A plan on helping low achievers is prepared.	1. Learning and teaching questionnaires 2. Perception of homework questionnaires 3. Subject meeting minutes 4. numbers of students attending the programs 5. feedback from students. 6. Teacher observation 7. Analysis of the results of competitions 8. The content of the plans		#2 #3 #4 #5	**1 **10	✓

Major Concern (II) To enhance the effectiveness of learning and teaching in pursuit of excellence in the Biology HKDSE result

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	7 LG	12PVS	NSE
F.4-6 (Senior form)	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	whole year	1. The Form Six curricula of all topics are completed by late Nov 2026. 2. At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 3. At least 60% of students achieve Level Four or above.	1. Results of HKDSE and JUPAS	KWOK OC, CHIU ML	#6	**1 **10	✓
	2. To revise a question bank of different publishers, HKDSE (2012-2026) & other foreign public exams (e.g. AQA) in electronic media and sort them into different topics	whole year	1. Update the question bank 2. Suitable questions are selected and sorted.	1. The progress report in subject meeting. 2. Students' comments on the effectiveness of the question bank.	KWOK OC, CHIU ML			
	3. To enhance students' performance by continuous assessment (such as quizzes, UT and internal examination)		Students show improvement on their performance of pop-quizzes, UT and examinations.	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.	Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings.				

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible Person	7 LG	12PVS	NSE
	5. To make effective use of e-learning, with special emphasis on AI.	whole year	1. Make good use of different e-learning platform, such as Keynote, Chatterpix, Freeform, Padlet, Post-it, etc.	1. Performance of students in making notes and various assessments.		#1 #2 #3 #4	**1 **2 **5 **6 **10	

Major Concern (II) To enhance students' exposure to Biology

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	7 LG	12PVS	NSE
F.3-6	1. To encourage students to participate in Biology competitions and activities to enhance their exposure to the subject.	Whole year	1. Join at least four biology competitions or activities this year. 2. At least 25% of biology students are participating in competitions or activities	1. Teachers' and students' feedback. 2. Students' sharing of the experience through exhibitions or videos.	CHIU ML	#1 #2 #4 #5 #6	**1 **2 **3 **5 **6 **9 **12	✓
	2. Hands-on experiments and field trips.	whole year	1. Students find the experiments interesting and useful for consolidating the biological concepts. 2. Good student performance	1. Students' level of engagement is high 2. Improve biology academic results	KWOK OC, CHIU ML	#1 #2 #4	**2 **5 **12	

Team Members

CHIU MAN LAI (Panel Chairperson)

KWOK OI CHI, JACKIE (Panel member)

TAM YU TING (Lab. Tech.)

工作重點(I)：為追求卓越學習而提升學習與教學的成效——強化科本學習策略及處理學習差異

簡列上學年的回饋與跟進：

- 已開展中一具評估功能的自學教材，希望來年能推展至中二
- 科本的讀書計劃落實，但要調整學生的組合，避免因人際關係影響學習效能
- 自學教材及學習差異處理要持續推展及考慮初中學習的適切性

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources	七個學習宗旨	價值觀教育	國安教育元素
1. 教學: 優化具評估功能的自學教材，促進學生有效自學	全年	☐ 中二至開發一份具評估功能的自學教材，可納入單元測驗與考試中，善用如影片、閱讀材料、MS Forms 及 AI 應用 ☐ 初中各班有一次電子學習經歷 ☐ 年內最少一次專業交流	☐ 科會檢討測驗或考試自學表現	文輝	-	#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。
2. 課堂延伸: 建立科本的讀書計劃，從初中增加學生的歷史知識及興趣，從而促進自主學習精神	全年	☐ 擬訂相關政策文件，包括閱讀種類、數量及讀書報告的要求 ☐ 購置相關書籍	☐ 科會檢討 ☐ 增購合適讀物最少二十本	慧雅	圖書津貼	#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	

3. 教材:Sharepoint 等自學材料整理,強化學生自學。	全年	☐ 初中各班有一次電子學習經歷 ☐ 和備課工作結合	☐ 每級有一次電子學習經歷	各級聯絡	-	#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	
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	☐ 乎合尖子學生在初、高中的相關要求	☐ 科會檢討	各級聯絡	-	#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. 處理學習差異-中能力的同學的課堂教學及評估工作	全年	☐ 提升中能力學生在學科的成績	☐ 科會檢討	各級聯絡	-	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅、**10 勤勞	

工作重點(II): 從課堂延伸活動(講座、參觀、遊學)的推廣提升學生學習效能

簡列上學年的回饋與跟進:

- 上年因應學校政策能成功推展中一至中五有博物館參觀經驗,期望今年能持續至少高中有一次博物館參觀
- 鼓勵學生參加比賽,提升習史興趣,同時培養同學的國家安全意識
- 因人手不足維持以中三級推能國民教育

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources	七個學習宗旨	價值觀教育	國安教育元素
1. 鼓勵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	全年	☐ 每名學生每年最少參與一次與中國歷史學習相關的研討會或參觀一	學生須完成一篇回應文章,字數不少於 500 字。	各級聯絡	學校撥款及LWL	#1 國民及全球公民身份認同	**1 堅毅 **10 勤勞	利用不同的參觀、體

的認知範圍，提升習史興趣，同時培養同學的國家安全意識		次博物館展覽，並完成指定課業。				#2 闊廣的知識基礎	**5 承擔精神 **4 國民身份認同	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。
2. 強化國民身份認同與全球視野	全年	☐ 中三級同學參與國民教育及歷史周會。	每班學生須完成相關國家安全歷史劇及問答	各級聯絡及任教老師	學校撥款及LWL	#3 語文能力 #4 共通能力 #6 生涯規劃		
3. 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	☐ 高中兩級各有不少於一位學生參與中史學術性比賽	學生須完成指定的專題報告	各級聯絡	校外活動撥款			

工作重點(III)：初中新課程的優化及開展高中課程優化準備

簡列上學年的回饋與跟進：

- 回應高中課程改革，初中調整教學重點及評估內容
- 跟進中一升中二 BYOD 情況，提供及優化內程內容
- 開展高中優化課程準備

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources	七個學習宗旨	價值觀教育	國安教育元素
--------------------------	-------------------	--------------------------	-------------------------------	--------------------------	-------------------	--------	-------	--------

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	全年	☐ 重整各級課程重點，並製作相關課業 ☐ 各級課業能平均分配不同能力層次，如理解、分析及評鑑	☐ 科會檢討課業的設計及成效 ☐ 老師批改學生課業並紀錄成績	各初中級聯絡 各初中科任老師	-	#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	學生透過學習中國歷史知識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。
2. 優化中二級使用 BYOD 的教學策略	全年	☐ 使用電子筆記完成一個課題	☐ 科會檢討課業的設計及成效 ☐ 老師批改學生課業並紀錄成績	各初中級聯絡 各初中科任老師	App: goodnotes	#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	**1 堅毅 **10 勤勞 **5 承擔精神	

3. 開展準備高中優化課程	全年	☐ 整理中四級課程重點，並製作相關筆記或教材。	☐ 科會檢討	慧雅	-	#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	學生透過學習中國歷史知識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。
---------------	----	--	-------------------------------	----	---	---	---	--

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

【附錄：來年度財政預算】

項目	圖書館撥款	常費		
圖書	\$1,500			
為各級學生籌辦學科延伸活動		\$16,200		
額外圖書撥款		\$800		
書商電子教材收費		\$2,608		
書券		\$1,920		
小計：	\$1,500	\$21,528		
			總計：	\$23,028

價值觀教育) (**1 - **12)

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

(七個學習宗旨)

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

Tin Ka Ping Secondary School
Program Plan of History Department (2026-2027)

1. Major Concern: To enhance the effectiveness of learning & teaching

Strategies, such as utilizing scaffolding when teaching complex question types, were implemented last year to enhance learning and teaching effectiveness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	7 learning goals & 12 values	Resource Required
- To create an active learning environment - To foster students' learning confidence and ability in answering data-based questions. - Leveraging Technology for Enhanced Learning - To arrange peer observation of lessons among subject teachers	- Design time-to-time DBQs discussion in junior and senior form lessons; design essay plan discussions and debate in senior form lessons - Equipping teachers with CCL skills	- There should be improvement in the performance of students after going through the materials - At least one SDL materials on DBQ is prepared for F.2 and F.3	- Material checking including the design of lesson materials - Progress report in the subject meetings - Test result statistics - Student feedback - Lesson observation reports	Whole year	LLK, LMF	#2 #3 #4	Teaching materials
	Updating the planning on-lesson-practices and SDL materials			Whole year	LLK, LMF	#1 #2 #3 #4	Teaching materials
	To optimize Bring Your Own Device (BYOD) program by preparing BYOD materials and on-lesson activities for F.2 students			Whole year	LLK, LMF	#5	Teaching materials E-learning materials
	Peer lesson observations are carried out at least once in each term			Whole year	LLK, LMF	/	Evaluation forms

2. Major Concern: Enhancing learning through Self-Directed learning (SDL)

Strategies such as introducing e-form self-reflection for senior form students were implemented last year to encourage SDL for senior form students.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	7 learning goals & 12 values	Resource Required
- Developing Self-Learning Habits and Skills - Cultivate Students reading habit	- Updating the planning on-lesson-practices and SDL materials - To integrate more explicit instruction and practice of essential self-learning techniques (E.g. Note-taking, eNote-taking, mind-mapping, reflection training, pre-lesson preparation, daily revision, self-initiated learning) across both formal and informal curricula.	At least one SDL materials on DBQ is prepared for F.2 and F.3	- Lesson trial by subject teacher with peer lesson observation - Students' performance in assessment	Whole year	LLK, LMF	#4 #5	Teaching materials Reference materials
	Book bought using library funding should be chosen for the annual teachers' book sharing.			Whole year	LLK, LMF	#3 #4	Teaching materials

Team Members (2026-2027): Leung Man Fai, Li Lik Kei

Tin Ka Ping Secondary School

Programme Plan of Geography Department (2026-2027)

7 learning goals		12 priority values & attitudes	
#1	National Identity& Global Perspective	**1	Perseverance
#2	Breadth of Knowledge	**2	Respect for Others
#3	Language Proficiency	**3	Responsibility
#4	Generic Skills	**4	National Identity
#5	Digital Literacy	**5	Commitment
#6	Life Planning	**6	Integrity
#7	Healthy Lifestyle	**7	Benevolence
		**8	Law-abidingness
		**9	Empathy
		**10	Diligence
		**11	Unity
		**12	Filial Piety

Major Concern (I) : To enhance the effectiveness of learning & teaching in pursue of learning excellence

The feedback and follow-up actions from the previous school year:

- Pre-lesson worksheets for self-directed learning: Continue to improve the worksheets to enhance the learning effectiveness of Form One students.
- Enhancement classes for senior forms: Continue to arrange enhancement classes to students with different abilities.
- National Security Education: Continue to integrate national security-related elements into teaching or designing learning activities.

Target	Implementation Strategy	Success Criterion	MOE	TS	RP	7 learning goals, 12 values
1.1 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	▪ Develop self-learning material including pre-lesson tasks or continuous learning tasks incorporated with SDL in teaching and assessment in F.1 exam (e.g. bonus part)	▪ Collaborative preparation lessons ▪ Subject meeting minutes	Whole year	LYC WWC	(**1,3,10) (#2,4,7)
1.2 To cater for the diverse learning need of students with different forms and ability	▪ Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning ▪ Average ability students: develop a learning routine and consolidate their learning method or strategy	▪ Students find the enhancement classes useful ▪ High participation rate (80%) of enhancement classes ▪ Good student performance in exams	▪ Feedback from students ▪ Attendance ▪ Results of exams	Whole year	LYC WWC	(**1,2,3,10) (#2,7)

	- Low achievers: develop a learning routine and advocate self-esteem. - To arrange subject-based enhancement courses for students with different abilities					
1.3 To promote students' learning motivation	- To recognize students' achievements using various means for motivating students - To award book coupons to top 5 students in school uniform tests and exams in class.	- Motivation of students on learning is enhanced. - Students aim at getting high marks.	Academic results in school uniform tests and examinations	Whole year	LYC WWC	(**1, 10) (#2)
1.4 To strengthen students' sense of national and global identity	To integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity	- Students are more familiar with national security-related elements. - Students have a more in-depth understanding about China.	- Subject scheme of work - Subject meeting minutes	Whole year	LYC WWC	(**4) (#1)

Major Concern (II) : To advance academic excellence

The feedback and follow-up actions from the previous school year:

- Teaching progress of senior forms: Continue to complete the whole syllabus by November in order to provide more time for revision.
- DSE exam skills: Continue to apply and integrate in teaching and marking.

Target	Implementation Strategy	Success Criterion	MOE	TS	RP	7 learning goals, 12 values
2.1 To equip colleagues to be familiar with the requirements in HKDSE	▪ To serve as a HKDSE marker and share the experience in subject meetings	▪ Exam skills acquired can enhance students' performance in structured questions. ▪ Acquired exam skills are applied and graded in daily teaching and marking	▪ Results of exams and HDSE ▪ Subject meeting minutes	Whole year	LYC	/
2.2 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	▪ The Form Six curriculum is completed by late Nov 2026. ▪ All HKDSE past paper can be arranged for practice after the completion of Form Six curriculum.	▪ At least 50% of students achieve Level Four or above.	▪ Subject meeting minutes ▪ Results of HKDSE	Whole year	LYC	/
2.3 To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance	▪ Subject panel analyses the elite scripts. The crucial factors of enhancing students' performance in structured questions and short essays are identified and documented with suggestions.	▪ Students are able to master the examination skills effectively from the analysis in the HKDSE analytical report.	▪ Subject meeting minutes ▪ Results of HKDSE	Whole year	LYC	/

students' achievement effectively	Those crucial factors are applied and integrated in daily teaching and marking.					
--	---	--	--	--	--	--

MOE : Methods of Evaluation

TS : Time Scale

PR : Responsible Person

2. Team members

Lau Yin Chun

Wong Wing Chi

3. Appendix: Budget for 2026-2027

Gov't Fund (EOEBG)

Item No.	Description	Estimated total price
1.	Field trip fee for teachers	100
2.	Stationery	150
3.	Teaching material-Rock Specimen	3,000
5.	Learning Materials from Publishers	1,400
Total		4,650

TKPF

Item No.	Description	Estimated total price
1.	Book coupons	1,500
Total		1,500

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2026-2027)

Major Concern 1: To enhance the effectiveness of learning & teaching in pursuit of learning excellence

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
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)	9/2026 – 7/2027	● Question bank on Daily Questions according to topics should be modified.	● A Question Bank on Daily Questions is modified and stored on Teams.	● CSL, CWT, WYL
		● Over 90% of students in each form finished the questions on schedule.	● Report in subject meetings	● CSL, CWT, WYL
		● Students indicate that they have the habit in doing past paper questions (including both school and public exam).	● Students' survey ● Discussion in subject meetings	● CSL, CWT, WYL
2. Preparation of worksheet with current issues and data analysis (Economics) (based on publisher's materials provided) (**1,5) (#1,2,4,5,7)	9/2026 – 7/2027	● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised.	● Materials and worksheets prepared and stored on Teams ● Discussion in common free periods and subject meetings	● CSL, CWT, WYL
3. Use AI tools to generate questions similar to DSE exam questions.	9/2026 – 7/2027	● Teachers regularly use AI tools to set questions for pre lessons, daily assignments, tests, and exams. ● Teachers review and approve over 50% of AI-generated questions that are relevant to the syllabus for use in assessments. ● AI assist in STAD development	● Discussion in common free periods and subject meetings	● CSL, CWT, LST, WYL

Major Concern 2: To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated (**1,3,5,6,10,11) (#2,4,5,7)	9/2026 – 7/2027	● Derivation of pre-lesson worksheets of S3 Tech Ed topics and 30% of BAFS topics, containing the following elements: ■ Feedback ■ Seeking help from peers (consolidating deep learning) ■ similarities and differences; success criteria (transfer) ■ e-learning (AI)	● Worksheets prepared and stored on Teams for reference	● CSL, CWT LST, WYL
		● Progress and teaching experience are shared in every subject meeting ● Learning Facilitation Plan (LFP) prepared on one topic in Form 4 for each subject	● LFP prepared and stored on Teams ● Discussion in subject meetings	● CWT
		● Teachers and students indicate that the instructional strategies are effective in enhancing students' learning ● Develop of STAD system, enhancing students' involvement in group progress.	● Discussion in subject meetings ● Test and examination results analysis ● Students' evaluation	● CSL, CWT LST, WYL
2. To train students on self-learning techniques (on pre-lesson preparation) (**1,3,10)	9/2026 – 7/2027	● Over 90% of students have finished their pre-lesson worksheets before the lesson. ● Experience sharing on building students' habits in pre-lesson study was done	● Report on classroom observation and sharing in subject meetings ● File checking	● CSL, CWT LST, WYL

(#2,4,7)		● The content of textbook to be read fixed (for group quizzes and in pre-lesson worksheet). ● Over 90% of students read 20% of their textbook on their own. ● Over 80% students indicate that the CCL through jigsaw readings and group quizzes are effective in enhancing their learning. [F.3 (Business Ownership), F.4 (Market Structure) and F.5 (Anti-competitive behavior)]	● Fixed content stored up on Teams ● Report on classroom observation in subject meetings	● CSL, CWT LST, WYL
		● Six additional videos (including those on YouTube) for flip classroom in each subject were prepared and utilized. ● Written, audio or video explanation of MC on examination prepared. ● One differentiated levels of worksheet with feedback should be developed in each form.	● Six additional videos are produced and stored systematically on Teams or YouTube ● Report of utilization of videos in subject meetings ● Written, audio or video explanation on MC prepared and uploaded to web for students' access	● CSL, CWT LST, WYL
		● 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	● Discussion in common free periods and subject meetings ● Students' survey on effectiveness of flip classroom	● CSL, CWT LST, WYL
3. Encourage students to enroll in co-curricular activities independently and form their own groups. For example: Lunar Fair, Going Concern (Post-exam booth) requiring investment from both students and teachers. (*1,3,5,10,11 #2,4,6)	9/2026 – 7/2027	● Increased student participation in co-curricular activities. ● Application of school knowledge in practical settings. ● Development of soft skills such as teamwork and leadership.	● Review forms with feedback from participants. ● Less than 20% of respondents rate their experience as "dissatisfactory."	● CSL, CWT, WYL

Major Concern 3: Increasing students' learning motivation through leveraging technology and assessment for learning

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out pop-quizzes and biweekly tests (**1,6) (#2,4)	9/2026 – 7/2027	● Pop quiz and biweekly test bank is developed.	● A bank of quizzes and tests developed and stored on Teams	● CSL, CWT LST, WYL
		● Pop quizzes and biweekly tests are carried out.	● File checking	● CSL, WYL
2. To utilize e-learning tools to boost student engagement and autonomy. (#4,5)	9/2026 – 7/2027	● At least 70% of students participate actively in online discussions, group quizzes, or interactive activities (e.g. Kahoot group quizzes).	● Report in subject meetings	● CSL, CWT LST, WYL
		● To prepare for BYOD materials in the academic year 2025-26	● Materials checking ● Discussion in subject meetings	● CSL, WYL

Major Concern 4: Carrying out National Security Education

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out national security education as suggested by EDB (**4,8) (#1,7)	9/2026 – 7/2027	● Topics and contents suggested by EDB on national security education are taught	● Teaching materials/ references are stored in Teams ● Report in subject meetings	● CSL, CWT LST, WYL

3. Team Members

Chan Siu Long, Allen (Chairman)
Wong Yiu Long, Ray (Chairman)

Chung Wai Tak, Joseph
Law Sin Ting, Ruby

4. Appendix

7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle

12 Priority Values and Attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety



Tin Ka Ping Secondary School
I.C.T. and C&T
Program Plan (2026-2027)

Major Concern (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
1. Encourage students to attend different competitions and school STEAM activities, 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.	Teachers and students' feedback	Tsz Fung, Tsz Shan
2. Optimize the assessment for learning and e-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.	Results of questionnaires	Tsz Fung, Yat Ming
3. To develop students to be autonomous and reflective learners via SDL (active learning environment, learning confidence)	Students found the programs interesting and useful.	Subject meeting minutes	Tsz Fung, Yat Ming Tsz Shan
4. 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.	Subject meeting minutes	Tsz Fung Wai Yau
5. Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning.	Students found the programs interesting and useful.	Subject meeting minutes	Tsz Fung Wai Yau
6. Leveraging Technology for Enhanced Learning (S2 BYOD)	Students can use Goodnotes Classroom and other e-learning tools to enhance their learning.	Teachers and students' feedback	Tsz Fung Yat Ming
7. Promoting Information Literacy	Create new learning topics in AI and BYOD literacy.	Subject meeting minutes	Tsz Fung Tsz Shan

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

Major Concern (II): To enhance HKDSE Result

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
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.	Results of HKDSE	Tsz Fung, Wai Yau
2. To keep track of the usage of the AI Tools and HKEdCity MC Online Question Bank, to enhance students' examination skills.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Wai Yau Tsz Shan
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.	Results of HKDSE	Tsz Fung, Wai Yau

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

Member list:

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

Remarks:

7 Learning Goals of Secondary Education

Tag	七個學習宗旨	7 learning goals
#1	國民身份認同及世界視野	National Identity & Global Perspective
#2	寬廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	數字素養	Digital 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 Attitudes

Tag	十二種首要價值觀	12 priority values & attitudes
**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	團結	Unity
**12	孝親	Filial Piety

田家炳中學

2026-2027 年度 普通話科周年計劃

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，安排強的同學穩定幫助弱的同學。 2. 至少於三班訓練小導師的教導技巧，提升幫人動機。 3. 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）。	全年	1. 被幫助同學的說話/朗讀錯讀字減少 2. 小導師能主動恆常於堂上幫助組員糾正發音	1. 小組展示活動中錯讀字紀錄 2. 朗讀或說話口試評分 3. 科任老師堂上觀察及被幫助的同學筆記記錄	科任老師	● 語文能力 ● 共通能力（溝通）

工作重點 2. 善用普通話自主學習平台等一筆過津貼安排活動；提升同學普通話學習興趣和能力

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. 繼續運用津貼（詳見《 推廣自主語文學習（普通話）一筆過津貼運用初步計劃 》，簡稱《 計劃 》），為中一二每位同學安排自主學習平台帳號，定期檢視，一定比例的學習成果計入平時分。上下學期期末獎勵善用的同學。 2. 繼續運用津貼，為少接觸普通話的中一二同學安排深圳一日考察活動（考慮和其他科合作）。 3. 繼續運用津貼，以中二同學為主要對象開辯論班。 4. 中一普通話劇目表演（基於 CCL 小組），表演或展示出色，可加分或獎勵。 5. 推薦同學參加校外兩文三語活動，擴闊視野。	全年	1. 七成或以上同學完成要求的學習內容 2. 參加一日遊的同學主動用普通話溝通，自信增加 3. 學員能完成一場頗具辯駁能力的模擬比賽 4. 各組發音準確，投入表演，獲得良好評分 5. 學生成功參賽，有反思	1. 平台匯出報告 2. 問卷 3. 比賽觀摩及評分（或以錄影模式） 4. 同儕評分表格中「態度」及「音準」兩項的平均分達 7 成或以上 5. 活動反思報告	科任老師	● 共通能力（創造力、協作、溝通） ● 語文能力 ● 數字素養 ● 寬廣的知識基礎 ● 國民身份認同和世界視野

7 learning goals:

#1 Breadth of knowledge, #2 Language proficiency, #3 Generic skills, #4 Information literacy, #5 Life planning, #6 Healthy lifestyle, #7 National global identity 國寬語共資生健

12 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 Unity, *12 Filial piety

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
1. To optimise the distributions, amount and effectiveness of assessments in different forms especially for F.3 & senior form students	Whole Year	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.	- Arrangement of continuous assessment - The amount of written tests and the students' performance. - The amount of painting tests and the students' performance. - Arrangement of SBA schedule	#1 #2 #3 #4 #5 #6 #7 *1 Perseverance *2 Respect for others	Lai On Sin Ting Suet Ngai
2. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare more pre-lesson tasks for student preparation. - To optimise useful self-learning materials. Strengthen students' self-learning	Whole Year	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. 2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way 2.3 One set of self-learning material is prepared successfully. (e.g. E-learning video, SharePoint)	- The quality of the pre-lesson tasks - The total no. and topics of their image collection. - Frequency of uses of the self-learning materials - Teachers' and students' feedback	*3 Responsibility *5 Commitment *10 Diligence	

		2.4 The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment in F.1 UT and exam. (e.g. e-learning materials, reading, video, SharePoint or MS forms, how to use AI ethically etc) Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.			
3. To cater for the diverse learning needs of students with different forms and abilities. - Elite students: Encourage students to take part in competitions and courses organised by outside bodies.	Whole Year	3.1 Students find the programs interesting and useful 3.2 Good student performance	• Learning and teaching questionnaires • Feedback from students. • Teacher observation • Analysis of the results of competitions	#1 #2 #3 #4 #5 #6 #7 *1 Perseverance *2 Respect for others *3 Responsibility *5 Commitment *10 Diligence *7 Benevolence	Lai On Sin Ting Suet Ngai

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
1 In S4 to S6, at least 1 new topic / new App will be developed	S4: 2 nd term S5: once each term S6: 1 st term	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	- The completed artwork submission to Google drive/ Teams Assignment right after the lesson - The quality of work.	#1 #2 #4 #5 #7 *1 Perseverance *2 Respect for others *3 Responsibility *5 Commitment *10 Diligence	Lai On Sin Ting Suet Ngai
2 In S1, a topic with the application of “Zen Brush” will be continued.	Nov to Dec	2.1 S1: To complete an ink painting of “The Year of Horse” in order to incorporate the Unit relates to Chinese Culture	- The completed artwork submission to Teams right after the lesson - The feedback and comment of students to Teams right after the designated lesson	#1 #2 #3 #4 #5 #7 *1 Perseverance *2 Respect for others *3 Responsibility *5 Commitment *10 Diligence	
3 In senior classes, some topics about art criticism and appreciation	S4: 2 nd term S5: once each term	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	- Observation of the usage of the students - The quality and fluency of the presentation - The feedback and comment of students to Teams /google classroom right after the designated lesson	#1 #2 #3 #4 #5 #7 *1 Perseverance *2 Respect for others *3 Responsibility *5 Commitment *10 Diligence	

4 Leveraging Technology for Enhanced Learning Cultivating an active learning environment and developing self-learning habits and skills (Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)	S1- S6 Whole year	4.1 Effective use of BYOD with educational apps (mentimeter, Kahoot! vocab app e.g. SolidMemory etc) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies. 4.2 F.1 students will be trained to use the educational apps and note-taking skills effectively through ICT lessons and will apply these in some of the VA lessons. 4.3 Develop self-learning material At least one material of assessment for learning. Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.	• Lesson observation • Subject meeting minutes • Learning and teaching questionnaires • Frequency of uses of the self-learning materials • Teachers' and students' feedback	#1 #2 #4 #5 #7 *1 Perseverance *2 Respect for others *3 Responsibility *5 Commitment *10 Diligence	Lai On Sin Ting Suet Ngai
--	------------------------------	--	---	--	--

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
1. To get to know more about visual arts organisations in Hong Kong and to get used to gallery / museum visits.	<u>S4 & S5</u> : at least once in each term <u>S6</u> : only in Sep and Oct	1.1 2 to 3 external visual arts learning activities; museum/ gallery visits to be organised during school hours. 1.2 Looking forward visiting the Art Basel again if possible	- No. of visits - Total no. of participants (in each activity) - Comments and feedback given by the participants - Art Appreciation Sharing by the participants	#1 #2 #3 #4 #5 #6 #7	Lai On Sin Ting Suet Ngai
2. 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) - The destination is suggested to be Seoul/ Taiwan/ Japan / China - The month of departure will be March/April/ July . - The focus media of art making is Photography, Sculpture and Architecture appreciation.	March/April/ July in every year	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	- Post Trip questionnaire - Quality of the assignment	*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 Unity, *12 Filial piety	Lai On Sin Ting Suet Ngai

3. To participate at least of the followings: - Participation of external drawing / painting contests - Art making workshop organised by local artists / art organisation - Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)	<u>S4 & S5</u> : once in each term	3.1 No. of activities organised. 3.2 No. of participant (S4 + S5 students) 3.3 Feedback from participants 3.4 Link up with Art Club and drawing class activities	• Comments and feedback given by the participants • Completion of art work • Quality of artwork	#1 #2 #3 #4 #5 #6 #7 *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 Unity, *12 Filial piety	Lai On
--	---	---	---	---	---------------

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

Tasks / Actions: To introduce the importance of National Security Education (SBA Topics Discussion/ Painting Practice Theme Approach)	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
Strand 1 The concept and importance of national security • Concept of the State • Concept of national security • Importance of safeguarding national security • Holistic view of national security • Threats and risks	S4 -S6: 1st Term & 2nd Term	For students who choose NS related as their SBA Topics/ Painting Practice Theme Approach • 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...) through their SBA data research • Students can analyse the development and crises our country is facing today, and willingly assume the responsibility for safeguarding national security	• The completed artwork/ reflections of data research. • The context of work. • The feedback and comments of students.	#1 #2 #3 #4 #5 #6 #7 *4 National identity *5 Commitment *8 Law-abidingness *11 Unity	Lai On
Strand 7 Major domains of national security • Basic content and importance of major domains of national security • The threats and challenges our country is facing • Ways and methods to safeguard national security		• 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 • 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.			

*Team Members: Ms. Chin Lai On, Ms. Law Sin Ting, Ms. Ng Suet Ngai

Subject Head: **Chin Lai On**

First edition: 4th July 2026

Tin Ka Ping Secondary School

Music Annual School Plan 2026-2027

Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Strategies	Time Schedule	Success Criteria	Staff Responsible	Methods of Evaluation	7 learning goals, 12 values
● Sing and share more songs with healthy themes that matches the 7 learning goals, 12 values during the music lessons ● F.4 will use related apps to create music during the lessons. ● Encourage students to take part in out-school music competitions. ● To empower classes with greater creative freedom in the inter-class singing contest, developing students into autonomous and reflective learners through SDL.	9/2026 7/2027	● Students enjoy the songs and singing happily. ● Feedback with sharing during the lessons. ● Increase 10% of applicants to join the music festival/competitions. ● Students will have more ample time to prepare and practice. Collaboration and performance among classmates yield better effect.	● Lai Ming ● Suet Ngai	● Interaction during the music lessons ● Number of participants for the competition. ● Post-competition self-evaluation by each class.	#1, 4, 7 *1-12

Major Concern II : To build a healthy campus

Tasks / Strategies	Time Schedule	Success Criteria	Staff Responsible	Resources required	7 learning goals, 12 values
- To introduce more healthy songs and sound therapy tools for students relieve stress, improve mood, and promote mental health. - Continue to arrange for a piano to be placed in the covered playground for students to play freely, while also managing its usage. Provide a supportive school environment.	9/2026 7/2027	- The students' sharing and feedback are positive. - Not less than 20 students performed in the covered playground. - Students appreciated and enjoyed listening to the music in the covered playground.	- Lai Ming - Suet Ngai	- Instruments - Tools	#2, 7 *2, 7, 11, 12

Team Members: Liu Lai Ming and Ng Suet Ngai**Subject Head: Liu Lai Ming (edited on 4/7/2026)**

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2026-2027

Major Concern (I): Through physical activities, thoroughly enhance fitness levels and promote holistic physical well-being.

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remark	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.	Whole year	1.1 Students need to record their physical fitness test results in their portfolio to track their progress. 1.2 Whole school participate in the “School Physical Fitness Award Scheme”, 90% of the students pass in the scheme, half of them get “Gold Medal”. 1.3 Students can actively participate in different items during PE lesson and regularly participate in different sports-related activities after school.	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. 1.2 Evaluate in subject meeting 1.3 Calculate the number of sports team member and Evaluate in subject meeting	Panel and PE teachers	Implement different training method in PE lesson	#7	**1	/

2. Organize sports related activities such as invite sports demonstration, and organize outing trips for all students.	Whole year	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.	2.1 Evaluate in subject meeting.		Invite different sports associations through LCSD	#2 #7	/	2.18
3. Organize training sessions for Athletics Meet and different inter-class competitions.	Whole year	3.1 Organize at least 10 morning and after-school training sessions for 4-House members before Athletics Meet. 3.2 Organize practice lessons for inter-class rope skipping competition and Round-The-School Relay.	3.1 Calculate the present number of 4-House members. 3.2 Collect opinions from class teachers.			#7	**11	2.18

Major Concern (II): To cultivate competence and self-efficacy through sports

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks	7 LG	12 PVS	NSE
1. Certain number of students will be arranged or recruited as student helpers for sports events, enabling them to gain valuable experience and enhance their sense of belonging.	Whole year	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 service in sports-related activities at the end of the year.	Panel and PE teachers		#4	**3 **5	2.18
2. To hold prize presentations, organize the Outstanding Athletes Award Election, and arrange a gathering for all school sports teams to encourage and celebrate achievements, thereby building confidence and motivating continued participation.	Whole year	2.1 Organize prize presentations during assembly for the Inter-school Swimming Championships, Cross Country Competition, and Athletics Championships. 2.2 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. 2.3 A gathering is held for all school sports team. Nearly 70% of the athletes will attend the gathering.	2.1 Evaluate in subject meeting 2.2 Evaluate in subject meeting 2.3 Take attendance of the gathering and evaluate in subject meeting	Panel, PE teachers, school sports team coordinator		/	**2 **11	/

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

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks	7 LG	12 PVS	NSE
1. The self-learning materials of the National Games and traditional Chinese sports will be prepared.	Whole year	1.1 Videos and relevant assignments of the Asian Games and traditional Chinese sports will be uploaded to SharePoint for different forms of students.	1.1 Mark calculation of the assignment given to students.	Panel and PE teachers	Online resources	#1 #2 #4	**4 **10	3.2 3.5 4.5
		1.2 Students should watch the videos and finish an assignment.	1.2 Evaluate in the 2 nd and 4 th subject meeting.					
		2.1 All boys have to complete the practical test at the end of the lesson.	2.1 Mark calculation of the test given to students.	Panel and PE teachers		#7	**10	/
		2.2 Over 50% of the students can develop their own fitness training plan.		Panel and PE teachers				
3. To promote the use of the newly opened Gym Room by granting students access and providing self-learning materials.		3.1 Encourage qualified students to access the Gym Room in the morning.	3.1 Calculate the number of students who use the gym room at the end of the year.	Panel and PE teachers		#4 #7	**10	/
		3.2 Videos on the proper usage of the various exercise equipment will be uploaded to SharePoint for different forms of students.	3.2 Evaluate in subject meeting	Panel and PE teachers				

Team members: Mr. Chan Hong Yin, Miss Lau Ching Lui, Miss Tsoi Yin Ling

Subject head: Miss Lau Ching Lui (17-6-2026)