



# **田家炳中學 周年檢討**

**Tin Ka Ping Secondary School  
Annual Report**

**(2025-2026)**

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## ( 2025-2026 )

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**Tin Ka Ping Secondary School****Annual Report of the Academic Affairs Committee (2025-2026)****7 learning goals:**

Breadth of knowledge, Language proficiency, Generic skills, Information literacy, Life planning, Healthy lifestyle, National global identity 國寬語共資生健

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation                        | Suggestions/ Follow-up                                                                                                        | 7 learning goals, 12 values       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>1. Leveraging Technology for Enhanced Learning</b><br><br><b>2. Cultivating an active learning environment and developing self-learning habits and skills</b><br>(Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning) | 1. Effective use of <b>BYOD</b> 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. 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 lessons.<br><br>2. Develop self-learning material<br>At least one material (e.g. quizzes, exercises) of assessment for self-learning are prepared successfully. The pre-lesson tasks can be incorporated with CCL/SDL in teaching and <b>assessment in F.1</b> UT and exam. (e.g. e-learning materials, reading, video, SharePoint or MS forms, <b>how to use AI ethically</b> etc)<br>Exploration on how AI can help in teaching and assessment is conducted and positively evaluated. | 1. Partly achieved<br>2. Achieved | The goal is to fully implement BYOD only in senior high school. Colleagues need to make more preparations in the coming year. | Generic skills, computer literacy |

|                                                                                                      |                                                                                                                     |                                         |                                       |                |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------|----------------|
| <b>3.Utilizing assessment for curriculum enhancement</b>                                             | 1. Student survey is conducted and the we can understand the workload of students more clearly.                     | 1. Achieved                             | To implement                          | Life-planning, |
| 1. Promote subjects to optimize the distributions, quantity,                                         | 2. Students' pressure on tests / assignments is relieved                                                            | 2. Achieved                             | continuously                          | perseverance   |
| quality and effectiveness of assessments in different forms                                          | 3. About 70% students have positive response to the view that the amount of homework is reasonable.                 | 3. Achieved                             | Further discussion with subject panel | diligence      |
| 2. Student perception questionnaires S1-5 of distribution, quantity and effectiveness of assessment) | 4. About 70% students have positive response to the view that the assignments and tests help them to learn better.  | 4. Achieved                             | heads will be conducted next year     |                |
|                                                                                                      | 5. Based on the survey and assessment results, subject panels reflect their assessment policy and efficiency.       | 5. To be confirmed from subject minutes |                                       |                |
|                                                                                                      | 6. Collect SBA arrangement for F.5 and F.6 from subjects taking SBA to prevent overloading students simultaneously. | 6. Achieved                             |                                       |                |
|                                                                                                      | 7. Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.            | 7. Achieved                             |                                       |                |

|                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                    |                                                            |                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------|
| <p>3. 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.</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses.</li> <li>- Encourage students to take part in competitions and courses organized by outside bodies.</li> </ul> | <ol style="list-style-type: none"> <li>1. Promote pull-out enrichment programs and activities through various subjects to explore their interests and talents outside of the regular curriculum.</li> <li>2. Nominate students to join HKAGE, HKU, CUHK and HKUST... for the talented.</li> <li>3. Construct a talent pool for gifted education (excel format)</li> </ol>                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. Achieved</li> <li>2. Achieved</li> <li>3. Achieved</li> </ol>                                                                                            | <p>Extra surveys will be collected in the coming year.</p> | <p>Breadth of knowledge, Generic skills</p> |
| <p>4. Promote students' learning motivation<br/>ability of self-evaluation</p> <ul style="list-style-type: none"> <li>- explore the concept of the ability of self-evaluation of learning progress</li> </ul>                                                                                                                                                                   | <ol style="list-style-type: none"> <li>1. More students are more aware on their study</li> <li>2. Students aim at getting high mark / prize.</li> <li>3. Motivation of students on learning is enhanced.<br/><b>Encourage students with improvements.</b></li> <li>4. A plan on training in self-evaluation of learning progress is prepared</li> <li>5. Photo-taking for Yearly-exam prize-presentation ceremony</li> <li>6. Promote subject-based inter-school competition</li> <li>7. <b>Interview high-achievers and shoot videos (overall and different subjects)</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Achieved</li> <li>2. Partly achieved</li> <li>3. Achieved</li> <li>4. Achieved</li> <li>5. Achieved</li> <li>6. Achieved</li> <li>7. Achieved</li> </ol> | <p>To implement continuously</p>                           | <p>Perseverance</p>                         |

|                                                                  |                                                                                                                                                                 |          |                           |                   |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------|-------------------|
| 5. To strengthen students' sense of national and global identity | Integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity. | Achieved | To implement continuously | National identity |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------|-------------------|

Major concern (II): To advance academic excellence and learning confidence

| Action Item                                                              | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evaluation                            | Suggestions/ Follow-up    | 7 learning goals, 12 values |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------|-----------------------------|
| 1.To broaden students' knowledge by creating more learning opportunities | <p>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.</p> <p>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.</p> | <p>1. Achieved</p> <p>2. Achieved</p> | To implement continuously | Breadth of knowledge        |

| Action Item                                                                                                                                                                                                                                                     | Success Criteria                                                                                                                                                                                                                                                                                                                                                             | Evaluation                                | Suggestions/ Follow-up    | 7 learning goals, 12 values                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------|------------------------------------------------------------------------|
| 2.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.<br>2. HKDSE subject panels analyse the elite scripts and provide suggestions to enhance students' learning.<br>3. Students are able to master the examination skills effectively from the analysis in the HKDSE analytical report. | 1. Achieved<br>2. Achieved<br>3. Achieved | To implement continuously | Language proficiency,<br>Generic skills,<br>Perseverance,<br>diligence |
| 3.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.<br>2. Optimize after-school learning activities: Study groups held by subject teachers, releasing high achievers.                                                                                                                                                              | 1. Achieved<br>2. Achieved                | To implement continuously | Life-planning<br>Perseverance,<br>Healthy lifestyle                    |

**Tin Ka Ping Secondary School****Reading Promotion Unit****School Annual Report (2025-2026)****Major Concern (I): Enhance students' interest in reading and create reading atmosphere**

| Tasks / Actions                                                                                   | Timeframe  | Success Criteria                                                                                                                                                                                                                                                                                                                                                | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggestions/Follow up                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To provide room for self-directed reading in order to cultivate students' interest in reading. | Whole year | 1.1 Most students can focus on reading during the Language Learning Enhancement Session.<br>1.2 An increase in the number of books borrowed.<br>1.3 Positive feedback towards book exhibition.<br>1.4 At least 50 numbers of books sharing recommended on the eClass library plus platform.<br>1.5 At least 1 outside school activities or competitions joined. | It is partly successful.<br>1.1<br>-Students can have better attention and centration during the morning Reading Enhancement Session. The situation is quite stable. Each month, students can have their own choices except the English materials during the English Reading Week.<br>- During the Friday Reading Enhancement Session, 24 videos related to reading or self-directed learning were broadcast.<br>- Inter-class Books Sharing Competitions (Chinese books for junior forms and English books for senior forms) were conducted smoothly.<br>- KOBO e-book readers were rotated to all classes for 1 week.<br>- The small Kobo e-reader has a total of 14 borrowing records and students borrow it for 2 weeks at a time.<br>- All classes except F.6 would visit our library once in 25-26. | 1. Reading Enhancement Session is best to be arranged in the morning for every day.<br>2. Different kinds of book boxes just like KOBO would be rotated to different classes.<br>3. Encourage students to borrow small KOBO readers more often.<br>4. KOBO readers can be rotated to one week/class. |

|                                                                                                                                                                                |            |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |
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|                                                                                                                                                                                |            |                                                                                                                                                     | <p>1.2 The number of books borrowed this year is roughly similar to that of last year, with an decrease in physical books.</p> <p>24-25: 6126 (phy) + 5561 (hyread+eclass) = 11687</p> <p>25-26: 5219 (phy) + 5469 (hyread+eclass) = 10688</p> <p>1.3 The spending in the book exhibitions was good.</p> <p>1<sup>st</sup> term: \$20834 (246copies)</p> <p>2<sup>nd</sup> term: \$32643.7(416 copies)</p> <p>1.4 More than 10 book sharing were posted on the eClass Library Plus platform with no teachers' supervision.</p> <p>1.5 Our school continues to take part in the North District Reading Festival this year.</p> |                                                                                                                                                                                                                                                                      |
| <p>2. To make use of two platforms: 'Teachers' Book Recommendations' and 'Library Fan page' so as to enhance reading atmosphere and encourage students to do more sharing.</p> | Whole year | <p>2.1 An increase in the number of borrowed books recommended by teachers.</p> <p>2.2 At least 30 posts and 400 followers throughout the year.</p> | <p>It is partly successful.</p> <p>2.1 -72 teachers recommended books. All teachers had shot a video for their recommended books. Videos would be broadcast during the Reading Enhancement Session and uploaded to our school website afterwards.</p> <p>2024.09-2024.12: 324 times (23-24 books)</p> <p>2025.01-2025.05: 315 times(24-25 books)</p> <p>2026.09-2026.12:309times (24-25 books)</p> <p>2026.01-2026.05: 309times (25-26 books)</p>                                                                                                                                                                             | <p>1. All teachers need to shoot a short video. The videos should be short (about 2-3 minutes).</p> <p>2. Prizes for teachers with good recommendations and students with high support.</p> <p>3. Three Teachers' Recommendation Books can be done in the CRS or</p> |

|                                                                                                                                                                                                                                                 |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                                                                 |  |  | <p>-Teachers' Book Recommendations will be arranged weekly together with monthly billboard statistics in the hopes of boosting the promotional effect.</p> <p>-Its borrowing records were similar to that of last year.</p> <p>2.2 -There are 448 (24-25:427) followers on Instagram (updated to 10/6/2026).</p> <p>- 95 posts were posted throughout the year. The total 'like' rate on and Instagram was 647.</p> <p>-The number of followers and the 'like' rate increased.</p> <p>- Library Instagram can serve as a platform to maintain student's enthusiasm for promoting reading and facilitate the circulation of information.</p> | <p>ERS.</p> <p>4. To introduce more external information about books and reviews on current and popular topics.</p> <p>5. For book reviews, a simple task will be assigned to replace the writing of a long paragraph.</p> <p>6. To integrate related books reports or suggested readings with different subjects' activities.</p> <p>7. All F.1 students would be invited to like the IG page, and more subjects would be invited to add posts on the platforms.</p> |
| <p>In conclusion, Students' interest in reading and the reading atmosphere was improved. Students pay attention to 'Teachers' Book Recommendations' and "Library Instagram". Students enjoyed the videos of Teachers' Recommendation Books.</p> |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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

| Tasks / Actions                                                                                             | Timeframe  | Success Criteria                                                                                                                                                                                              | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggestions/Follow up                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To build up electronic resources                                                                         | whole year | <p>1.1 An increase in the number of electronic books and magazines borrowed.</p> <p>1.2 The implementation of electronic resources of different subjects.</p> <p>1.3 The implementation of KOBO readers..</p> | <p>It is partly successful.</p> <p>1.1 The number of items borrowed roughly similar to that of last year<br/>2024-2025 eBooks 1077+eMag 4484 = 5561<br/>2025-2026 eBooks 1167+eMag 4320 = 5487</p> <p>1.2 -HyRead: Total collection added to 1054items. Continued to subscribe to 17 terms of e-magazines.<br/>-eClass: Total collection added to 102 items.<br/>-KOBO: 74 readers have been purchased. 447books have been installed in the readers. One weeks rotation of readers for each class and most students enjoyed reading with the new readers.<br/>-LovEbooks: Managed by the English Department, 29 fictions and 75 non-fictions have been uploaded on Sharepoint)</p> | <p>1. A class teacher period for F.1 students will be requested to introduce e-books platform in the beginning of the year.</p> <p>2. English Department can focus on promoting e-Magazines while Chinese Department can focus on HyRead or KOBO ebooks.</p> <p>3. More subjects will be invited for purchasing ebooks.</p> <p>4. More subjects will be invited for using electronic resources.</p> |
| 2. To combine the curriculum and activities organized by different departments and committee, a theme-based | Whole year | 2.1 An increase in the number of Chinese and English books borrowed.                                                                                                                                          | <p>It is partly successful.</p> <p>2.1 Number of books borrowed:<br/>25-26 Physical Chinese books: 3083 (24-25:3254) .<br/>25-26 Physical English books: 2136 (24-25:2872) .</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1. More subjects would be invited to join together.                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                |  |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
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| strategy will be adopted to promote reading.                                                                                                                                                                   |  | 2.2 At least 1 department or committee join together to promote reading. | <p>25-26 Chinese Ebooks + Emag :685 +440 = 1125 (24-25:748)</p> <p>25-26 English Ebooks + Emag: 482+ 3862 = 4344 (24-25:4813)</p> <p><u>Chinese Department:</u></p> <p>-F.1-F.2 library tours were held.</p> <p>-Designated Chi reading materials will be prepared during Reading Enhancement Period.</p> <p><u>English Department:</u></p> <p>- F.1 to F.3 library tours were held</p> <p>- F.1 and F.2 Audio Book and Book Cover competitions were held in both first and second terms.</p> |  |
| In conclusion, increasing learning resources and improving facilities can help academic subjects learning. Chinese and English Departments actively promote reading. We have good cooperation with each other. |  |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

## Member list

Ms. Pang Wing Yin

Ms. Tang Lai Chu

Ms. Tsang Po Yu

Mr. Pang King

# Tin Ka Ping Secondary School

## Student Affairs Unit

### Annual School Report of Major Concerns of SAU for 2025-2026

| 7 learning goals |                                        |
|------------------|----------------------------------------|
| LG1              | National Identity & Global Perspective |
| LG2              | Breadth of Knowledge                   |
| LG3              | Language Proficiency                   |
| LG4              | Generic Skills                         |
| LG5              | Digital 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 (2025 – 2026)

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

| Tasks / Actions                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Items / Targets                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TS                                      | SC                                                                                                                                                                                                                                                                                                                                                   | Performance Review                                                                                                                                                                                                                                                                                                                                          | Evaluations and Suggestion                                                                                                                                                                                                                                     |
| To develop students to be autonomous and reflective learners via SDL |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |
| 1.1 To develop self-managing habits and skills                       | <u>Class Teachers Affairs</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |
|                                                                      | <p>[LG4+LG6+LG7] [PV3 +PV10]</p> <p>a) Utilization of S1 &amp; S2 student handbook</p> <ul style="list-style-type: none"> <li>Class teacher periods are reserved for S1 class teachers to trained the students to utilize their student handbook.</li> <li>Spot checking of S1 students' iPads will be carried out regularly by class teachers and form liaisons.</li> <li>S2 students' handbooks are checked by school office once a week. The result is followed by the class teachers.</li> <li>Group leaders are fostered to help checking student handbook of group members.</li> </ul> | <p>Sept &amp; Oct</p> <p>Whole year</p> | <ul style="list-style-type: none"> <li>More than 60% of spot-checked S1 students have marked down their HW each day.</li> <li>More than 50% of S2 students have written down the recommended completion time for each HW.</li> <li>S2 students performs better than their previous year (2024-2025 S1) for the usage of student handbook.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved, part of S1 students are failed to mark down their HW on the iPads on lessons.</li> <li>Not achieved, only about 31%of S2 students have written down the recommended completion time for each HW.</li> <li>Achieved, the number of students getting ★ shows no increase [18.9% --&gt;18.5%],</li> </ul> | <ul style="list-style-type: none"> <li>Both S1 and S2 will return to physical student handbooks.</li> <li>Inter-class competitions will be introduced to raise motivation and assist class teachers in monitoring handbook utilization effectively.</li> </ul> |

|  |  |  |                                                                                    |                                                                                                                                                                                                                                         |  |
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|  |  |  | <ul style="list-style-type: none"> <li>Positive feedbacks are received.</li> </ul> | <ul style="list-style-type: none"> <li>when compared with the previous year (2024-2025 S1).</li> <li>Not achieved, class teachers report that students face some difficulties in jotting down the assignment items on iPads.</li> </ul> |  |
|--|--|--|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Objective (II) : Building a Healthy Campus

| Tasks / Actions                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                            |                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Items / Targets                                                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                          | TS         | SC                                                                                                                                                                                                                                                      | Performance Review                                                                                                                                                                                                         | Evaluations and Suggestion                                                                                                                                                                              |
| <b>1. Creating a Health-Conducive School Environment</b>                                             |                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                            |                                                                                                                                                                                                         |
| <b>1.1 To establish a secure and health-promoting school environment for all students</b>            | <u>Anti-drug Campaign</u> [LG2+LG7] [PV3 +PV8]<br><ul style="list-style-type: none"> <li>Anti-drugs information is displayed in the campus.</li> <li>Voluntary drug testing programme are carried out for S1 students.</li> </ul>                                                                                                                                                                   | Whole year | <ul style="list-style-type: none"> <li>At least one anti-drugs-themed poster/video is displayed or broadcasted for each school term.</li> <li>At least ten S1 students have participated and negative results are shown in the drug testing.</li> </ul> | <ul style="list-style-type: none"> <li>Achieved, one video and one poster are broadcasted / displayed for each term.</li> <li>Achieved, 10 students have finished the testing. Only negative results are found.</li> </ul> | <ul style="list-style-type: none"> <li>More information on e-cigarettes will be displayed or broadcasted.</li> <li>The testing program will be expanded to include new S1 and S3 students.</li> </ul>   |
| <b>1.4 To integrate discipline with counseling, cultivating a culture of care and mutual support</b> | <u>Counselling &amp; Guidance / Inclusive Education</u><br>[LG4+LG6+LG7] [PV3+PV5 +PV7 +PV9 +PV11]<br>a) Shining Hearts – Peer Guidance Scheme<br><ul style="list-style-type: none"> <li>Mentees (seeds) is recruited and is taken care by a group of mentors (suns).</li> <li>Regular lunch gatherings are held for each peer group.</li> </ul> b) Small Counselling Groups / SEN Group Activities | Whole year | <ul style="list-style-type: none"> <li>Lunch gatherings of each group are held twice each month.</li> <li>Three general meetings are held during the whole academic year.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>The communication between social workers and form liaisons will be strengthen, so as to prolong and strengthen the positive effect on students by the</li> </ul> |

|                                                         |                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                       |                                                                                                          |                                                                                                                                                                                    |
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|                                                         | <ul style="list-style-type: none"> <li>Activities are held by ‘Student Gatekeepers’ to strength the social bonding between students.</li> <li>Group activities are carried out for some selected students which aim at giving a platform for building up peer relationships.</li> </ul> |            | <ul style="list-style-type: none"> <li>The attendance rate reaches 80% for the group activities.</li> <li>Positive feedbacks are received.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>                           | group activities.                                                                                                                                                                  |
|                                                         | <p><b><u>Class Associations</u></b></p> <p>[LG2+LG4+LG6+LG7] [PV2 +PV5 +PV10 +PV11]</p> <p>Class activities, such as board-making, school picnic and Christmas celebration parties, are held.</p>                                                                                       | Whole year | <ul style="list-style-type: none"> <li>Class activities, such as board-making, school picnic and Christmas celebration parties, are successfully organized and held by the class associations.</li> </ul>             | <ul style="list-style-type: none"> <li>Achieved.</li> </ul>                                              | <ul style="list-style-type: none"> <li>The good practices for the class activities will be continued.</li> </ul>                                                                   |
| 1.5 To foster robust home-school-community partnerships | <p><b><u>Anti-drug Campaign</u></b> [LG2+LG7] [PV3 +PV8]</p> <ul style="list-style-type: none"> <li>Partnership is built up with one external anti-drug community organization.</li> </ul>                                                                                              | Whole year | <ul style="list-style-type: none"> <li>At least one anti-drug talk is carried out by the organization.</li> <li>Drug testing is carried out by the organization.</li> <li>Positive feedbacks are received.</li> </ul> | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved..</li> <li>Achieved.</li> </ul>       | <ul style="list-style-type: none"> <li>Further collaboration with the anti-drug community organization, CDAC, is required to combat the growing impact of e-cigarettes.</li> </ul> |
|                                                         | <p><b><u>Counselling &amp; Guidance</u></b> [LG2+LG4+LG6+LG7] [PV2 +PV3+PV5+PV8+PV9+PV11]</p> <ul style="list-style-type: none"> <li>Partnerships are built up for the out-source service with external community organizations, including the Police.</li> </ul>                       | Whole year | <ul style="list-style-type: none"> <li>At least two external organizations are hooked up.</li> <li>At least one talk/workshop is carried out by the organization.</li> <li>Positive feedbacks are</li> </ul>          | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Partly achieved.</li> </ul> | <ul style="list-style-type: none"> <li>Further collaboration with the organizations will be explored.</li> </ul>                                                                   |

|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                  |                                                                                                                                                   |
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|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | received.                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                  |                                                                                                                                                   |
| <b>2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                  |                                                                                                                                                   |
| <b>2.1 To promote well- being awareness and practices for student happiness</b>                               | <b>Campus Atmosphere</b> [LG2+LG7] [PV7 +PV9]<br><ul style="list-style-type: none"> <li>▪ Mental health information is frequently posted on the class bulletin board.</li> <li>▪ Quotes with positive meaning are displayed in the campus.</li> <li>▪ Library books concerning emotional regulation are purchased.</li> </ul>                                                                                                                                                                                                              | Whole year | <ul style="list-style-type: none"> <li>▪ New mental health information is released twice a month.</li> <li>▪ Quotes are displayed in 30 days and different quotes are displayed each day.</li> <li>▪ Five more books concerning emotional regulation are kept in the school library.</li> <li>▪ Positive feedbacks are received.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Achieved.</li> <li>▪ Achieved.</li> <li>▪ Achieved.</li> <li>▪ Not achieved.</li> </ul> | <ul style="list-style-type: none"> <li>▪ More information on cognitive flexibility and relaxation methods will be promoted and shared.</li> </ul> |
|                                                                                                               | <b>Counselling &amp; Guidance / Inclusive Education</b><br>[LG2+LG6+LG7] [PV7 +PV9+PV11]<br>a) “Student Gatekeepers” <ul style="list-style-type: none"> <li>▪ Emotional health care promotion activities are organized and held by the student gatekeepers.</li> </ul> b) Small Counselling Groups / SEN Group Activities <ul style="list-style-type: none"> <li>▪ Small counselling groups concerning learning stress and motivation as well as SEN group activities concerning self-care and healthy life-style are proposed.</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>▪ At least one emotional health care promotion activities are organized and held by the student gatekeepers.</li> <li>▪ The attendance rate reaches 80% for the training sessions and small counselling groups.</li> <li>▪ Positive feedbacks are received.</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Achieved.</li> <li>▪ Achieved.</li> <li>▪ Achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>▪ The main theme for the mental week next school year will be 'sleeping'.</li> </ul>                       |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |
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|                                                                   | <p><b><u>Class Teachers Affairs</u></b> [LG2+LG4+LG6+LG7] [PV2+PV7+PV9]</p> <ul style="list-style-type: none"> <li>Support from SAU members or SSWs are offered to class teachers to hold emotional education activities during the class teacher periods.</li> <li>Emotional education resources bank is established for class teacher to carry out emotional education activities during the class teacher periods.</li> </ul> | Whole year     | <ul style="list-style-type: none"> <li>At least fifteen sessions are held for different classes.</li> <li>At least five more videos, articles or PowerPoints are uploaded on the resources bank.</li> <li>Positive feedbacks are received.</li> </ul> | <ul style="list-style-type: none"> <li>Partly achieved, only thirteen sessions are held.</li> <li>Achieved.</li> <li>Not achieved.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>The practice for holding the emotional education activities in junior class teacher periods by form liaisons will be continued.</li> <li>A specific session will be reserved for collecting feedbacks from teachers in the form meetings.</li> </ul> |
| 2.3 To build healthy lifestyles and resist negative social trends | <p><b><u>Anti-drug Campaign</u></b> [LG2+LG7] [PV3+PV8]</p> <ul style="list-style-type: none"> <li>Anti-drug talk(s) is/are carried out for S1 students.</li> <li>Students are guided to visit HK Jockey Club Drug Info Centre and get to know more facts about drugs.</li> </ul>                                                                                                                                                | Whole year     | <ul style="list-style-type: none"> <li>At least one anti-drug talk is carried out for S1 students.</li> <li>One visit is carried out and at least twenty students have joined the visit.</li> <li>Positive feedbacks are received.</li> </ul>         | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved, the visit is carried out during the post-exam activity period.</li> <li>Partly achieved for the anti-drug talk.</li> </ul> | <ul style="list-style-type: none"> <li>The campaign actions will be continued.</li> </ul>                                                                                                                                                                                                   |
|                                                                   | <p><b><u>Counselling &amp; Guidance</u></b> [LG4+LG6+LG7] [PV3+PV5]</p> <p>Net issue workshop and assembly are held for S1 to build up their healthy habit on internet use.</p>                                                                                                                                                                                                                                                  | Sept & Jan/Feb | <ul style="list-style-type: none"> <li>At least one workshop and one assembly are held for S1 students.</li> <li>Positive feedbacks are received.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Net issue workshop and assembly will be continued to be held.</li> </ul>                                                                                                                                                                             |

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |                                                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                                                                                                |
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| <b>2.4 To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections</b> | <u><b>Counselling &amp; Guidance</b></u><br><div style="background-color: yellow; padding: 2px;">[LG1+LG2+LG4+LG6+LG7]</div> <div style="background-color: yellow; padding: 2px;">[PV2 +PV3+PV5+PV7+PV9+PV11]</div> <p>Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> <li>The mentors (sun) and mentees (seed) works together and organizes a voluntary work.</li> </ul>                                             | Nov-Jan                            | <ul style="list-style-type: none"> <li>At least one programme of voluntary work are held.</li> <li>The attendance rate reaches 70%.</li> <li>Positive feedbacks are received.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Partly achieved for some of the groups.</li> <li>Achieved.</li> <li>Achieved.</li> </ul>                 | <ul style="list-style-type: none"> <li>The Shining Hearts voluntary work programme will be continued.</li> </ul>                                                                               |
| <b>Establishing and Optimizing Systems for Early Identification, Structured Referral, and Tiered Support</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |                                                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                                                                                                |
| <b>3.1 "5+2" / "10+2" Collaboration Model</b>                                                                | <u><b>Class Teachers Affairs</b></u> <ul style="list-style-type: none"> <li>The collaboration between class teachers and form liaisons are reviewed annually.</li> </ul>                                                                                                                                                                                                                                                                           | May-June                           | <ul style="list-style-type: none"> <li>More than 70% of feedbacks from class teachers towards their collaboration with form liaisons are positive.</li> <li>Positive feedbacks from form liaisons are received.</li> </ul>  | <ul style="list-style-type: none"> <li>Not achieved, some comments and suggestions are received.</li> <li>Partly achieved.</li> </ul>           | <ul style="list-style-type: none"> <li>The collaboration between class teachers and form liaisons will be continued to be reviewed annually.</li> </ul>                                        |
| <b>3.2 Inclusive Education</b>                                                                               | <u><b>Inclusive Education</b></u> <ul style="list-style-type: none"> <li>The school-based SEN handbook (for early identification and structured referral) is reviewed and modified (if necessary).</li> <li>The DASS survey is carried out in S2 students.</li> <li>Students who have shown severe state in DASS are selected and followed up.</li> <li>Discussion are made for different S2 classes between EP and the class teachers.</li> </ul> | June<br><br>Oct<br>2nd term<br>Nov | <ul style="list-style-type: none"> <li>A review for handbook and the DASS survey is done.</li> <li>The attendance rate of the follow-up activities reaches 50%.</li> <li>Discussion are made for all S2 classes.</li> </ul> | <ul style="list-style-type: none"> <li>Partly achieved, the review on the DASS survey is done.</li> <li>Achieved.</li> <li>Achieved.</li> </ul> | <ul style="list-style-type: none"> <li>The roles and responsibilities of different care-takers in the counselling and SEN case referrals and follow-ups will be reviewed next year.</li> </ul> |
| <b>3.3 To maximize out-of-school resources</b>                                                               | <u><b>Counselling &amp; Emotional Support / Inclusive Education</b></u> <ul style="list-style-type: none"> <li>Frequent communication with different</li> </ul>                                                                                                                                                                                                                                                                                    | Whole year                         | <ul style="list-style-type: none"> <li>At least one case-conference is held for each student case</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Achieved.</li> </ul>                                                                                     |                                                                                                                                                                                                |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                              |                                                                                                                                    |                                                                                                                                                                                                  |
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|                                                         | <p>professionals (i.e. SMHSS, EP and CP).</p> <ul style="list-style-type: none"> <li>Develop different school based or non-school based services for example: Speech Therapy, CP service etc.</li> <li>Establish a Family Support Group (for ASD and ADHD parents).</li> </ul>                                                                                                                                                                                                                                                                            |            | <p>with high-risk each school term.</p> <ul style="list-style-type: none"> <li>At least one service provided for every SENs.</li> <li>The attendance rate of the service and support group reaches 70%.</li> <li>Positive feedbacks are received.</li> </ul> | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> <li>Achieved, with average score 4.3 out of 5.</li> </ul> |                                                                                                                                                                                                  |
| 3.4 To deliver tiered support for diverse student needs | <p><b><u>Counselling &amp; Emotional Support</u></b></p> <p>Counselling record is systemized, and so the case handling direction and progress can be traced by different caregivers.</p>                                                                                                                                                                                                                                                                                                                                                                  | Whole year | <ul style="list-style-type: none"> <li>WhatsApp groups is created for each student case with high-risk.</li> <li>Positive feedbacks are received.</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>                                                     | <ul style="list-style-type: none"> <li>The counselling record system is planned to be reviewed next year.</li> </ul>                                                                             |
|                                                         | <p><b><u>Inclusive Education</u></b> [LG2+LG6+LG7] [PV2 +PV11]</p> <p>The Tiered Autism Intervention Model (AIM Project)</p> <ul style="list-style-type: none"> <li>Tier 1: Optimising the learning and teaching in the regular classroom to create an ASD-friendly environment.</li> <li>Tier 2: Providing supplemental small group training to enhance their social communication, emotional and learning adaptation skills and abilities.</li> <li>Tier 3: Developing individual education plans with individualized and intensive support.</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>At least three ASD students are supported by the project with interlinked support from Tier-1 to Tier-3.</li> <li>Positive feedbacks are received.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Achieved.</li> <li>Achieved.</li> </ul>                                                     | <ul style="list-style-type: none"> <li>The involvement in the AIM project will be sustained, and a new programme will also be participated to enhance support for students with ADHD.</li> </ul> |

TS : Time Scale

SC : Success Criteria

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

## **Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026**

### **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                                                                                                                                                 | Result & Evaluation                  | Suggestions                                                                                                                                                                                                                                                                                                                   | 7 LG                                                                                                              | 12 PVS                   | NSE |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------|-----|
| <b>1. To develop students to be autonomous and reflective learners via SDL</b> |                                                                                            |       |                                                                                                                                                     |                                      |                                                                                                                                                                                                                                                                                                                               |                                                                                                                   |                          |     |
| Develop leadership in different student communities                            | ◆On job training for committee members in SU, 4 Houses, Form Association & different CCAs. | Whole | ◆Scheme of work & evaluation were done (Documentation)<br>◆Inheritance of experience from senior forms to junior forms<br>◆Facilitator Observations | ◆Observation<br>◆Record/<br>◆Minutes | Over 90% of students could follow the ‘Student Development Framework’<br>◆75% of house captains could understand and deliver the concept of self-management and role model<br>Leaders have very good relationship with previous leaders of the organization and transacted the experience and documents for the new committee | Mentorship: #3<br>Launch a #5 mentorship program where senior student leaders guide junior members in their CCAs. | **2<br>**3<br>**9<br>*11 |     |

# Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

## Major concern II : Building a Healthy Campus

| Tasks/Actions                                                 | TS                                                                                                                                                        | SC         | MOE                                                                                                                     | Result & Evaluation                                | Suggestions                                                                                        | 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<br>To enhance students' understanding of school policies and demonstrate the school's commitment to addressing students' needs. | Nov, 2025  | ◆At least 100 students participates in the forum<br>◆Diversity of Voices<br>◆Documentation<br>◆Facilitator Observations | ◆Questionnaires<br>◆Observation<br>◆Record/Minutes | ◆Achieved<br>◆Achieved                                                                             | After the forum, communicate the school's follow-up actions to build trust. | #3<br>**2<br>**3<br>**9<br>*11 |     |
|                                                               | ◆Graduation Dinner<br>To strengthen connections between teachers and students, thereby fostering a supportive community.                                  | June, 2026 | ◆ At least 95% of F. 6 students participate                                                                             |                                                    | ◆93% (As more students will be further studied overseas and need to aboard earlier in the summer.) |                                                                             |                                |     |

## Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

| Tasks/Actions                                    |                                                                                                                                                                                                                                                                                              | TS                                        | SC                                                                                                                                               | MOE                                                                                                                 | Result & Evaluation | Suggestions                                                                                                                                                                                                                                                                                                  | 7 LG | 12 PVS                   | NSE |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------|-----|
| Create a Caring Atmosphere among Students        | <ul style="list-style-type: none"> <li>◆ SU Consultation Forum and Annual General Meeting of SU</li> </ul> <p>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.</p> | Sept, Nov, 2025<br>April, 2026            | <ul style="list-style-type: none"> <li>◆ Diversity of Voices</li> <li>◆ Documentation</li> <li>◆ Facilitator Observations</li> </ul>             | <ul style="list-style-type: none"> <li>◆ Questionnaires</li> <li>◆ Observation</li> <li>◆ Record/Minutes</li> </ul> | ◆ Achieved          | Improve Communication:<br>After each forum, the Student Union (SU) should share a summary of discussions and their planned actions to increase transparency.                                                                                                                                                 | #3   | **2<br>**3<br>**9<br>*11 |     |
| Foster a Caring Atmosphere Among the Four Houses | <ul style="list-style-type: none"> <li>◆ Annual General Meeting of Houses</li> <li>◆ Inter-house Competitions</li> <li>◆ Cheering Team Practices of Houses</li> </ul> <p>To enhance interaction among students, thereby strengthening group unity and fostering a sense of belonging.</p>    | Oct, 2025<br><br>Whole year<br>Sept, 2025 | <ul style="list-style-type: none"> <li>◆ Diversity of Voices</li> <li>◆ Documentation</li> <li>◆ House Points and Competition Results</li> </ul> | <ul style="list-style-type: none"> <li>◆ Questionnaires</li> <li>◆ Observation</li> <li>◆ Record/Minutes</li> </ul> | Achieved            | <ul style="list-style-type: none"> <li>•Promote Collaboration: Introduce inter-house activities that require houses to work together, such as a joint charity drive, to build school-wide unity</li> <li>•Peer support: Create inter-house peer support groups for academic or personal guidance.</li> </ul> | #3   | **2<br>**3<br>**9<br>*11 |     |

## Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

| Tasks/Actions                          |                                                                                                                                                                                                                                   | TS         | SC                                                                                     | MOE                                                               | Result & Evaluation        | Suggestions                                                                                                                                                                                                                                                            | 7 LG     | 12 PVS                   | NSE |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|-----|
| Foster a Caring Atmosphere Among Forms | <p>◆Form Association Activities</p> <p>To promotes active participation, making school life more enjoyable and engaging. Additionally, it builds friendships and connections among students, creating a supportive community.</p> | Whole year | <p>◆Participation Rates</p> <p>◆Observational Assessments</p> <p>◆Student Feedback</p> | <p>◆Questionnaires</p> <p>◆Observation</p> <p>◆Record/Minutes</p> | ◆Achieved in school picnic | <p>•More Frequent Activities:Organize smaller, more regular inter-form activities, like a "buddy system" pairing older and younger students.</p> <p>•Student Ownership: Encourage Form Associations to propose and lead their own activities with teacher support.</p> | #3<br>#6 | **2<br>**3<br>**9<br>*11 |     |

# Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

## 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) |                                                                                              |                                                                         |                                                                                                        |                                                                                                                                                                                                                                  |                                                              |                                                                                                                                                                                                                                                                                   |           |                          |
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| 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                                                                                                    | Result & Evaluation                                                                                                                                                                                                              | Suggestions                                                  | 7<br>LG                                                                                                                                                                                                                                                                           | 12<br>PVS | NS<br>E                  |
| Strengthen attention to one's body 加強對自己身體的關注                                                                              | <ul style="list-style-type: none"> <li>◆ Fruit Day</li> <li>◆ Healthy tips poster</li> </ul> | <ul style="list-style-type: none"> <li>◆ 2<sup>nd</sup> term</li> </ul> | <ul style="list-style-type: none"> <li>◆ At least 80% of students participate in the event.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Distribute surveys to gather feedback on experiences, preferences or suggestions for improvement.</li> <li>◆ Record attendance and participation rates to assess engagement.</li> </ul> | <ul style="list-style-type: none"> <li>◆ Achieved</li> </ul> | <ul style="list-style-type: none"> <li>◆ •Health Challenges:Launch school-wide health initiatives like a "steps challenge" to encourage active participation.</li> <li>◆ •Gather Feedback:Use surveys to ask students about the health topics that interest them most.</li> </ul> | #3<br>#6  | **2<br>**3<br>**9<br>*11 |

## Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

|                                                   |                                                                                                                                                                                           |                                                                                                |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |            |                                                                                                                                                        |          |                          |  |
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| Promote sports (general participation) 推廣運動 (普及化) | <ul style="list-style-type: none"> <li>◆ Inter-house Ballgames Competition</li> <li>◆ Athletic Meets</li> <li>◆ Swimming Gala</li> <li>◆ Inter-class Rope-skipping Competition</li> </ul> | <ul style="list-style-type: none"> <li>◆ 1<sup>st</sup> term</li> <li>◆ March-April</li> </ul> | <ul style="list-style-type: none"> <li>◆ At least 90% of students from each house participate in the various competitions.</li> <li>◆ Minimum of three different ballgames (e.g., soccer, basketball, volleyball) are included in the competition.</li> <li>◆ Over 90% of students could grip the skills in rope-skipping</li> </ul> | <ul style="list-style-type: none"> <li>◆ Observe the competition, noting key aspects such as sportsmanship, teamwork, and engagement levels.</li> <li>◆ Report from PE teachers/class teachers/class committee</li> </ul> | ◆ Achieved | <ul style="list-style-type: none"> <li>• Focus on Fun: Create "just for fun" sports leagues that prioritize participation over competition.</li> </ul> | #3<br>#6 | **2<br>**3<br>**9<br>*11 |  |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------|--|

# Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

## 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                                                                                                                                                                                                                                           | Result & Evaluation | Suggestions | 7 LG                                                                                                                                                                                                                                                           | 12 PVS         | NSE                                     |
| Balanced School life                                                                 | <ul style="list-style-type: none"> <li>◆ F. 1 Adaptation Day</li> <li>◆ Various CCAs</li> <li>◆ Post-exam activities</li> <li>◆ Junior Form Cultural Day/Senior Form Arts Experience</li> <li>◆ School Picnic</li> <li>◆ Form Association Activities</li> <li>◆ Singing Contest &amp; Christmas Party</li> </ul> | <ul style="list-style-type: none"> <li>◆ August, 2025</li> <li>◆ Whole year</li> <li>◆ June to July</li> </ul> | <ul style="list-style-type: none"> <li>◆ At least 95% of Form 1 students attend the event.</li> <li>◆ At 95% students could follow 1P1M policy</li> <li>◆ A range of activities is offered, (sports, arts, relaxation or academic)</li> </ul> | ◆Record in minutes  | ◆ Achieved  | CCA Fair: Host a fair at the start of the year for all CCAs to showcase their activities and attract new members.<br>•Policy Review: Regularly gather student feedback on the "1P1M" (One Person One Sport/Art) policy to ensure it is effective and engaging. | #3<br>#5<br>#6 | **1<br>**2<br>**3<br>**5<br>**9<br>**12 |

## Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

| 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                 | Result & Evaluation | Suggestions | 7 LG           | 12 PVS                                  | NSE |
| <p>Assist students in developing and expressing personal interests and strengths through various activities, creating a quality leisure life and a pleasant campus atmosphere.</p> <p>透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍</p> | <ul style="list-style-type: none"> <li>◆ F. 1 Adaptation Day</li> <li>◆ Various CCAs</li> <li>◆ Post-exam activities</li> </ul> | <ul style="list-style-type: none"> <li>◆ August 2025</li> <li>◆ Whole year</li> <li>◆ June to July</li> </ul> | <ul style="list-style-type: none"> <li>◆ At least 95% of Form 1 students attend the event.</li> <li>◆ At 95% students could follow 1P1M policy</li> <li>◆ A range of activities is offered, (sports, arts, relaxation or academic)</li> </ul> | ◆ Record in minutes | ◆ Achieved          | ◆ NA        | #3<br>#5<br>#6 | **1<br>**2<br>**3<br>**5<br>**9<br>**12 |     |

## Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026

### 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                                                          | Result & Evaluation | Suggestions                                                                                                                                                                                                                | 7 LG           | 12 PVS                                 | NSE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------|-----|
| 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                | <ul style="list-style-type: none"> <li>◆ Foundation of F. 1 Form Association</li> <li>◆ Leadership Training programme</li> <li>◆ Passing-on of leadership from senior forms to junior forms</li> <li>◆ Daily guidance from advisors</li> </ul> | ◆ Whole year | <ul style="list-style-type: none"> <li>◆ Completed</li> <li>◆ Over 75% of students from SU and houses committee agree they have increased their sense of achievement .</li> </ul> | ◆ Google form will be sent to students to collect statistics | Achieved            | Reflective Practice:<br>Encourage leaders to keep a journal to reflect on their experiences and growth.<br>•Extend Opportunities: Offer similar self-awareness workshops and activities to all students, not just leaders. | #3<br>#5       | **1<br>**2<br>**3<br>**5<br>**7<br>**9 |     |
| 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                                                     | Achieved            | Diverse Opportunities:<br>Provide a variety of volunteer options, such as environmental work, tutoring, or assisting local charities.                                                                                      | #2<br>#4<br>#7 |                                        |     |

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

**Tin Ka Ping Secondary School-Annual School Report of Major Concerns of Co-curricular Activities Unit for 2025-2026**

Ngai, Ng Fung Ling, Leung Yui Yan.

**4. Appendix : Budget for 2025-2026**

**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 (2025-2026)

**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.
- 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.
- 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
- Scheme for developing senior form volunteer leaders will be established.
- Self-management of students need to be facilitated via holding or hosting assemblies. More chance of being the opening hosts for the assemblies will be provided
- Lesson plans for Intellectual, Emotional and Practical Dimensions for each Form should be further integrated.(New lessons concerning Sex Education, Emotional Education and Information Literacy)
- Rearrange the lesson observation scheme.

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

| <b>2.1 To create an active learning environment and to foster students' learning confidence</b>                                       |                                                                                                                                                                               |                                                                                                                                |                                                                                         |                          |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------|----------------------------------------------|
| Implementation Strategy                                                                                                               | Criteria of Achievement                                                                                                                                                       | Evaluation methods                                                                                                             | Person-in-charge                                                                        | Learning Goals (#1 - #7) | 12 priority values and attitudes (**1 -**12) |
| <b>2.1. Design and implement engaging learning experiences that promote student autonomy and self-management skills. Building and</b> | <ul style="list-style-type: none"> <li>■ Integration of curriculum with different teaching methods and volunteer service for Intellectual, Emotional and Practical</li> </ul> | <ul style="list-style-type: none"> <li>■ Evaluate the effectiveness in the Joint Student Affairs Committee meetings</li> </ul> | <ul style="list-style-type: none"> <li>■ Unit head</li> <li>■ Form coordinat</li> </ul> | #1<br>#4<br>#7           | **2<br>**3<br>**7                            |

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |                                                                                             |  |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|-------|
| <p><b>reinforcing students' confidence in their learning abilities</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ To encourage student leading assemblies or student activities</li> </ul> | <p>Dimensions</p> <ul style="list-style-type: none"> <li>■ 80% of participants agree with the effectiveness of the volunteer service.</li> <li>■ 30% students participate in volunteer service and share their experience in assembly</li> <li>■ Promote volunteer sharing through 1 assemblies for Form 2 students. 1-2 assemblies for Form 4-5 students(including sharing of students who went to volunteer trip to Mainland China)</li> <li>■ 1-2 assemblies are hold by student to facilitate their self-management.</li> <li>■ At least 1 chance of being the opening hosts for the assemblies will be provided for F.4-5 students.</li> </ul> | <ul style="list-style-type: none"> <li>■ Review in the meetings of the Life Education Unit</li> <li>■ Collect feedback from students who participated in life education lesson and voluntary services.</li> </ul> | <ul style="list-style-type: none"> <li>■ ors</li> <li>■ Ray</li> <li>■ TungCheuk</li> </ul> |  | (NSE) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|-------|

#### Evalaution:

- **Form 1 School Service:** All F.1 students engaged in school services, including classroom painting, gardening, and recycling. Students shared their insights in class and completed reflection cards, demonstrating a strong sense of belonging during the painting and gardening sessions. For future improvement, more comprehensive briefings are recommended for the recycling team **to help students better connect their physical tasks with the deeper meaning of environmental sustainability.**
- **Form 2 Community Service:** All F.2 students participated in community services catering to the elderly, individuals with intellectual disabilities, and those with spasticity. Participants shared their experiences during the F.2 May assembly, reflecting deeply on teamwork and empathy. To optimize time

management and prevent overrunning, it is recommended to reduce the number of student presenters, thereby allowing teachers sufficient time to consolidate and conclude the core values of community service. 30% students participate in volunteer service and share their experience in assembly.(3-5students from each F2 class shared in assembly.)

- **Form 3 Cleanup Project:** 55 F.3 students completed a cleanup volunteer project at Kai Leng. Relevant photos and reflection cards were showcased on the LEU board to recognize students' contributions and promote the rewarding spirit of volunteerism across the school. Student are strongly agree with the content and effects of the curriculum and voluntary services according to the survey>3.0
  - **Comprehensive Student Leadership and Assembly Hosting Programs:** Throughout the year, structured opportunities were provided across all forms to enhance students' self-management, public speaking skills, and confidence:
    - **School-wide Assembly Hosts:** Students from various forms served as opening emcees for school assemblies throughout the year. Notably, F.6 and F.5 student hosts successfully conducted the 'In Dialogue with the Principal' (December) and 'In Dialogue with the Supervisor' (March) sessions.
    - **Personal Challenge Growth Sharing:** A total of 6 students (3 from junior forms and 3 from senior forms) completed 3 targeted training sessions provided by our team to share their personal stories of overcoming challenges with 2 to 3 forms of peers.
    - **Theme-based Assembly Training:** A cohort of 18 students (comprising 9 F.4 and 9 F.5 students) received 3–4 tailored training sessions from our team members (including Ching Yuet, Ray, and Tung Cheuk) to host the key assemblies on Perseverance (April) and School Volunteer Service (May).
- Overall, students demonstrated remarkable growth in presentation skills and public speaking confidence through these diverse platforms.

## School Major Concern II: Building a Healthy Campus

| 2.1 Creating a Health-Conducive School Environment 營造健康的校園環境                                                              |                                                                                                                         |                                                                                                                   |                                             |                          |                                               |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------|-----------------------------------------------|
| Implementation Strategy                                                                                                   | Criteria of Achievement                                                                                                 | Evaluation methods                                                                                                | Person-in-charge                            | Learning Goals (#1 - #7) | 12 priority values and attitudes (**1 - **12) |
| <b>2.1.1 To integrate discipline with counseling, cultivating a culture of care and mutual support</b><br>落實訓輔合一，營造關愛互助氛圍 | ■ Activities or assemblies will be held in different form to facilitate communication and teacher-student Relationships | ■ Use curriculum evaluation forms to collect teachers' opinions<br>■ Review in the meetings of the Life Education | ■ Unit head<br>■ Form coordinators<br>■ Wan | #7                       | **1<br>**12                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                            |      |      |  |  |
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| 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。                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Once the framework of the curriculum is constructed, Form coordinators should modify at least 1 lesson plans with Experiential Learning.</li> </ul> | Unit | Ming |  |  |
| <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>School-wide Framework: To address students' latest developmental needs, the Life Education Team proactively adjusted the curriculum this year by integrating lesson plans encompassing the Intellectual, Emotional, Volitional, and Practical dimensions across all forms.</li> <li>Junior Form Enhancements: Form coordinators from junior forms modified at least one lesson plan to incorporate Experiential Learning elements. Notably, the F.2 team(Wan Ming, Ching Yuet) optimized 8 lesson plans—including “The Anxiety-Relieving Friend” (《解憂好朋友》), “Moving the Mountain of Stress Together” (《齊來移走壓力大山》), and “My User Manual” (《我的使用說明書》)—introducing newly designed activities and animations to enhance peer interaction and student reflection.</li> </ul> |                                                                                                                                                                                            |      |      |  |  |

| 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 |                                                                                                                                                                                                                                                        |                                                                            |                                                                                                                |                          |                                             |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------|
| Implementation Strategy                                                                                                    | Criteria of Achievement                                                                                                                                                                                                                                | Evaluation methods                                                         | Person-in-charge                                                                                               | Learning Goals (#1 - #7) | 12 priority values and altitudes (**1 **12) |
| <b>2.2.1 Implement career and life planning and help students construct life blueprint</b><br>貫徹生涯規劃，建構人生藍圖                | <ul style="list-style-type: none"> <li>Relevant strategies of life education are set by collaborating with the SLTU and CGU to coordinate lesson plans across departments</li> <li>Provide assembly platform for CGU to let senior students</li> </ul> | Evaluate the effectiveness in the Joint Student Affairs Committee meetings | <ul style="list-style-type: none"> <li>Unit head</li> <li>Form coordinators</li> <li>OiYing/WanMing</li> </ul> | #2<br>#4<br>#6           | **1<br>**3<br>**4<br>**5<br>**10 (NSE)      |

|  |                                                                                                                                                                                                            |  |  |  |  |
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|  | 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 |  |  |  |  |
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#### Evaluation:

To effectively fulfill this strategy, the Life Education Team enhanced curriculum continuity and integration this year. After establishing specific themes for each form, a cohesive framework integrating the Knowledge, Emotion, and Action (知、情、行) dimensions was developed. This was successfully achieved through structural collaboration between LEU, SLTU, and CFU, aligning classroom learning with diverse career and life planning experiences: e.g. Senior Form Dedication Ceremony.

• **Broadening Horizons through Diverse Professional Sectors:** To expand students' social awareness and help them envision their future roles, **10 new guest speakers** from various fields were introduced:

- *Senior Forms (Modern Careers & Well-being):* An assembly with the YouTube channel *Chill Up* explored the influencer industry, career realities, and coping with occupational stress.
- *Form 5 Seminars (Social Responsibility & Ethics):* Topics spanned Sustainable Development Goals (SDGs) and green industries ("*Environmental Protection and Social Responsibility*" & "*Ecological Photography - Snake Expert Lee*"); legal awareness ("*iTeen Interactive Theatre*"); social inclusion ("*Life Warriors*"); and personal resilience ("*Improvisation and Life*").

• **Innovative Career Shadowing Experience:** The team successfully pioneered the "**Sustainable Development Shadowing Pilot Scheme**" for F.5. Class representatives were selected to intern at an eco-friendly apparel enterprise, providing them with invaluable hands-on exposure to green careers, corporate operations, and sustainable business practices to help them construct their own life blueprints.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |                                       |                                    |
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| <p><b>2.2.2 Review and restructure the life education framework; develop healthy mentality and life attitudes of our students to promote student happiness</b></p> <ul style="list-style-type: none"> <li>■ To elevate the quality of sex education</li> <li>■ To coordinate with PE subject department to promote the concept of perseverance</li> <li>■ To elevate the quality of lesson plans towards emotional education</li> <li>■ To elevate the quality of lesson plans and communication among teachers to strengthen class teachers' consciousness toward Life Education lessons.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>- 青春期</li> <li>- 推廣運動（普及化）晨跑（+ 恆毅力）</li> <li>- 推廣精神健康</li> </ul> | <ul style="list-style-type: none"> <li>■ Christine modify at least 1 lesson plans for each form of sex education to fit the needs of students at different stages.</li> <li>■ Form coordinators integrate and compile a series of lesson plans for Intellectual, Emotional and Practical Dimensions for each Form.</li> <li>■ 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)</li> <li>■ Relevant strategies of life education are set by collaborating with the SAU(Waishing) to coordinate lesson plans towards emotional education</li> <li>■ When framework of the emotional</li> </ul> | <ul style="list-style-type: none"> <li>■ Use class management questionnaire to collect students' opinions</li> <li>■ Use curriculum evaluation forms to collect teachers' opinions</li> <li>■ Review in the meetings of the Life Education Unit and JCSA</li> <li>■ Collect feedback from students who participated in voluntary services.</li> <li>■ Renew the Assessments such as activities evaluations, longitudinal studies,</li> </ul> | <ul style="list-style-type: none"> <li>■ Unit head</li> <li>■ Form coordinators</li> <li>■ Christine (sex education)</li> <li>■ TungChau (promoting perseverance)</li> <li>■ Christine &amp; Marco (emotional education)</li> </ul> | <p>#2<br/>#4<br/>#5<br/>#6<br/>#7</p> | <p>**1<br/>**7<br/>*9<br/>**12</p> |
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|                                |                                                                                                                                                                              |                                                                |            |  |  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------|--|--|
| <p>- 情緒教育（覺察、接納、管理）初中：編定課程</p> | <p>education curriculum is constructed, form 1 and form 2 coordinators modify at least 1 lesson plans for his/her form.</p> <p>■ Rearrange the lesson observation scheme</p> | <p>and qualitative evaluations like reflection of students</p> | <p>on)</p> |  |  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------|--|--|

#### Evaluation:

To foster students' mental well-being and positive life attitudes, the curriculum and mass programs were strategically reviewed and enhanced across the following key areas:

- **Elevating Sex Education Quality:** Lesson plans for junior forms were customized to meet students' developmental needs at different stages. Notably, critical seminars on "Cyber and Image-based Sexual Violence" and "Intimacy Boundaries" were advanced to the F.3 curriculum to cultivate responsible attitudes toward interpersonal relationships.
- **Promoting Perseverance through the Year-round "Wish Mailbox" Project:** > Collaborating with the PE Department's morning run initiative, the team launched a comprehensive, two-stage school-wide campaign to promote perseverance:
  - *Stage 1 (Goal Setting):* Following school assemblies featuring personal challenge stories from teachers (Junior Forms) and a guest speaker (Senior Forms), all students formulated personal goals on "Wish Cards", which were collected for ongoing teacher mentorship throughout the year.
  - *Stage 2 (Reflections & Recognition):* In the April follow-up assembly, the initial Wish Cards were redistributed to encourage habit building and persistence. Student representatives from both junior and senior forms who demonstrated the most significant personal growth were trained to share their journey and perform. Concurrently, students participating in the Morning Run Project were publicly recognized and commended for their perseverance. Year25-26: ~129 students and Total: ~313 instances of participation. Students and teachers join the “Morning Run Scheme” actively.
- **Enhancing Information Literacy and Legal Awareness:** Age-appropriate assemblies and lessons were systematically structured across forms:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                           |                                                                            |                                                 |                |                          |
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| <ul style="list-style-type: none"> <li>- <i>Junior Forms</i>: Retained core F.1 lessons on cyber behavior ("<i>Becoming a Campus Protector</i>" and "<i>No Longer Addicted to the Net</i>"), supplemented by a new HKFYG seminar on "<i>Discerning Information Authenticity</i>".</li> <li>- <i>Senior Forms</i>: Organized an anti-scam seminar with the Police Force for F.4, and the "<i>iTeen Interactive Theatre</i>" on anti-corruption and legality for F.5.</li> </ul>                                                                                   |                                                                                                                                                           |                                                                            |                                                 |                |                          |
| ■ The lesson observation scheme was rearranged.(ongoing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                           |                                                                            |                                                 |                |                          |
| <b>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.</b> <ul style="list-style-type: none"> <li>- Conducting Anti-Drug Awareness Campaigns</li> <li>- Promoting Information Literacy</li> </ul> 建立良好生活習慣，抗衡不良的社會風氣<br>禁毒教育（周會）<br>資訊素養→辨識對資訊的需要；尋找、評鑑、提取、整理、表達和分享資訊；創造新的意念；應對資訊世界的變化；拒絕不道德地使用資訊及資訊科技；及在數碼世界中保護自己。 | ■ Provide anti-drug assemblies in junior form.<br>■ Provide assemblies/life education lessons about Information Literacy in both junior and senior forms. | ■ Collect feedback from students who participated in anti-drug assemblies. | ■ Unit head<br>■ MunLa u<br>■ Marco( Anti-Drug) | #1<br>#5<br>#7 | **1<br>**2<br>**5<br>**9 |
| <b>Evalaution:</b><br>Anti-drug assemblies for junior forms, alongside information literacy seminars and life education lessons for both junior and senior forms, were successfully conducted.                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                           |                                                                            |                                                 |                |                          |
| <b>2.2.4 Review and expand the student volunteers service framework in</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ■ Relevant strategies of life                                                                                                                             | ■ Use class management                                                     |                                                 | #4<br>#6       | **2<br>**5               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                               |           |                                                   |
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| <p><b>senior forms to help student pursue good and balanced leisure life</b></p> <ul style="list-style-type: none"> <li>■ To modify the voluntary work recording system:</li> <li>■ To facilitate <b>F1-3</b> volunteer service and to showcase the positive effects of network construction.</li> <li>■ To encourage <b>F1-3</b> classes to cultivate team spirit through engaging in volunteer service.</li> <li>■ To implement school volunteer service recognition mechanism cooperating with the Student Affairs Committee</li> <li>■ <b>Scheme for developing senior form volunteer leaders will be established.</b></li> <li>■ <b>To explore the possibilities of cooperating with different committee group</b></li> </ul> <p>Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase</p> <ul style="list-style-type: none"> <li>■ To modify and integrate the</li> </ul> | <p>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.</p> <ul style="list-style-type: none"> <li>■ 80% of students are satisfied with the content and arrangement of volunteer service and activities.</li> <li>■ 30% students participate in volunteer service and share their experience in assembly.</li> <li>■ The division of labour is established between different units and activities are successfully held.</li> <li>■ All the units agree with the effectiveness of the activities.</li> <li>■ To promote volunteer service through 1-2 assemblies/ Life Education lesson for Form 1-3.<br/><b>Emphasize life value in volunteer service to fit the need of junior form students</b></li> <li>■ <b>Promote volunteer sharing through</b></li> </ul> | <p>questionnaire to collect students' opinions and evaluate the volunteer service framework</p> <ul style="list-style-type: none"> <li>■ Use curriculum evaluation forms to collect teachers' opinions</li> <li>■ Review in the meetings of the Life Education Unit</li> <li>■ Collect feedback from students who participated in voluntary services.</li> </ul> | <ul style="list-style-type: none"> <li>■ Unit head</li> <li>■ Form coordinators</li> <li>■ <b>Ray</b></li> <li>■ <b>Tung Cheuk</b></li> </ul> | <p>#7</p> | <p><b>**7</b><br/><b>**9</b><br/><b>(NSE)</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                    |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>content of the curriculum so as to fit the needs of students at different stages.</p> <p>生活平衡、自我認識、建立人際網絡</p> <ul style="list-style-type: none"> <li>- 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。</li> <li>- 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</li> <li>- 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。</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>1-2 assemblies for Form 4-5 students(including sharing of students who went to volunteer trip to Mainland China...)</p> <p>■ Collecting data of holding volunteer activities from different committee group</p> |  |  |  |  |
| <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>■ <b>Integration of Curriculum and Service-Learning</b></li> <li>■ <i>Form 1 (School Service):</i> Scheduled after one introductory and preparation class teacher period. Pre-event grouping and briefings ensured sufficient time and smooth logistics on the service day.</li> <li>■ <i>Form 2 (Community Service):</i> Structured following an introductory assembly, a preparation lesson, and a dedicated training day. <i>Review &amp; Action:</i> As the home-visiting service for the elderly encountered slight logistical adjustments, additional manpower will be strategically deployed next year to optimize operations.</li> <li>■ <i>Form 3 (Cleanup Project):</i> Set after an introductory assembly and a class teacher preparation period. Students demonstrated high levels of enrollment and proactive engagement.</li> <li>■ <b>Student-led Advocacy and Reflective Leadership:</b></li> <li>■ In May, two key assemblies promoting core life values through volunteerism were successfully held.</li> <li>■ Student leaders participating in prestigious external programs—including <b>Orbis, the Youth Ambassador (YA) program, the Community Youth Club (CYC), and the Mainland China Volunteer Trip</b>—served as assembly hosts.</li> </ul> |                                                                                                                                                                                                                    |  |  |  |  |

- Through structured training and preparation sessions, these student hosts demonstrated profound reflection. They confidently articulated their growth in community awareness, national identity, care for service targets, and event management, effectively inspiring their peers to appreciate the value of volunteerism.
- **School-wide Promotion:** Volunteer service and positive life values were systematically promoted through 1–2 designated assemblies or Life Education lessons for junior forms (F.1: April; F.2: December to May; F.3: February).
- The awareness of reporting voluntary hours have enhanced though class teacher period or afternoon assembly.

| Submission | Total                    |          |
|------------|--------------------------|----------|
| Period     | Throughout academic year |          |
|            | Students                 | V. Hours |
| 23-24      | 265                      | 4106     |
| 24-25      | 391                      | 4918     |
| 25-26      | 463                      | 6626     |

#### AVS Award

|       | Gold | Silver | Brown |
|-------|------|--------|-------|
| 22-23 | 1    | 52     | 142   |
| 23-24 | 3    | 25     | 25    |
| 24-25 |      |        |       |

#### Team Members (11)

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

#### 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)

| 編碼 | 七個學習宗旨      | 7 learning goals           |                                                         |
|----|-------------|----------------------------|---------------------------------------------------------|
| #1 | 國民及全球公民身份認同 | National & Global Identity | 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 | 闊廣的知識基礎     | 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 | 資訊素養        | Information Literacy       | 靈活、有效和合乎道德地運用資訊和資訊科技                                    |
| #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

Annual Report of Student Leadership Training Unit for 2025-26 School Major 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                                                                                                                                                                             | Evaluation                                                                                                                                                                                                                                                                                          | Methods of Evaluation                                                                                                                                                          | Time Scale        | Responsible person | Resource Required | Learning Goals (#1 - #7) | 12 priority values and attitudes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-------------------|--------------------------|----------------------------------|
| <p>1.1. 落實訓輔合一，營造關愛互助氛圍</p> <p>To integrate discipline with counseling, cultivating a culture of care and mutual support (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。)</p> | <ul style="list-style-type: none"> <li>Reinforce these elements in S1 discipline training camp, provide more chance for students and class teachers to communicate</li> </ul> | <ul style="list-style-type: none"> <li>At least three programmes are increased these elements.</li> <li>All S.1 students participate actively in the camp (Esp. the second night)</li> </ul> | <ul style="list-style-type: none"> <li>Achieved</li> <li>The relationship between teachers and students has strengthened following the Secondary 1 training program. Consequently, students are more inclined to seek assistance from teachers and peers when encountering difficulties.</li> </ul> | <ul style="list-style-type: none"> <li>Committee meeting</li> <li>Teacher Feedback (Form meeting and meeting in the camp)</li> <li>Student Feedback (questionnaire)</li> </ul> | Whole school year | ALL Member         | Staff Support     | #4<br>#7                 | *<br>1<br>*<br>5<br>*<br>9       |

|  |                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                              |                   |            |               |                |                                           |
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|  | <ul style="list-style-type: none"> <li>● Provide more chances for class teachers to communicate with students in S4 Commencement Ceremony II.</li> </ul> | <ul style="list-style-type: none"> <li>● Create two sessions for class teachers to have debriefing with the students</li> </ul> | <ul style="list-style-type: none"> <li>● Achieved</li> <li>● Class teachers effectively utilized the two debriefing sessions to support and encourage Secondary 4 students during Commencement Ceremony II. This practice successfully fosters a culture of care and mutual support.</li> </ul> | <ul style="list-style-type: none"> <li>● Committee meeting</li> <li>● Teacher Feedback (Form meeting)</li> <li>● Student Feedback (questionnaire)</li> </ul> | Whole school year | ALL Member | Staff Support | #2<br>#4<br>#6 | *<br>2<br>*<br>3<br>*<br>5<br>*<br>1<br>2 |
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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                                                                                            | Evaluation                                                                                | 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 | <ul style="list-style-type: none"> <li>● S1 Discipline Trainin</li> </ul> | <ul style="list-style-type: none"> <li>● Two activities are related to this theme in the morning</li> </ul> | <ul style="list-style-type: none"> <li>● Partly Achieved</li> <li>● During the</li> </ul> | <ul style="list-style-type: none"> <li>● Committee meeting</li> <li>● Teacher Feedback</li> </ul> | Whole school year | ALL Member         | Staff Support     | #6<br>#7                 | **3<br>**5<br>**8                |

|                                                                                                             |                               |                                                                            |                                                                                                                                                                                                                                       |                                                                                                |                   |            |               |                |                           |
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| To implement comprehensive career-life planning and guide students in building personalized life blueprints | g Camp                        | session                                                                    | morning session, students formulated several short-term goals to guide their personal development.                                                                                                                                    | (Form meeting and meeting in the camp)<br>● Student Feedback (questionnaire)                   |                   |            |               |                |                           |
|                                                                                                             | ● S4 Commencement Ceremony II | ● Students can understand and begin planning for their senior school life. | ● Achieved<br>● Students reviewed the goals established during the first Commencement Ceremony, which assisted them in planning their upcoming senior secondary school life. Furthermore, they recognized the importance of acquiring | ● Committee meeting<br>● Teacher Feedback (Form meeting)<br>● Student Feedback (questionnaire) | Whole school year | ALL Member | Staff Support | #4<br>#6<br>#7 | **1<br>**3<br>**5<br>**10 |

|                                                                                                                                 |                                                                                                    |                                                                                                                                                |                                                                                                                                                                           |                                                                                                       |                   |            |               |       |                    |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------|------------|---------------|-------|--------------------|
|                                                                                                                                 |                                                                                                    |                                                                                                                                                | transferable skills for their future development.                                                                                                                         |                                                                                                       |                   |            |               |       |                    |
| 2.2.2.<br>生活平衡、自我認識、建立人際網絡<br>To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections | <ul style="list-style-type: none"> <li>S1 Strive for Excellence Award Scheme</li> </ul>            | <ul style="list-style-type: none"> <li>50% of students get better of their daily routine(in the booklet/ foot drill in the morning)</li> </ul> | <ul style="list-style-type: none"> <li>Achieved</li> <li>They got better in their daily routine after the scheme.(like handing in their homework by their own)</li> </ul> | <ul style="list-style-type: none"> <li>Booklet</li> <li>Teacher Feedback (Form meeting)</li> </ul>    | Whole school year | ALL Member | Staff Support | #4 #7 | **3<br>**5<br>**11 |
|                                                                                                                                 | <ul style="list-style-type: none"> <li>S1 Aspiring leaders and class committee training</li> </ul> | <ul style="list-style-type: none"> <li>Give more chances/ways for them to lead the class</li> </ul>                                            | <ul style="list-style-type: none"> <li>Partly Achieved</li> <li>During the training, the students familiarized themselves</li> </ul>                                      | <ul style="list-style-type: none"> <li>Committee Meeting</li> <li>Questionnaire statistics</li> </ul> | Whole school year | ALL Member | Staff Support | #4 #6 | **2<br>**3<br>**5  |

|  |  |  |                                                                                                                                                                         |  |  |  |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|  |  |  | es with<br>their<br>duties<br>and<br>acquired<br>essential<br>class<br>leadershi<br>p skills.<br>We can<br>provide<br>more<br>support<br>for them<br>after<br>training. |  |  |  |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|

|                                                                                                                                                                                               |                                                                                         |                                                                                     |                                                                                                                                                                                                                                     |                                                                                                           |                   |            |               |          |                           |
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| <p>v帶領大型的活動，協助學生發展及發揮個人興趣及強項，建立優質的 閒暇生活，塑造愉悅的校園氛圍。。</p> <p>v 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感。</p> <p>v 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。</p> | <ul style="list-style-type: none"> <li>● Basic Leadership Training Programme</li> </ul> | <ul style="list-style-type: none"> <li>● Students can lead the programme</li> </ul> | <ul style="list-style-type: none"> <li>● Achieved</li> <li>● Our leader can lead the programme by their own. It can achieve--pace students' growth and facilitate their shift from “being managed” to “self management”.</li> </ul> | <ul style="list-style-type: none"> <li>● Committee Meeting</li> <li>● Questionnaire statistics</li> </ul> | Whole school year | ALL Member | Staff Support | #2<br>#4 | **2<br>**3<br>**5<br>**12 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------|------------|---------------|----------|---------------------------|

### Team Members

Kwong Siu Man(Chairperson)

Wong Wing Chi

Chan Hon Yin

Ho Yu Pang

Law Sin Ting

Cheng Tung Cheuk

Yim Tsz Yan (Social worker)

Ma Pui Ming (Social worker)

Wong Chun Tung

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

- Schools should specify the following major education concerns:

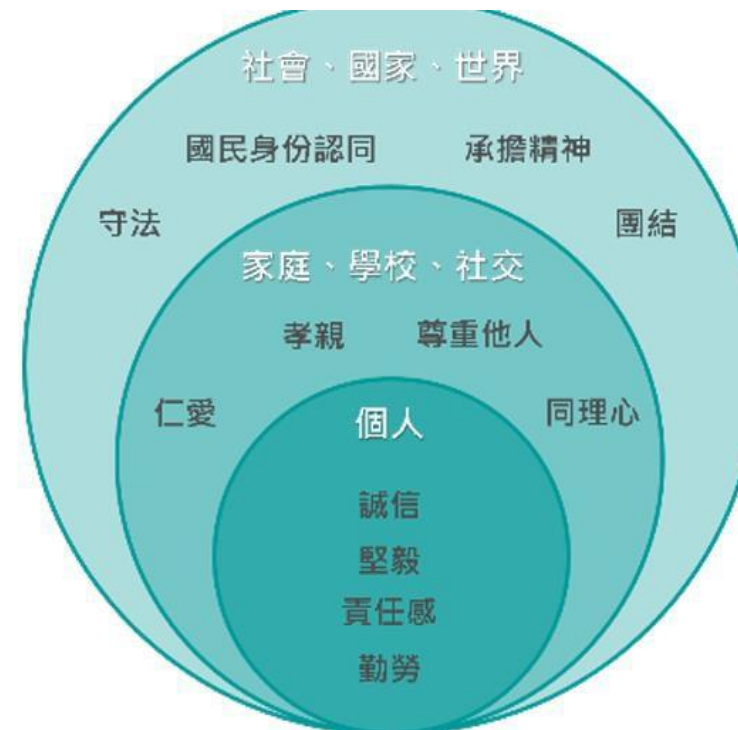
#### ■ 7 learning goals (七個學習宗旨) (#1 - #7)

| 七個學習宗旨 |             | 7 learning goals           |                                                         |
|--------|-------------|----------------------------|---------------------------------------------------------|
| #1     | 國民及全球公民身份認同 | National & Global Identity | 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     | 闊廣的知識基礎     | 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     | 資訊素養        | Information Literacy       | 靈活、有效和合乎道德地運用資訊和資訊科技                                    |
| #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 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 2025-26 (Annual Report)

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:**

- Students appreciate the teachers' dedication and support, believing that career guidance can help them think more effectively about their subject selection strategies.
- Some students even wish to have more than one teacher providing guidance.
- Students actively participated in activities organized by Cocoon and other organizations.
- Students were very engaged in the working reality activities.
- Individual life education lesson plan may need to be adjusted based on the limited time during lesson. Most lesson plans are smooth.
- Further understanding of students' motivations for attending university and their participation is needed.
- Enhance students' understanding of the development of the Greater Bay Area and the opportunities for further education.

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 | Evaluation                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------|--------------------------------|----------------------------------|--------------------------|----------------------------------|----------------------------------------------------------------------------------------|
| <b>2.1.1. To integrate discipline with counseling, cultivating a culture of care and mutual support (落實訓輔合一，營造關愛互助氛圍)</b><br><br>(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 | <ul style="list-style-type: none"> <li>● 50 S.3 students received individual counseling</li> <li>● Students could reflect on their subject selection choices.</li> <li>● Teachers expressed care and support for the students.</li> </ul> | Worksheets and feedback from S.3 class teachers | 11/25-05/26 | PWM<br><br>KY                  | Staff Support                    | #2<br>#5<br>#6           | **1<br>**3<br>**5<br>**10        | Smooth and more than 100 students received counseling.                                 |
|                                                                                                                                                                                                         | To further implement S.5 Individual Counseling       | <ul style="list-style-type: none"> <li>● All S.5 students received individual counseling</li> <li>● Students were able to select 10 suitable JUPAS choices.</li> <li>● Teachers expressed care and support for the students.</li> </ul>   | Counselling reports/memos from teachers         | 9/25- 05/26 | New Member<br>LOY<br>KY<br>TKT | School Fund<br><br>Staff Support | #2<br>#5<br>#6           | **1<br>**3<br>**5<br>**10        | 40 students received in-depth counselling.<br><br>The others all received counselling. |

|                                                                                    |                                                   |                                                                                                                                                                                                                                                                                                                                                               |                                                      |             |                                                      |                                            |                |                           |                                                                                                                                                                                                                                                                                                                  |
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|                                                                                    | To further implement S.6 Group Counseling         | <ul style="list-style-type: none"> <li>All S.6 students received individual counseling</li> <li>Students were able to select 20 suitable JUPAS choices and prepare a contingency plan for further studies</li> <li>Teachers expressed care and support for the students.</li> </ul>                                                                           | Counselling reports/memos from teachers              | 9/25- 06/26 | All members                                          | Staff Support                              | #2<br>#5<br>#6 | **1<br>**3<br>**5<br>**10 | Achieved<br><br>All received counselling and selected 20 JUPAS courses.                                                                                                                                                                                                                                          |
| <b>2.1.2. To foster robust home-school-community partnerships</b><br>(加強與家長及社區的聯繫) | To organize S3& S6 Parent Talks & S5 Parent Night | <ul style="list-style-type: none"> <li>At least 50 parents joined each talk.</li> <li>Parents could stay updated on the latest higher education trends in Hong Kong, mainland China, and Taiwan.</li> <li>Parents could learn how to assist their children in choosing subjects, addressing their emotional needs, and supporting their decisions.</li> </ul> | Feedback from parents (Questionnaire_Microsoft form) | 10/25-7/26  | S3: PWM<br>S5: TKT + NEW MEMBER + LOY<br>S6: TKT+MNS | Staff Support<br><br>Social Worker Support | N.A.           | N.A.                      | Achieved<br><br>Around 150 parents joined the S3 career talk.<br><br>And ~80 parents joined the S6 career talk.<br><br>All S5 parents will be invited to join the S5 parent talk.<br><br>Important information on subject selection are provided with appropriate strategy for parents to discuss with students. |

## 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              | Evaluation                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------|-----------------------------------|--------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2.1. To implement comprehensive career-life planning and guide students in building personalized life blueprints<br><br>(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.        | <ul style="list-style-type: none"> <li>Junior students: could understand the importance of career planning, recognize their career aptitude, and consider various factors when selecting subjects.</li> <li>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</li> </ul> | Feedback from class teachers after the lessons, student works                                        | 9/25-05/26 | S1: KY<br>S2: YYC<br>S3: PWM<br>S4: LOY<br>S5: KKY<br>S6: TKT | Staff Support<br><br>NGOs Support | #2<br>#4<br>#5<br>#6     | **1<br>**3<br>**5<br>**10<br>**<br><b>NSE</b> | Achieved<br><br>Students are able to plan their career and subject selection by considering various factors<br><br>Information of latest development in HK and Mainland China are provided in the career talks. |
|                                                                                                                                           | To organize a bridging program for S3-4 students to help them understand the importance of life planning. | <ul style="list-style-type: none"> <li>Students can understand and begin planning for their senior school life.</li> </ul>                                                                                                                                                                                                                                                                                                                               | Debriefing by class teachers + Feedback from class teacher                                           | 8/25       | KKY<br>LOY<br>YYC<br>TKT                                      | Staff Support                     | #2<br>#4<br>#5<br>#6     | **1<br>**3<br>**5<br>**10                     | Achieved                                                                                                                                                                                                        |
|                                                                                                                                           | To understand local career and higher education developments for future planning.                         | <ul style="list-style-type: none"> <li>1-2 university visit(s) organized</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | Feedback from participants involved (Microsoft form) + reflection/sharing from selected participants | 9/25-05/26 | YYC + CTA                                                     | Staff Support                     | #2<br>#6                 | **3                                           | Achieved<br><br>CUHK visit has been successfully arranged.                                                                                                                                                      |
|                                                                                                                                           |                                                                                                           | <ul style="list-style-type: none"> <li>2 careers/degree programme sharing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                      |            | KKY<br>PWM                                                    | Alumni                            | #2<br>#6                 | **3                                           | Achieved and upload to                                                                                                                                                                                          |

|                                                                                                                                                 |                                                                                                                         |                                                                                                                                                                          |                                                                 |                     |                                                                            |                                                   |                |                                                        |                                                                                                                                  |
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|                                                                                                                                                 |                                                                                                                         | sessions organized/<br>videos prepared                                                                                                                                   |                                                                 |                     | TKT                                                                        |                                                   |                |                                                        | sharepoint                                                                                                                       |
|                                                                                                                                                 |                                                                                                                         | ● 1-2 workplace visit(s)<br>organized                                                                                                                                    |                                                                 |                     | LOY<br>KKY<br>YYC                                                          |                                                   | #2<br>#6       | **3                                                    | Achieved                                                                                                                         |
|                                                                                                                                                 | To organize information<br>talks about studying<br>abroad to help students<br>become familiar with<br>the details.      | ● All S4 students received<br>the information of<br>multi-pathways in<br>studying overseas.                                                                              | Teacher observation                                             | Post Exam<br>period | YYC                                                                        | Staff<br>Support                                  | #2<br>#6       | **3                                                    | Will be held in<br>June                                                                                                          |
|                                                                                                                                                 | To create additional S3<br>subject selection videos<br>to help students<br>familiarize themselves<br>with the subjects. | ● 4-6 subject videos<br>prepared                                                                                                                                         | Teacher's comment                                               | 9/25-5/26           | PWM                                                                        | Alumni                                            | #2<br>#6       | **3                                                    | Achieved<br>All subjects videos<br>are prepared.                                                                                 |
|                                                                                                                                                 | To enhance students'<br>ability to explore<br>different study<br>opportunity                                            | ● 10 students got offers<br>from overseas/ Taiwan<br>/Mainland universities<br><br>● 50 students applied for<br>non-JUPAS courses                                        | Questionnaire<br>statistics (Microsoft<br>form)                 | 9/25-07/26          | Taiwan:<br>MNS +<br>PWM<br>Mainland:<br>MNS +<br>PWM<br>Non-JUPA<br>S: LOY | Staff<br>Support                                  | #2<br>#6       | **1<br>**3                                             | To be evaluated in<br>Aug.                                                                                                       |
|                                                                                                                                                 | To organize an S6<br>JUPAS Result Release<br>Guidance Day to help<br>students adjust their<br>plans                     | ● All S6 students<br>understand the strategies<br>for modifying their study<br>plan and JUPAS choices.                                                                   | Students' work<br>(preparation of<br>subject selection<br>plan) | 5/26                | TKT<br>YYC                                                                 | Staff<br>Support                                  | #2<br>#5<br>#6 | **1<br>**3                                             | Smooth<br>Talks are useful                                                                                                       |
| 2.2.2.<br><b>To foster a<br/>balanced life,<br/>cultivate<br/>self-discovery<br/>, and nurture<br/>meaningful<br/>community<br/>connections</b> | To organize S2<br>voluntary services for<br>all S2 classes                                                              | ● At least 15 students from<br>each class took part in the<br>program, where they<br>learned about the<br>significance of<br>volunteering and the<br>value of gratitude. | Questionnaire<br>statistics (Microsoft<br>form)                 | 11/25-05/2<br>6     | LOY<br>YYC<br>PWM<br>KKY<br>TKT<br>CTA/<br>MTA/ETA                         | Staff<br>Support<br><br>LEU<br>members<br><br>TAs | #4<br>#6       | **1<br>**2<br>**3<br>**5<br>**7<br>**9<br>**10<br>**11 | Successfully held.<br><br>More than 30<br>students in each<br>class joined.<br><br>Modification on<br>admin<br>arrangement (time |

|                                                                     |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                 |                                                                  |             |                        |                      |                |                                   |                                                                                                          |
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| (生活平衡、自我認識、建立人際網絡)                                                  |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                 |                                                                  |             |                        |                      |                |                                   | for preparation) is needed.                                                                              |
| *透過活動幫助學生發展興趣和強項，營造愉快校園。<br>*透過學生活動增強自我認識和自信。<br>*透過義工服務關心社會，學會感恩。) | To explore Career-related Experience for Students including those with Specific Learning Difficulties                                                                                        | <ul style="list-style-type: none"> <li>Organized one career-related courses/ activities</li> <li>20 students joined the course.</li> </ul>                                                                                                                                                      | Questionnaire statistics (Microsoft form)                        | 9/25-07/26  | KY PWM CTA             | Staff Support        | #2<br>#4<br>#6 | **3<br>**10                       | Will be held in June and July.                                                                           |
|                                                                     | Partner with external organizations to develop students' entrepreneurial spirit and offer internship opportunities that enhance their employability and self-efficacy through peer learning. | <ul style="list-style-type: none"> <li>Over 50% of students understand the concept of running a business and develop a positive work attitude.</li> <li>30 students participated in follow-up activities independently.</li> <li>2 to 5 students took part in the summer internship.</li> </ul> | Reports from Cocoon and feedback from S.4 students               | 01/25-08/26 | YYC LOY TKT            | Cocoon Staff Support | #2<br>#4<br>#6 | **3<br>**5<br>**10                | All S4 students participated in the programmes.<br><br>Various activities are promoted.                  |
|                                                                     | To organize working reality workshops for students to learn teamwork and run a small business, while creating happy memories.                                                                | <ul style="list-style-type: none"> <li>Over 15 student groups operated their own small businesses.</li> <li>Students were recognized for their efforts and creativity.</li> <li>Students can learn soft skills such as teamwork.</li> <li>Students enjoyed the entire activity.</li> </ul>      | Debriefing by teachers + Feedback from students (Microsoft form) | 03/05-07/26 | TKT NEW MEMBER LOY CTA | Staff Support        | #2<br>#4<br>#6 | **2<br>**5<br>**8<br>**10<br>**12 | 24 groups will operate their own small businesses.<br><br>Evaluation will be done after the workshops. a |

#### Team Members (8)

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

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

- Schools should specify the following major education concerns:

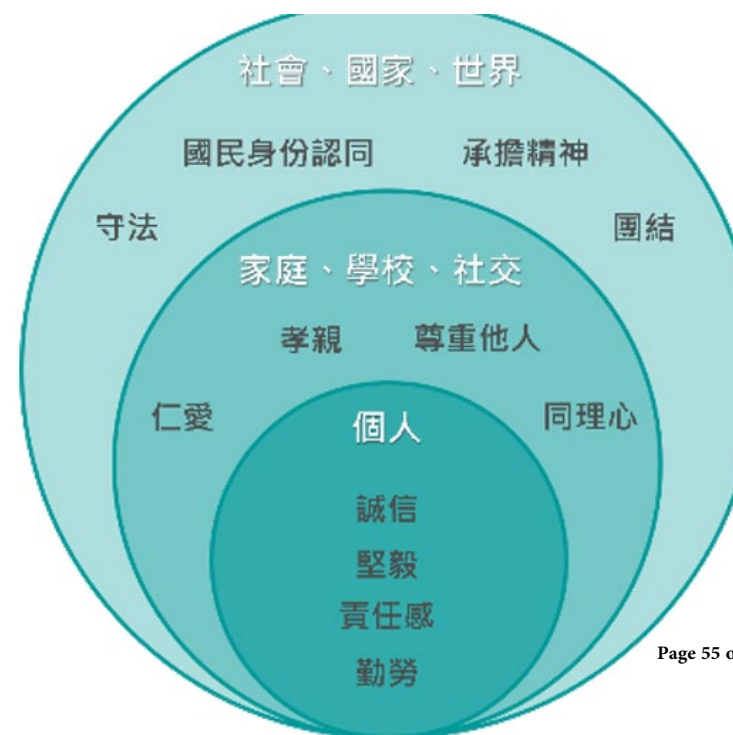
### ■ 7 learning goals (七個學習宗旨) (#1 - #7)

| 七個學習宗旨 |             | 7 learning goals           |                                                         |
|--------|-------------|----------------------------|---------------------------------------------------------|
| #1     | 國民及全球公民身份認同 | National & Global Identity | 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     | 闊廣的知識基礎     | 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     | 資訊素養        | Information Literacy       | 靈活、有效和合乎道德地運用資訊和資訊科技                                    |
| #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)

| 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                          |



**Administration and Development Committee (ADC)****Programme Plan Report (2025/26)****Major Concern (I): To Optimize the School Administration and Management**

**Reviews and suggestions from 2024/25:** The school is operating efficiently at the managerial level, ensuring smooth and effective administration. The ongoing schedule for upgrading IT and computer facilities has become increasingly systematic, reflecting the school's commitment to enhancing technological infrastructure.

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

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

| Tasks / Actions                                                                    | Time Scale | Success Criteria                                                                                                                                                                       | Achievement | Evaluation and Suggestions                                                                                                                                                                                                                                                                                                                                                    | Seven Learning Goals#<br>12 Priority values<br>and altitudes** |
|------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 1. To keep good maintenance of the school premises and facilities / equipment      | Whole year | 1.1 The reporting and follow-up procedure should be improved in this school year.                                                                                                      | Achieved    | <ul style="list-style-type: none"> <li>All defects reported by both teachers and students are effectively fixed.</li> </ul>                                                                                                                                                                                                                                                   | #7<br><br>**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<br><br>2.2 One to two primary schools with about 2.3 outstanding students will be invited to take part in the STEM programme. | Achieved    | <ul style="list-style-type: none"> <li>Cooperated with Tsang Mui Millennium School and Lee Chi Tat Memorial School (newly invited in this year) ten P.5 students from each school participating in the stem courses. Courses involved 4 different areas: Chemistry, Biology, Physics and ICT. Four teachers taught in person and with senior form student helpers.</li> </ul> | #2                                                             |

|                                                                                                                      |                                    |                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
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|                                                                                                                      |                                    |                                                                                                                                                                                                                              |          | According to the student evaluation, all students enjoyed all the courses and found interests.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| 3. To support the organizing of study tours so to enhance the services learning and broaden the horizons of students | Whole year                         | <p>3.1 Similar number of study tours which have different learning aims will be organized.</p> <p>3.2 At least two study tours concerning social services will be held.</p>                                                  | Achieved | <ul style="list-style-type: none"> <li>12 different study tours were arranged: 2 tours with primary schools, candle light project, English department to England, CSD to Mainland, Geography to Okinawa, V.A. to 景德鎮, Volleyball team to Taiwan, soccer team to mainland, Economic to Singapore and CGU to mainland</li> <li>In order to maintain good relationship with with Tsang Mui Millennium school are Lee Chi Tat Memorial School, we arranged S3-4 students to participate their Beijing study tour.</li> <li>Keep inviting teachers to arrange more different study tours in order to broaden study life experience and horizon</li> </ul> | #1, #2, #4, #6<br>**4 |
| 4. To optimize facilities and IT resources to enhance teaching and administrative works                              | <p>Whole year</p> <p>2-3 years</p> | <p>4.1 Computer equipment and network system in school are in good state.</p> <p>4.2 Support CGU to refine Student Learning Portfolio will be issued to students. (New SLP data system will be designed and implemented)</p> | Achieved | <ul style="list-style-type: none"> <li>All other computer systems are well maintained. A yearly replacement scheme will be adopted to replace poorly functioned ones during the summer holiday.</li> <li>Modification for the student information (SRMS) has been made in these academic year, in order to fulfill teacher's needs.</li> </ul>                                                                                                                                                                                                                                                                                                       | #2, #5                |

**Overall evaluation and suggestion:**

**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.

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

**Reviews and suggestions from 2024/25** The IT team will continue to explore and expand the integration of AI and its diverse applications to enhance teaching and learning experiences. To further support this vision, the Academic Development Committee (ADC) will collaborate closely with the I.T. Unit to provide staff with e-learning tools, modern facilities, and comprehensive technical support, ensuring the seamless implementation of Self-Directed Learning (SDL).

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

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

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

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

|                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                           |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
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| 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 | <p>4.1 At least one more reward or scholarship is introduced to encourage students' learning.</p> <p>4.2 At least one sharing from alumni is delivered to encourage students' goal setting.</p>                                                                                                                                                           | Achieved        | <ul style="list-style-type: none"> <li>Some students were awarded with different scholarships from different outside bodies.</li> </ul>                                                                                                                                                                                                                                                                                           | #4<br>**1, **10              |
| 5. Leveraging Technology for Enhanced Learning and teaching                                                                                                             | 2-3 years  | <p>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.</p> <p>5.2 Equipping teachers with Diverse Teaching Strategies, e.g. CCL skills, eLearning skills</p> | Partly achieved | <ul style="list-style-type: none"> <li>The ITU has continued to enhance the teacher-operated Mobile Device Management (MDM) system for student iPads. Following a recent upgrade, teachers can now more effectively manage and monitor students' iPad usage outside of regular lesson times.</li> <li>To boost teaching efficiency, ITU has rolled out several new educational applications and programs for teachers.</li> </ul> | #2, #4, #5<br>**1, **8, **10 |

#### Overall evaluation and Suggestions

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.

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

**Reviews and suggestions from 2024/25 :** 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                                                                                                                                                                                                                                                                 | Achievement     | Evaluation and Suggestions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Seven Learning Goals#<br>12 Priority values<br>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<br>1.2 Selling fruits and more healthy food and snacks in tuck shop<br>1.3 Provide healthy eating habits booth or exhibition once in each school term                                     | Partly achieved | <ul style="list-style-type: none"> <li>• 'Fruit Wednesday' Success: Implemented this year for students and teachers ordering school lunches; the initiative has been warmly welcomed by both.</li> <li>• Tuck Shop Fruit Demand: Fresh fruit was made available in the tuck shop, but generated low purchasing interest.</li> <li>• Snack Selection Review: Evaluated existing tuck shop snacks and replaced low-nutrition items with relatively healthier choices</li> </ul>                                                                | #7<br><br>**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                                                                                                                                                                         | Achieved        | <ul style="list-style-type: none"> <li>• 650 students and 5 staffs have vaccinated by the service.</li> <li>• This service will keep providing for staffs and students in next academic year.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | #7<br><br>**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.<br>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.<br>3.3 Students pressure and inter-personal skill can be improved. | Achived         | <p>(i) Campus Integration &amp; Infrastructure<br/>With the invaluable assistance of our school's facilities team, a former staff quarters has been successfully repurposed into a dedicated "Cat house." Construction was officially completed in May, and the facility is now fully operational.</p> <p>(ii) Strategic Partnership<br/>We are proud to partner with "House of Joy &amp; Mercy" (阿棍屋), a local non-profit animal rescue organization. They provide our students with professional guidance, practical training in daily</p> | #2, #4<br><br>**2, **3, **5, **7,<br>**10                      |

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>feline care, and workshops designed to instill a deep sense of compassion and respect for animal welfare.</p> <p>(iii) Student Leadership &amp; Volunteerism<br/>Alongside dedicated volunteer teachers and staff, a core group of approximately 20 students—primarily led by members of the Community Youth Club (CYC)—have stepped up to take charge of daily caregiving duties, actively demonstrating their love and commitment to the cats.</p> <p>(iv) Feline Residents &amp; Medical Care<br/>The Cat house is currently home to two feline residents: a 6-month-old male and a 2-year-old female. The school will soon arrange for both cats to be spayed and neutered. These procedures will be performed free of charge at a veterinary clinic affiliated with the House of Joy &amp; Mercy.</p> <p>(v) Health &amp; Hygiene Protocols<br/>To ensure the ongoing health and well-being of our cats, the school enforces a strict medical regimen, including regular vaccinations, deworming, and routine flea and tick prevention.</p> <p>(vi) Smart &amp; Secure Environment<br/>The facility is equipped with various smart technologies to guarantee a safe and comfortable living environment. These include CCTV cameras, thermo-hygrometers for climate control, feline trackers, air purifiers, and motion sensors.</p> <p>(vii) Managed Access &amp; Safety<br/>To maintain a stress-free environment, access is currently limited to a small group of fully trained students. Once operations stabilize and the routine is well-established, the facility will gradually open to</p> |  |
|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                     |             |                                                                                                                                |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                   |
|-----------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|                                                                                                     |             |                                                                                                                                |                 | <p>the wider student body to enjoy spending time with the cats.</p> <p>(viii) Community Engagement &amp; Outreach<br/>To raise awareness and foster a sense of ownership among students, we have launched an official Instagram account for the Cat house. A series of campus-wide engagement activities are also in the pipeline, including a mural painting project for the facility's exterior, an official naming competition for the Cat house itself, and a naming contest for our two cats.</p>                                                                                                                                                               |                                                   |
| 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                          | Partly achieved | <ul style="list-style-type: none"> <li>Design has been made. Laying will be done in coming years.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | #7,<br>**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                                                  | Partly achieved | <ul style="list-style-type: none"> <li>Phase II development and installation will be done on 2026 summer period for remaining classroom of 1/f, 3/f and 4/f.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | #4, #7<br>**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 | Achieved        | <ul style="list-style-type: none"> <li>Cooperation with new sister school (英雅家炳學校) will be arranged in the coming 2 years.</li> <li>Cooperation contract has been confirmed and signed.</li> <li>The activity was a great success and the students were involved in every aspect. Although the Form 4 students were busy with their studies, they were all willing to devote their time, love and energy. Whether it was the preparations for the two visits, the trial teaching of primary school students, the activities to get to know each other, the monthly letter visits and farewell activities, everyone did their best and prepared carefully.</li> </ul> | #1, #3, #4, #6<br>**2, **3, **4, **5,<br>**7, **9 |

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <ul style="list-style-type: none"> <li>• The students were also satisfied with their performance and recognized the goals and values of the activity.</li> <li>• The selection of participants starts earlier.S.3 class teachers will be invited to make student suggestions before the summer holidays, in order to have better preparation and allowing to choice more capable students to join the project.</li> </ul> |  |
|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Nutritional Health and Disease Prevention: The 'Fruit Wednesday' initiative was a major success and was highly welcomed by both students and teachers. However, direct fruit sales in the tuck shop remained low. In response, the school evaluated its snack options and replaced low-nutrition items with healthier choices. For disease prevention, the vaccination program successfully immunized 650 students and 5 staff members. The main suggestion for the next academic year is to continue providing this vaccination service to maintain a healthy campus.

Mental Well-being and Campus Environment: the "Animal in School" program successfully built a "Cat house" from former staff quarters to help reduce student stress. Partnering with the "House of Joy & Mercy," a core team of 20 student volunteers now manages daily care for two resident cats. Future plans include opening the facility to the wider student body once routines stabilize, alongside launching an Instagram account, mural projects, and naming contests. For environmental upgrades, laying artificial turf in school gardens is planned for coming years, and Phase II classroom furniture renewals will be completed in summer 2026.

Experiential Leadership and Service Learning: The 'Candle light Project' was a great success, with Form 4 students showing deep dedication during their two service trips to China. Participants expressed high satisfaction with their volunteer work, which included trial teaching and monthly letter exchanges. To expand the program, the school has signed a two-year cooperation contract with a new sister school, 英雅家炳學校. The primary suggestion for improvement is to start student selection earlier by asking Secondary 3 class teachers for recommendations before the summer holidays to allow for better preparation.

#### **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, Yeung Hei

Cheng Kar Man (in attendance)

## Before 2025-2026

### ■ 7 learning goals (七個學習宗旨)

(#1 - #7)

| 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                          |

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

## Onward 2026-2027

### 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                   |

| 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**  
**Annual Report (2025-2026): IT Unit**

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

| <b>Tasks / Actions</b>                                                                                                                | <b>Time Scale</b> | <b>Success Criteria</b>                     | <b>Results</b> | <b>Recommendations</b>       |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------|----------------|------------------------------|
| 1. To keep good maintenance of the school IT premises and facilities / equipment                                                      | Whole year        | The follow-up procedure should be improved  | Achieved       |                              |
| 2. Maintain a complete and up-to-date equipment list, ensure all equipment is in good condition and enough backup parts are in stock. | Whole year        | A complete equipment list has been created. | Achieved       |                              |
| 3. Equipment should be set up and ready for use 15 mins before each event starts.                                                     | Whole year        | Smooth implementation                       | Achieved       |                              |
| 4. Create a 3-year equipment replacement plan and workflow.                                                                           | 1st term          | A plan and workflow have been created.      | Achieved       |                              |
| 5. Submit a QEF plan to support STEAM development                                                                                     | Whole year        | Smooth implementation                       | Not achieved   | QEF rejected our application |
| 6. Support HKDSE registration and PCESS operation                                                                                     | Whole year        | Smooth implementation                       | Achieved       |                              |
| 7. BYOD devices management                                                                                                            | Whole year        | Smooth implementation                       | Achieved       |                              |

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

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

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

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

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

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

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

**Major Concern (IV): Leveraging Technology for Enhanced Learning**

| <b>Tasks / Actions</b>                                                                                     | <b>Time Scale</b> | <b>Success Criteria</b>                                                      | <b>Results</b> | <b>Recommendations</b> |
|------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------|----------------|------------------------|
| 1. Maintain the e-learning equipment in proper conditions and ready for effective operations.              | Whole year        | Monthly report be prepared for monitoring.                                   | Achieved       |                        |
| 2. Support colleagues to use e-learning equipment in lessons to implement effective e-learning strategies. | Whole year        | All requests can be properly handled.                                        | Achieved       |                        |
| 3. Support colleagues to search and test the applications and tools which are suitable for lessons.        | Whole year        | All requests can be properly handled.                                        | Achieved       |                        |
| 4. Encourage and support colleagues to use Goodnotes Classroom for instant note-taking interactions.       | Whole year        | At least five administrative tasks can be processed using the Cloud service. | Achieved       |                        |
| 5. Support colleagues to implement eBooks in S1 BYOD lessons.                                              | Whole year        | All requests can be properly handled.                                        | Achieved       |                        |
| 6. Support colleagues to use AI tools in L&T                                                               | Whole year        | All requests can be properly handled.                                        | Achieved       |                        |

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

**Team Members**

Kwok Tsz-fung (Head),  
Yiu Chun-hei Paul,

Tong Wai-yau,  
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工作檢討(2025-2026)**

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

| 工作 / 措施                                                                                                                                                                                    | 時間 | 成功準則                                                                                                          | 評估方法                                                                           | 檢討                                                                                                                                                                                                     | 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。<br>(1) 文化參與時數用作計算中文科平時分<br>(2) 配合早會，有系統地展示及宣傳中華文化或語文活動<br>(3) 利用《朱子治家格言》自學平台，向中一傳揚傳統道德價值。<br>(4) 協助中史科推動「年度中國歷史人物選舉」，於「文化感知角」及中華文化壁報板設年度中國歷史人物介紹，並推動高中同學參與投票。 | 全年 | (1) 學期終提供各班文化參與時數統計資料<br>(2) 文化及語文活動出席率佔屬級學生 50%或以上<br>(3) 90%以上中一學生完成自學平台練習<br>(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<br>(2) 同工演講後回饋<br>(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<br>(4) 中史科同工回饋 | (1) 上下學期已提供全體學生的文化參與時數供中文科同事參考，並用作計算中文科平時分的參考資料。<br>(2) 主講午後集會的中文科或中華文化推廣組同工均有積極回應。<br>(3) 中一已完成自學<br>(4) 已完成壁報板，並設最少一星期的宣傳活動。能增加投票率，並讓學生認識不同的歷史人物，效果理想。<br>新生於暑期研習「朱子治家格言」<br>(4) 繼續與中史科合作推動中國歷史人物選舉。 | 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<br>**4 國民身份認同<br>**6 誠信<br>**9 同理心<br>**10 勤勞<br>**11 孝親 | #1 國民及全球公民身份認同<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力 | 組長<br>組員 |

|                                                                                                                           |    |                                                           |                                                                                       |                                                            |                                                                            |            |                                                                       |       |
|---------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------|------------|-----------------------------------------------------------------------|-------|
| <p>2. 聯課活動</p> <p>(1) 舉辦不同的文化體驗活動，如茶道、書法、剪紙及漢服穿著體驗，提升學生對中華文化的興趣。</p> <p>(2) 增設「文化感知角」及「文化會客室」，由組內同學策劃不同的文化活動供校內的同學參與。</p> | 全年 | <p>(1) 全年舉行不少於兩次組內文化體驗活動</p> <p>(2) 全年舉行不少於兩次全校文化體驗活動</p> | <p>(1)※參與學生回饋<br/>※負責老師回饋</p> <p>(2)※參與學生回饋<br/>※負責老師回饋<br/>※ 50%全校學生曾參與文化體驗活動</p>    | <p>(1) 全年已舉行不少於兩次文化體驗活動。</p> <p>(2) 全年已舉行不少於兩次的文化體驗活動。</p> | <p>利用不同的體驗活動，讓學生透過有趣的方式認識中華文化知識。通過親身體會中華文化中寶貴的價值，以明白愛護及承傳中華文化是國民應有的責任。</p> | **4 國民身份認同 | <p>#1 國民及全球公民身份認同</p> <p>#2 闊廣的知識基礎</p> <p>#4 共通能力</p>                | 組長及組員 |
| <p>3. 試後活動</p> <p>(1) 優化初中觀賞文化活動安排，繼續增加學生的接觸面。</p> <p>(2) 優化高中分享會安排，讓學生更投入活動</p>                                          | 6月 | <p>(1) 觀賞活動時間不少於1小時，並換上另一主題。</p> <p>(2) 分享會時間不少於1小時</p>   | <p>(1)※初中學生回饋<br/>※當值老師回饋</p> <p>(2)※高中學生回饋<br/>※當值老師回饋<br/>※學生報考獎章人數佔合資格考章人數 50%</p> | 已成功完成                                                      | <p>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。</p>      | **4 國民身份認同 | <p>#1 國民及全球公民身份認同</p> <p>#2 闊廣的知識基礎</p> <p>#3 語文能力</p> <p>#4 共通能力</p> | 組長及組員 |

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。

成就：

· 整合學科平台方面：

中文科：於中文科自學計劃「語文能力尋寶圖」中加入中華文化的元素，盼學生於課後能積極參與與中華文化相關的活動，本年度成功起動，中華

文化周的參與人數合乎預期。此外，上下學期已提供全校學生的文化參與時數供中文科同事參考，並用作計算中文科平時分的參考資料，利用平時分驅使學生積極參與活動，成效略見。中文科中一暑期功課需完成《朱子治家格言》自學平台，此安排成功推行。

中史科：與中史科協辦「年度中國歷史人物選舉」，協助中史科向全校推動中國歷史的學習活動，活動成功舉行，參與學生人數理想。本組已完成壁報板，並設最少一星期的宣傳活動。能增加投票率，並讓學生認識不同的歷史人物，效果理想。

英文科：與英語校園推廣組於學術周協辦「品茗・TEA TIME」活動，向學生介紹中西茶文化，此活動受學生歡迎。

午後集會：主講午後集會的中文科或中華文化推廣組同工均有積極回應。

- **聯課活動**：全年集會 10 次，成功舉行不少於兩次的文化活動，包括書法、中式面譜製作、中藥畫、詩詞貼畫及織錦風鈴製作，成功為小組成員提供不同的文化體驗。此外，本年度參與「敬『遺』承新——非遺原味道」計劃，舉行一次「文化會客室——涼果製作工作坊」，學生報名情況熱烈，效果理想。
- **中華文化周**：本年度舉行四次中華文化周，包括「年度中國歷史人物選舉」、「吃得到的非遺」、「拓印及魯班鎖體驗」及「臨帖靜心」活動，以上各項活動參與人次約 100 人，參與人數符合預期。
- **專題演講及試後活動**：本年度於「薪火相傳禮」的專題演講題目為「細說點心意」，邀得飲食文化作家方曉嵐女士及關順發師傅蒞臨我校指導。試後活動「趣談茶餐廳文化」(高中組)邀得香港浸會大學中文系蕭欣浩博士及豪華茶餐廳老闆何錦標先生到校舉行一次互動講座；「少林功夫」(初中組)邀得「薪傳學社」的師傅蒞臨指導。

## 反思：

中文科：雖以平時分為誘因推動學生參與語文活動，但未能激發學生的內在動機。

中史科：已舉行三年「年度中國歷史人物選舉」活動形式略為僵化，雖有透過選舉向學生介紹不同的歷史人物，惟學生多只參與投票，而完成投票後，未有將國史教育中心的投票結果向全校公佈，活動的後續工作欠佳。

英文科：與英文科合作是嶄新的安排，體現跨學科推動中華文化的優勢。

午後集會：透過同工的分享，讓學生能涉獵不同範疇的文化知識，且屬全校性的活動，對整體的文化學習氛圍有所提升。

聯課活動：多利用素材包帶領學生完成體驗活動，學習內容受限。

中華文化周：各項活動的參與人次約 100 人，參與人數仍有提升的空間。

專題演講及試後活動：講座期間加入互動元素，活動氣氛良好，惟講座後稍欠延伸學習活動，令學生未能深化所學。

**回饋及跟進：**

- **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。

**工作重點(2)：透過總結學習經歷，培養自主學習的知識轉化及能力遷移能力。**

| 工作 / 措施                    | 時間  | 成功準則                                      | 評估方法                          | 檢討             | 國安教育元素                                                    | 價值觀教育      | 七個學習宗旨                                             | 負責同工  |
|----------------------------|-----|-------------------------------------------|-------------------------------|----------------|-----------------------------------------------------------|------------|----------------------------------------------------|-------|
| 1. 於初中觀賞文化活動中，增設學長分享考章心得。  | 6 月 | 分享時間不少於 5 分鐘；學長能總結考章時所學，並提出考章對個人成長的幫助。    | ※當值老師回饋<br>※初中學生回饋<br>※分享學生回饋 | 成功             | 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<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力 | 組長    |
| 2. 交流團學習活動(圖情萬里李志達小學北京交流團) | 4 月 | 分享時間不少於 10 分鐘；演講學生能總結交流團經歷，並提出考章對個人成長的幫助。 | ※參與活動的同工及學生回饋                 | 不成功（因試後活動時間不足） | 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<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#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。****成就：**

- 於試後活動(初中組)加入一組金章分享，分享題目為「中國古代鬼怪的千年圖譜」。

**反思：**

- 分享人數少，未能展示普遍學生的研習成果。

**回饋及跟進：**

- 於「小學升中資訊日」，設中華文化展室，展示學生的研習成果。

中華文化推廣組名單(2025-2026)：嘉敏、麗萍、麗安、嘉露、梓鏗、詠儀

**Tin Ka Ping Secondary School**  
**Staff Professional Development Committee**  
**Annual Report (2025-26)**

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

**Achievements**

- A sharing session on how to conduct Self-Directed Learning (SDL) in different subjects was successfully held on the 2nd Staff Development (SD) Day, receiving a satisfactory rating.
- Three AI workshops were conducted by the TKP Foundation, attended by teachers from the Departments of Chinese Language and English Language, seed teachers developing AI, and other interested teachers.
- E-learning was implemented in F.1 this academic year.
- Discussions on practical ways to implement SDL, primarily focusing on developing students' self-learning habits such as completing past papers before unit tests and examinations, were held during common free periods.
- Exploration into utilizing AI in teaching and assessment was achieved, with different AI platforms being used in Chinese and English subjects.
- Subject-based support, particularly co-lesson preparation in F.1-2 common free periods, was carried out and considered essential for aligning subjects in executing SDL and facilitating a whole-school approach.
- Lesson observations and post-lesson discussions were conducted, with some teachers indicating that this support was useful.
- Resource support was achieved, with reference books on how to use AI being purchased and promoted, and colleagues encouraged to borrow them.

**Reflections**

- While the SDL sharing session was satisfactory, participants suggested that more time should be provided for them to think about application in their specific subjects.
- Some of the AI workshops were perceived as somewhat repetitive compared to previous ones, and the effective utilization of AI in classroom teaching, especially for providing feedback to students, remains an area requiring further exploration. The need for internal idea sharing within the school was identified.
- Teachers were found to be not fully ready for conducting e-learning in F.1 classrooms, indicating a gap in preparedness.
- The availability of government funding for AI applied in learning and teaching highlights a need for formulated policy to better spend the fund.
- The objective of introducing the concept of Collaborative Learning (CCL) and its relationship with SDL to new colleagues was not achieved, as no dedicated training session was held. There is a need to reconsider the positioning of CCL, as student cooperation has weakened, and training on social skills in cooperation is required.
- The effectiveness of AI platforms in teaching was reported to be dependent on teachers' incentives to use them, suggesting that further exploration is necessary to integrate AI more effectively.
- Despite useful support from lesson observations and post-lesson discussions, not all teachers fully grasped the essence of utilizing SDL, prompting a need to consider how instructional strategies incorporating SDL could be more effectively implemented.
- The review on SDL materials was not conducted this year, which prevented the derivation of systematic strategies on SDL across different forms. This points to a need for better liaison between the Committee and department heads.
- Although not allotted, providing time for instructional materials preparation on SD Day was recognized as a good practice that should continue.

### **Feedback and Follow-up**

- **To enhance the effectiveness of learning and teaching:**
  - Provide dedicated time during SD Days for teachers to apply SDL concepts to their subjects and to prepare teaching materials. This will support teachers in designing curricula that foster students' *generic skills* and a *broad knowledge base*.
  - Develop a clear policy for the strategic allocation and utilization of government funding for AI in learning and teaching. This measure aims to maximize the impact of AI on students' *digital literacy* and *broad knowledge base*.
  - Offer comprehensive training on utilizing e-learning for teachers in the coming year to ensure they are better prepared for its implementation. This initiative directly supports students' *digital literacy*.
  - Promote internal idea sharing within the school on effectively leveraging AI in classroom teaching, particularly for providing student feedback. This will deepen teachers' pedagogical skills and enhance students' learning experiences through improved feedback mechanisms, contributing to their *generic skills*, *broad knowledge base*, and *language proficiency*.
  - Reconsider the positioning of CCL within the curriculum and provide targeted training on social skills to foster cooperation among students. Teachers should be actively encouraged to use CCL to promote these crucial *generic skills* with *healthy life style*.
  - Conduct follow-up on departmental work regarding SDL in the next academic year to ensure continuous improvement and implementation.
  - Strengthen liaison between the Committee and department heads to ensure a systematic review and modification of SDL materials, leading to the derivation of systematic strategies across different forms. This will help refine the curriculum to better support students' self-learning habits in acquiring *language proficiency*, *generic skills* and *broad knowledge base*.
  - Continue the practice of co-lesson preparation, as it is critical for aligning subjects in executing SDL and maintaining a whole-school approach.
  - Focus post-lesson discussions on how instructional strategies incorporating SDL can be effectively implemented in lessons to ensure deeper understanding on how to enhance students' learning effectiveness among teachers.
- **To support teachers' professional development:**
  - Continue to purchase relevant resource books, especially those related to AI, and actively promote their use and sharing among colleagues. This ongoing resource provision is vital for enhancing teachers' professional knowledge and, consequently, students' *generic skills*, *broad knowledge base* and *digital literacy*.

### **Major Concern 2: Provide training and support to teachers on building a healthy campus**

#### **Achievements**

- A Staff Development (SD) Day focusing on facilitating students' mental health, specifically on sleeping habits, was successfully held and **received positive feedback**.
- Several external professional development programs related to promoting student mental health were effectively promoted to teachers via Teams and eClass email.

#### **Reflections**

- The positive feedback from the SD Day on mental health indicates the relevance and value of such training for teachers in addressing students' well-being.
- The promotion of external programs indicates an ongoing effort to provide diverse professional development opportunities, though the uptake depends on individual teacher initiative.

### **Feedback and Follow-up**

- **To foster students' holistic development and well-being:**
  - Organize similar workshops in the future to further assist students in adopting positive values and attitudes. This directly contributes to students' *healthy lifestyle* and the development of correct values and attitudes, which are key learning goals.
  - Continue to actively provide and promote various resources and professional development opportunities for teachers to enhance their capabilities in promoting and caring for students' mental health. This sustained support is integral to maintaining a healthy campus environment and reinforcing students' *healthy lifestyles*.

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

#### **Achievement**

- The mentoring system was optimized and found to be running smoothly, with mentees reporting that the system helped them adapt to school life effectively. Mentors were identified as being helpful and capable of maintaining cooperative relationships with mentees.
- Opportunities for sharing the values and rationales of existing school practices were successfully provided during SD Days and various meetings. As a result, teachers indicated a better understanding of the school's core values.

#### **Reflection**

- The current mentoring system is effective in supporting the adaptation of new colleagues and promoting a cooperative environment.
- The sharing of values and rationales successfully enhanced teachers' understanding and alignment with the school's culture.
- However, there is an identified area for improvement: the need for strengthening supervision and support for colleagues who may not be well-aligned with the school culture.

### **Feedback and Follow-up**

- To continuously strengthen school culture:
  - Implement a modified mentoring system that enhances supervision and provides targeted support for colleagues who may require further alignment with the school culture. This measure aims to reinforce a unified school ethos and promote positive values and attitudes among all staff, which in turn benefits students' development of correct values and attitudes and *national identity*.
  - Continue the practice of sharing the values and rationales of existing school practices in SD Days and various meetings. This ongoing engagement is crucial for ensuring that all staff consistently understand and embody the school's foundational principles, contributing to a cohesive and sustainable school culture.

#### **Committee Members**

Chung Wai Tak (Chairman)  
Yu Tak May (Vice-chairman)  
Chan Siu Long, Allen  
Law Sin Ting, Ruby  
Ng Chun Yeung, Victor  
Cheung Pui Yu, Kate

Cheung Kam Hung, Rocky  
Man Wai Sim, Fion

**Tin Ka Ping Secondary School****Annual Report 2025-2026****English Campus Promotion Unit****Major Concerns (I) : To create an English-rich environment that further enhances the effectiveness of teaching and learning**

| Tasks / Actions                                                                                                               | Time Scale | Success Criteria                                                                                        | Methods of Evaluation                                                                                | Staff-in-charge                                           | Result            | Recommendation                                                  | 7 Learning Goals | 12 Priority Values |
|-------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------|-----------------------------------------------------------------|------------------|--------------------|
| 1. To launch a series of activities during English Weeks to promote an English-rich and active learning environment.          | Whole year | 1.1 At least one-third of junior form students take part in each activity, as performers or audiences.  | 1.1 Attendance record provided by English Society (or TEAMS form data) and reported in unit meetings | <u>Teacher-in-charge:</u><br>Jane Tsang                   | 1.1 Achieved.     | 1.1 To be continued                                             | #1               | **1                |
| 1.1 To carry on and modify the competitions during <i>English Weeks</i>                                                       |            |                                                                                                         | 1.2 Statistics from the library                                                                      | 1.1 David Chan (F.3),                                     | 1.2 Achieved.     | and adjust the scale to English                                 | #2               | **3                |
| 1.2 F.1 & F.2 Library Book Cover Challenge & Audio Book Challenge will be held.                                               |            | 1.2 Books are promoted to students by F.1 & F.2 students and English Ambassadors.                       | 1.3 Attendance record provided by the English Society, and feedback from teachers and students       | 1.1 David Chan (F.3), Vivian Lam (F.2) & Jane Tsang (F.1) | 1.3 Achieved.     | the scale to English                                            | #3               | **5                |
| 1.3 <i>TKPSS Has Got Talent – Scrabble Competition</i> (1 <sup>st</sup> term) and F.1 & F.3 Spellathon (2 <sup>nd</sup> term) |            | 1.3 At least one-third of junior form students take part in each activity, as contestants or audiences. | 1.4 Feedback from teachers and students                                                              | 1.1 David Chan (F.3), Vivian Lam (F.2) & Jane Tsang (F.1) | 1.4 Achieved.     | Days.                                                           | #4               | **6                |
| 1.4 <i>Video Show and Student Leaders' Wise Saying Sharing</i> through TVs in campus (English Weeks, 2 times/term)            |            |                                                                                                         | 1.5 Feedback from teachers and students                                                              | 1.2 Vivian Lam (F.2) & Jane Tsang (F.1)                   | 1.5 Achieved.     | (Suspended due to the Tai Po Fire)                              | #5               | **7                |
| 1.5 Lunchtime Podcast                                                                                                         |            | 1.4 Students give                                                                                       | 1.6 <i>Statistics reported in unit meetings, and feedback from teachers and students</i>             | 1.3 Billy Ko, Rice Yu                                     | 1.6 Not achieved. | To be continued.                                                |                  | **9                |
|                                                                                                                               |            |                                                                                                         | 1.7 Feedback from teachers and students and report in committee meetings                             | 1.4 Vivian Lam                                            | 1.7 Achieved.     | and fine-tune the arrangement of the final round of Spellathon. |                  | **12               |
|                                                                                                                               |            |                                                                                                         |                                                                                                      | 1.5 Clarence Law, Eng                                     |                   |                                                                 |                  |                    |
|                                                                                                                               |            |                                                                                                         |                                                                                                      | Amb & Exchange students                                   |                   | 1.4 Considered to minimize the scale to a weekly promotion.     |                  |                    |
|                                                                                                                               |            |                                                                                                         |                                                                                                      | 1.6 <i>David Chan, Vivian Lam,</i>                        |                   | 1.5 Considered                                                  |                  |                    |

|  |                               |  |                                                                                                                            |  |                                                     |  |                                                                          |  |  |  |
|--|-------------------------------|--|----------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------|--|--------------------------------------------------------------------------|--|--|--|
|  | (English Weeks, 2 times/term) |  | positive feedback.                                                                                                         |  | Clarence                                            |  | to play                                                                  |  |  |  |
|  | 1.6 Operation Santa Claus     |  | 1.5 Students give positive feedback.                                                                                       |  | Law, Billy                                          |  | RTHK                                                                     |  |  |  |
|  | Christmas Carnival            |  | positive feedback.                                                                                                         |  | Ko, Jane                                            |  | common                                                                   |  |  |  |
|  | (Suspended)                   |  | 1.6 At least a quarter of junior form students                                                                             |  | Tsang, Eng                                          |  | room                                                                     |  |  |  |
|  | 1.7 Foster exchange students  |  | take part in it and give positive feedback.                                                                                |  | Soc & Eng                                           |  | interviews                                                               |  |  |  |
|  |                               |  | 1.7 English ambassadors will take care of the exchange students. Exchange students will be involved in English activities. |  | Amb                                                 |  | to replace the student podcast.                                          |  |  |  |
|  |                               |  |                                                                                                                            |  | 1.7 Clarence Law, David Chan (3E) & Vivian Lam (4C) |  | 1.6 To be continued and minimize the scale of the Christmas celebration. |  |  |  |
|  |                               |  |                                                                                                                            |  |                                                     |  | 1.7 To be continued if there is a host family from TKPSS in 2627.        |  |  |  |

|  |                                                                                                                                                                                                                                                                                        |            |                                                                                                                     |                                                                                         |                                                                                                                                                                             |                                                                      |                                                                                                               |                      |                                  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------|--|
|  | 2. To train students to be active English users and English Ambassadors.<br>2.1 Wing Chun Reading Buddies<br>2.2 Intercultural Day student helpers<br>2.3 English Days: emcees/hosts in activities and activity promotion in assemblies<br>2.4 Join competitions / external activities | Whole year | 2.1 Students participating in different events share their fruitful experiences on various occasions.               | 2.1 Attendance record submitted by English teachers and reported in committee meetings. | <u>Teacher-in-charge:</u><br>Jane Tsang<br>2.1 Clarence Law & Eng Amb<br>2.2 David Chan, Vivian Lam & Billy Ko<br>2.3 Vivian Lam<br>2.4 Vivian Lam, Clarence Law & Billy Ko | 2.1 Achieved.<br>2.2 Achieved.<br>2.3 Achieved.<br>2.4 Not achieved. | 2.1 To be continued.<br>2.2 To be continued.<br>2.3 To be continued.<br>2.4 No suitable activities this year. | #2<br>#3<br>#4<br>#5 | **2<br>**3<br>**5<br>**9<br>**12 |  |
|  | 3. To make English announcements and wise sayings during recesses and assemblies.                                                                                                                                                                                                      | Whole year | 3.1 English Ambassadors and elite students are selected as announcers to demonstrate good examples of announcers.   | 3.1 Comments from teachers/students are reported in committee meetings.                 | Tanya (English TA)                                                                                                                                                          | Achieved.                                                            | To be continued. Good announcers are spotted and will be suggested as emcees.                                 | #2<br>#3             | **1<br>**6<br>**7<br>**9         |  |
|  | 4. To ensure the posted materials on bulletin boards are in English.                                                                                                                                                                                                                   | Whole year | 4.1 All internal posting materials created by both students and teachers on bulletin boards are written in English. | 4.1 Checking the boards once a term.                                                    | Jane Tsang & Wendy Lau                                                                                                                                                      | Achieved.                                                            | To be continued.                                                                                              | #2<br>#3             | ---                              |  |

|                                                                       |            |                                                            |                                                    |                      |           |                                                        |                |     |
|-----------------------------------------------------------------------|------------|------------------------------------------------------------|----------------------------------------------------|----------------------|-----------|--------------------------------------------------------|----------------|-----|
| 5. To promote the use of English through cross-curricular activities. | Whole year | 5.1 At least one cross-curricular activity is carried out. | 5.1 Students and teachers indicate their opinions. | Rice Yu & Jane Tsang | Achieved. | More cooperation and new activities can be introduced. | #2<br>#3<br>#4 | --- |
|-----------------------------------------------------------------------|------------|------------------------------------------------------------|----------------------------------------------------|----------------------|-----------|--------------------------------------------------------|----------------|-----|

**Major Concerns (II) : To foster a reading atmosphere and develop students' reading habits**

| Tasks / Actions                                                                                                        | Time Scale           | Success Criteria                                                                                   | Methods of Evaluation                                                                      | Staff-in-charge        | Result        | Recommendation                                                                                                                     | 7 Learning Goals | 12 Priority Values       |
|------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------|
| 1. To train reading buddies, tied to SKH Wing Chun Primary School and buddies of our own students.                     | 2 <sup>nd</sup> term | 1.1 Around 20 students are recruited to be ambassadors and give positive feedback to the activity. | 1.1 Feedback from meetings with SKHWC and our teachers was reported in committee meetings. | Clarence Law & Eng Amb | Achieved.     | To be continued, and students need more pre-training before the activity.                                                          | #2<br>#3<br>#4   | **2<br>**3<br>**5<br>**9 |
| 2. To build a team of Bookworms                                                                                        | Whole year           | 2.1 Around 10 F.1 students are recruited.<br>2.2 Three meetings are arranged.                      | 2.1 Report in committee meetings.                                                          | Clarence Law           | Achieved.     | To be continued. The number of interested or active participants is decreasing.                                                    | #2<br>#3         | **1<br>**6<br>**7<br>**9 |
| 3. To send students to join <i>The Hong Kong International Literary Festival 2026</i> , organised by SCOLAR (Pending). | Pending              | 3.1 F.1 & F.2 students are recruited to join the activity and give positive feedback to the event. | 3.1 Feedback from students and reported in committee meetings.                             | Jane Tsang             | Not achieved. | There is no free talk or workshop this year. And the fee is out of the budget. Therefore, not recommended to attend this activity. | #2<br>#3<br>#4   | **5<br>**12              |

**Major Concerns (III) : To widen students' horizons and foster students' confidence in speaking and using English**

| Tasks / Actions                                                                                                                     | Time Scale     | Success Criteria                                                                                                                                                                                                                   | Methods of Evaluation                                                                            | Staff-in-charge                                   | Result           | Recommendation                                                                                                                                                                                                                              | 7 Learning Goals                 | 12 Priority Values                      |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------|
| 1. To send students to take part in different activities so as to broaden their exposure and enhance their multicultural awareness. | Whole year     | 1.1 Students participate in different events: external activities, Wing Chun Reading Buddies, and Common Room (RTHK).<br><br>1.2 An intercultural activity (ICE) is held in the post-exam period for elites / English Ambassadors. | 1.1 & 1.2 Attendance record submitted by English teachers and reported in committee meetings.    | Clarence Law, Vivian Lam & Jane Tsang             | Partly achieved. | 1.1 To be continued. Since we have not attended the Common Room interview in recent years, it is time to explore more external activities.<br><br>1.2 To be continued. ICE is a reliable organization and more cooperation can be explored. | #1<br>#2<br>#3<br>#4             | **2<br>**3<br>**5<br>**12               |
| 2. To organize a study tour to England.                                                                                             | Jul – Aug 2026 | 2.1 A two-week tour is held to help students gain an immersive English learning experience in England/Australia.                                                                                                                   | 2.1 Students' feedback form<br>2.2 Report from escort teachers<br>Both are reported in meetings. | David Chan & Jane Tsang<br><br>Advisor: Wendy Lau | Achieved.        | 1. To be continued.                                                                                                                                                                                                                         | #1<br>#2<br>#3<br>#4<br>#5<br>#7 | **1<br>**2<br>**3<br>**8<br>**9<br>**12 |

|    |                                                                                           |                                              |                                                                                                      |                                                                            |                         |               |                                    |                      |     |
|----|-------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------|---------------|------------------------------------|----------------------|-----|
|    |                                                                                           | Students give positive feedback on the tour. |                                                                                                      |                                                                            |                         |               |                                    |                      |     |
| 3. | To hold an assembly for students on Intercultural Day.                                    | 2 <sup>nd</sup> Term                         | 3.1 An assembly requested from the Life Education Unit, and the audience appreciates the assembly.   | 3.1 Feedback from teachers and students is reported in committee meetings. | David Chan & Jane Tsang | Achieved.     | To be continued.                   | #1<br>#2<br>#3<br>#4 | **2 |
| 4. | To send students to join <i>the Radio Show Competition</i> organised by SCOLAR (Pending). | 2 <sup>nd</sup> Term                         | 4.1 F.3-F.5 students will be recruited to join the activity and give positive feedback to the event. | 4.1 Feedback from students and reported in committee meetings.             | Billy Ko & Jane Tsang   | Not achieved/ | Time clash with school activities. | #3<br>#4             | --- |

### **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 <b>Perspective</b> | #2: Breadth of Knowledge | #3: Language Proficiency | #4: Generic Skills |
| #5: <b>Digital</b> 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         | <b>**11: Unity</b>  | <b>**12: Filial Piety</b> |

**田家炳中學**  
**2025-2026 中國語文科**  
**周年工作檢討**

**工作重點(1)：提升學生自學能力**

| 工作／措施                                                                                                                                                                                           | 時間表 | 成功準則                                             | 七個學習宗旨                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------|---------------------------------------------------------------|
| <b>1. 善用學校資源提升學生閱讀質量</b><br><br>①初中於學期初設一節圖書館課，並規定各級學生必須借閱圖書館藏書、師長推介的書籍、電子書或電子雜誌，並設廣泛閱讀獎，提升學生的閱讀量。<br><br>②高中除指定閱讀書籍及每單元設指定閱讀篇章外，更以計算平時分的方法，鼓勵學生多閱讀不同書籍。<br><br>③初中指定閱讀書目結合學科活動及課業布置，期望學生讀得更深入。 | 全年  | ①各項措施能如期進行。<br>②學生全年閱書量增加。<br>③學校實體書及電子書平台借閱量增加。 | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力                              |
| <b>2. 配合數碼自學室，優化網上自學平台</b><br><br>①優化及豐富網上自學平台，加入更多中國傳統文化元素，配合高中課程。<br>②配合初中語文活動，將學生語文活動精華片段上載平台，供學生觀摩學習。                                                                                       | 全年  | ①措施能如期進行。<br>②最少 80%本科老師認同措施有助提升學生掌握自學習慣。        | #1 國民及全球公民身份認同<br>#2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#5 資訊素養 |
| <b>3. 引導學生訂立目標及自學方向</b><br><br>初中學生須按「語文學習尋寶圖」上列寫的任務，完成與閱讀、中華文化及校內外比賽相關的目標。                                                                                                                     | 全年  | ①措施能如期進行。<br>②最少 80%本科老師認同措施有助提升學生掌握自學習慣。        | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力                              |

**工作重點(1)提升學生自學能力：**

**成就：**

- 閱讀方面：初中指定閱讀書目結合課業布置，有效提升了閱讀「質素」，但學生整體的閱讀「數量」及閱讀自發性未見顯著提升。中三級因課時緊張取消了參觀圖書館課。
- 網上平台：本年度未有實質優化。學生主要使用平台獲取校內歷屆試題，對其他內容興趣不大。考慮到私隱問題，原定上載初中語文活動精華的計劃暫緩。
- 學習引導：「語文學習尋寶圖」成功起動，初步引導學生參與多元活動，但學生的參與動機主要由平時分驅動，未能完全轉化為內在興趣。

**反思：**

1. 自學動機的根本問題：目前措施（如指定閱讀書籍、「語文學習尋寶圖」計算平時分）仍偏重於外在的平時分驅使。學生的「自學能力」核心在於內在動機的激發，而非僅僅完成任務。就觀察所見，學生的閱讀量未有明顯增加，正反映了自發性閱讀的習慣尚未形成。
2. 數碼工具的策略錯位：單純提供網上資源並不足以提升自學能力。平台若不能提供比傳統方式更高效、更具互動性的學習體驗（例如個人化的學習路徑、即時回饋），將難以吸引學生。將活動影片改於校園電視播放，是務實的調整，但同時也失去了線上平台可供學生反覆觀摩、自主學習的優勢。
3. 活動設計的延續性：「語文學習尋寶圖」作為一個成功的起點，其價值在於引導學生「探索」。然而，若後續未能讓學生在活動中獲得足夠的成就感和樂趣，其效果將僅限於「打卡」，無法深化為對語文學習的真正興趣。

**回饋與跟進：**

1. 推動「閱讀分享」常規化：  
重啟過去「廣泛閱讀課」的安排，讓學生在指定課堂借還書及進行閱讀分享，期望通過創造同儕間的閱讀影響力，將閱讀與社交連結，提升內在閱讀動機。建議初中每周或每兩周劃出固定課節，由學生主導進行「好書推薦」、「最愛角色」等主題分享。
2. 善用電子平台，佈置「探究式」課業：  
善用電子平台，設計開放式、探究式的課業。例如：要求學生就一個主題（如：俠義精神），於平台上尋找並比較至少兩本不同書籍的描寫，撰寫簡短報告，藉以引導學生將平台視為「研究工具」而非「書庫」，培養資訊篩選與整合的能力。
3. 深化「語文學習尋寶圖」的內涵：  
建議來年「語文學習尋寶圖」除了積分，可加入「進階挑戰」或「主題任務系列」（如：追蹤一位作家、完成一個文化專題），完成後可獲「達人」等榮譽認證，並於學期末予以表揚，讓學生從「廣度」參與引導至「深度」探究，培養學生的堅持與專注。
4. 善用學生語文活動影片營造氣氛：  
精選學生語文活動的影片，經剪輯並徵得學生同意後，將最優秀的示範性作品（如：朗誦冠軍片段）上載至內部平台，作為典範教材供學生參考學習，從而營造語文學習的氛圍。

**工作重點(2)：追求卓越，提升公開試成績**

| 工作／措施                                                                                                                                                          | 時間表 | 成功準則                                                                                      | 七個學習宗旨                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>1. 運用資訊科技促進學與教</b><br>①配合自攜平板電腦計劃(BYOD)，善用教育應用程式教學，並教導中一學生善用平板電腦整理筆記，積學儲寶<br>②指導學生運用 AI 促進學習(優化寫作及準備自習篇章)<br>③善用 AI 巫筆多作片段寫作及寫作回饋，提升學生的寫作能力。<br>④運用資訊科技促進教學 | 全年  | ①各項措施能如期進行。<br>②同工認同資訊科技有效促進學與教                                                           | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#5 資訊素養            |
| <b>2. 優化評核內容，鼓勵學生追求卓越</b><br>①各級於測考卷中加入「加分題」，鼓勵學生追求卓越<br>②各級課後問答題加強審題訓練，並提供答題框架<br>③優化中一及中二朗讀篇章內容，加強學生對文字情感的掌握，培養學生的語感                                         | 全年  | ①各項措施能如期進行。<br>②學生在審題及答題框架有改善。<br>③中一及中二學生對語感掌握有提升。                                       | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力                       |
| <b>3. 中六級應試準備</b><br>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。<br>③繼續聘請校友為中六及中五級後進生以小組形式開設提升班。<br>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。          | 上學期 | ①最少 80%學生認同老師就公開試各卷要求，作針對性回饋。<br>②最少 80%學生認同「寫作及綜合提升班」對應試有幫助。<br>③科任老師認同措施有助學生建立良好的自學習習慣。 | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br><br>Page 87 of 170 |

**工作重點(2)檢討：****成就：**

- 資訊科技：AI 巫筆寫作回饋已在各級落實。AI 在教師備課（如整合寫作回饋筆記）方面亦有一定成效。然而，中一 BYOD 在引導學生自主整理筆記方面成效有限，學生仍依賴直接複製網上材料或單元溫習材料。
- 評核優化：雖然「加分題」有一定難度且受時間所限，但學生大都願意嘗試完成。初中朗讀篇章的優化，學生的準備意識仍見不足，語感未見顯著提升。
- 應試準備：中六級的限時操練、邀請校友開設 DLG 提升班、尖子經驗分享等措施均有效落實，學生反應正面，能具體掌握應試要求。

**反思：**

1. 數碼素養的教與學：引入 BYOD 及 AI 工具，不僅是技術應用，更是思維模式的轉變。目前的問題是「如何引導學生善用科技進行『深度學習』，而非『淺層複製』」。教師需思考如何設計課堂活動，讓科技成為學生建構知識的鷹架，而非取代思考的捷徑。
2. 「追求卓越」的氣氛營造：學生雖然願意嘗試「加分題」，但部分學生在基礎未穩的情況下，缺乏挑戰難題的信心與時間。這說明「拔尖」策略需更早、更系統地融入日常教學，而非僅作為測考的附加題。
3. 應試訓練的持續性：中六的成功經驗，證明了針對性的操練和同儕榜樣的力量。此模式應思考如何「向下延伸」，在初中及高中初階便開始滲透，例如在中四、中五級引入部分應試技巧訓練，讓學生及早適應。

**回饋與跟進：**

1. BYOD 教學的具體支援：  
為下學年中二級推行 BYOD，建議中二級科任老師可於暑假期間請教學助理準備互動性強的電子材料（如：運用 Kahoot!/MS Form 製作溫習材料或測驗），讓學生在課堂中實際體驗平板電腦作為互動學習工具的價值。
2. AI 應用提升學與教：  
建議科組為各級訂購一個共用 Gemini Pro 帳戶，期望運用 AI 更有效進行學與教。例如：生成多樣化的閱讀理解題目、寫作評改及回饋等，並探討如何指導學生使用 AI 進行寫作潤色及資料查證。
3. 將「拔尖」融入課程設計：  
以中二級單元總論工作紙為藍本，優化初中單元總論工作紙，加入「答題框架」，並在課後練習中系統性地加入審題訓練。可將「加分題」改為「思考挑戰題」，對表現理想的學生作具體表揚，期望使追求卓越成為日常學習的一部分。
4. 傳承應試成功經驗：  
除了中六的應試準備措施外，建議在中五下學期開始，選擇性地引入部分 DSE 的應試技巧（如：實用文格式、綜合能力資料整合），並邀請中六尖子學生與師弟妹作小型分享，藉以提早啟動學生的應試意識，平緩過渡至中六的高強度訓練。

**工作重點(3)：優化現有活動，營造校園氣氛，提升語文學習風氣**

| 工作／措施                                                                                                                              | 時間表 | 成功準則                                                         | 七個學習宗旨                                             |
|------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------|----------------------------------------------------|
| <b>1. 與中華文化推廣組合作，舉辦文化日</b><br>①鼓勵本科老師於早會分享以「學習中文及宣揚中國文化」為題的內容。<br>②統整本科老師的早會分享及各級語文活動，舉辦文化日。加強有關活動的推廣，於早會宣傳，並計算文化參與時數及作為中文科平時分的參考。 | 全年  | ①各項措施能如期進行。<br>②最少 80%本科老師認同校內語文風氣有提升。<br>③最少 50%學生出席屬級語文活動。 | #1 國民及全球公民身份認同<br>#2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力 |
| <b>2. 建立學生成就感，提升語文學習氣氛</b><br>①結合中華文化推廣組活動，紀錄學生參加校外校內                                                                              | 全年  | ①各項措施能如期進行。<br>②各項措施能如期進行。                                   | #2 寬廣的知識基礎<br>#3 語文能力<br>Page 88 of 170            |

|                                                                                                                                                                                                             |  |                                                                      |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|---------|
| <p>活動，並作為中文科平時分的參考。</p> <p>②舉辦拔尖課程(初中寫作班及朗誦技巧班)，升學生表現。</p> <p>③優化「文苑報」，刊登校友老師的文章，並增加 IG 平台及印發限量「文苑報」推廣，改善張貼方式，期望引起同學對「文苑」的關注。</p> <p>④加強拔尖工作，舉辦不同活動凝聚初、高中菁英學生。</p> <p>⑤向全校公開展示各級語文活動的成果，以提升校園整體的語文學習氣氛。</p> |  | <p>③</p> <p>④最少 80%本科老師認同校內語文風氣有提升。</p> <p>⑤學生參加校外比賽數量較去年提升 50%。</p> | #4 共通能力 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------|---------|

### 工作重點(3)檢討：

#### 成就：

- 文化活動：成功舉辦四次中華文化周活動及學術周相關活動，內容有更新，參與人數穩定，有效維持了校園的文化氛圍。
- 菁英培訓：已建立初中菁英群組，並舉辦了寫作及朗誦提升班，但學生參與未算積極，拔尖工作的具體方向有待落實。
- 氛圍營造：透過「文苑報」及平時分記錄，鼓勵學生參與，初步提升校園整體的語文學習氣氛。

#### 反思：

1. 活動的「參與度」與「投入度」：活動參與人數穩定，但這是否等同於學生對語文學習風氣的認同？關鍵在於學生是「被動參與」還是「主動投入」。目前的平時分制度是有效的推動力，但需思考如何增加活動本身的吸引力。
2. 拔尖工作的「點」與「面」：目前拔尖工作多為「點」狀的提升班，缺乏系統性的「面」上規劃。菁英學生需要的不僅是技巧提升，更需要一個能持續交流、展示才華的平台，以建立歸屬感和榮譽感。

#### 回饋與跟進：

1. 強化活動宣傳與價值引導：  
除了計算平時分外，各位同工需協助推廣，鼓勵學生參與，宣傳時應更著重活動的趣味性和獨特性。可利用午會時間，由參與過的學生分享感受，或播放活動的精彩花絮，以同儕影響力吸引更多學生，將宣傳重點從「責任」轉移到「樂趣」和「得著」。
2. 系統化拔尖工作：  
除多邀請「語文菁英組」成員多參加校外活動外，可考慮請他們多承擔責任，例如：擔任文化日活動的大使、定期舉辦團隊專屬活動（如：與作家會面、文學散步），建立團隊的身份認同和榮譽感，並發揮他們的榜樣作用，輻射影響更多同學。

#### 中文科成員名單

鄧麗珠(科主席)  
蔡慧貞  
潘允明

鄭嘉敏(副科主席)  
文能勝  
莫梓鏗

蔡程月(副科主席)  
劉嘉露  
李詠儀

張文慧  
彭穎賢  
鄧淑文(教學助理)

陳麗紅  
彭勁

## 備註：

|                                                                                                                                     |                                                                                                                                                                                                      |
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| <p>七個學習宗旨</p> <p>#1 國民身份認同及世界視野</p> <p>#2 寬廣的知識基礎</p> <p>#3 語文能力</p> <p>#4 共通能力</p> <p>#5 數字素養</p> <p>#6 生涯規劃</p> <p>#7 健康的生活方式</p> | <p>十二個價值觀教育</p> <p>**1 堅毅</p> <p>**2 尊重他人</p> <p>**3 責任感</p> <p>**4 國民身份認同</p> <p>**5 承擔精神</p> <p>**6 誠信</p> <p>**7 仁愛</p> <p>**8 守法</p> <p>**9 同理心</p> <p>**10 勤勞</p> <p>**11 團結</p> <p>**12 孝親</p> |
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## 檢討

成就：參考學校發展計劃訂定的目標/學校周年計劃的成功準則，總結本關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

反思：基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

回饋與跟進：根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨 1 的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

**田家炳中學**  
**2025-2026 中國文學科**  
**周年工作檢討**

**工作重點(1)：提升公開試成績**

| 工作／措施                                                                                       | 時間表 | 成功準則                                                                                       | 七個學習宗旨                           |
|---------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------|----------------------------------|
| 1 提升卷一學生寫作興趣及能力<br>1.1 開設寫作班<br>1.2 優化「寫作指導及評講」<br>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。<br>1.2 卷一校內考試平均分比上學期進步 10%<br>1.3 卷一公開試成績比全港成績高 10%<br>1.4 學生練筆的質量 | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力 |
| 2 提升卷二學生應試能力<br>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<br>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%<br>2.2 卷二公開試成績比全港成績高 10%<br>2.3 完成文憑試試題整理                          | #2 寬廣的知識基礎<br>#3 語文能力<br>#4 共通能力 |

**工作重點(1) 提升公開試成績：**

**成就：**

- **卷一寫作能力提升：**本年度成功開設中四新詩創作班（潘逸賢導師）及中五散文創作班（關夢南導師）。寫作班能顯著提升學生的寫作自信，提升校內投稿風氣。中四新詩創作班 出席率 89.17%（全班 24 人，共 120 節，請假節數 13 節），中五散文創作班 出席率 95.38%（全班 13 人，共 65 節，請假節數 3 節）。「每日練筆」（每週指定主題，字數不少於 200 字）及優化「寫作指導及評講」均有效落實。
- **卷二應試能力強化：**整理文憑試歷屆試題與測考題目，訓練學生的「扣題」及「闡述」能力。中六級透過常規課文小測、限時操練，以及 DSE 主科考試後的網上補課與歷屆優秀答卷示例講解，有效加強學生的答題意識與應試結構，導讀期間學生回應更具主動性。

**反思：**

- **課業壓力與彈性平衡：**寫作班雖具鼓舞作用，但連續五星期的寫作課若與常規功課（如每日練筆、大作文）重疊，容易對學生造成較大的課業壓力，任課老師在日常作業的調配上需更具彈性。
- **賞析能力與學能落差：**DSE 試題近年趨向減少純原文背誦，改為著重學生的現代語言闡釋與解題框架。然

而，目前中四級學生的賞析表現依然參差，對課文未夠熟悉；中五級整體學能較弱、缺乏尖子且課堂表現較為被動，顯示日常教學中對於「高階賞析答案結構」的鷹架（Scaffolding）建立仍未足夠。

#### 回饋與跟進：

- **彈性調配練筆與教材：**未來開設寫作班期間，科任老師應盡量配合減少常規寫作或練筆的次數，以減輕學生負擔。同時，建議彈性使用本校文集《青溪集》作為練筆的示範教材，以活化佳作解說。
- **默書與評估形式轉型：**因應公開試趨勢，改變傳統「完整背誦文章」的默書形式，改為以「答題方向主導」（如考問典故、歷屆試題重點），從日常起培養用字精準度。
- **引入「DSE 挑戰題」與 AI 輔助：**在完成每篇課文教學後，針對性加入「DSE 挑戰題」（如選取全港考生表現較差的 4/6 分題），利用評分參考作回饋訓練。同時，可參考語文科經驗，嘗試引入 AI 工具（如 Gemini Pro）輔助教師整理寫作批改回饋與評講筆記，以維持高質素的「每位學生作品分析」。

#### 工作重點(2)：建立學習常規，鼓勵學生自學及自我完善

| 工作／措施                                                                                                                              | 時間表 | 成功準則                                                                                                      | 七個學習宗旨                           |
|------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------|----------------------------------|
| 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。<br>1.2 設立獎勵制度<br>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、可邀請不同作家來校分享等。<br>1.4 設補默班，由文學班同學輪留當值，協助及監察補默工作。 | 全年  | 1.1 每課至少完成一題，總數完成至少 80%題目<br>1.2 至少 80%同學平日能整理所學<br>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<br>1.4 班中 90%的同學能按要求完成補默 | #2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力 |

#### 工作重點(2)檢討：建立學習常規，鼓勵學生自學及自我完善

##### 成就：

- **多元活動成功營造氛圍：**本年度舉辦了多場結合自然書寫與社區觀察的文學活動，成效顯著。包括「專題文苑報」（順利派發 300 份）、「小白腰雨燕導賞」（共兩次，28 人次參與）及「維翰路植物導賞」（21 人次參與）。特別是引入「香港文學館流動圖書車」，透過漂書、印章體驗及文學小遊戲，成功吸引高達 224 人次參與，大幅提升了校園的文學關注度。
- **校本文藝出版順利：**本年度《青溪集》文集校對已順利完成。本次出版成功跨年級收錄了 2023-2025 兩個年度、三個級別的同學佳作。文集更成功邀請尖子 6E 宋偉斌撰寫序言、6E 文惠瑩設計封面，5 月底完成印刷，有效建立學生的榮譽感與成就感。
- **日常自學獎勵機制：**將「每日練筆」與「校外比賽投稿/獲獎」系統性納入平時分加分機制（最高可加成績表總分 5 分），初步建立恆常的自學誘因。

##### 反思：

- **常規機制未能有效持續：**本年度「功課問卷調查」因數據疑似不準確而未能進行有效檢討，在常規自學方

面，原定的「每次默書設補默小導師當值制」因同學未能堅持與有效實行而宣告取消；中四級雖改以縮窄默書範圍且不設補默來讓學生承擔個人責任，但長遠仍缺乏能持續激發內在自學動機的機制。

- **文學活動與學科課業的割裂：**雖然豐富的導賞活動與圖書車吸引了人次，但活動後學生的延伸閱讀（如借閱圖書館相關主題圖書）與練筆轉化率仍有提高空間，活動與日常文學課程的深度黏合度不足。

#### 回饋與跟進：

1. **精簡日常作業，以測考帶動自學：**來年將大程度刪減長問答作業，全面落實「精簡常規功課、以測考帶動」的策略。推行「一篇課文、兩次測驗」模式，引導學生主動善用科組建立的「滿分示範答案資源庫」進行自主溫習。
2. **跨科協作對接：**主動與中文科及圖書館緊密合作，將文學科的活動納入全校初中的「語文學習尋寶圖」計分中；同時將優秀學生的文學作品及活動精華，進行成果展示。
3. **舉辦「主題讀書會」：**來年計劃開展主題讀書會，並邀請本地作家來校分享同時，在課程中擔任 BYOD 電子教學種子老師，利用互動性平台（如 Kahoot!/MS Forms）製作課文小測材料，提升學生的主動學習興趣。

#### 文學科成員名單

周惠儀

李詠儀(科主席)

## 備註：

|                                                                                                                                     |                                                                                                                                                                                                      |
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| <p>七個學習宗旨</p> <p>#1 國民身份認同及世界視野</p> <p>#2 寬廣的知識基礎</p> <p>#3 語文能力</p> <p>#4 共通能力</p> <p>#5 數字素養</p> <p>#6 生涯規劃</p> <p>#7 健康的生活方式</p> | <p>十二個價值觀教育</p> <p>**1 堅毅</p> <p>**2 尊重他人</p> <p>**3 責任感</p> <p>**4 國民身份認同</p> <p>**5 承擔精神</p> <p>**6 誠信</p> <p>**7 仁愛</p> <p>**8 守法</p> <p>**9 同理心</p> <p>**10 勤勞</p> <p>**11 團結</p> <p>**12 孝親</p> |
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**Tin Ka Ping Secondary School**  
**Annual Report 2026-2027**  
**English Department**

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

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

- **Feedback:** The integration of technology (BYOD, AI platforms) and the revamp of the junior form curriculum were largely successful. However, some support classes were dependent on manpower.
- **Follow-up actions:** Successful initiatives like AI-assisted writing, the SAYO speaking program, and curriculum revamps will be continued and refined. Manpower for support classes will be a key consideration in planning.

| Target                                                                     | Implementation Strategy                                                                                                 | Success Criterion                                                                                        | Method of Evaluation                                                                                          | Time Scale           | Responsible person      | 7 Learning Goals     | 12 Priority Values |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|----------------------|--------------------|
| 1. To continue leveraging technology for enhanced teaching and learning    |                                                                                                                         |                                                                                                          |                                                                                                               |                      |                         |                      |                    |
| F.1-F.4                                                                    | <b>1.1 To integrate AI (Wiseman/Penso) into the pre-writing process</b>                                                 | At least 1 writing/term integrates AI in the pre-writing process                                         | Teachers' feedback in CFP and subject meeting sharing (Meeting 2 & 4)                                         | Whole year           | Jane & Jack             | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**10 |
|                                                                            | 1.2 To leverage AI (Wiseman/Penso) into the post-writing process and assignments                                        | At least 1 writing/ term will be self-corrected using the AI platform (Wiseman/ Penso) before submission | One writing product before & after self-correction, generate the whole report saved on server (Meeting 3 & 4) | Whole year           | Jane & Jack             |                      |                    |
| 2. To cultivate lifelong reading habits and independent reading strategies |                                                                                                                         |                                                                                                          |                                                                                                               |                      |                         |                      |                    |
| F.1 - F.4                                                                  | <b>2.1 To devise a news booklet related to the themes in the reading curriculum in F.2</b>                              | A news booklet will be created & at least 2 news articles will be used in assignments                    | Teachers' feedback in CFP and subject meeting sharing (Meeting 4)                                             | Whole year           | Jack                    | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**10 |
|                                                                            | 2.2 To fine-tune reading curriculum in F.2 (Romeo & Juliet) and F.3 (Wonder)                                            | The WS/ booklet will be revised & moral values will be conveyed to students                              | Teachers' feedback in CFP and subject meeting sharing (Meeting 4)                                             | Whole year           | Jack                    |                      |                    |
|                                                                            | 2.3 To organize library tours for junior form students in the 1 <sup>st</sup> term                                      | 1 library tour/ form will be organized & at least 1 library book will be borrowed/ student               | No. of library tours & statistics from the library                                                            | 1 <sup>st</sup> term | Form-co in junior forms |                      |                    |
|                                                                            | 2.4 To promote independent reading and digital literacy by guiding F.1 to F.4 students to borrow e-books or e-magazines | 100% of F.1 to F.4 students borrow at least 2 e-books or e-magazines                                     | Statistics (Meeting 4)                                                                                        | Whole year           | Jack & Veronica         |                      |                    |

|                                                                                   |                                                                                                      |                                                                                                                                                       |                                                               |                      |                                  |                      |                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------|----------------------------------|----------------------|----------------------------------|
| 3. To enhance students' self-management and self-directed learning (SDL) capacity |                                                                                                      |                                                                                                                                                       |                                                               |                      |                                  |                      |                                  |
| F.1 - F.3                                                                         | 3.1 To fine-tune the self-directed speaking booklet (SAYO)                                           | A SAYO speaking booklet will be revised & at least 80% of students will complete it                                                                   | Teachers' feedback in CFP (Meeting 4)                         | Whole year           | Jane                             | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**5<br>**10        |
| F.1 - F.4                                                                         | 3.2 To guide students to accomplish self-directed speaking activities using the SAYO platform        | At least 80% of students will accomplish at least 2 self-directed speaking tasks in the SAYO speaking booklet                                         | Statistics (Meeting 4)                                        | Whole year           | Jane & Jack                      |                      |                                  |
| F.1 - F.3                                                                         | 3.3 To require students to do self-directed revision grammar exercises                               | At least 60% of junior students whose UT/ exam marks are 40-49% complete self-directed revision grammar exercises on SAYO grammar platform            | Statistics (Meeting 3 & 4)                                    | Whole year           | Jack                             |                      |                                  |
| F.1 - F.3                                                                         | 3.4 To encourage students to actively participate in self-directed learning exercises and activities | At least 70% of junior students complete self-directed learning exercises and activities in the Miles Scheme                                          | Statistics (Meeting 4)                                        | Whole year           | Vivian                           |                      |                                  |
| F.1 - F.4                                                                         | 3.5 To foster note-taking habits                                                                     | At least 60% of students cultivate their habit of jotting notes in their notebooks and do evaluations after UTs & exams                               | Teachers' feedback, notebooks inspection (Meeting 3 & 4)      | Whole year           | Victor                           |                      |                                  |
| 4. To cater for the diverse learning needs of students.                           |                                                                                                      |                                                                                                                                                       |                                                               |                      |                                  |                      |                                  |
| F.2                                                                               | 4.1 To conduct a speaking enhancement class for low achievers                                        | Around 6-8 students will attend an extra speaking class at lunchtime for 6 sessions/term                                                              | Attendance records & evaluation report (Meeting 3 & 4)        | Whole year           | Billy                            | #2<br>#3<br>#4       | **1<br>**2<br>**3<br>**5<br>**10 |
| F.5                                                                               | 4.2 To offer extra speaking support for low achievers                                                | A total of 6-8 sessions will be organized for students whose 1 <sup>st</sup> term speaking exam marks is lower than 12/28 in the 2 <sup>nd</sup> term | Attendance record & evaluation report (Meeting 4)             | 2 <sup>nd</sup> term | Jane                             |                      |                                  |
| F.1 - F.5                                                                         | 4.3 To invite elites to join external speaking or writing activities/ competitions                   | At least 15 elites will join external activities (HKFYG, Harvard Book Prize, 21 <sup>st</sup> Century Cup...)                                         | Record of external competitions & students' submitted entries | Whole year           | Jack (admin)& Clarence (trainer) |                      |                                  |
| F.1 - F.5                                                                         | 4.4 To implement homework exemption for elites                                                       | At least 50% HW exemption coupons will be given to elites to alleviate their HW burden                                                                | Teachers' feedback in CFP (Meeting 4)                         | Whole year           | David                            |                      |                                  |

**Major Concern (2) :**

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

- **Feedback:** The initiatives to familiarize colleagues with HKDSE requirements and strengthen senior form speaking were both achieved and well-received.

**Follow-up actions:** These successful strategies will be maintained to ensure teaching quality and student performance in the public examination.

| Target                                                                                                  | Implementation Strategy                                                                                               | Success Criterion                                                                  | Method of Evaluation                                         | Time Scale | Responsible person                                                                               | 7 Learning Goals | 12 Priority Values |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------|------------------|--------------------|
| 1. To equip colleagues to be familiar with the requirements in HKDSE and optimize teaching and learning |                                                                                                                       |                                                                                    |                                                              |            |                                                                                                  |                  |                    |
| F.1 - F.3                                                                                               | <b>1.1 To incorporate DSE writing questions into the curriculum in junior forms</b>                                   | At least 1 DSE writing question (or modified question) will be incorporated        | Teachers' feedback in CFP & good students' works (Meeting 4) | Whole year | Form-co & Jane                                                                                   | #2<br>#3<br>#4   | **1<br>**3         |
| F.6                                                                                                     | 1.2 To leverage HKDSE live scripts to facilitate teaching and learning                                                | All live scripts will be typed and distributed to F.6 students                     | All live scripts typed                                       | Whole year | F.6 Form-coordinator                                                                             |                  |                    |
| All students                                                                                            | 1.3 To analyze HKDSE live scripts and statistical report to identify crucial factors for student success              | A diagnostic summary of the DSE results and live script analysis will be presented | Sharing in Meetings 3 & 4                                    | Whole year | Wendy (report)<br>Victor (R),<br>Sandy (Wr A),<br>Candy (Wr B),<br>Veronica (Listening)          |                  |                    |
| All students                                                                                            | 1.4 To facilitate peer professional development by having serving HKDSE markers share marking trends and requirements | At least 1 teacher will serve as 2026 DSE marker in each paper                     | Sharing in Meetings 1 to 3                                   | Whole year | Markers: KK (R), Sandy (Wr A), David (S), Joyce (Wr 3), Leanne (L), Clarence (Wr 4), Jack (Wr 5) |                  |                    |

|                                                               |                                                                                                                     |                                                                                                                                                                |                                                                                        |            |                 |                      |             |  |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------|-----------------|----------------------|-------------|--|
| 2. To enhance and strengthen speaking ability in senior forms |                                                                                                                     |                                                                                                                                                                |                                                                                        |            |                 |                      |             |  |
| F.1 - F.3                                                     | <b>2.1 To embed the SAYO platform into the junior form speaking curriculum as a core component of oral training</b> | At least 1 speaking task/ term (presentation / discussion in SAYO as daily assignments for junior forms students                                               | Teachers' feedback in CFP & good students' works (Meeting 4)                           | Whole year | Form-co & Jane  | #2<br>#3<br>#4<br>#5 | **1<br>**10 |  |
| F.4 - F.5                                                     | 2.2 To integrate the SAYO platform systematically into the curriculum in senior forms                               | Three tasks/ term (SBA presentation/ discussion) in SAYO as daily assignments for F.4 and F.5 students                                                         | Statistics & teachers' feedback (Meeting 4)                                            | Whole year | Form-co & David |                      |             |  |
| F.5 - F.6                                                     | 2.3 To arrange individual out-of-class oral practice sessions to equip students with exam-aligned setting           | At least 1 oral assessments for F.5 (2 <sup>nd</sup> term) and F.6 (1 <sup>st</sup> term) students with written feedback and marks outside regular Eng lessons | Individual assessment score sheets, records of each class & whole form (Meeting 3 & 4) | Whole year | Leanne          |                      |             |  |

## 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 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 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     |

● **Seven Learning Goals of Secondary Education**

|                                            |                          |                          |                    |
|--------------------------------------------|--------------------------|--------------------------|--------------------|
| #1: National and Global <b>Perspective</b> | #2: Breadth of Knowledge | #3: Language Proficiency | #4: Generic Skills |
| #5: <b>Digital</b> 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         | <b>**11: Unity</b>  | <b>**12: Filial Piety</b> |

**Tin Ka Ping Secondary School**

**Annual School Report of Major Concerns of Mathematics Department for 2025-2026**

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

| Tasks / Actions                                                                                                                                                                            | Success Criteria                                                                                                       | Results                                                                                                                                                                             | Recommendations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. Motivate Junior students to do challenging questions actively. #2<br><br>2. F.4 mentoring program for F.1 & F.2 students.                                                               | 10% of Junior students attempt the bonus part in the examination.<br><br>Positive feedback from students and teachers. | Achieved. Although the bonus questions are challenging, over 10% of the students will try to tackle it in the examination.<br><br>Achieved.                                         |                 |
| 3. Cultivating an Active Learning Environment: Design and implement F.1 – F.3 SDL worksheets and videos that promote student autonomy and self-management skills.<br><br>#2,#4,#5,**1,**10 | more than 50% of students find that the SDL worksheets is useful for them to prepare the assessment.                   | Achieved. The worksheets can help the students to do consolidation for the concepts learnt in each chapter. Students can use the worksheets to do revision for the tests and exams. |                 |
| 4. Equipping teachers with Diverse Teaching Strategies, e.g. eLearning skills<br><br>#5                                                                                                    | All teachers at least apply one time by using the e-learning app in their lesson.                                      | Partly Achieved. F.1 e-learning materials have been developed.                                                                                                                      |                 |
| 5. To recognize F.1-F.6 students' achievements                                                                                                                                             | The list of top three students in each class will be displayed in each classroom.                                      | Achieved.<br><br>The list of top 10 students in each form have been                                                                                                                 |                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The list of top ten students in each form will be displayed in the Mathematics board.</p> <p>Top 3 students of Exam in each form will be awarded. (Book coupons and Reading materials)</p>                                                                                                                                                                                                                                                                  | displayed in the Mathematics board.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p>6. To optimize Assessment for Learning</p> <p>6.1 To relieve the pressure of homework so that students have more time for SDL</p> <p>6.2 Monitor the policy for elite students are set up successfully</p> <p>6.3 Arrange a whole year UT timetable for all forms to avoid cramming students in certain periods</p>                                                                                                                                     | <p><input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that the amount of homework is reasonable.</p> <p><input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that learning is challenging and manageable.</p> <p><input type="checkbox"/> Teachers adjust the amount of assignments to the elite students.</p> | <p>Achieved. The majority of students expressed that the amount and the difficulties of homework are manageable in the perception of homework questionnaires. Most of the students understand that doing the homework seriously is a key factor for them to learn well in Mathematics and get good performance in assessments.</p> <p>Achieved. Teachers will award the elite students by allowing them to skip some parts of the homework if they perform well in the test. It can increase the motivation of the students to do better revision for the assessments. Moreover, some teachers will encourage the elite students to try more challenging questions.</p> <p>Achieved.</p> |  |
| <p><b>Overall Evaluation:</b></p> <p>1. The bonus questions are good for able-students to tackle something new in the exam. This can develop their problem-solving skills.</p> <p>2. Through the common free period in whole year, teachers can identify the learning difficulties of each chapter and teachers are willing to share their teaching methods.</p> <p>3. SDL worksheets are useful resources to help students willing to learn actively.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

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

| Tasks / Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Success Criteria                                                                                                                                                                                                                              | Results                            | Recommendations                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Finish the examination syllabus before mid-Oct.<br><input type="checkbox"/> From November to February, the past public examination papers and Mock Papers will be used to help the students to prepare for DSE.<br><input type="checkbox"/> Additional MC Uniform Tests for F.6 will be held on study group. MC Full solutions will be provided to students.<br><input type="checkbox"/> DataExam Pre-Mock (Dec 2025) and Post-Mock (Feb 2026) will be held before and after final examination respectively.<br><input type="checkbox"/> To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance students' achievement.<br>. | <input type="checkbox"/> The percentage of Level 2 or above is 100% in HKDSE.<br><input type="checkbox"/> The percentage of Level 4 or above is 60% in HKDSE.<br><input type="checkbox"/> The percentage of Level 5 or above is 25% in HKDSE. | All Tasks or Actions are achieved. | 1. More discussion and more practices of difficult questions with students |
| <b>Overall Evaluation : Pending for the result of HKDSE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                               |                                    |                                                                            |

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

| Tasks / Actions                                                                                                     | Success Criteria                                                                                                                       | Results   | Recommendations |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| To promote F.1 & F.2 students to participate in STEAM activities and mathematical modelling activities.<br>#2,#4,#5 | <input type="checkbox"/> Conduct F.1 and F.2 STEAM activities and Mathematical Modelling which can be implemented into the curriculum. | Achieved. |                 |

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

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

**Member List :** Ku Chun Cheung (Panel Head)    Cheung Mun Lau (Assistant Panel Head)    Chu Ka Kit    Ho Yu Pang    Jia Choi Wan    Liu Lai Ming  
Li Chun Lan    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 工作報告(2025-2026)

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                                                                                                                                                                                                                                          | 檢討                                                                                                                                                                                                                      | 評估方法                                                                                   | 負責人                                                                              |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>1. 運用科技提升學習效果</b> | <p>1.1 中一級老師能掌握電子書的運用(至少 80% 課堂使用)及 80%同學能使用 GOODNOTE 寫下筆記。</p> <p>1.2 各級同工應多用不同的教學媒介 (mentimeter, Kahoot! etc)以提升教學效能(善用我們科所買的 IPAD)，(至少 50%課堂使用)</p> <p>1.3 設立相關 SHAREPOINT 影片庫供學生自學 (至少兩個課題運用影片庫)</p> <p>1.4 設立相關 SHAREPOINT 題目庫(特別是多項</p> | <ul style="list-style-type: none"> <li>部份達到</li> <li>基於同學的秩序問題，只能有限度用電子學習。而學校下年度亦決定新中一不會 BYOD。但我們也會適當地使用，以提升教學效能。(在不同的級別)</li> <li>各級同工能用不同的教學媒介</li> <li>SHAREPOINT 影片庫運用(下年度第一次級會，可定實)</li> <li>同學考試前有運用題目</li> </ul> | <ul style="list-style-type: none"> <li>科會議檢討</li> <li>共同備課節</li> <li>科主席觀簿冊</li> </ul> | <ul style="list-style-type: none"> <li>級聯絡</li> <li>科主任</li> <li>科任老師</li> </ul> |

|                    |                                              |                                                                                                                                  |                                                                        |                                                                                  |
|--------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                    | 選擇答題)供學生自學(測驗/考試前的溫習範圍)                      | 庫作溫習(特別是 MC)                                                                                                                     |                                                                        |                                                                                  |
| 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<br>2.2 今年至少舉行兩個活動能回應這目標 | <ul style="list-style-type: none"> <li>達到</li> <li>每一年級的課題也有加強這概念</li> <li>今年觀看及了解閱兵, 有關基本法比賽和全校參觀了國家安全展覽廳+課堂跟進能達致這目標</li> </ul> | <ul style="list-style-type: none"> <li>科會議檢討</li> <li>共同備課節</li> </ul> | <ul style="list-style-type: none"> <li>級聯絡</li> <li>科主任</li> <li>科任老師</li> </ul> |

## 工作重點(II)：推動學術卓越

| 工作 / 措施              | 成功準則                                                                                                           | 檢討                                                                                                                                                              | 評估方法                                                                                                                  | 負責人                                                                              |
|----------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 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<br>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)<br>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。 | <ul style="list-style-type: none"> <li>部份達到</li> <li>今年觀看及了解閱兵，有關基本法比賽和全校參觀了國家安全展覽廳。現及早規劃下年活動。</li> <li>訂閱公民+及 MC 測驗配合</li> <li>下年度需建立明確工作紙，以見與生活教育組</li> </ul> | <ul style="list-style-type: none"> <li>科會議檢討</li> <li>共同備課節</li> <li>教與學問卷</li> <li>功課觀感問卷</li> <li>科主席觀簿冊</li> </ul> | <ul style="list-style-type: none"> <li>級聯絡</li> <li>科主任</li> <li>科任老師</li> </ul> |

|                                                                                                                                                                                                                          |                                                                                                                                                               |                                                                                                                                                                                                                                                 |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                                                                                                                                                                                          |                                                                                                                                                               | 配合                                                                                                                                                                                                                                              |  |  |
| <p><b>2. 建立初中課程</b></p> <ul style="list-style-type: none"> <li>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，引導學生訂立多元學習目標，釋放學生空間</li> <li>建立學習常規和學生共通能力及正面價值觀 (國家安全教育)</li> <li>培養學生成為有識見、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</li> </ul> | <p>2.1 各功課設計能回應教學目標</p> <p>2.2 學生評核及格率達七成</p> <p>2.3 至少有兩項的評估方式(多元化評估)</p> <p>2.4 大部份學生認同教與學成效</p> <p>2.5 全部任教老師對教材感到滿意</p> <p>2.6 初中各級均在統測及考試前兩周，進行總結性評估</p> | <ul style="list-style-type: none"> <li>達到</li> <li>透過觀簿看到同事的各功課設計能回應教學目標</li> <li>透過數據分析看到學生評核及格率達七成</li> <li>多元化評估-匯報及紙本</li> <li>透過教與學問卷，看到學生認同教與學成效</li> <li>全部任教老師對教材感到滿意 (初中同事表示內容太多)</li> <li>初中各級均在統測及考試前進行總結性評估。但下年將納入測驗及考試。</li> </ul> |  |  |

|                               |  |  |  |  |
|-------------------------------|--|--|--|--|
| 願意對共同維<br>護國家安全作<br>出貢獻。(NSE) |  |  |  |  |
|-------------------------------|--|--|--|--|

Tin Ka Ping Secondary SchoolIntegrated Science Annual School Report (2025–2026)Main concern (I) : Organization of E-learning materials

| Tasks / Actions                                                                               | Time Scale | Success Criteria                                                                                                                           | Evaluation                                                                                                                          | Staff Responsible                             |
|-----------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1. To prepare the self-learning materials to enhance Self Directed Learning (e.g. E-learning) | Whole Year | 1.1 E-learning Learning materials are uploaded to the SharePoint<br><br>1.2 <b>Science apps or tools for BYOD are used in our teaching</b> | Achieved. Interactive function of Goodnotes was used in S1<br><br>‘Physics Toolbox’ was used in teaching “Sensing the Environment”. | <input type="checkbox"/> All subject teachers |

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

| Tasks / Actions                                                                                                                                                                                              | Time Scale | Success Criteria                                                                                                                                                                                                                                                                        | Evaluation                                                                                                                                                                                                                       | Staff Responsible                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 2.1 To enhance the teaching and learning effectiveness through the implementation of SDL<br><br>- (i) Pre-lesson tasks/contents for students<br>- (ii) Assessment of the pre-lesson tasks/contents<br><br>#2 | Whole Year | 2.1.1 At least one set of new SDL material is prepared successfully (pre-lesson + assessment)<br><br>2.1.2 Some strategies among 14 SDL strategies should be applied in this set of material.<br><br>2.1.3 <b>Science apps or tools for BYOD are used in pre-lesson tasks. (Form 1)</b> | Partly Achieved. Students were asked to finish some preparation (e.g. dictionary checking or pre-lesson) in Goodnotes and being checked by teachers.<br><br>However, the performance of SDL part in the exam was unsatisfactory. | <input type="checkbox"/> All subject teachers<br><br><input type="checkbox"/> All subject teachers |
| 2.2 To cater the learning diversities of students.<br><br>(a) Elite students:<br>- To free more space and relieve the pressure due to the homework                                                           | Whole year | 2.2.1 Refine the homework exemption system<br><br>2.2.2 The academic performances of students can be maintained<br><br>2.2.3 Elite classes (at least 2 times) for Elite students participate in our elite classes (Phy,Chem,Bio)                                                        | 2.2.1-2 Achieved<br><br>2.2.3 Achieved<br><br>2.2.4 Achieved. (6 students participated in Junior Science Olympics. 32 students engaged in the JSSOSS course with scores and 17 got awards)                                       | <input type="checkbox"/> All subject teachers                                                      |

|                                                                 |            |                |                                                                                                                                                                            |                                                                                                                      |                                               |
|-----------------------------------------------------------------|------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| - Arrange subject-based enhancement courses.                    |            | 2.2.4          | 20 or more elite students are willing to attend the courses by external organizations.                                                                                     |                                                                                                                      |                                               |
| (b) Less able students:<br>- To provide assistance of MOI<br>#3 | Whole year | 2.2.5<br>2.2.6 | Demonstrate phonics in worksheets of different units (e.g. 'ver/te/brate    photo/'syn/the/sis)<br>Common question and assessment words will be taught before UT and Exam. | Achieved. Subject teachers did spend time to use phonics to read aloud and discussed the assessment words with them. | <input type="checkbox"/> All subject teachers |

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

| Tasks / Actions                                                                 | Time Scale | Success Criteria                                                                                                                                                                                         | Evaluation                                                                       | Staff Responsible                                                  |
|---------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. To promote F.1 and F.2 students to participate in science related activities | Whole Year | <input type="checkbox"/> 3.1.1 At least 60 F.1 students and 50 F.2 students participate in science related activities: Whole-School Science competition, Elite Classes and external enhancement courses. | Achieved. (Science Escape, Paper plane Competition, JSSOSS, elite class, etc...) | <input type="checkbox"/> All subject teachers                      |
| 2. To promote the use of STEAM in some related topics<br>#2                     | Whole Year | <input type="checkbox"/> 3.2.1 Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.                                                                                        | Achieved.                                                                        | <input type="checkbox"/> All subject teachers + C&T + MATH teacher |

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

| Tasks / Actions                                                            | Time Scale | Success Criteria                                                                                                 | Evaluation                                                | Staff Responsible                             |
|----------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------|
| 1. Implementation of National Security education into Curriculum<br>#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. | Partly achieved. Not all the unit worksheets contain NSE. | <input type="checkbox"/> 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 Lingm Ling | Lab. Technician                                         |
| Tam Yu Ting, Noel  | Lab. Technician                                         |

7 learning goals

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

12 priority values and attitudes

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

## A. Students' Learning :

1. **Students' performance / attainment / assignment / achievement / problems, difficulties and suggested resolutions, please be specific in reviewing individual forms by listing out issues / items to be improved.) :**

|    | Students' performance / Problems                                                                                                                                                                                                                                                                                                                                                                                                                                            | Suggested resolutions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S3 | <p>Overall performance:</p> <p>3A: Overall performance is fair and need to improve their learning attitude. Poor learning habit.</p> <p>3B: Overall performance is fair. However, students have large learning diversity.</p> <p>3CE: Overall performance is fair. They have large learning diversity. Some of them have poor learning attitude and habits.</p> <p>3D: Overall performance is fair. They have large learning diversity but have good learning attitude.</p> | <ul style="list-style-type: none"> <li>Suggest to order 5-in-1 supplementary exercise next year. More systematic drillings are needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| S4 | <p>1X: Students are willing to learn and work hard although their overall performance is quite poor.</p> <p>3X: Most of the students are willing to learn and to improve, specially students from 4D. Ss have good learning attitude and motivation even a few of them are low achiever. More accompany is required.</p>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Can consider providing more learning support to low achievers. They may need step to step guidance for calculation and more lesson time for question explanation. They need support in understanding the questions.</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| S5 | <p>1X: Large individual difference but willing to improve. 3 more students drop chem in the second semester. DLG drilling are useful.</p> <p>3X: Generally high learning motivation. Some of them are willing to do more exercises.</p>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>By year past paper drilling will be given to prepare well for DSE.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| S6 | <p>Form 6: fair</p> <p>Performance:</p> <p>1X: Some of them are highly self-motivated and soar for excellence. But, some of them have relatively low motivation and lack of confidence. Some elite students can further boost the spirit of the whole class.</p> <p>3X: relatively good learning attitude, but drilling is not enough. Some are motivated with several low achievers.</p>                                                                                   | <ul style="list-style-type: none"> <li>Finish the whole syllabus as soon as possible is needed and reserves more time for revision and tests.</li> <li>Focus on the most important topic and avoid time waste in dealing with very difficult parts.</li> <li>Analysis and exemplars of past paper are recommended to help students grab the focus of the syllabus.</li> <li>Videos of some teaching topics can be provided for revision.</li> <li>Paper 2 is important for elite students, so 5 years past paper (2021-2025) for paper 2 have been done during post mock period.</li> </ul> |

## 2. 學科提升活動 (Subject Enhancement Activities) :

- Refer annual school report

## **B. Review on Subject Administration** :

1. General Review (period allocation, syllabus, continuous assessment, subject meeting etc.) / Review on subject planning (progress of teaching, reading scheme, special teaching projects, etc.) / Response to the recent key tasks of the school / Textbook / Review on the use of school facilities
  - (i) For senior forms, there is significant learning diversity among students, with some showing weaker abilities in learning chemistry. Teachers must address individual differences and provide more scaffolding to support students. Additionally, students are easily discouraged, which can lead to a loss of interest and confidence in learning.
  - (ii) Although, students have found it easier to develop learning habits and organizational skills since the introduction of the BYOD program, more students to been found miss-using when off-lesson
  - (iii) Keep providing online multiple-choice questions can enhance students' motivation to practice past papers
  - (iv) Teachers should adjust the difficulty level of assessments in Form 4 and the first term of Form 5 to help students build confidence.
  - (v) More teaching lesson for S.4 have been implemented which can improve teaching pace. To modify the teaching schedule enables teacher to have more time to allocate for revision for coming S.6 students before the mock exams.
  - (vi) Strong recommend teacher to apply as DSE marker, which enable teachers to improve the understanding of the DSE marking and teaching focus. And share the experience among teachers is also important.
  - (vii) Subject meetings were held on schedule, allowing panel members to share their opinions on teaching and work-related matters.
  - (viii) We shared teaching experiences during free periods, which were constructive and stimulated teaching improvements. However, limited time for sharing was caused by the seating arrangement in the staff room.
  - (ix) Due to numerous administrative duties, teachers have limited time for preparatory work.

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

**Tin Ka Ping Secondary School**  
**Annual School Report of Major Concerns of**  
**Physics Department for 2025-2026**

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

| Tasks / Actions                                                                                                                          | Time Scale | Success Criteria                                                                                                                                                                                                                                                                                                        | Achievement                                                                                                                                                                                                                                                                                                                                                                 | Evaluation and suggestion                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Arouse interest of learning<br>(Be motivated to learn)<br>[LG2+LG4+LG6]<br>[PV3+]<br>[PV5+PV10]                                       | Whole year | <input type="checkbox"/> At least 4 You-tube Physics funny videos / simulations are delivered to S3-S4 students per term.<br><input type="checkbox"/> Set up Physics Game Stall in Academic Week.<br><input type="checkbox"/> 70% of S3 students finish their home experiments and video reviews.                       | <input type="checkbox"/> All parts achieved.                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> Most students find interests in watching You-tube Physics videos.<br><input type="checkbox"/> Some students enjoy doing the home experiments.<br><input type="checkbox"/> It is a good way to cultivate students' active self-learning habits.                                                         |
| 2. Set up pre-lesson preparation habit for S3 – S5 students<br>(navigate the path to learn)<br>[LG2+LG4+LG6]<br>[PV1+PV10]               | Whole year | <input type="checkbox"/> More than 70% S3 students finish the PLWS before class.<br><input type="checkbox"/> More than 60% of S4 students read the worked examples and finish the WS/quiz before/on class.<br><input type="checkbox"/> At least 30% of S5 students finish the on-line pre-lesson exercise before class. | <input type="checkbox"/> 1 <sup>st</sup> part achieved, but only a small number of students have uploaded their works on Teams after their works been checked by subject monitors.<br><input type="checkbox"/> 2 <sup>nd</sup> part partly achieved, as most of them have not done the pre-study before lessons.<br><input type="checkbox"/> 3 <sup>rd</sup> part achieved? | <input type="checkbox"/> Paper works can be collected for physical checking in S3.<br><input type="checkbox"/> More efforts are needed to establish the pre-lesson preparation habits for S4 students.<br><input type="checkbox"/> S5 students are trying their best in finishing the on-line pre-lesson exercise before class? |
| 3. To optimize the distributions, amount and effectiveness of assignments<br>(navigate the path to learn)<br>[LG2+LG4+LG6]<br>[PV1+PV10] | Whole year | <input type="checkbox"/> The efficiency of assignments is evaluated.<br><input type="checkbox"/> A new HW guide for S6 textbooks is developed.                                                                                                                                                                          | <input type="checkbox"/> All parts achieved.                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> The current level of assignment difficulty should be kept.<br><input type="checkbox"/> More past paper (public exam / school exam) exercise can be introduced in S4 and S5 assignments.<br><input type="checkbox"/> The amount of assignments will be adjusted for the S5 next year.                   |
| 4. To optimize Assessment for Learning<br>(navigate the path to learn, be reflective in                                                  | Whole year | <input type="checkbox"/> Detailed reviews for UT and examinations are prepared / carried out.<br><input type="checkbox"/> At least 50% of students has finished the assessment corrections with review and                                                                                                              | <input type="checkbox"/> 1 <sup>st</sup> part achieved.<br><input type="checkbox"/> 2 <sup>nd</sup> part achieved, for S4 & S5.                                                                                                                                                                                                                                             | <input type="checkbox"/> Bright students will be invited to make UT / exam review videos so that both high- and                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| learning)<br>[LG2+LG6]<br>[PV1+PV10]                                                                                                                                                                                                                                                                                                             |            | reflection on mistakes.<br><input type="checkbox"/> The efficiency of assessment is evaluated.                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> 3 <sup>rd</sup> part achieved.                                                                                                                                                                                       | low-achievers can also benefit.<br><input type="checkbox"/> Students got better habit on mistake review and reflection.                                                                                                                                                                            |
| 5. To enrich and organize SDL materials for students' learning.<br>(navigate the path to learn)<br>[LG2+LG6]<br>[PV1+PV10]                                                                                                                                                                                                                       | Whole year | <input type="checkbox"/> The online platform (Microsoft Teams & Radian website) is well utilized for studying material publishing and documentation.<br><input type="checkbox"/> S3 UT & Exam review videos are prepared.<br><input type="checkbox"/> The use of SharePoint SDL station is reviewed.                                                                                                                                                                                                                         | <input type="checkbox"/> 1 <sup>st</sup> part achieved.<br><input type="checkbox"/> 2 <sup>nd</sup> part achieved.<br><input type="checkbox"/> 3 <sup>rd</sup> part not achieved, as the solution request system has some technical problems. | <input type="checkbox"/> Teachers have paid much efforts in establishing the online platform system.<br><input type="checkbox"/> It is cost-effective to hire alumni to make assessment review videos.<br><input type="checkbox"/> Students rely on the past paper materials for exam preparation. |
| 6. To cater for the diverse learning need of students and develop students' senses of autonomy and competence.<br>(Be motivated to learn)<br>[LG2+LG6] [PV1]                                                                                                                                                                                     | Whole year | <input type="checkbox"/> S5 Assignment Exception policy is carried out successfully.<br><input type="checkbox"/> S5 students are able to have a limited right to choose suitable level of assignments throughout the whole school year.<br><input type="checkbox"/> S5 low achievers is allowed to open textbook in at least one UT (but with 20% of marks deducted).<br><input type="checkbox"/> Prize giving is arranged for the best achievers in each form and students with great improvement after UT and Examination. | <input type="checkbox"/> 1 <sup>st</sup> , 2 <sup>nd</sup> & 4 <sup>th</sup> part achieved.<br><input type="checkbox"/> 3 <sup>rd</sup> part not achieved.                                                                                    | <input type="checkbox"/> Students reflect that the assignment exception policy and the limited freedom of assignment choices can help them to learn better.<br><input type="checkbox"/> Prizes are given, so as to recognize students' improvements, rather just focus on their absolute scores.   |
| Reflection and follow up:<br>In general, Physics simulations in websites and You-tube Physics videos help to arouse interests of students and build up concepts in learning. We got some serious works on videos review and home experiment report. These cultivate a good habit in exploring Physics knowledge and will be continued next year. |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    |

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

| Tasks / Actions                                                                                    | Time Scale | Success Criteria                                                                                                                                                                                                     | Achievement                                                                                                                                                   | Evaluation and suggestion                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Start revision early in September for S6 students and finish the S6 curriculum in mid-November. | First term | <input type="checkbox"/> The S6 curriculum is completed by late Nov 2025.                                                                                                                                            | <input type="checkbox"/> Achieved                                                                                                                             | <input type="checkbox"/> Early revision cannot be made this year as the lesson time is very tight.                                                                                                                                            |
| 2. Make good use of enhancement/remedial class<br>[LG2]<br>[PV1+PV10]                              | Whole year | <input type="checkbox"/> More than 30% S5 & S6 students join the classes<br><input type="checkbox"/> At least 70% attendance for each class<br><input type="checkbox"/> Positive feedback from students and teachers | <input type="checkbox"/> 2 <sup>nd</sup> and 3 <sup>rd</sup> part achieved.<br><input type="checkbox"/> 1 <sup>st</sup> part not achieved, especially for S6? | <input type="checkbox"/> S6 Students have their own ways / outside-school tutorials for their studies.<br><input type="checkbox"/> Less students is expected to be willing to join afterschool classes, as the numbers of CBS are increasing. |

|                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. In depth study of HKDSE past papers<br>[LG2]<br>[PV1 + PV10]                                                        | Whole year | <input type="checkbox"/> HKDSE past paper questions are differentiated with different level of difficulties so that students can choose to finish suitable questions for studying.<br><input type="checkbox"/> A data bank with past paper MCQ correct rate and distraction rate is established.<br><input type="checkbox"/> 2025 DSE Physics report on assessment is discussed and shared in subject meeting.<br><input type="checkbox"/> 80% of S6 students has finished 5 years HKDSE past paper. And the papers are discussed on the lessons. | <input type="checkbox"/> 2 <sup>nd</sup> and 3 <sup>rd</sup> part achieved.<br><input type="checkbox"/> 1 <sup>st</sup> part is not achieved as the working time is limited.<br><input type="checkbox"/> 4 <sup>th</sup> part is achieved. | <input type="checkbox"/> The differentiation work of level of difficulties is still in progress.<br><input type="checkbox"/> Students find the by-topic past paper exercise useful.<br><input type="checkbox"/> One difficult DSE past paper MCQ questions are being posted on TEAMS daily and their responses are recorded during the S6 study leave period. |
| 4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts.<br>[LG2] | Whole year | <input type="checkbox"/> The analysis report of students' scripts is discussed thoroughly aiming at applying and integration in daily teaching to enhance students' learning<br><input type="checkbox"/> Students are able to master the skill in answering experimental questions                                                                                                                                                                                                                                                                | <input type="checkbox"/> All part achieved.                                                                                                                                                                                                | <input type="checkbox"/> The mark statistic is useful to show students how many score they should get in each paper for different level result.                                                                                                                                                                                                               |
| 5. Sharing of experience by past students<br>[LG4 + LG6 + LG7]<br>[PV1 + PV11]                                         | First term | <input type="checkbox"/> At least 5 minutes sharing for S6 students by 1 past students                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> Achieved.                                                                                                                                                                                                         | <input type="checkbox"/> Good effect and response                                                                                                                                                                                                                                                                                                             |

## Reflection and follow up:

We have tried our best to enhance HKDSE results by adjusting S5 and S6 teaching schedules. All the core and easier parts are taught and revised first before introducing the extension and abstract syllabus. This arrangement helps students build up a better foundation in Physics. The DSE Physics report on assessment and analysis report of students' scripts is discussed thoroughly in the subject meetings. Wai Shing has shared his DSE marking experience in the subject meetings and markers' meetings. We will make the best use of misconception concepts in daily teaching.

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

**Tin Ka Ping Secondary School**  
**Annual School Report (2025-2026)**  
**B I O L O G Y**

Appendix 1

**Major concerns:**

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

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

| Tasks / Actions                                                                                                                                                                                                                                                                                                                                                                  | Time Scale | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Methods of Evaluation                                                                                                                                                                                            | Evaluation | Evaluation & Suggestion                                                                             | 7 LG                 | 12PVS                            | NSE |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------|----------------------|----------------------------------|-----|
| 1. Promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms<br>-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.<br>2. About 70% students have positive response to the view that the assignments and tests help them to learn better.<br>3. Prepare Graded WS                                                                                                                                                                                                                                                      | Result of student survey<br>Results of UT and exam                                                                                                                                                               | Achieved   | The amount of homework and assessments is appropriate, with the survey                              | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**5<br>**6<br>**10 |     |
| 2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning<br>- To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance SDL<br>- 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<br>2. The pre-lesson tasks can be incorporated with CCL in teaching and assessment.<br>3. Lesson time is saved to teach some difficult parts.<br>4. Select appropriate strategies among the learning strategies after studying on SD days.<br>5. One set of self-learning material is prepared successfully.<br><b>(e.g. E-learning materials, reading, video, SharePoint or MS forms etc)</b> | 1. Lesson observation<br>2. Programme plans<br>3. Subject meeting minutes<br>4. Learning and teaching questionnaires<br>5. Frequency of using the self-learning materials<br>6. Teachers' and students' feedback | Achieved   | showing positive responses.<br><br>Most of the learning materials have been uploaded to SharePoint. | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**5<br>**10        |     |

| Tasks / Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Time Scale | Success Criteria                                                                                                                                                                                                                                                                                                                                         | Methods of Evaluation                                                                                                                                                                                                                                                                                                                                                       | Evaluation | Evaluation & Suggestion                                                                                                                                       | 7 LG                 | 12PVS       | NSE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------|-----|
| <p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Offer more opportunities to gifted students to develop their special talents.</li> <li>- Arrange subject-based enhancement courses.</li> <li>- Encourage students to take part in competitions and courses organized by outside bodies.</li> <li>- To relieve the pressure of homework of elite students so that the students have more time for SDL</li> <li>- introduce biotechnology experiments (ABE program of CUHK)</li> </ul> <p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <p>3.3 Low achievers: develop a learning routine and advocate self-esteem. With the aids of suitable remedial activities, they can set their own learning target.</p> |            | <ol style="list-style-type: none"> <li>Students find the programs interesting and useful</li> <li>Students are willing to attend the courses.</li> <li>High participation rate (80%)</li> <li>Good student performance</li> <li>A plan on helping average ability students is prepared.</li> <li>A plan on helping low achievers is prepared.</li> </ol> | <ol style="list-style-type: none"> <li>Learning and teaching questionnaires</li> <li>Perception of homework questionnaires</li> <li>Subject meeting minutes</li> <li>numbers of students attending the programs</li> <li>feedback from students.</li> <li>Teacher observation</li> <li>Analysis of the results of competitions</li> <li>The content of the plans</li> </ol> | Achieved   | Elite students were encouraged to participate in external competitions, such as the CUHK Health Exhibition Presentation Competition and the Biology Olympiad. | #2<br>#3<br>#4<br>#5 | **1<br>**10 |     |

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

| Tasks / Actions                                                                                                                                                                          | Time Scale | Success Criteria                                                                                                                                                                                                                                                     | Methods of Evaluation                                                                                                               | Evaluation        | Evaluation & Suggestion                                                                                                                                                  | 7 LG                 | 12PVS                            | NSE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------|-----|
| 1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence |            | 1. The Form Six curricula of all subjects are completed by late Nov 2023.<br>2. At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula.<br>3. <b>At least 60% of students achieve Level Four or above.</b> | 1. Subject meeting minutes<br>2. Results of HKDSE and JUPAS                                                                         | Not yet released. |                                                                                                                                                                          | #6                   | **1<br>**10                      | ✓   |
| 2. To revise a question bank of different publishers, HKDSE (2012-2025) & other foreign public exams (e.g. AQA) in electronic media and sort them into different topics                  | whole year | 1. The question bank has been updated<br>2. Suitable questions are selected and sorted.                                                                                                                                                                              | 1. The progress report in subject meeting.<br>2. Students' comments on the effectiveness of the question bank.                      | Achieved          | By-topic question banks have been updated up to 2025.                                                                                                                    |                      |                                  |     |
| 3. To enhance students' performance by continuous assessment (such as quizzes, UT and internal examination)                                                                              |            | <input type="checkbox"/> Students have shown improvement on their performance of pop-quizzes, UT and examinations.                                                                                                                                                   | <input type="checkbox"/> Performance of students in various assessments.                                                            | Achieved          | Additionally, topic-by-topic past papers have been distributed to students for regular practice. Supplementary exercises are provided for students as summer assignment. | #2<br>#3<br>#4<br>#5 | **1<br>**3<br>**5<br>**6<br>**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<br>2. Teachers take part in the marking of HKDSE and share experience with each other.                                                                               | <input type="checkbox"/> Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings. | Achieved          |                                                                                                                                                                          |                      |                                  |     |

| Tasks / Actions                                                      | Time Scale | Success Criteria                                                                                                | Methods of Evaluation                                               | Evaluation      | Evaluation & Suggestion                                                                                               | 7 LG           | 12PVS                            | NSE |
|----------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------|-----|
| 5. To make effective use of e-learning, with special emphasis on AI. |            | 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. | Partly achieved | While AI-assisted note-taking was introduced, students require further guidance to use AI effectively for self-study. | #2<br>#3<br>#4 | **1<br>**2<br>**5<br>**6<br>**10 |     |

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

| Tasks / Actions                                                                                                          | Time Scale | Success Criteria                                                                                                                                           | Methods of Evaluation                                                                                         | Evaluation      | Evaluation & suggestion                                                                              | 7 LG                 | 12PVS                                          | NSE |
|--------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|-----|
| 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.<br>2. At least 25% of biology students are participating in competitions or activities | 1. Teachers' and students' feedback.<br>2. Students' sharing of the experience through exhibitions or videos. | Achieved        | Several external competitions and activities were successfully organized and completed.              | #2<br>#4<br>#5<br>#6 | **1<br>**2<br>**3<br>**5<br>**6<br>**9<br>**12 | ✓   |
| 2. Hands-on experiments and field trips.                                                                                 | whole year | 1. Students find the experiments interesting and useful for consolidating the biological concepts.<br>2. Good student performance                          | 1. Students' level of engagement is high<br>2. Improve biology academic results                               | Partly achieved | The scheduled field trip was successfully completed, though the ABE lab session had to be cancelled. | #2<br>#4             | **2<br>**5<br>**12                             |     |

**Team Members**

KWOK OI CHI, JACKIE      (Panel member)                      CHIU MAN LAI    (Acting Panel Chairperson )    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

| 工作／措施<br>Tasks / Actions      | 時間表<br>Time Scale | 成功準則<br>Success Criteria                                                                                                                                           | 評估方法<br>Methods of Evaluation          | 七個學習<br>宗旨                       | 價值觀<br>教育                         | 國安教育<br>元素                             | 成效<br>Results                                                                   | 建議<br>Recommendations                                                                       |
|-------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------|-----------------------------------|----------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1. 教學：建立一份具評估功能的自學教材，促進學生有效自學 | 全年                | <input type="checkbox"/> 中一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<br><input type="checkbox"/> 初中各班有一次電子學習經歷<br><input type="checkbox"/> 年內最少一次專業交流 | <input type="checkbox"/> 科會檢討測驗或考試自學表現 | #2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力 | **1 堅毅、<br>**10 勤勞、<br>**4 國民身份認同 | 透過不同的活動及教學，讓學生有系統地認識不同的中華文化知識，並學習中國歷史。 | 第一及二項達成。因應校內推行電子學習，中一於延伸單元及唐朝課題有 AI 工作紙及 ms form 溫習題。<br>第三項達成，組內有共同備課節，有效促進交流。 | <input type="checkbox"/> 備課工作紙須進一步優化。<br><input type="checkbox"/> 中一採用 ipad 未能有效促進整體自主學習效能。 |
| 2. 課堂延伸：建立科本的讀書計劃，從           | 全年                | <input type="checkbox"/> 擬訂相關政策文                                                                                                                                   | <input type="checkbox"/> 科會檢討          | #2 闊廣的知識基礎                       | **1 堅毅、<br>**10 勤                 |                                        | 達成。本年度完成本科初中閱讀計                                                                 | 因應學生的合作能力下降，明年維持                                                                            |

|                                                                          |    |                                                                            |                                      |                                             |                         |  |                                                                             |                                                   |
|--------------------------------------------------------------------------|----|----------------------------------------------------------------------------|--------------------------------------|---------------------------------------------|-------------------------|--|-----------------------------------------------------------------------------|---------------------------------------------------|
| 初中增加學生的歷史知識及興趣，從而促進自主學習精神                                                |    | 件，包括閱讀種類、數量及讀書報告的要求<br><input type="checkbox"/> 購置相關書籍                     | <input type="checkbox"/> 增購合適讀物最少二十本 | #3 語文能力<br>#4 共通能力<br>#6 生涯規劃               | 勞、**5 承擔精神**4 國民身份認同    |  | 劃，部份同學以紙本完成，亦有以小組拍攝完成。<br><br>購書方面，亦能善用津貼購買多於 20 本書籍，同學閱讀量亦是繼主科後，最多同學借閱的科目。 | 由學生拍攝走訪片段或紙本完成。<br><br>推廣電子書閱讀。<br><br>恆常化鼓勵學生閱讀。 |
| 3. 教材:Sharepoint 等自學材料整理，強化學生自學。                                         | 全年 | <input type="checkbox"/> 初中各班有一次電子學習經歷<br><input type="checkbox"/> 和備課工作結合 | <input type="checkbox"/> 每級有一次電子學習經歷 | #2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#5 資訊素養 | **1 堅毅、**10 勤勞、**5 承擔精神 |  | 達成。各級 Past paper 均已放上 sharepoint。                                           | 學生主動做 pastpaper 的比率提升，有助考試應試。                     |
| 4. 教學:尖子--調整功課量及難度，釋放空間以進行拔尖及讓學生自學。                                      | 全年 | <input type="checkbox"/> 乎合尖子學生在初、高中的相關要求                                  | <input type="checkbox"/> 科會檢討        | #2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#5 資訊素養 | **1 堅毅、**10 勤勞、**5 承擔精神 |  | 部份達成，因不同年級的課時不同，中四及中五級已實行，有效減輕同學壓力。                                         | 可於 9 月，嘗試每級以作規劃，但須兼顧初中分數對選科的影響。                   |
| 5. 處理學習差異-中能力的同學的課堂教學及評估工作                                               | 全年 | <input type="checkbox"/> 提升中能力學生在學科的成績                                     | <input type="checkbox"/> 科會檢討        | #2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力            | **1 堅毅、**10 勤勞          |  | 部份達成，中游同學多做 past paper 自學，成績有提升。                                            | 下年可早於 9 月前決定，以作規劃。                                |
| 整體而言，本科在鼓勵學生自主學習方面持續發展，並逐步加入以自主學習模式教授的課題，讓同學作預習。同時，讓同學嘗試多元化使用電子學習的工具，更靈活 |    |                                                                            |                                      |                                             |                         |  |                                                                             |                                                   |

地使同學能於家中或學校作自主學習。有關尖子及學習差異方面，初中的處理難度較大，各級功課量不太多，減少功課未必可行，同時以鼓勵自主學習平台學習，以便處理學習差異。反思的地方是我們要考慮同學之間的協調，疫情後，同學的人際關係較以前弱，須老師多作調節。

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

| 工作／措施<br>Tasks / Actions                                           | 時間表<br>Time Scale | 成功準則<br>Success Criteria                       | 評估方法<br>Methods of Evaluation | 七個學習<br>宗旨                                                    | 價值觀<br>教育                                   | 國安教育<br>元素                                                             | 成效<br>Results                               | 建議<br>Recommendations                                                  |
|--------------------------------------------------------------------|-------------------|------------------------------------------------|-------------------------------|---------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|
| 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，擴闊學生對歷史的認知範圍，提升習史興趣，同時培養同學的國家安全意識 | 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次博物館展覽，並完成指定課業。 | 學生須完成一篇回應文章，字數不少於 500 字。      | #1 國民及全球公民身份認同<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#6 生涯規劃 | **1 堅毅<br>**10 勤勞<br>**5 承擔精神<br>**4 國民身份認同 | 利用不同的參觀、體驗活動，讓學生透過有趣的方式認識中華文化知識。通過親身體會中華文化中寶貴的價值，以明白愛護及承傳中華文化是國民應有的責任。 | 達成。中六同學有參加網上的學術講座，中四及中五亦參加了博物館參觀。           | 可與其他學科合作參觀，如中四級和歷史科合作。                                                 |
| 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           |                                                               |                                             |                                                                        | 達成。中一至中五級能全級參加香港歷史博物館。<br><br>中三級的歷史周會亦很成功。 | 課堂上 1X 及 3X 未能於同一節安排外出，再者教師人手不足，未能中四及中五級一同出發。學校若能安排 ta 等人手便能舒緩活動的安排緊張。 |
| 3. 挑選高中尖子同學參加比賽及活動，提升學生公開試成                                        | 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                  |                                                               |                                             |                                                                        | 達成，同學參加至少 5 項不同項目比賽，亦有很大的收獲。                | 建議下年繼續推廣開闊學生眼界。                                                        |

| 工作／措施<br>Tasks / Actions                                                                    | 時間表<br>Time Scale | 成功準則<br>Success Criteria | 評估方法<br>Methods of Evaluation | 七個學習<br>宗旨 | 價值觀<br>教育 | 國安教育<br>元素 | 成效<br>Results | 建議<br>Recommendations |
|---------------------------------------------------------------------------------------------|-------------------|--------------------------|-------------------------------|------------|-----------|------------|---------------|-----------------------|
| 績                                                                                           |                   |                          |                               |            |           |            |               |                       |
| <p>整體而言，本校中國歷史科的課堂延伸活動計劃有不同新發展，學生在中國歷史的學習及體會日多，從而促發他們習史的興趣，本校亦連續取得教育局所頒發的積極推廣中國歷史獎項嘉許獎。</p> |                   |                          |                               |            |           |            |               |                       |

工作重點(III)： 初中新課程的優化

| 工作／措施<br>Tasks / Actions                            | 時間表<br>Time Scale | 成功準則<br>Success Criteria                                                                        | 評估方法<br>Methods of Evaluation                                                   | 七個學習<br>宗旨                                                    | 價值觀<br>教育                                   | 國安教育<br>元素                            | 成效<br>Results | 建議<br>Recommendations                                                                                 |
|-----------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------|---------------------------------------|---------------|-------------------------------------------------------------------------------------------------------|
| 1. 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                | <input type="checkbox"/> 重整各級課程重點，並製作相關課業<br><input type="checkbox"/> 各級課業能平均分配不同能力層次，如理解、分析及評鑑 | <input type="checkbox"/> 科會檢討課業的設計及成效<br><input type="checkbox"/> 老師批改學生課業並紀錄成績 | #1 國民及全球公民身份認同<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#6 生涯規劃 | **1 堅毅<br>**10 勤勞<br>**5 承擔精神<br>**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 | 達成。           | 下學年須優化製作更多相關課業整合回應初中課程改變。今年中一 BYOD 使用不太理想，主因並非在軟件及硬件上。同學未能有效控制自己的使用，想於不恰當的時間拿出 ipad 作非學習的用途，未能有效發揮效能。 |

|                                                |    |                                       |                                                                                 |                                                               |                               |             |  |  |
|------------------------------------------------|----|---------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------|-------------|--|--|
| 2. 中一級使用<br>BYOD 的教學策略                         | 全年 | <input type="checkbox"/> 使用電子筆記完成一個課題 | <input type="checkbox"/> 科會檢討課業的設計及成效<br><input type="checkbox"/> 老師批改學生課業並紀錄成績 | #1 國民及全球公民身份認同<br>#2 闊廣的知識基礎<br>#3 語文能力<br>#4 共通能力<br>#5 資訊素養 | **1 堅毅<br>**10 勤勞<br>**5 承擔精神 | 文化是國民應有的責任。 |  |  |
| 下年中一用回實體書，但留意中一升中二仍須有電子的學習元素，加強同學的使用 BYOD 的效能。 |    |                                       |                                                                                 |                                                               |                               |             |  |  |

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

# Tin Ka Ping Secondary School

## Annual Report of History Department (2025-2026)

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

| Achievements |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.           | <p>To create an active learning environment</p> <ul style="list-style-type: none"> <li>● Cultivating an Active Learning Environment: <ul style="list-style-type: none"> <li>■ Junior: DBQs and conceptual discussion were successfully implemented to promote engaging learning experiences.</li> <li>■ Senior: DBQs, Essay plans and conceptual discussion were successfully implemented. Weekly self-reflection was only implemented in F.5-6 to promote student autonomy and self-management.</li> </ul> </li> <li>● Equipping teachers with CCL skills: cooperative learning skills are discussed in CFPs.</li> </ul>                                                                                                                                                    |
| 2.           | <p>To foster students' learning confidence and ability in answering data-based questions</p> <ul style="list-style-type: none"> <li>● Building and reinforcing students' confidence in their learning abilities: <ul style="list-style-type: none"> <li>■ Scaffolding was implemented in lessons to enhance students' confidence in handling relatively more complex question types (e.g. How useful are sources... discussing relative importance of two factors...). Students' performance has generally improved.</li> </ul> </li> <li>● DBQs and essay plans for senior form high-achievers for self-directed learning are sufficient.</li> </ul>                                                                                                                        |
| 3.           | <p>Leveraging Technology for Enhanced Learning</p> <ul style="list-style-type: none"> <li>● Leveraging Technology for Enhanced Learning by optimizing our Bring Your Own Device (BYOD) policy: <ul style="list-style-type: none"> <li>■ Senior form students generally utilized BYOD positively especially in terms of note-taking.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4.           | <p>To prepare senior form students for DSE through 'Test driven learning'</p> <ul style="list-style-type: none"> <li>● Assignments were given to senior form students with a plan to ensure consistency and coherence in the content of teaching and assessment.</li> <li>● Regularly adjusting assessment difficulty to accurately reflect learning progress and curriculum demands. <ul style="list-style-type: none"> <li>■ Systematic trainings of diverse types of historical sources (e.g. numbers and figures, year lists, cartoons, etc.) and question types were given to students to better equip students to get familiar with the current HKDSE exam format.</li> <li>■ Feedbacks were given to students regularly after each assignment.</li> </ul> </li> </ul> |

## Reflection

2. To foster students' learning confidence and ability in answering data-based questions
  - The assessment of long DBQs in Junior F.3 reflected that some students who are not self-motivated could not handle complex question type despite SDL materials being provided and repeated training on lessons.
3. Leveraging Technology for Enhanced Learning
  - The role of AI in assessment should be carefully examined. Some junior form students were reported to directly copy AI answers in home works. The current solution is to discuss and finish the home works in-lessons to minimize the impact of AI.
4. To prepare senior form students for DSE through 'Test driven learning'
  - Despite repeated efforts of training, some low achievers still have difficulties handling different question types in examination.
5. To arrange peer observation of lessons among subject teachers
  - Not achieved. Peer observation of lessons was not implemented in school year 2025-26.

## Feedback and Follow-up

1. To create an active learning environment
  - The above works should be continuously implemented in the next school year.
  - Attention should be paid on the discipline problem of F.2 2026-27 (F.1 2025-26).
2. To foster students' learning confidence and ability in answering data-based questions
  - Scaffolding should be continuously implemented in lessons in the next school year.
  - Diverse learning needs should be addressed especially for junior students lacking motivation. Extra notes with more condensed information and examples should be designed.
3. Leveraging Technology for Enhanced Learning
  - BYOD and e-book will not be used in F.2 to respond to the schools' tighten measures.
  - Junior form home works should be focused more on pre-lesson conceptual studies rather than DBQs to prevent the abuse of AI in assessments.
4. To prepare senior form students for DSE through 'Test driven learning'
  - Self-reflection can be implemented forcibly for low-achievers in senior forms to develop better learning habits. (Currently, the e-form reflections are done on voluntary basis.)
5. To arrange peer observation of lessons among subject teachers
  - Peer observation should be arranged in the next academic year if possible.

## Major Concern 2: Enhancing learning through Self-Directed learning

### Achievements

1. Self- Directed Learning with e-learning element
  - Developing Self-Learning Habits and Skills:
    - Senior form students are provided with online self-reflection template using Microsoft Excel, they are encouraged to do self-reflection after each assignments. Teachers occasionally check the progress but the self-reflection works are voluntary.

### Reflection

1. Self- Directed Learning with e-learning element
  - Developing Self-Learning Habits and Skills:
    - About the online self-reflection for Senior form students, some low-achievers are still not motivated enough to do it on voluntary basis.
2. Cultivate Students reading habit
  - Not achieved. Extra reading materials were not provided enough to students this academic year to raise students' learning motivation and interest.

### Feedback and Follow-up

1. Self- Directed Learning with e-learning element
  - More efforts should be made in encouraging senior form low achievers to participate in the online-reflection program. For example, the works and academic results of other students should be displayed and praised in class, creating a more positive learning environment.
2. Cultivate Students reading habit
  - More history books should be stockpiled.

**Tin Ka Ping Secondary School****Geography Department****School Annual Report (2025-2026)****Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence**

| <b>Tasks / Actions</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Success Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Achievement and Evaluation</b>                                                                                                                                                                                                                                                    | <b>Suggestions/Follow up</b>                                                                                                               | <b>7 learning goals, 12 value</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1. To recognize students' achievements using various means for motivating students                                                                                                                                                                                                                                                                                                                          | 1.1 Book coupons are awarded to top 5 students in UTs and exams in class.                                                                                                                                                                                                                                                                                                                                                   | 1.1 Achieved. Book coupons were awarded to top 5 students in UTs and exams in junior forms. Students were motivated to performance better because of the recognition from teachers.                                                                                                  | - Continue to award book coupons to top 5 students.                                                                                        | (**1, 10)<br>(#2)                 |
| 2. To optimize self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning <ul style="list-style-type: none"> <li>- To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self-Directed Learning</li> <li>- To plan and revise the teaching curriculum and plan incorporate</li> </ul> | 2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared for Form One successfully.<br>2.2 At least one pre-lesson task can be incorporated with CCL/SDL in teaching and assessment for Form One.<br>2.3 Lesson time is saved for teachers to Focus on the difficult parts.<br>2.4 Teachers continue to use the learning strategy chosen.<br>2.5 One set of self-learning material (e.g. | 2.1 Achieved. Teachers prepared materials based on the learning progress and ability of students.<br>2.2 Achieved.<br>2.3 Achieved.<br>2.4 Achieved.<br>2.5 Achieved. The self-learning material for Form One was designed in the collaborative preparation lessons.<br>2.6 Achieved | - Continue to implement CCL/SDL in Form 1 next year.<br>- Pre-lesson worksheets for self-directed learning on a new topic will be designed | (**1,3,10)<br>(#2,4,7)            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                |                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| with SDL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>E-learning materials, reading, video, SharePoint or MS forms etc.) is prepared successfully for Form One.</p> <p>2.6 Teachers integrate BYOD into teaching and learning</p> |                                                                                                                                                                                                             | <p>next year.</p> <ul style="list-style-type: none"> <li>- Continue to use the learning strategy chosen to strengthen students' learning.</li> <li>- Continue to upload self-directed learning materials to the server of SDL room.</li> </ul> |                                   |
| <p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> <li>- Arrange subject-based enhancement courses.</li> <li>- Relieve the pressure of homework of elite students so that the students have more time for SDL</li> </ul> | <p>3.1 Students find the enhancement classes useful</p> <p>3.2 High participation rate (80%) of enhancement classes</p> <p>3.3 Good student performance in exam</p>            | <p>3.1 Achieved. Students gave positive feedback to the enhancement classes.</p> <p>3.3 Achieved. The participation rate was higher than 80%.</p> <p>3.4 Partly achieved. Slight improvement was shown.</p> | <ul style="list-style-type: none"> <li>- Continue to develop a learning routine of the low achievers through frequent quizzes and re-quizzes.</li> <li>- Continue to organize enhancement classes for</li> </ul>                               | <p>(**1,2,3,10)</p> <p>(#2,7)</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                     |               |                                                                                                           |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------|---------------|
| 3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy<br>- Arrange subject-based enhancement courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                     |               | senior forms according to their needs.<br>- Continue to conduct individual consultations.                 |               |
| 3.3 Low achievers: develop a learning routine and advocate self-esteem.<br>- Arrange subject-based enhancement courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                     |               |                                                                                                           |               |
| 4. To strengthen students' sense of national and global identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4.1 Integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity. | 4.1 Achieved. | - Continue to integrate national security-related elements into teaching or designing learning activities | (**4)<br>(#1) |
| Overall evaluation: Continuation of improving the pre-lesson worksheets (through scaffolding) for self-directed learning in Form One, together with the learning strategy chosen, the teaching and learning effectiveness has been enhanced in most topics, particularly in map-reading skills. The performance of students in the first term uniform test and exam was satisfactory. It was suggested that Self-Directed Learning (SDL) should be continued to train up students' study habits and enhance their learning effectiveness. Students' sense of national and global identity is strengthened. |                                                                                                                                                                     |               |                                                                                                           |               |

**Major concern (II): To advance academic excellence**

| Tasks / Actions                                                                                                                                                                          | Success Criteria                                                                                                                                                                                                              | Achievement and Evaluation                                                                                                                                                                                                                                                            | Suggestions/Follow up                                                                                                                                                                                                                                                                                                                             | 7 learning goals, 12 value |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence | 1.1 The Form Six curriculum is completed by late Nov 2026.<br>1.2 All HKDSE past paper can be arranged for practice after the completion of Form Six curriculum.<br>1.3 At least 50% of students achieve Level Four or above. | 1.1 Achieved. The whole syllabus was completed in mid-November 2025.<br>1.2 Achieved. All HKDSE past paper was done. Intensive drilling was carried out on structured questions and short essay writing.<br>1.3 Pending. DSE results will be released on 15 <sup>th</sup> July, 2026. | - Continue to complete the whole syllabus by late Nov 2027.<br>- More drillings and quizzes on the key content of each topic for 2027 DSE during the revision period.<br>- Continue to update/revise the condensed notes for last minute revision according to the latest marking criteria of the HKDSE to enhance students' learning efficiency. | /                          |
| 2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to                                                                          | 2.1 The crucial factors of enhancing students' performance in structured questions and short essays are                                                                                                                       | 2.1 Achieved.<br>2.2 Achieved. Students were required to apply the skills in                                                                                                                                                                                                          | - Continue to procure DSE scripts to analyze the crucial                                                                                                                                                                                                                                                                                          | /                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                             |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| enhance students' achievement effectively                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>identified and documented with suggestions.</p> <p>2.2 Those crucial factors are applied and integrated in daily teaching and marking.</p> <p>2.3 Students are able to master the examination skills effectively through the examination analysis.</p> | <p>tests and examinations. Marks were awarded accordingly.</p> <p>2.3 Achieved. The performance of students was enhanced.</p>                                                                                                                                                                                                                                       | <p>factors of enhancing students' performance in structured questions and short essays.</p> <p>- Continue to apply and integrate the crucial factors in daily teaching.</p> |   |
| 3. To serve as a HKDSE marker and share the experience in subject meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>3.1 Exam skills acquired can enhance students' performance in structured questions.</p> <p>3.2 Acquired exam skills are applied and integrated in daily teaching and marking.</p>                                                                      | <p>3.1 Achieved. Yin-chun was again recruited as a Paper 1 Section B Structured Question marker in 202 DSE. Students were familiar with the latest marking criteria of the structured questions.</p> <p>3.2 Achieved. Examples from DSE exam scripts were illustrated in daily teaching. It helped students understand/ master the exam skills more concretely.</p> | <p>- Subject teacher will continue to apply as a HKDSE marker next year.</p>                                                                                                | / |
| <p>Overall evaluation: Through analyzing the DSE scripts, students acquired the latest exam skills in answering structured questions and short essays. Drilling of exam skills through doing DSE past paper helped improve the performance of students in tests and exams. However, the performance of most students in F.4 from 4B and 4C was poor in the yearly exam. This was because they are low achievers with poor English and study habits, they couldn't handle the entire coverage in the examination. It was suggested that developing their learning strategies/techniques and training up their study habits through frequent quizzes/exercises can help students organize and master the subject knowledge, their performance in exams can be improved. Subject teacher can also identify the learning difficulties of students and offer help. Individual consultations are conducted whenever needed.</p> |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                             |   |

## **2. Team members**

Lau Yin Chun

Wong Wing Chi

**Appendix**

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

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

Tin Ka Ping Secondary School  
Annual Report  
Department of Business and Economics (2025-2026)

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

| Tasks/ Actions                                                                                                                                      | Success Criteria                                                                  | Achievement       | Evaluations and Suggestions                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To develop students' habits in doing Daily Questions, including past paper questions (space vs. mass practice)<br><br>(**1,3,6,10)<br>(#2,4,5,7) | ● <b>Question bank on Daily Questions</b> according to topics should be modified. | ● Achieved        | ● The development of question bank on Daily Questions was in progress. The work should continue in the next academic year.                                                                                                                                                                                                                                       |
|                                                                                                                                                     | ● <b>Over 90%</b> of students in each form finished the questions on schedule.    | ● Partly achieved | ● Around 70% of students finished the daily questions on time. However, the quality of their work varied greatly. Follow-up on their work, especially their reflection on their homework, should be done in the coming academic year.<br>● The practice is effective in helping students develop study habits and should be continued in the next academic year. |

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                |                                                                     |                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                | <ul style="list-style-type: none"> <li>● Students indicate that they have the habit in doing past paper questions (including both school and public exam).</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● Achieved</li> </ul>        | <ul style="list-style-type: none"> <li>● Past papers were completed before exams and UT. Students were trained to utilize past papers to prepare for exams. Some Econ students have also used the DSE by-topic past papers to prepare for the bi-weekly tests and exam. As well as the online question bank as daily exercise.</li> </ul>                     |
| <p>2. Preparation of worksheet with current issues and data analysis (Economics) (based on publisher's materials provided)</p> <p>(**1,5)<br/>(#1,2,4,5,7)</p> | <ul style="list-style-type: none"> <li>● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised.</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● Partly achieved</li> </ul> | <ul style="list-style-type: none"> <li>● In this academic year, the pre-lesson worksheet has been updated with the latest numerical data (e.g. GDP). For the Econ 2X class, mini-presentations on current issues have also been conducted to arouse their interest in learning.</li> <li>● The work should be continued in the next academic year.</li> </ul> |
| <p>3. Use AI tools to generate questions similar to DSE exam questions.</p>                                                                                    | <ul style="list-style-type: none"> <li>● Teachers regularly use AI tools to set questions for pre lessons, daily assignments, tests, and exams.</li> <li>● Teachers review and approve over 50% of AI-generated questions that are relevant to the syllabus for use in assessments.</li> <li>● <b>AI assist in STAD development</b></li> </ul> | <ul style="list-style-type: none"> <li>● Partly achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Around 20% of syllabus-aligned AI questions approved</li> <li>● There has been no significant progress with AI-assisted STAD development.</li> </ul>                                                                                                                                                                 |

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

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

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

|  |                                                                                                                                                                                                                              |                                                                     |                                                                                                                                                                                                                                                                                                           |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>● Experience on using pre-lesson worksheets, training students on textbook reading, and utilization of videos and written explanations on MC are shared in subject meeting</li> </ul> | <ul style="list-style-type: none"> <li>● Partly achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Experiences on using pre-lesson worksheets and training students on textbook reading were shared. However, the utilization of videos and written explanations on MC were not done.</li> <li>● The work should be continued in the next academic year.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| Tasks/ Actions                                                                     | Success Criteria                                                                                                                                                                               | Achievement                                                  | Evaluations and Suggestions                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To carry out pop-quizzes and biweekly tests<br><br>(**1,6)<br>(#2,4)            | <ul style="list-style-type: none"> <li>● Pop quiz and biweekly test bank is developed.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Systematic storage was in progress. It should be continued in the next year.</li> </ul>                                                                                                                                                                                                                                                    |
|                                                                                    | <ul style="list-style-type: none"> <li>● Pop quizzes and biweekly tests are carried out.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Biweekly tests and pop quizzes have been done according to the plan.</li> <li>● Both biweekly tests and pop quizzes are proved to be effective in helping students learn the concepts. The practice should continue in the next academic year.</li> <li>● The biweekly test should be updated and better stored for future use.</li> </ul> |
| 2. To utilize e-learning tools to boost student engagement and autonomy.<br>(#4,5) | <ul style="list-style-type: none"> <li>● At least 70% of students participate actively in online discussions, group quizzes, or interactive activities (e.g. Kahoot group quizzes).</li> </ul> | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Students participate actively in group quizzes and interactive activities (e.g. Kahoot group quizzes) in F.3 Tech Ed and F.4-F.5 Econ.</li> </ul>                                                                                                                                                                                          |
|                                                                                    | <ul style="list-style-type: none"> <li>● To prepare for BYOD materials in the academic year 2025-26</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Comprehensive e-notes and subject booklets have been prepared for student use.</li> </ul>                                                                                                                                                                                                                                                  |

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

| Tasks/ Actions                                                                           | Success Criteria                                                                                                                   | Achievement                                                  | Evaluations and Suggestions                                                                               |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1. To carry out national security education as suggested by EDB<br><br>(**4,8)<br>(#1,7) | <ul style="list-style-type: none"> <li>● Topics and contents suggested by EDB on national security education are taught</li> </ul> | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Topics with national security were taught in lessons.</li> </ul> |

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

| Tasks/ Actions                                                                                                                                                                                                                                   | Success Criteria                                                                                                                                                                                                                                          | Achievement                                                  | Evaluations and Suggestions                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Encourage students to enroll in co-curricular activities independently and form their own groups. For example: Lunar Fair, Going Concern (Post-exam booth) requiring investment from both students and teachers.<br>(**1,3,5,10,12<br>#2,4,6) | <ul style="list-style-type: none"> <li>● Increased student participation in co-curricular activities.</li> <li>● Application of school knowledge in practical settings.</li> <li>● Development of soft skills such as teamwork and leadership.</li> </ul> | <ul style="list-style-type: none"> <li>● Achieved</li> </ul> | <ul style="list-style-type: none"> <li>● Students have a positive attitude towards both the Lunar Fair and the Academic Week &amp; post-exam booth. Both the participants and the responsible helpers actively participate in the activities.</li> </ul> |

**3. Team Members**

Chan Siu Long, Allen (Chairman)  
Wong Yiu Long, Ray (Chairman)  
Chung Wai Tak, Joseph  
Law Sin Ting, Ruby

#### 4. Appendix

##### 7 learning goals

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

##### 12 priority values and attitudes

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

**Tin Ka Ping Secondary School**  
**I.C.T. and C&T**  
**Annual Report (2025-2026)**

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

| <b>Tasks / Actions</b>                                                                                                                                                            | <b>Success Criteria</b>                                                                                                                                    | <b>Results</b> | <b>Recommendations</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------|
| 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.                                   | Achieved       |                        |
| 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. | Achieved       |                        |
| 3. To develop students to be autonomous and reflective learners via SDL (active learning environment, learning confidence)                                                        | Students found the programs interesting and useful.                                                                                                        | Achieved       |                        |
| 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.                                                                                  | Achieved       |                        |
| 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.                                                                                                        | Achieved       |                        |
| 6. Leveraging Technology for Enhanced Learning (S1 BYOD and eBook)                                                                                                                | Students can use Goodnotes Classroom and other e-learning tools to enhance their learning.                                                                 | Achieved       |                        |
| 7. Promoting Information Literacy                                                                                                                                                 | Create new learning topics in AI and BYOD literacy.                                                                                                        | Achieved       |                        |

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

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

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

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

**Member list:**

|                                       |              |               |               |
|---------------------------------------|--------------|---------------|---------------|
| Kwok Tsz Fung<br>(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  
2025-2026 年度 普通話科周年計劃檢討

工作重點 1. 縮小學生普通話能力差異

| 工作/措施                                                                                                                      | 時間表                                                                                                                                                                                                    | 成功準則                                            | 評估方法                                                                                                    | 負責人  | 七個學習宗旨                                             |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------|------|----------------------------------------------------|
| 1. 基於 CCL 小組，至少於三班各挑選 1-2 對夥伴，安排強的同學幫助弱的同學<br>2. 根據被幫助同學的說話或朗讀表現，同時獎勵幫助和被幫助的同學（加分及書券）。<br>3. 為不接觸普通話的中二同學安排深圳一日遊活動         | 全年                                                                                                                                                                                                     | 1. 被幫助同學的說話/朗讀錯讀字減少<br>3. 參加一日遊的同學主動用普通話溝通，自信增加 | 1. 詞句正音錄音<br>2. 朗讀或說話口試評分<br>3. 參加一日遊同學的回饋表正面回應達七成                                                      | 科任老師 | ● 語文能力<br>● 寬廣的知識基礎<br>● 國民身份認同及世界視野<br>● 共通能力（溝通） |
| 成效                                                                                                                         | 反思                                                                                                                                                                                                     |                                                 | 回饋與跟進                                                                                                   |      |                                                    |
| 1. 基本完成。三班（1B,1E,2E）各有同學因著組員幫助，在信心/音準方面有不同程度的進步。<br>2. 基本完成。有獎勵及加分給助人較多的同學，能起到鼓勵的作用。<br>3. 完成。所有同學回應正面。同學基本全程用普通話溝通，能自信表達。 | 1. 目前大部分班別均有幾位普通話十分出色的同學，有能力幫助信心和音準均弱的同學。惟這些同學幫人的動力參差，而且 CCL 會調組，帶來客觀限制。故強幫弱的措施正確，但需提升普通話強的同學的助人動機。另外必要時在堂上重新調組，保持強弱組合穩定。<br>3. 深圳遊也安排了強弱組合，加上活動空間大，很多自然的互動，有效帶動了弱的同學溝通和表達的膽量，不失為提升對普通話的興趣和縮小能力差異的好方法。 |                                                 | 1. 來年強幫弱的措施應繼續，可有效縮小普通話能力差異。惟需提升導師角色的助人動機。<br>2. 來年深圳遊也可繼續，可用一筆過津貼。參加成員可繼續包含強和弱的組合。另外建議把本措施納入提升興趣的工作重點。 |      |                                                    |

工作重點 2. 善用推廣自主語文學習（普通話）一筆過津貼，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. 運用津貼（詳見《 <b>推廣自主語文學習（普通話）一筆過津貼運用初步計劃</b> 》，簡稱《 <b>計劃</b> 》），其中主要措施是為中一二每位同學全年提供自主學習平 | 全年  | 1.1 八成或以上同學完成規定任務。<br>1.2 半數以上學生在音準、信心及說話能力方面有提升（詳見《 <b>計劃</b> 》）。 | 1.1 平台報告<br>1.2 學生問卷 | 科任老師 | ● 共通能力（創造力、協作、溝通、自我管理）<br>● 語文能力 |

| <p>台，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。</p> <p>2. 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。</p>         | 下學期                                                                                                                                                                                      | 2.各組發音準確，投入表演，獲得良好評分 | 2.同儕評分表格中「態度」及「音準」兩項的平均分達7成或以上 | <ul style="list-style-type: none"> <li>● 數字素養</li> <li>● 寬廣的知識基礎</li> </ul> |
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| 成效                                                                                                 | 反思                                                                                                                                                                                       |                      |                                | 回饋與跟進                                                                       |
| <p>1.1 基本完成。八成同學能完成規定任務。中一半數同學能達到最大自學量。</p> <p>1.2 半數以上學生在音準、信心及說話能力方面有提升。</p> <p>2.中一有小組獲得加分。</p> | <p>今年中一各班多了同學音準特別差，或聆聽不佳，或拼音弱，或沒有信心開口。自主學習平台和短劇表演令頗多同學多了信心開口，表達能力也有提升。</p> <p>除了自主學習平台，一筆過津貼還用於普通話元宇宙傳統文化體驗活動、普通話詩詞拓印和竹編燈籠攤位活動，以及內地文化考察團。各種方式中，自主學習平台和內地文化考察因互動多、個人化，對同學運用普通話助益相對較大。</p> |                      |                                | <p>1.來年可繼續善用自主學習平台和內地文化考察活動，提升同學學習興趣和能力。</p> <p>2.中一表演來年繼續。</p>             |

## Effectiveness of the Program Plan in the cycle of 2025/6

### 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 & Target (I): To strengthen students' self-management and self-directed learning (SDL) capacity

| Tasks / Actions                                                                                                                                                                                                                 | Success Criteria<br>Extent of the target achieved,<br>e.g. Fully achieved; Partly achieved; No achieved                                                                                                                                                                                                                                                                                                                               | Evaluation<br>Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Remarks (Suggestions)                                                                                                                                                                                                                                                                                                                                                                                   | 7 Learning Goals & 12 Values                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>To optimise the distributions, amount and effectiveness of assessments in different forms especially for F.3 &amp; senior form students</li> </ul> <p>→ Incorporated as routine work</p> | 1.1 To adjust the items and ratio of continuous assessment of S4 to S6<br>1.2 To increase the number of written tests.<br>1.3 To increase the number of painting tests.<br>1.4 Collect SBA arrangement for S5 and S6 from subjects taking SBA to prevent overloading students simultaneously.<br>1.5 Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.<br>→ <b>Fully achieved</b> | <p><b>Arrangement of continuous assessment and the amount of written tests and the students' performance</b></p> <ul style="list-style-type: none"> <li>The number of art criticism remains the same as last year. Group discussions and presentation tasks were also added in the lessons like last year did, so that students can be able to self reflect though from time to time.</li> <li>We try to spend more time evaluating the outstanding students' writing sample by analysing the writing structure and also the strategies to handle different topics, e.g. human-beings, nature, abstract, three-dimensional works, installation, chinese paintings...</li> <li>Number of painting test had an significant growth in S6 and S5 during the pre-exam period, while making composition drafts has been arranged for S4 in order to get to know the practice of VA (DSE)</li> </ul> | <ul style="list-style-type: none"> <li>Keep the ratio of about 80% of practical and 20% of writing</li> <li>To keep this pace of assigning writing tasks for the senior students</li> <li>To introduce some more guidelines on writing criticism about landscape, still life, abstract painting and installation art as early as possible, make good use of the Uniform Test and Examination</li> </ul> | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#3</li> <li>#4</li> <li>#5</li> <li>#6</li> <li>#7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence</p> |

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| <ul style="list-style-type: none"> <li>● To enhance the teaching and learning effectiveness through the implementation of SDL</li> <li>- To prepare more pre-lesson tasks for student preparation.</li> <li>- To optimise useful self-learning materials. Strengthen students' self-learning</li> </ul> <p>→ Incorporated as routine work</p> | <p>2.1 The students in S4 to 6 class can complete their pre-lesson tasks (like image collection, mini sketching, brainstorming) more frequently before each unit.</p> <p>2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way</p> <p>2.3 One set of self-learning material is prepared successfully. (e.g. E-learning video, SharePoint)</p> <p>→ <b>Fully achieved</b></p> | <p><b>The quality of the pre-lesson tasks:</b></p> <ul style="list-style-type: none"> <li>● The senior students had done well in this area and made full use of the PINTEREST board on-line to collect their images</li> <li>● Some of the students have developed a great habit in using Pinterest as a major platform for doing SBA research/ daily assignment</li> </ul> <p><b>The total no. and topics of their image collection:</b></p> <ul style="list-style-type: none"> <li>● The Senior students had built up a habit in image collection and had lots of boards on-line with lots of inspirational images.</li> <li>● All of them had built up their own data bank.</li> </ul> | <ul style="list-style-type: none"> <li>● It is great to see students have built up a rich data base on Pinterest, however it is found that some of them are weak to get to know the artists and artworks at galleries and museums since they rely too heavily on the information given by social media.</li> <li>● It is highly recommended for students to have museum visits or exhibitions experiences on their own more often rather than just rely on the outing held by school.</li> <li>● Better to make a habit of reading art news more often as well, they may check the updated news from the MS Sharepoint of Visual Arts to explore, in order to have more artists reference for their SBA data bank</li> </ul> | <ul style="list-style-type: none"> <li>● #1</li> <li>● #2</li> <li>● #3</li> <li>● #4</li> <li>● #5</li> <li>● #6</li> <li>● #7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence</p> |
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| <ul style="list-style-type: none"> <li>To cater for the diverse learning needs of students with different forms and abilities.</li> <li>Elite students: Encourage students to take part in competitions and courses organised by outside bodies.</li> </ul> <p>→ Incorporated as routine work</p> | <p>3.1 Students find the programs interesting and useful<br/>3.2 Good student performance</p> <p>→ <b>Fully achieved</b></p> | <p><b>Programs have joined:</b></p> <ul style="list-style-type: none"> <li>學生視覺藝術科作品展 25/26</li> <li>徐悲鴻盃國際青少年兒童美術比賽 2026</li> <li>九龍倉全港中學生繪畫比賽2025-26</li> <li>MY STAGE 全港中學生可持續時裝設計比賽</li> <li>Home Affairs Department Joy in North District Comic Design Competition</li> <li>HKADO Portrait Competition大師系列繪畫比賽[畢卡索的世界]-繪畫組</li> </ul> <p><b>Student Performance:</b></p> <ul style="list-style-type: none"> <li>Some of the students had won the prizes/awards of the competitions and the works were exhibited outside.</li> <li>Most of the students enjoyed participating in the events and showed high willingness to put effort.</li> <li>Some of them are being inspired and started to find other competitions they might be interested in and make consultations with teachers on their own.</li> </ul> | <ul style="list-style-type: none"> <li>To keep organising and joining art events by outside parties.</li> </ul> | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#3</li> <li>#4</li> <li>#5</li> <li>#6</li> <li>#7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence<br/>*7 Benevolence</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <ul style="list-style-type: none"> <li>It is great to see some of the organizations offer workshops and lectures for students before the submission of their artwork, so they can have a better understanding and engagement about the theme and topics.</li> </ul> |  |  |
| <b>Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):</b> <ul style="list-style-type: none"> <li>The overall organisation of the learning activities is satisfactory.</li> <li>All the senior students had built up their own data bank in a systematic way.</li> <li>Both S5 &amp; S6 students had made a great success in using online image research platforms, they were more willing to explore different websites on their own in order to have a better preparation for the open book exam in VA(DSE), and shared their own experiences and reviews with their fellow classmates.</li> <li>It is great to see students have built up a rich data base on Pinterest, however it is found that some of them are weak to get to know the artists and artworks at galleries and museums since they rely too heavily on the information given by social media.</li> <li>The number of art competitions has gradually increased in recent years, students can have more platforms to experience different kinds of art form and to learn from each other.</li> </ul> |  |                                                                                                                                                                                                                                                                     |  |  |

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

| Tasks / Actions | Success Criteria<br>Extent of the target achieved,<br>e.g. Fully achieved; Partly achieved; No achieved | Evaluation<br>Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others | Remarks (Suggestions) | 7 Learning Goals & 12 Values |
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| <ul style="list-style-type: none"> <li>In S4 to S6, at least 1 new topic / new App will be developed</li> </ul> <p>→<b>Incorporated as routine work</b></p>                                             | <p>1.1 S4: To make a digital drawing</p> <p>1.2 S.5 &amp; 6: To complete a drawing or a painting and put it into use in their SBA art making</p> <p>1.3 S.5 &amp; 6: To do some art experiments by using photography editing apps/ digital drawing apps in their SBA research workbook</p> <p>→<b>Fully achieved</b></p> | <ul style="list-style-type: none"> <li>Students could experience digital drawing in some of the topics, they were allowed to bring their personal ipads to draw during the lessons.</li> <li>Some of the SBA artworks of S5 are completed by digital drawing/ animation drawing apps which are all nicely done.</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Due to the policy of BYOD, seniors are all allowed using digital drawing for some of their assignments.</li> <li>These should be continued and be more welcome in the senior classes.</li> <li>New App recommendation: Notion, Spatial, VR Drawing app (if applicable)</li> <li>Using AI to generate some pictures at the brainstorming stage would be welcome on S1 unit “My Symmetrical Name - Monster Design”</li> </ul> | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#4</li> <li>#5</li> <li>#7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence</p> |
| <ul style="list-style-type: none"> <li>In S1, a topic with the application of “Zen Brush” will be continued.</li> </ul> <p>→<b>Cancelled the use of “Zenbrush” app incorporated as routine work</b></p> | <p>2.1 S1: To complete an ink calligraphy design for the chinese new year in order to incorporate the Unit of chinese paper cut relates to Chinese Culture</p> <p>→ <b>Fully achieved</b></p>                                                                                                                            | <ul style="list-style-type: none"> <li>As BYOD has been launched on form 1 this year, the Zen brush was expected to be the first priority in this unit, students could try to use other apps to explore the design of work.</li> <li>However, due to a tight schedule in 2nd semester, all classes had no time to try Zen brush, the experiment of calligraphy design was replaced by hand writing done on a worksheet like last year did.</li> <li>But it is the very first time we have applied AI in teaching the unit “My Symmetrical Name - Monster Design” in the first semester, which many students could get a pretty good reference in the brainstorming part.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>In senior classes, some topics about art criticism and appreciation</li> </ul> <p>→ <b>Incorporated as routine work</b></p>                                                                                                                                                                                                    | <p>3.1 To make use of an App of Art History in the process of Art Criticism</p> <p>3.2 To conduct a presentation by using an App of Art History</p> <p>3.3 To complete a presentation by creating PowerPoint slides that are prepared by students themselves</p> <p>→ <b>Partly achieved</b></p>                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Students had enough time to explore the Apps of Art History, as well as visiting Art History Websites</li> <li>Most of them have shown a better understanding after the individual presentation session with the PPT slides done by their own</li> <li>It was a good practice for students to be more well-organised and methodical to demonstrate their opinions, using tables, charts or graphs as well as pictures.</li> </ul>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#3</li> <li>#4</li> <li>#5</li> <li>#7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence</p> |
| <p>Leveraging Technology for Enhanced Learning</p> <p>Cultivating an active learning environment and developing self-learning habits and skills</p> <p>(Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)</p> <p>→ <b>Cancelled the BYOD implementation among F.1 Classes incorporated as routine work</b></p> | <p>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.</p> <p>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.</p> <p>4.3 Develop self-learning material<br/>At least one material of assessment for learning. Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.</p> <p>→ <b>Partly achieved</b></p> | <ul style="list-style-type: none"> <li>Lesson observation</li> <li>Subject meeting minutes</li> <li>Learning and teaching questionnaires</li> <li>Frequency of uses of the self-learning materials</li> <li>Teachers' and students' feedback</li> </ul> <p>→ since S1 students could not behave properly when they having tablets on their hands, it become a distraction for them which we can't see the benefits on their learning, teachers usually did not give permissions for them to use ipad during VA lessons because of their discipline issues</p> <p>→ but the BYOD is actually performed well in senior form in overall, students are much more mature and behave well in using the device, the arrangement in senior VA lessons would remain the same in the coming years</p> | <ul style="list-style-type: none"> <li>It is suggested that S1-S2 students should use less tablets during the lessons to prevent the problematic discipline issues, so that they can be more focused on the practical tasks without any non-necessary distractions.</li> <li>For the images referencing, it is recommended to set as a pre-lesson warm up exercise, students should print some images out and bring it back to class</li> </ul> | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#4</li> <li>#5</li> <li>#7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence</p>             |

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

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

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

| Tasks / Actions                                                                                                                                                                                        | Success Criteria<br>Extent of the target achieved,<br>e.g. Fully achieved; Partly achieved; No achieved                                                                                                             | Evaluation<br>Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others                                                                                                                                                                                                                                                       | Remarks<br>(Suggestions)                                                                                                                       | 7 Learning Goals & 12 Values                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• To get to know more about visual arts organisations in Hong Kong and to get used to gallery / museum visits.</li> </ul> <p>→ Incorporated as routine work</p> | <p>1.1 2 to 3 external visual arts learning activities; museum/ gallery visits to be organised during school hours.</p> <p>1.2 Looking forward visiting the Art Basel again if possible</p> <p>→ Fully achieved</p> | <p>No. of visits:</p> <ul style="list-style-type: none"> <li>• We have organised seven museum/ gallery visits/ performing art appreciation (Zuni Icosahedron Experimental Arts Tech Cantonese Opera-Field of Dreams in Nov2025, The Hong Kong Jockey Club Community Project Grant: stART Up Community Arts Project in March2026, DX design hub 'Luminous Neon' Exhibition Guided Tour in March2026) this year.</li> </ul> | <ul style="list-style-type: none"> <li>• The department of VA will keep joining all these kinds of art contests in the coming year.</li> </ul> | <ul style="list-style-type: none"> <li>• #1</li> <li>• #2</li> <li>• #3</li> <li>• #4</li> <li>• #5</li> <li>• #6</li> <li>• #7</li> </ul> <p>*1 Perseverance<br/>*2 Respect for others<br/>*3 Responsibility<br/>*5 Commitment<br/>*10 Diligence<br/>*7 Benevolence<br/>*9 Empathy<br/>*11 Unity</p> |

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|  |  | <ul style="list-style-type: none"> <li>● (Art Basel Hong Kong 2026 in March, HKMOA Blooming: The Art of Gardens in East and West Exhibition in June2026, French May Arts Festival-The Hong Kong Jockey Club Series:<br/>Meet Mona Lisa &amp; Portraying the Renaissance in July2026, Oi! Spotlight — Jeremy's Bathhouse in July2026)this year.</li> <li>● <b>Two</b> workshops (Intangible Cultural Heritage Office Patterned Band Weaving Workshop in July2026;The Hong Kong Jockey Club Community Project Grant: stART Up Community Arts Project Exhibition &amp; Workshop in March2026).</li> <li>● The <b>second</b> time participating in the Standard Chartered Arts in the Park Parade had been held in Nov2025, students performed well and it is also a great ice breaking activity for F4 students.</li> <li>● Students showed big interest in visiting different art organisations, their reviews revealed they had a deeper and better understanding in appreciating art pieces.</li> <li>● The diversity of exhibits and workshops shows the possibility of art forms and topics, it helps students to take reference effectively from these first hand resources.</li> <li>● Those activities can help students to build up their own confidence and also create bondings among themselves.</li> </ul> | <ul style="list-style-type: none"> <li>● #1</li> <li>● #2</li> <li>● #3</li> <li>● #4</li> <li>● #5</li> <li>● #6</li> <li>● #7</li> </ul> <p>*1 Perseverance,<br/>*2 Respect for others,<br/>*3 Responsibility,<br/>*4 National identity,<br/>*5 Commitment,<br/>*6 Integrity,<br/>*7 Benevolence,<br/>*8 Law-abidingness,<br/>*9 Empathy,<br/>*10 Diligence,<br/>*11 Unity,<br/>*12 Filial piety</p> |
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| <ul style="list-style-type: none"> <li>To organise a cross-border art tour day-trip or a 5D4N/3D2N study tour for F4 and F5 students. (this will be further confirmed)</li> <li>The destination is suggested to be Taiwan/ Jingdezhen</li> <li>The month of departure will be Mid July 2026 or April 2026.</li> <li>The focus media of art making is Photography, Sculpture or Ceramics and Architecture appreciation.</li> </ul> <p>→ <b>Incorporated as routine work</b></p> | <p>2.1 Quality of the tour<br/>2.2 Total no. of participants (in each activity)<br/>2.3 Comments and feedback given by the participants<br/>2.4 Quality of the post trip assignment</p> <p>→ <b>Fully achieved</b></p> | <ul style="list-style-type: none"> <li>Cross-border study tour was organised this year.</li> <li>Details as follow:</li> <li>(一) 日期：二零二六年七月十八日（星期六）至七月二十三日（星期四）</li> <li>(二) 地點：中國景德鎮（陶藝相關的景點，例如：陶溪川央美美術館、陶溪川文創街區、新平千禧年瓷宮、瑤里古鎮、寒溪村、景德鎮中國陶瓷博物館、特備邀請：景德鎮市田家炳外國語學校交流、陶陽裡-烤瓷博物館等，以及不同的非遺體驗課程，例如：拉坯、燈工玻璃、青花瓷彩繪、樂燒等）。</li> <li>(三) 名額：26人</li> <li>(四) 隨隊老師：3人</li> <li>(五) 主辦機構：陶博城及田家炳基金會</li> <li>(六) 團費：實際每人支付金額為旅遊費用港幣\$1000及按金港幣\$1000 [為確保參與者承擔責任，出發前會收取合共\$2000；已包括按金，旅程結束後將退回\$1000；如最終未有出席者\$2000則會被全數扣取，不獲發還，敬請留意] *電子收費通告將於稍後發出**旅行費用原價：每人港幣約\$4500 - \$4800（包括交通費、住宿費、膳食費、保險費、景點門票、活動費用、導遊、領隊、司機等費用、服務小費及老師團費*）</li> <li>(七) 交通往返：高鐵</li> <li>(八) 保險：團費中已包括一般旅遊保險，如家長欲加強保障，可自行加購保險。</li> </ul> | <ul style="list-style-type: none"> <li>Cross-border study tours are hopefully a recurring segment every year.</li> <li>Suggested Place: Japan, Taiwan, China</li> <li>First Priority: Taiwan</li> </ul> | <ul style="list-style-type: none"> <li>#1</li> <li>#2</li> <li>#3</li> <li>#4</li> <li>#5</li> <li>#6</li> <li>#7</li> </ul> <p>*1 Perseverance,<br/>*2 Respect for others,<br/>*3 Responsibility,<br/>*4 National identity,<br/>*5 Commitment,<br/>*6 Integrity,<br/>*7 Benevolence,<br/>*8 Law-abidingness,<br/>*9 Empathy,<br/>*10 Diligence,<br/>*11 Unity,<br/>*12 Filial piety</p> |
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| <ul style="list-style-type: none"> <li>● To participate at least of the followings:</li> <li>- Participation of external drawing / painting contests</li> <li>- Art making workshop organised by local artists / art organisation</li> <li>- Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)</li> </ul> <p>→ <b>Incorporated as routine work</b></p>                                                                     | <p>3.1 No. of activities organised.<br/>3.2 No. of participant (S4 + S5 students)<br/>3.3 Feedback from participants<br/>3.4 Link up with Art Club and drawing class activities</p> <p>→ <b>Fully achieved</b></p> | <p><b>No. of activities organised</b></p> <ul style="list-style-type: none"> <li>● 3-4 art contests were selected for F.4 to F.6 VA students</li> <li>● 1 art showcase event was selected for junior form art club members</li> <li>● 1 contest was selected for junior classes.</li> </ul> <p><b>No. of participant</b></p> <ul style="list-style-type: none"> <li>● All F4&amp; F5 VA students had participated in those selected contests</li> <li>● Some F4 to F6 VA students had participated in some recommended contests or art programmes</li> <li>● Both S2 and S3 students were required to be the representatives to take part in art contests related to Chinese Culture (~300 students)</li> </ul> <p><b>Quality of artwork</b></p> <ul style="list-style-type: none"> <li>● All the works are outstanding.</li> <li>● The students got some prizes, awards and scholarships. Can refer to report published in "田園".</li> </ul> | <ul style="list-style-type: none"> <li>● The department of VA will keep joining all these kinds of art contests in the coming year.</li> </ul> | <ul style="list-style-type: none"> <li>● #1</li> <li>● #2</li> <li>● #3</li> <li>● #4</li> <li>● #5</li> <li>● #6</li> <li>● #7</li> </ul> <p>*1 Perseverance,<br/>*2 Respect for others,<br/>*3 Responsibility,<br/>*4 National identity,<br/>*5 Commitment,<br/>*6 Integrity,<br/>*7 Benevolence,<br/>*8 Law-abidingness,<br/>*9 Empathy,<br/>*10 Diligence,<br/>*11 Unity,<br/>*12 Filial piety</p> |
| <p><b>Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):</b></p> <ul style="list-style-type: none"> <li>● The overall organisation of the activity is satisfactory.</li> <li>● Lai On had completed the input of all data of the excel files of their participation in all sort of art competitions</li> <li>● The artworks can be displayed more frequently and will be archived to publish in the next “型形識色” school portfolio.</li> </ul> |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                        |

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

| <b>Tasks / Actions:</b><br>To introduce the importance of National Security Education (SBA Topics Discussion/ Painting Practice Theme Approach)                                                                                                                                    | <b>Success Criteria</b><br>Extent of the target achieved, e.g. Fully achieved; Partly achieved; No achieved                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evaluation</b><br>Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Remarks (Suggestions)</b>                                                                                            | <b>7 Learning Goals &amp; 12 Values</b>                                                                                              |
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| Strand 1 The concept and importance of national security<br>• Concept of the State<br>• Concept of national security<br>• Importance of safeguarding national security<br>• Holistic view of national security<br>• Threats and risks<br><br><b>→ Incorporated as routine work</b> | <b>For students who choose NS related as their SBA Topics/ Painting Practice Theme Approach</b><br>• Students can show understanding on our country's opportunities and challenges in international affairs through examples (e.g. climate change/ the rise of AI/network security/ Food Safety...) through their SBA data research<br>• Students can analyse the development and crises our country is facing today, and willingly assume the responsibility for safeguarding national security<br><b>→ Fully achieved</b> | • The completed artwork/ reflections of data research.<br>• The context of work.<br>• The feedback and comments of students.<br><b>→</b> Some of the S5 students have chosen the topics about climate change/ the rise of AI/network security/ Food Safety as our expectations in their SBA data research<br><b>→</b> Most of them shows their worries that they think some of the core values may be threatened, they have showed the obstacles that the world is facing through their artworks<br><b>→</b> But still it is gratifying to see that they can show a great alertness towards these issues and share their opinions by creating art. | • SBA Topics/ Artworks about NSE will be the samples that must be included for the senior forms students in every year. | • #1<br>• #2<br>• #3<br>• #4<br>• #5<br>• #6<br>• #7<br><br>*4 National identity<br>*5 Commitment<br>*8 Law-abidingness<br>*11 Unity |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |
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| <p>Strand 7 Major domains of national security</p> <ul style="list-style-type: none"> <li>• Basic content and importance of major domains of national security</li> <li>• The threats and challenges our country is facing</li> <li>• Ways and methods to safeguard national security</li> </ul> <p>→ <b>Incorporated as routine work</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Students can show understanding on the impressive <b>cultural tradition</b> of our country, and recognise that <b>safeguarding cultural security</b> is an important foundation in unifying our country and our people, as well as maintaining stability of our country</li> <li>• Students can analyse how our participation in <b>international affairs affects</b> the development of our country, and recognise that it is important to <b>safeguard social security</b>.</li> </ul> <p>→ <b>Fully achieved</b></p> |  |  |  |
| <p><b>Overall Evaluation(Briefly list the feedback and follow-up actions from the previous school year):</b></p> <ul style="list-style-type: none"> <li>• The overall organisation of the activity is satisfactory.</li> <li>• Some of the senior form students' SBA topics are related to environmental issues, they can show understanding on the challenges we are facing today in their research work book, and to alert people to take the responsibility for safeguarding national environmental security through their artworks.</li> <li>• The threats of AI towards art has become an extremely hot topic in students' SBA, it reveals that students have a great alertness towards these issues and share their immovable opinion in protecting the copyright of art.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |

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

**Subject Head: Chin Lai On**

First edition: 4<sup>th</sup> July 2026

## Tin Ka Ping Secondary School

### Music Annual School Report 2025-2026

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

| Tasks / Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                    | Time Schedule         | Success Criteria                                                                                                                                                                                                                                                                                                                                                                 | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggestion                                                                                                                                                                                                 | 7 learning goals, 12 values |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <ul style="list-style-type: none"> <li>● Sing and share more songs with healthy themes that matches the 7 learning goals, 12 values during the music lessons</li> <li>● Junior form (F.1 BYOD) will use related apps to create music during the lessons.</li> <li>● Encourage students to take part in out-school music competitions.</li> <li>● Give students more opportunities to prepare and organize the inter-class singing contest.</li> </ul> | 9/2025<br> <br>7/2026 | <ul style="list-style-type: none"> <li>● Students enjoy the songs and singing happily.</li> <li>● Feedback with sharing during the lessons.</li> <li>● Increase 10% of applicants to join the music festival/competitions.</li> <li>● Students will have more ample time to prepare and practice. Collaboration and performance among classmates yield better effect.</li> </ul> | <ul style="list-style-type: none"> <li>● We have continued to incorporate a wide range of songs across all grade levels that align with the '7 Learning Goals' and '12 Values.'</li> <li>● F.1 and F.4 students began using iPads for music lessons. Most students utilized the apps effectively, leading to positive outcomes while significantly enhancing their engagement and learning efficiency.</li> <li>● Handbell Team also took part in external competitions, achieving a successful increase 10% of applicants to join the competitions.</li> </ul> | <ul style="list-style-type: none"> <li>● Interaction during the music lessons</li> <li>● Number of participants for the competition.</li> <li>● Post-competition self-evaluation by each class.</li> </ul> | #1, 4, 7<br>*1-12           |

**Major Concern II : To build a healthy campus**

| <b>Tasks / Strategies</b>                                                                                                                                                                                                                                                                                                     | <b>Time Schedule</b>  | <b>Success Criteria</b>                                                                                                                                                                                                                                                      | <b>Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Resources required</b>                                                        | <b>7 learning goals,<br/>12 values</b> |
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| <ul style="list-style-type: none"> <li>● To introduce more healthy songs and sound therapy tools for students relieve stress, improve mood, and promote mental health.</li> <li>● Arrange for a piano to be placed in the covered playground for students to play freely. Provide a supportive school environment.</li> </ul> | 9/2025<br> <br>7/2026 | <ul style="list-style-type: none"> <li>● The students' sharing and feedback are positive.</li> <li>● Not less than 10 students performed in the covered playground.</li> <li>● Students appreciated and enjoyed listening to the music in the covered playground.</li> </ul> | <ul style="list-style-type: none"> <li>● This year, F.6 students enthusiastically explored steel tongue drums as a new sound therapy resource. It effectively alleviated their academic stress and promoted mental well-being.</li> <li>● Placing a piano in the covered playground has been a huge success. Student participation during breaks significantly surpassed our projections, fostering a highly supportive school environment.</li> </ul> | <ul style="list-style-type: none"> <li>● Instruments</li> <li>● Tools</li> </ul> | #2, 7<br>*2, 7, 12                     |

**Team Members:** Liu Lai Ming and Ng Suet Ngai

**Subject Head:** Liu Lai Ming (edited on 23/6/2026)

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

| Tasks / Strategies                                                                                                                                                                                                              | Success Criteria                                                                                                                                                                                                                                                                 | Methods of Evaluation                                                                                                                                                                                                                                                                                 | Result & Evaluation                                                                                                                                                                                                                                                                 | Suggestions                                                                                                                                                                         | 7<br>LG | 12<br>PVS | NSE |
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| 1. Emphasize fitness training in each PE lesson. Spend about 10 minutes for regular fitness training in each lesson but may carry out in different format in different classes in order to cater for the individual difference. | 1.1 Students need to record their physical fitness test results in their portfolio to track their progress.<br>Under the BYOB plan, F.1 students will begin using an E-portfolio this year to assist them in effectively managing and monitoring their personal fitness records. | 1.1 Perform “School Physical Fitness Scheme” in December to record students’ result. Also, multistage fitness test for cardiovascular function, sit & reach for flexibility, sit-up and push up for muscular endurance and power will be performed at the beginning and the end of the academic year. | 1.1 Under the BYOB plan, F-1 students have begun using an e-portfolio this year. Most of them can effectively manage their personal fitness records, but the teachers needed to put in a lot of effort to supervise students and ensure they use their iPads properly during class. | Since F.1 students have not yet been using iPads appropriately in lessons across different subjects, the school has decided to postpone the BYOB plan for the coming academic year. | #7      | **1       | /   |

|  |                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
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|  | <p>1.2 Whole school participate in the “School Physical Fitness Award Scheme”, 95% of the students pass in the scheme, half of them get “Gold Medal”.</p> | <p>1.2 Evaluate in subject meeting</p>                                                | <p>1.2 Partly achieved. More than 32% students (306 ppl) obtained gold medal in Physical Fitness Award Scheme. This fell short of the target of having half of the students attain a gold medal. Nonetheless, the number of students achieving gold medals has increased compared to previous school years and is gradually approaching pre-COVID-19 levels. Around 83% of students (795 ppl) passed the scheme, which was below the goal of 95%. However, this figure represents an increase compared to the school year before the pandemic.</p> | <p>It is encouraging to see a rise in the number of students earning gold medals, and the passing rate has also improved compared to the school year prior to the pandemic. This progress indicates that our efforts are on the right track.</p> <p>We anticipate that the percentage of gold medals and the passing rate will surpass pre-pandemic levels.</p> |  |  |  |
|  | <p>1.3 Students can actively participate in different items during PE lesson and regularly</p>                                                            | <p>1.3 Calculate the number of sports team member and Evaluate in subject meeting</p> | <p>1.3 More than 448 persons enrolled in sport-related CCAs. Most of them were actively engaged. More than 315 students took part in</p>                                                                                                                                                                                                                                                                                                                                                                                                           | <p>More encouragement should be given to those weaker students.</p>                                                                                                                                                                                                                                                                                             |  |  |  |

|                                                                                                                               |                                                                                                                                                                                                                                                                                |                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                   |                  |          |             |
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| <p>2. Organize sports related activities such as invite sports demonstration, and organize outing trips for all students.</p> | <p>participate in different sports-related activities after school.</p> <p>2.1 Each form of student will be given at least one session of sports demonstration throughout the year.</p> <p>2.2 Organize at least one outing trip in a year which is open for all students.</p> | <p>2. Evaluate in subject meeting.</p> | <p>HKSSF competitions.</p> <p>2.1 At least one session of sports demonstration has given to each form of students.</p> <p>2.2 PEX students took part in the stick mobility training session organized by EdUHK. There are students went to see the Handball and Basketball events at the National Games.</p> | <p>Sports demonstration organized this year should also be applied in the next academic year.</p> | <p>#2<br/>#7</p> | <p>/</p> | <p>2.18</p> |
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| 3. Organize training sessions for Athletics Meet and different inter-class competitions. | 3.1 Organize at least 10 morning and after-school training sessions for 4-House members before Athletics Meet. | 3.1 Calculate the present number of 4-House members. | 3.1 25 morning training sessions were held in September to November under the Grit Programme. More than 110 students participated and around 520 persons were recorded. 6 morning training sessions were held in February and March under the Grit Programme. Around 60 persons were recorded. Most of them showed good punctuality and enthusiasm in trainings. | The morning running session and rope skipping practices should also be applied in the next academic year. | #7 | **12 | 2.18 |
|                                                                                          | 3.2 Organize practice lessons for inter-class rope skipping competition and Round-The-School Relay.            | 3.2 Collect opinions from class teachers.            | 3.2 Rope skipping practices were arranged in PE lessons before School Dedication Day. Students were actively engaged.                                                                                                                                                                                                                                            |                                                                                                           |    |      |      |

## Overall:

1. Fitness training in PE lesson only occupied 10 minutes in a week, so the principle and importance of fitness training should also be emphasized during the lesson.
2. PE lesson effectively as a mean to elevate students' fitness.

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

| Tasks / Strategies                                                                                                                                                                | Success Criteria                                                                                                                       | Methods of Evaluation                                                                                             | Result & Evaluation                                                                                                                                                                                                                                                                                                                                               | Suggestions                                                                                                                                                                                                       | 7<br>LG | 12<br>PVS       | NSE  |
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| 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. | 1.1 100 or above students will act as student helpers to assist the preparation of sports-related activities inside school.            | 1.1 Calculate the number of student helpers who have service in sports-related activities at the end of the year. | 1. There were 94 and 45 students worked in Athletics Meet and Swimming Gala as helpers respectively, in order to develop the sense of sportsmanship and have better understanding of the sport rules and values. The Student Union organized inter-house competitions in basketball, volleyball, and badminton, with helpers recruited from various sports teams. | Recruitment of student helpers will be continued in the next athletic meets and swimming gala.                                                                                                                    | #4      | **3<br>**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                                | 2.1 Organize prize presentations during assembly for the Inter-school Swimming Championships, Cross Country Competition, and Athletics | 2.1 Evaluate in subject meeting.                                                                                  | 2.1 All prize presentations for the Inter-school Swimming Championships, Cross Country Competition, and Athletics Championships were held on December 10 and January 28. For Rope skipping and badminton will be hold on May.                                                                                                                                     | The prize presentations, the Outstanding Athletes Award Election and the Sports Team Annual Lunch should also be applied in the next academic year for raising student-athletes' sense of belonging to school and | /       | **2<br>**1<br>2 | /    |

|                                                                                                                   |                                                                                                                                                                                               |                                                                      |                                                                                                                                                                                                                                                                                                       |                                                       |  |  |  |
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| and celebrate achievements, thereby building confidence and motivating continued participation.                   | Championships.<br><br>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. | 2.2 Evaluate in subject meeting                                      | 2.2 11 candidates from different sports team have participated in the election. The voting rate is 96.7%. The election promotion started from 11 May to 15 May. More than 11 candidates took part in the election. The voting and lunch gathering were conducted in 18 May. The voting rate is 96.7%. | cultivate a good sports atmosphere around the school. |  |  |  |
|                                                                                                                   | 2.3 A gathering is held for all school sports team. Over 70% of the athletes will attend the gathering.                                                                                       | 2.3 Take attendance of the gathering and evaluate in subject meeting | 2.3 Around 186 students attended the lunch gathering.                                                                                                                                                                                                                                                 |                                                       |  |  |  |
| Overall:                                                                                                          |                                                                                                                                                                                               |                                                                      |                                                                                                                                                                                                                                                                                                       |                                                       |  |  |  |
| 1. Students’ generic skill and attitude had been developed through preparing different sports-related activities. |                                                                                                                                                                                               |                                                                      |                                                                                                                                                                                                                                                                                                       |                                                       |  |  |  |

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

| Tasks / Strategies                                                                                            | Success Criteria                                                                                                                                         | Methods of Evaluation                                                    | Result & Evaluation                                                                                                                                     | Suggestions                                                                          | 7 LG | 12 PVS | NSE |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------|--------|-----|
| 1. The self-learning materials of the National Games and traditional Chinese sports will be prepared.         | 1.1 Videos and relevant assignments of the National 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.                | 1.1 Self-learning video of National Games and traditional Chinese sport(Wushu) have been uploaded to SharePoint.                                        | Video of different sports should also be uploaded to TEAMS and Subject SDL Platform. | #1   | **     | 3.2 |
|                                                                                                               | 1.2 Students should watch the videos and finish an assignment.                                                                                           | 1.2 Evaluate in the 2 <sup>nd</sup> and 4 <sup>th</sup> subject meeting. | 1.2 Positive responses were received.                                                                                                                   |                                                                                      | #2   | 4      | 3.5 |
|                                                                                                               |                                                                                                                                                          |                                                                          |                                                                                                                                                         |                                                                                      | #4   | **     | 4.5 |
|                                                                                                               |                                                                                                                                                          |                                                                          |                                                                                                                                                         |                                                                                      |      | 10     |     |
| 2. Organize fitness theory lessons for all F.3 students under the Fitness and Assessment Centre Scheme (QEF). | 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.                      | 2.1 The fitness program has been conducted in April for Form 3 boys. The curriculum included proper equipment usage as part of the assessment criteria. | The F.3 boys demonstrated a strong interest in bodybuilding.                         | #7   | **     | /   |
|                                                                                                               | 2.2 Over 50% of the students can develop their own fitness training                                                                                      |                                                                          | 2.2 More than 90% students passed the test.                                                                                                             |                                                                                      |      | 10     |     |

|                                                                                                                                                  |                                                                   |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |          |          |   |
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| 3. To promote the use of the newly opened Gym Room, instructional videos on the proper usage of the various exercise equipment will be prepared. | plan.                                                             |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |          |          |   |
|                                                                                                                                                  | 3.1 Allow qualified students to access the Gym Room after school. | 3.1 Calculate the number of students who use the gym room at the end of the year. | 3.1 After-school gym use is unsatisfactory due to timetable clashes with co-curricular activities, study groups, and DLG. Attendance was only six times in the whole year, although the school still spent resources hiring assistants for supervision. It is recommended that after-school gym time be reserved for sports teams.<br><br>Morning gym usage is much better, with over 160 visits throughout the year. Next year, the school should encourage more students to use the gym after school as well. | More Video of instructional videos should upload to TEAMS and Subject SDL Platform. | #4<br>#7 | **<br>10 | / |
|                                                                                                                                                  | 3.2 Videos on the proper usage of the various exercise            | 3.2 Evaluate in subject meeting                                                   | 3.2 Instructional videos on the correct use of gym room equipment have been uploaded to SharePoint.                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                     |          |          |   |

|                                                                                                                                                                      |                                                                           |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--|--|--|--|--|--|
|                                                                                                                                                                      | equipment will be uploaded to SharePoint for different forms of students. |  |  |  |  |  |  |
| <p>Overall:</p> <p>1. Video of different sports should be provided to students for enhancing SDL.</p> <p>We should optimize the use of Gym Room to enhancing SDL</p> |                                                                           |  |  |  |  |  |  |

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

**Subject head: Ms. Lau Ching Lui (16-6-2026)**