



# 學校報告

## SCHOOL REPORT

(2016/17)

## 辦學宗旨 School Mission

本校為田家炳基金創辦，懷抱全人培育的教育理想，並願意為實踐理想付上代價，致力提供優質教育，在開展教學、生活輔導、聯課活動及造就時代公民四方面作整全及均衡的培育。

我們肯定教育是尊貴的，學生是可教的：強調以人為中心、以學生為中心、以學習為中心的教育，互重互愛，衷誠協作，委身建立純樸的校風、嚴謹的制度，與及關係親和而歸屬感強的學校環境。重視教師的專業成長，從而達致教學相長，實踐我們的教育理想。

我們以嚴謹的態度，因應學生能力及興趣，設計教學課程及活動，配合優良的視聽教材，幫助學生發揮潛質，提升自學能力，培育追求學問的精神，奠定終生學習的基礎。我們本著訓育與輔導相互整合的精神，透過良好的師生關係，致力開展對學生的全人關顧，建立嚴謹而愉快的校園生活。透過與家庭密切的聯繫，建立良好的協作關係，共同關顧學生的需要，開展細緻、適切的生活輔導。

我們認定聯課活動為完整課程的一部分，致力開展有益身心的活動，抗衡不良風氣和玩意，幫助學生建立優質的閒暇生活。

我們因應時代需要，提供多元化的生活教育課程，配合早會、周會等校園活動，幫助學生建立良好的生活習慣，提升生命素質，從而深化家國情懷，發揚中華文化，拓展國際視野，承擔時代使命。

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner. We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

## 我們的學校 School Profile

### 學校簡介 General Information

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

學校類別：資助

學校性質：文法

學生類別：男女

校監：田榮先

校長：阮邦耀

創校年份：1994

校園面積：7,000 平方米

課室總數：30

特別教室：18

球場：2

Tin Ka Ping Secondary School was founded in 1994 by the Tin Ka Ping Foundation, with Dr. Tin Ka Ping, the distinguished entrepreneur in Hong Kong, as her founder. Dr. Tin has been an ardent advocate and supporter of education, particularly in teacher education, elementary education, and moral education.

School type: Aided grammar school, co-educational

School Supervisor: Mr. TIN Wing Sin Principal: Dr. YUEN Pong Yiu

Commencement of operation: 1994 Area: 7,000m<sup>2</sup>

Classrooms: 30 Special rooms: 18 Playgrounds: 2

### 學校管理 School Management

- 學校於1994年推行校本管理。SBA has been implemented since 1994.

#### 校董會組合 Constitution of the School Management Board

成員 Members 年度Year	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
13/14	3	1	1	1	1	6
14/15	3	1	1	1	1	6
15/16	3	1	1	1	1	6
16/17	3	1	1	1	1	6

## 我們的學生 Students

### 班級組織 Classes

- 2016/2017 年度各級開設的班別數目及學生人數(男生/女生/總數)如下
- *The number of the classes and students in 2016-2017*

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
班數 Classes	4	4	4	4	4	4	24

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
男生人數 Boys	57	46	57	57	48	43	<b>308</b>
女生人數 Girls	73	82	84	73	90	87	<b>489</b>
學生總數 Total	<b>130</b>	<b>128</b>	<b>141</b>	<b>130</b>	<b>138</b>	<b>130</b>	<b>797</b>

(01/09/2016 入學人數, Admitted on 01/09/2016)

### 學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	100
中二 S.2	98
中三 S.3	100
中四 S.4	100
中五 S.5	98
中六 S.6	99

全校學生的平均出席率達 99.2%

The average attendance rate is 99.2%

## 學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

2016-17 97.9%

## 離校學生出路 Pathways of S.6 graduates

中六同學分別有 70.8%升讀本地學位課程，23.0%升讀本地副學位課程，1%修讀其他課程，2.3%重讀，1.5%往外地升學，0.7%就業，0.7%為其他情況。

Degree – 70.8%;

High Diploma or Associate-degree – 23.0%;

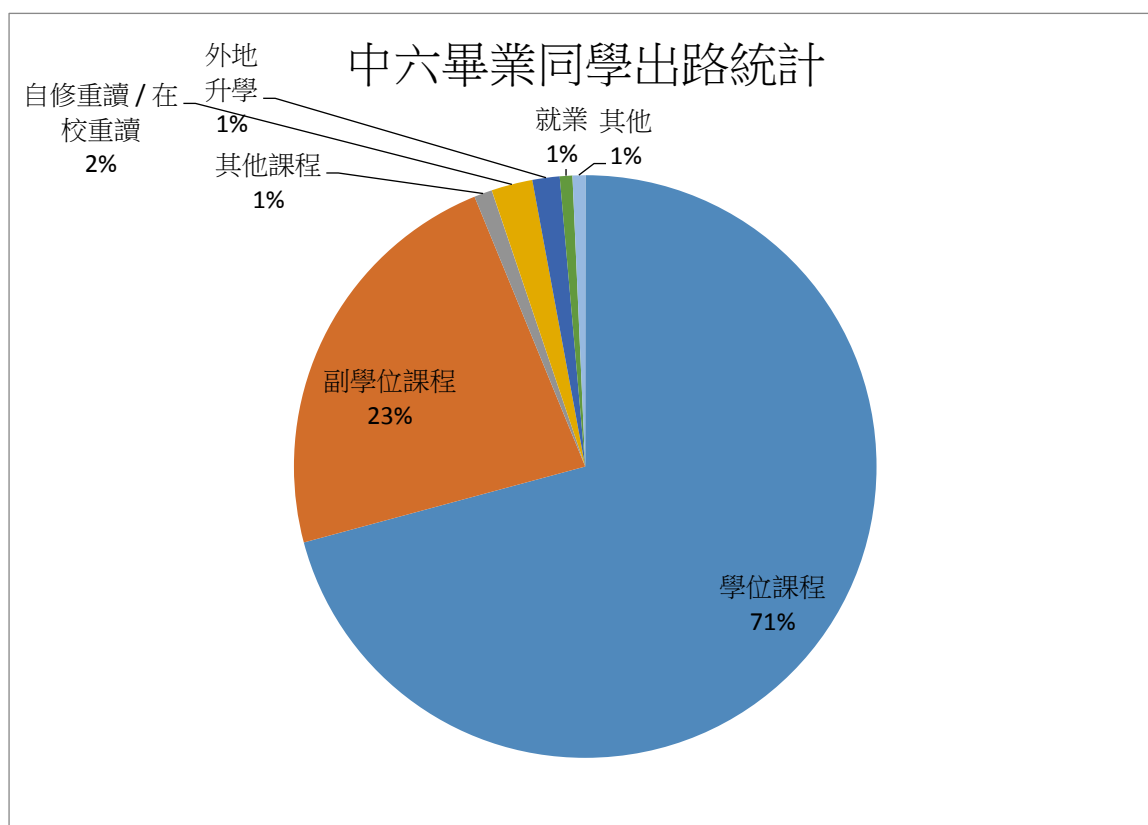
Other courses – 1%;

Repeating S.6 – 2.3%;

Study abroad – 1.5%;

Employment – 0.7%

Others – 0.7%.



在學年內提早離校學生 Dropouts

級別 Level	退學人數 Number of students
中一 S.1	2
中二 S.2	2
中三 S.3	2
中四 S.4	2
中五 S.5	1
中六 S.6	0

## 我們的教師 Teaching Staff

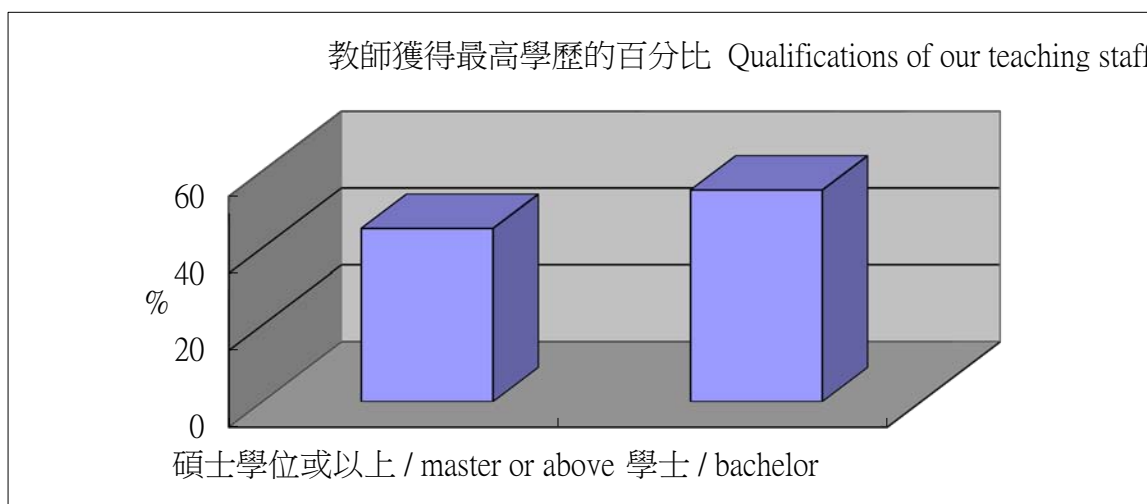
### 教師資歷 Qualifications

#### 1. 教師獲得最高學歷的百分比

2016-2017 年度本校教師數目（編制人數）為 56 人，其中 44% 持有碩士學位或以上資歷，56% 為學士學位持有人。

#### **Qualifications of our teaching staff**

There were 56 entitled members of staff in 2016-2017, with 44% having a master or above degree and 56% a bachelor degree.



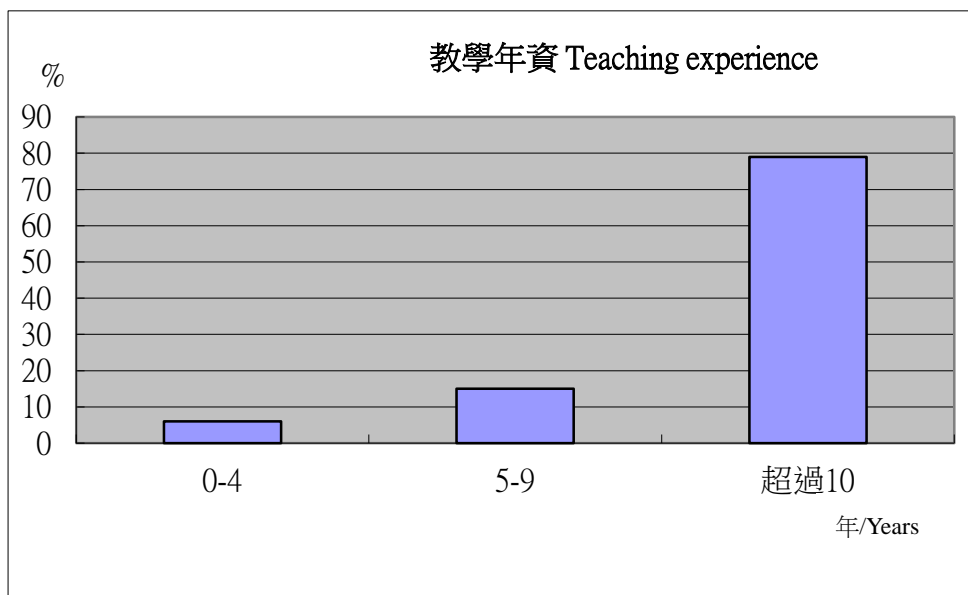
#### 2. 已接受專業訓練教師的百分比為 97%.

97% of our teaching staff have received relevant professional training.



## 教學經驗 Teaching Experience

年 Years	0-4	5-9	超過 10 over 10
百分比 %	6	15	79



## 教師專業發展 (2016/17) Teachers' professional development

- 在整學年內，教師參與持續專業發展的時數  
 總時數 = 3918.5 小時  
 平均每名教師參與持續專業發展的時數 = 65.3 小時  
 Total hours that teachers spent on professional development in 2016/17 = 3918.5 hrs  
 Total hours one teacher spent on professional development in 2016/17 = 65.3 hrs
- 在整學年內，校長參與持續專業發展的時數  
 7 小時  
 Total hours the Principal spent on professional development in 2016/17 = 7 hours
- 在整學年內，教學人員參與持續專業發展方面的平均預算支出 \$500.00  
 The budget for teachers' continuous professional development in 2016/17: \$500.00
- 在整學年內，教學人員參與持續專業發展方面的平均實際支出  
 $\$56,234.5 / 62 \text{ 人} = \$907$   
 Actual expenditure on continuous professional development of one teacher in 2015/16:  $\$56,234.5 / 62 \text{ 人} = \$907$

## 我們的學與教 Teaching and Learning

### 學校實際上課日數 School days

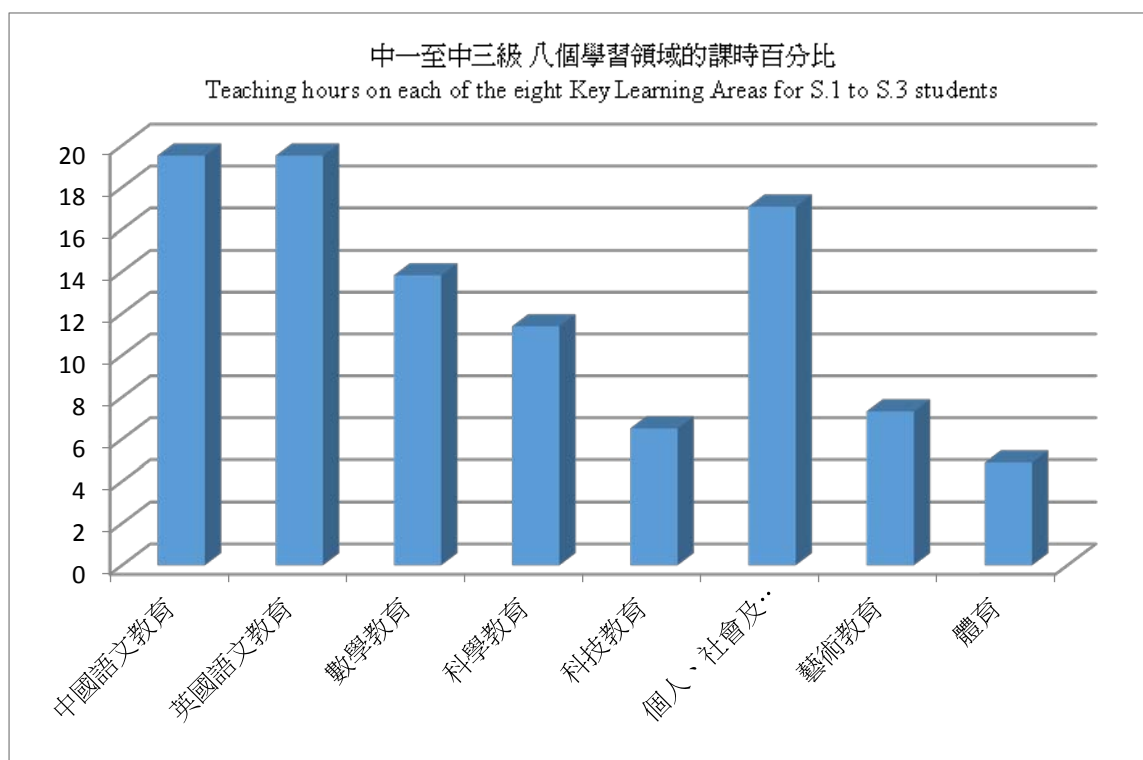
1. 中一至中三整學年，實際上課日數 191 日  
School day for S.1 to S.3 students : 191 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 22 日（包括生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日）  
Activity days (school-wide or form-wide) for S.1 to S.3 students: 22 days (including the Discipline Camp, CL Base Group Training for S.2 Students, School Picnic, Athletics Meet, Inter-class Singing Contest & Christmas Celebration, School Dedication Day, Open Day and Post-exam Activities Days)

### 中一至中三級八個學習領域的課時

Teaching hours on each of the eight Key Learning Areas for S.1 to S.3 students

八個學習領域 Eight Key Learning Areas	相關科目 Relevant subjects	課節 Lessons	百分比 / Percentage
中國語文教育 Chinese Language Education	中國語文+普通話 Chinese Language + Putonghua	21+3	20
英國語文教育 English Language Education	英國語文 English Language	24	20
數學教育 Mathematics Education	數學 Mathematics	17	14
科學教育 Science Education	綜合科學 Integrated Science	14	11
科技教育 Technology Education	電腦+D&T+HL Computer Literacy + Design of Technology + Healthy Living	4+2+2	7

個人、社會及人文教育 <b>Personal, Social and Humanities Education</b>	生活教育+世史+中史+地理+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+2+2+2+10+2	17
藝術教育 <b>Arts Education</b>	視覺藝術+音樂 Visual Arts + Music	5+4	7
體育 <b>Physical Education</b>	體育 Physical Education	6	5
<b>總數 : Total:</b>		<b>123</b>	<b>100</b>



## 學生閱讀習慣 Students' Reading Habits

### 學生借用閱讀資料頻次 Frequency of Borrowing Reading Materials by Students

2016-2017 全年(05/09/2016-31/5/2017)						
	1A-3D		4A-6D		全校	
		15-16		15-16		15-16
每周一次或以上	0%	0%	0%	0%	0%	0%
每兩星期一次	2.5%	3%	1%	2.5%	1.8%	2.7%
每月一次	11%	15.8%	7.0%	7.1%	9.04%	11.3%
每月少於一次	78.8%	77.3%	67.3%	64.8%	73.1%	70.8%
從不	7.2%	4%	24.6%	25.6%	15.9%	15.2%

2016-2017 上學期(05/09/2016-20/12/2016)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	2%	2%	2%
每月一次	21%	11%	16%
每月少於一次	61%	49%	55%
從不	14%	36%	25%
2016-2017 下學期(23/01/2017-31/5/2017)			
	1A-3D	4A-5D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	4%	2%	3%
每月一次	9%	7%	8%
每月少於一次	56%	49%	53%
從不	30%	41%	34%
2016-2017 全年(05/09/2016-31/5/2017)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	2.5%	1%	1.8%
每月一次	11%	7.0%	9.04%
每月少於一次	78.8%	67.3%	73.1%
從不	7.2%	24.6%	15.9%

總借出次數： 4966

## 融合教育 Integrated Education

本校成立融合教育小組統籌全校參與融合教育的工作，包括由教育局教育心理學家為學童評估、針對個別學生的需要設立個別學習計劃、小組訓練、朋輩輔助、言語表達訓練等等，校方亦有為融合生提供生涯規劃、外展等活動，提升有特殊教育需要的學生的學能、社交各方面的能力，協助他們融入校園生活及走進社會。

We have an Inclusive Education Unit to facilitate the SENs-related work in a whole-school approach. We help the SENs integrate into campus life and prepare them for careers by enhancing their learning capacity, social skills, expression and linguistics training etc. The work includes evaluation by the educational psychologists from the EDB, a tailored study plan for students in need, group training, peer counseling, career guidance, outreach activities and so on.

## 主要關注事項 (成就與反思) Major Concerns (Achievement and Reflection)

### Major Concern (I) : Maintain the effectiveness of existing strengths with focuses on Teaching and Learning and Student Development

#### Achievements:

1. **Enhance students' civic leadership skills --- Career planning and pursuit of excellence**
    - 1.1 Shining Hearts: Most of the mentors (SUN) showed their enthusiasm (more than 93% attendance of every gathering). (SAU)
    - 1.2 Small Group Counselling: The students who were chosen to help lead the group performed well and have potential to be outstanding leaders. (SAU)
    - 1.3 Focused trainings provided for the prefect leaders, aspiring prefects and the seed prefects enhanced their leadership skills and abilities to organize activities and equipped them with skills needed for performing their duty. (SAU)
    - 1.4 All form one monitors gained support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. Under the discipline rating scheme and the help of the class teacher, the performance of the F.1 monitors were improved. (SAU)
    - 1.5 Most students agree that their class teachers assigned posts / tasks matching their abilities. Class associations have run smoothly and most association members obtained desirable grades. (SAU)
    - 1.6 The lessons ran smoothly in all forms. Teachers expressed satisfaction with the design of the lessons. (LEU)
    - 1.7 The integration of the F.1 curriculum still had room for improvement. Due to the division of work between the class teachers, some teachers might not fully grasp organization of the course. It affected the performance of integration. (LEU)
    - 1.8 Working Reality helps enhance all F.4 students' employability. More than 50% of students are able to understand the concept of running a business and acquire right working attitude. More than seventy F.5 students received individual career counseling co-organized by the HKFYG and TKPSS. Students could identify their strengths and weaknesses in academics and other learning experience so as to find their study paths. They were well informed of multi-pathways of career choices. Group Career Counseling was again introduced to S6 students and they find it useful and helped them make informed choices in the JUPAS system. (CGU)
    - 1.9 Career Life Planning Lessons have been restructured in each form so as to carry out different objectives and goals to different levels of students. (CGU)
    - 1.10 Students set goal in CCA development at the beginning of the year. (CCA)
    - 1.11 Students have selected appropriate amount and suitable CCA. (CCA)
    - 1.12 Statistics through the information from application of extramural activities, students participating in advanced programme or new activities has increased. e.g. Chinese Chess competition, Black Kite Check, Biodiversity Sustainability Training. (CCA)
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**2. Enhance students' civic leadership skills --- Nurture the core value: loving and caring**

- 2.1 About 90% students of Shining Hearts attended the voluntary work. They showed their enthusiasm for voluntary work. (SAU)
- 2.2 Through Small Group Counseling can even build up some students' confidence through voluntary work. (SAU)
- 2.3 Prefect Leaders tried to reinforce the idea of 'care' in their daily work. They were positive towards this ideology. (SAU)
- 2.4 Class teacher periods run smoothly with much emphasize on student's engagement to promote positive values. Most classes took loving care as their theme while stressed the other three core values. Form-based activities were carried out as needed. Class-based activities were also arranged in some classes, such as festival celebration, volunteer services. (SAU)
- 2.5 Lutheran Social Service helped in organizing the activities of CYC. It enhanced the effectiveness of community services accomplished by CYC. (LEU)
- 2.6 It was shown that students' willingness to serve and their participation in community services because the total voluntary service hours of students could maintain over 8000 hours. (LEU)
- 2.7 Class unity was prominent in Form 5. There was no outstanding performance in other forms. (LEU)
- 2.8 Students participated in various selection activities in community organizations. Although they could not successfully enter the quarter-finals, they still gained valuable experience. (LEU)
- 2.9 Most students were eager to serve and responsible in their duties, though some of them were lack of experience to organize activity. (CCAU)
- 2.10 Increase in number of students obtaining active participation in CCA. (CCAU)
- 2.11 Table-tennis and badminton team served in the briefing for prospective S.1 students. (CCAU)
- 2.12 Student Union has assisted in fund-raising activity for the need of poverty children in mainland China. (CCAU)

**3. Enhance the effectiveness of teachers' work on nurturing students --- Enhance the effectiveness of our committee members at both administrative and managerial levels**

- 3.1 Two vice-heads had good performance in planning and supporting the smooth running of our course. (LEU)

**4. Enhance the effectiveness of teachers' work on nurturing students --- Foster our committee members' professional development**

- 4.1 Different committee members took part in the following professional training course or seminars: SEN course, Guidance seminar and Discipline conference. (SAU)
- 4.2 Materials for lessons as a whole could be delivered to colleagues effectively. Some teaching materials need fine adjustment and more attention. (LEU)
- 4.3 Some of the lessons were extensively revised as external resources were introduced. (LEU)
- 4.4 Members were able to hold functions or events independently. (e.g. Student and House election, Casual Wear Day, Blood donation Day, Inter-house ball games

competition, Principal-Student Forum and organization of Graduation Dinner.) (CCAU)

4.5 Two new colleagues joined our group. They took up different duties in different training. When more colleagues are trained, they can enhance the effectiveness of teachers' work on nurturing students. (SLTU)

**5. Enhance the effectiveness of teachers' work on nurturing students --- Optimize class teachers' work**

5.1 Class teachers cooperated well and utilized their expertise as well, from the responses of student's survey, over 90% of students appreciated class teachers and the dual class teacher system. Class teacher appraisal system was discussed, further discussion will be made in order to establish indicators for class teachers' performance. (SAU)

5.2 Form liaisons took up one class teacher period with a view to creating communication channel between form liaisons and class teachers. They cooperated well and utilized their expertise as well. (SAU)

5.3 All class teachers were equipped with professional career workshop on one staff development day. E-counseling platform was first introduced to senior class teachers who could start individual counseling with students. 1 teacher attended the 20-hour Certificate course of Career and Life Planning and therefore they could keep the career life planning curriculum and strategies abreast. (CGU)

5.4 Refer to the form meeting, form 1 class teachers presented more positive feedback than before. Communication is increased in different training (esp. with S1 class teacher). (SLTU)

6. The Appraisal System in school is partially reviewed and revised. Appraisal procedures were reviewed by the Committee. However, since the workload of teachers at present is too heavy, any changes in appraisal system will induce unnecessary extra workload on teachers. Hence it is suggested that the appraisal system should be stayed put as the present form, with procedures refined for efficient operations.

7. SD Days are optimized in terms of mutual support and encouragement. Sharing sessions and team building in SD Days were welcomed and positively evaluated by colleagues, indicated by the high-rating of these activities on SD Days.

**Reflections/ Recommendations**

**1. Enhance students' civic leadership skills --- Career planning and pursuit of excellence**

1.1 Shining Hearts: A core group of four to five Suns will be organized to plan the activities, including the training program for the new mentors (Suns). (SAU)

1.2 Small Group Counselling: We should keep looking for more potential students to be the group leader although they may not be the target students. (SAU)

1.3 Continue to provide focused trainings for the prefect leaders to strengthen their skills in leadership, planning activities, conducting reflection and in charge of activities for prefects as well as the whole school. (SAU)

1.4 Monitors: Continue to build up their role as student leaders, strong support from both class teachers and form liaisons of S.A.U. will be offered. Duties are



- assigned to assist their class teachers in managing the discipline of their classes. (SAU)
- 1.5 It is difficult for the form one monitors to establish their discipline role. However, most of them tried to accomplish their duty. Both F.1 and F.2 will carry out supporting scheme next year in order to build up their role as student leaders. (SAU)
  - 1.6 Class association members will be required to apply what they have learned from the student leadership training programs in their daily work. (SAU)
  - 1.7 Strong emphasis is put on praising chief subject monitors who perform satisfactorily. Punishment will be imposed if they deviate from the guidance over record management with deliberation. (SAU)
  - 1.8 Adjust the content and teaching arrangements of the following two life education lessons: 'Establishment of School Life' and 'Review and Reflection of School Year'. (LEU)
  - 1.9 Each career life planning lessons should be further refined. (CGU)
  - 1.10 Written goal and evaluation will be written down in the worksheet of life-education. (CCAU)
  - 1.11 The feedback of using email in class to release the information for extramural activities is much better than showing the material on the first page of class. (CCAU)

**2. Enhance students' civic leadership skills --- Nurture the core value: loving and caring**

- 2.1 Junior form mentors of Shining Hearts should be provided more opportunities to help promote "Loving and Caring" activities. All the activities are proposed to continue in the next academic year. We should keep voluntary work as part of each counseling program. We should keep voluntary work as part of each counseling program. (SAU)
- 2.2 Continue to emphasize the idea of 'care' in training Prefect's programmes and performing their daily work. (SAU)
- 2.3 Aligned with the counselling services, loving care will remain the major concern of class associations next year. The focus will be on concerned groups / community. Activities concerning other three core values will also be arranged should the need arise. (SAU)
- 2.4 Optimize the curriculum, integrate the common topics of the F.1 syllabus so as to reduce the problems of over redundancy and out focusing. (LEU)
- 2.5 Strengthen the recognition of outstanding students, organizations and classes, through the weekly assemblies and morning assemblies. (LEU)
- 2.6 On the occasion of recognizing the community volunteer service leaders, recommend students to participate in related activities. (LEU)
- 2.7 Setting area for promotion of volunteer work in SU board. (CCAU)
- 2.8 More students' organizations will participate in community services. (CCAU)

**3. Enhance the effectiveness of teachers' work on nurturing students --- Enhance the effectiveness of our committee members at both administrative and managerial levels**

- 3.1 Strengthen the long-term strategy management of the objective planning through regular meetings of the deputy heads in the group. (LEU)

4. **Enhance the effectiveness of teachers' work on nurturing students --- Foster our committee members' professional development**
  - 4.1 Participate in the moral education outstanding teaching award organized by the Education Bureau to promote the work of curriculum optimization, and broaden the vision of co-workers. (LEU)
  - 4.2 Organize inter-school moral education exchange programmes. (LEU)
  - 4.3 With the support of CLAP in 2017-20, all career teachers could be further equipped with individual and group counseling skills so as to keep abreast of the local and overseas career paths and students' needs. (CGU)
  - 4.4 Members will try to be the person-in-charge of different programme. (CCAU)
  
5. **Enhance the effectiveness of teachers' work on nurturing students --- Optimize class teachers' work**
  - 5.1 Class teachers should be aware more of the particulars of a counseling service, its outcome, students' participation and response, and any follow-up needed in small group counselling. (SAU)
  - 5.2 Class teacher: Adjust the aim of the appraisal which is only one aspect of class teacher related work. Comments of the teachers on this issue will further be collected. (SAU)
  - 5.3 Class teacher periods will be further released from designated lessons in order to help new S1 students to adapt. (SAU)
  - 5.4 Emphasize the application principle of the class teacher period. Cancellation of accepted application should be avoided in order not to disturb the normal overall arrangement of class teacher period. (SAU)
  - 5.5 Integrate different topics in the curriculum to enhance coherence, and to facilitate class teachers to optimize the division of labor in the teaching arrangements. (LEU)
  - 5.6 CLAP / HKFYG could be invited to deliver practical individual counseling skills in staff development day. Life Career Planning could be first introduced to class teachers. (CGU)
  - 5.7 Collaboration with class teachers in JUPAS needs to be enhanced, especially in the application of OEA and SLP (Self Account). (CGU)
  
6. Most of our staff work with high quality, and they do not need close and tight monitoring. Hence the need to change the appraisal system is low, and effort should be put on how to optimize the system in order to lower the cost of operation. E-appraisal forms should be developed. In addition, the atmosphere of mutual support should be fostered for building still better working relationship and promoting morale of the staff. The team building activities should be held in the coming future.
  
7. Sharing and team building activities helped fostering friendly and supportive atmosphere among colleagues, and should be continued in the coming years.

## **Major Concern (II): Equip staff members (especially middle managers) with concepts and practices of Self-directed Learning (SDL)**

### **Achievements:**

- The theoretical framework on self-directed learning (SDL) is a bit refined. Hattie's article on learning effectiveness greatly clarifies concepts on SDL, but it is introduced lately and hence it is impossible to incorporate practices in school in the model. Also the model is much more complicated than expected, and the work should extend to next year.
- Seminars/ workshops are conducted by the professionals from QSHK on SD Day and are positively evaluated.
- External school visits (for exchanges) are conducted with middle management staff attended.
- Revisions on CCL concepts with reference to SDL are conducted satisfactorily on SD Day.
- Co-lesson preparations on CCL were carried out with positive evaluation in general. However, support to seed teachers in this year was limited to individual discussions. Inter-subject exchanges were not held because existing works were heavy for both seed teachers and the training staff. Nevertheless, as inter-subject exchanges may stimulate new ideas in subject teaching, it is still suggested to be done in the next year. However, the linkage between CCL and SDL is only sometimes discussed.

### **Reflections/ Recommendations**

- Equipment of staff members in this year is just a start. The start is considered satisfactory, and should be continued in next year. However, the model of SDL should continue to develop, because incorrect concepts will result in inefficient implementation of SDL. Efforts should be put in studying educational articles regarding SDL.
- Throughout these years co-lesson preparation is proved to be an effective way to train teachers in carrying out CCL in their own subjects. Training of subject teachers should continue to be subject-based, with sharing and exchanges done by the seed teachers. In the view of implementation of SDL, the training should link up CCL and SDL in the coming years for better transition.

### **Major Concern (III): Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s)**

#### **Achievements:**

- 1. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Set development frameworks for students of different stages**
    - 1.1 Through the co-operation of different units in the Committee, the student growth framework was initially established. (JCSA)
    - 1.2 The framework and programmes are amended this year, like the aim of S1 training camp is to build up their confidence (benefit to SDL). Also, S1 and S2 lay a good leader foundation in different training. Live programme can help to train up students to take up the leadership post in S3 and S4 (承擔). Invited some S6 students to share their experience of being a leader in the training. (SLTU)
  
  - 2. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Modify the work of different units to build a solid foundation for development**
    - 2.1 Shining Hearts: Senior mentors (Senior Suns) not only took care of junior form students (Seeds) but also organized the activities, including the training program for the new mentors (Suns) of Shining Hearts. Form 5 students are more mature and well organized. (SAU)
    - 2.2 17 mentors showed their initiative to continue their role in the coming academic year while 10 Form 1 mentees can take up the role of mentors in the coming academic year. (SAU)
    - 2.3 Small Group Counselling: The students who were chosen to help lead the group performed well and have potential to be outstanding leaders. (SAU)
    - 2.4 Prefect: Leadership skills were shown in the daily duties, gatherings, Activity Days and etc. by the prefect leaders. (SAU)
    - 2.5 E-election for SU and 4 houses was successfully tried. (CCAU)
    - 2.6 The framework of CCA development has been reviewed and refined to follow the direction of SDL. (CCAU)
  
  - 3. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Focus on the major concerns of JCSA while improving the cooperation among all units**
    - 3.1 Had a close tacit with the Careers Guidance Unit. The relationship helped the two teams to accomplish their jobs effectively. (LEU)
    - 3.2 Start discussing with other units about Live programme. Hope it helps students match the head post of CCAU and SAU. The cooperation is increased in joint student affair committee, e.g. the morning session of S1 camp (cooperate with CGU: S1 goal setting), S1 Strive for Excellence Award Scheme & Buddy Scheme (cooperate with SAU: improve daily living habits), Live programme including the voluntary work (cooperate with LEU). (SLTU)
  
  - 4. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Tap into the external resources for optimizing student development frameworks**
    - 4.1 Shining Hearts: The programs were well designed and suitable for students' need. (SAU)
    - 4.2 Net issue: The program "Online League" provided by Hong Kong Christian was
-

- well designed and suitable for students' need. (SAU)
- 4.3 It was a good way to discover some net addicts in the seminar of "Healthy Use of Internet". (SAU)
  - 4.4 Office for Film, Newspaper & Article Administration and Hong Kong Correctional Services Department were invited to deliver speech to students. The contents were suitable for the students' need and the responds were positive. (SAU)
  - 4.5 In the course of designing the new curriculum and lesson plans, some of the external teaching materials were introduced to perfect the school-based curriculum. (LEU)
  - 4.6 Professionals in different career aspects, government posts and flight attendant were invited to deliver career workshops to students. Students joined university visit in Hong Kong. Senior form students joined career workshop in Hong Kong Disneyland. One Guangdong Study Tour was organized to help Students explore more studying paths overseas. All S4 students have joined one career visit. (CGU)
  - 4.7 Career Life Planning Grants have been optimized in individual and Group counseling, Career Life Planning Curriculum, facilitating learning experiences about work, and organizing school-wide career guidance activities. (CGU)
  - 4.8 JUPAS seminars were held to help S.6 students and all applications were achieved before internal and external deadlines. 28 students had joined the Admission of Hong Kong Students to Mainland Higher Education Institutions. (CGU)
  - 4.9 All form four students joined class-based career visits in government sectors and private organizations. Job shadowing was also promoted to senior form students. (CGU)
  - 4.10 New seminar relating to making of comic, workshop relating to health problem concerning using e-products, seminar on appreciation of film will be included in post-exam activity. (CCAU)

### **Reflections:**

- 1. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Set development frameworks for students of different stages**
  - 1.1 Implement the idea of establishing a student growth framework. (JCSA)
- 2. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Modify the work of different units to build a solid foundation for development**
  - 2.1 Shining Hearts: Junior form mentors will be provided more opportunities to help organize activities. (SAU)
  - 2.2 Small Group Counselling: We should keep looking for more potential students to be the group leader although they may not be the target students. (SAU)
  - 2.3 Prefects: Continue to carry out the strategies because it is predicted that fewer senior-form students will join the leader team. (SAU)
  - 2.4 In order to build up prefects' sense of honor and positive image, prefect leaders will continue to lead the morning exercises. (SAU)
  - 2.5 Some opinions were received from students about the improvement of using

- e-election. Further improvement will be done for the coming year. (CCAU)
- 2.6 Further utilization of e-enrolment will be conducted for the coming year. (CCAU)
- 3. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Focus on the major concerns of JCISA while improving the cooperation among all units**
- 3.1 Optimize inter-group collaboration to enhance communication. (LEU)
- 3.2 Discuss with STLU about the development framework of leadership training. (CCAU)
- 4. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Tap into the external resources for optimizing student development frameworks**
- 4.1 Net Issue: We will keep the cooperation with Hong Kong Christian. For the seminar of "Healthy Use of Internet", the service provided by Tung Wah Hospital is suggested as the social worker can deliver detailed information to students. (SAU)
- 4.2 Shining Hearts: HKLSS Jockey Club Yung Shing Lutheran Integrated Service Centre will be still the organization of designing the programme. (SAU)
- 4.3 We will also keep the seminar of "Cyber Crime", which is prepared by Hong Kong Police Force. (SAU)
- 4.4 Hong Kong Correctional Services Department will also be invited to conduct speech next year. (SAU)
- 4.5 School-based research could be first conducted so as to suit our students' needs when introducing career workshops. (CGU)
- 4.6 Career Life Planning Grants in individual counseling could be further reduced so as to develop our career teachers. (CGU)
- 4.7 Students are encouraged to attend university open day with their peers and do the sharing. Joint project about career life planning could be carried out with other subjects. Students could interview alumni to know more about their career planning. (CGU)
- 4.8 Motivate students to participate external programme to widen the horizon. (CCAU)

**田家炳中學**  
**校管文件-財務報告 2016-17**

2016-17

承上結餘（政府資助及學校津貼）	收入（\$）	支出（\$）
2,992,279.05		
<b>I. 政府資助</b>		
1. 行政津貼 (Admin. Grant)	3,725,964.00	(3,790,148.67)
2. 擴大的營辦開支整筆津貼 (EOEBG)	1,853,243.62	(1,913,762.74)
3. 資訊科技綜合津貼 (CITG)	390,255.00	(443,807.00)
4. 學校發展津貼 (CEG)	588,202.00	(572,189.00)
5. 有關學生支援津貼 (NAC) (包括為新來港學童而設的校本支援計劃)	5,331.00	(3,240.00)
<b>小結：</b>	<b>6,562,995.62</b>	<b>(6,723,147.41)</b>
其他津貼 (School-based After-school Learning and Support Programmes)	172,800.00	(158,628.10)
<b>小結：</b>	<b>172,800.00</b>	<b>(158,628.10)</b>
<b>II. 學校津貼（一般津貼）</b>		
1. 堂費	842,466.06	(724,444.18)
2. 捐款	211,346.40	(108,322.20)
3. 具特定用途的收費 (包括空調電費)	370,205.25	(388,492.60)
<b>小結：</b>	<b>1,424,017.71</b>	<b>(1,221,258.98)</b>
<b>總結：</b>	<b>8,159,813.33</b>	<b>(8,103,034.49)</b>
<b>2016-17 年度總盈餘/(赤字)</b>	<b>56,778.84</b>	
<b>2016-17 年度終結，累積總盈餘</b>	<b>3,049,057.89</b>	

## 學生表現 Student Performance

### 全港性系統評估（中三）TSA (S.3)

科目 Subject	完成紙筆評估的學生人數 Students who were evaluated with written tests	已達基本水平的學生人數 Students who reached the basic level	學校已達基本水平的學生百分率 Percentage of students who reached the basic level	全港已達基本水平的學生百分率 Overall percentage of students in HK who reached the basic level
中國語文 Chinese Language	140	133	95	77
英國語文 English Language	139	133	96	70
數學 Mathematics	139	137	99	80



## 2017香港中學文憑考試成績

### 1. 主修科取得 2 級或以上成績：

科目	本校百份比	全港百份比
英文科	100%	77%
中文科	100%	86.1%
數學科	99.2%	81.1%
通識科	99.2%	89.54%

### 2. 中、英文科取得 3 級或以上成績：

科目	本校百份比	全港百份比
英文科	89.2%	52.2%
中文科	82.3%	55.8%

### 3. 超過 50%或以上學生取得 4 級或以上成績的科目如下：

科目	本校百份比	全港百份比
<b>數學</b>	<b>63.1%</b>	<b>39.1%</b>
<b>通識</b>	<b>67.7%</b>	<b>36.5%</b>
<b>生物</b>	<b>57.5%</b>	<b>46.2%</b>
<b>VA</b>	<b>50.0%</b>	<b>26.6%</b>
<b>化學</b>	<b>61.1%</b>	<b>52.3%</b>
<b>中國歷史</b>	<b>73.9%</b>	<b>36.1%</b>
<b>經濟</b>	<b>57.5%</b>	<b>46.6%</b>
<b>M2</b>	<b>81.8%</b>	<b>61.5%</b>
<b>物理</b>	<b>69.4%</b>	<b>50.8%</b>

本校所有科目取後 4 級或以上的百份比均高於全港。

入讀本地大學率*	學位課程	<b>68.2%</b>
	學位課程+副學士+高級文憑	<b>73.6%</b>

## Public Exam Results 2016

### 1. Passing percentage (at Level 2) of major subjects:

Subject	TKPSS	Hong Kong average
English Language	100%	77%
Chinese Language	100%	86.1%
Mathematics	99.2%	81.1%
LS	99.2%	89.54%

### 2. Percentage at Level 3 or above of English and Chinese Language subjects:

Subject	TKPSS	Hong Kong average
English Language	89.2%	52.2%
Chinese Language	82.3%	55.8%

### 3. Subjects with over 60 percent of students at Level 4 or above include:

Subject	TKPSS	Hong Kong average
Mathematics	63.1%	39.1%
LS	67.7%	36.5%
Biology	57.5%	46.2%
VA	50.0%	26.6%
Chemistry	61.1%	52.3%
Chinese History	73.9%	36.1%
Economics	57.5%	46.6%
M2	81.8%	61.5%
Physics	69.4%	50.8%

The percentages are substantially higher than the Hong Kong average.

Percentage of students enrolled in universities*	Degree	<b>68.2%</b>
	Degree + Associate Degree + Higher Diploma	<b>73.6%</b>

**2016-2017年在校際活動中獲得的獎項**

**Awards obtained in inter-school competitions during 2016-2017**

見附錄《2016-2017 校際 / 公開比賽獲獎項目總錄》

Appendix – 2016-2017 Award List for Inter-School and Public Competitions

## 聯課活動的參與 Participation in Co-curricular Activities (CCA)

### 1. 聯課活動的數目：Types

聯課活動 CCA	數目 Types
學術 Academic	17
體育及運動類 PE	11
文娛康樂類 Performing Arts	8
制服及服務類 Services	9
興趣類 Hobby	5
靈育類 Spirituality	1
<b>總數 Total</b>	<b>51</b>

### 2. 中一至中三及中四至中七各學習階段，由學習領域科目組織的全校性或全級性學習活動的總數 School-wide or form-wide learning activities for S.1 to S.3 & S.4 to S.7 students by subjects in different learning areas:

	學習活動 Learning Activities	總數 Total
中一至中三 S.1 to S.3	<p>演閱時段、中一生活紀律訓練營、社際問答比賽、社際英文辯論比賽、試前溫習、學校文化日計劃活動、升中一暑假英語提升課程、Interclass Speech Arts Contest、陸運會、水運會、數學競賽培訓課程、學術周、書展、中華文化薪火相傳禮、中華狀元紅、初中說話技巧工作坊、初中科學比賽、中二英文科校外考察、初中英文科配音比賽、中二英文朗誦比賽、中一英文演講比賽、。</p> <p>Reading Enhancement Period, S.1 Discipline Training Camp, Inter-house Quiz, Inter-house English Debate Contest, Pre-exam Revision, School Culture Day Preparations, S.1 Summer English Bridging Course, Interclass Speech Arts Contest, Athletic Meet, Swimming Gala, Courses for Maths Competition, Academic Week, Books Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, Chinese Culture Prince, Junior Form Speech Arts Workshop, S.1-3 Science Competition, S.2 Excursion Day, S.1-3 Voice</p>	21

	Dubbing Competition, S.2 Choral Speaking Competition, S.1 Public Speaking Competition	
中四至中六 S.4 to S.6	<p>演閱時段、社際問答比賽、中五生物科野外考察營、中五地理考察、中四級國內文化交流、周年學術講座、社際英文辯論比賽、中文辯論比賽、試前溫習、中四級班際辯論比賽、陸運會、中四藝術新體驗計劃、中四及預科散文創作班、學術周、書展、中華文化薪火相傳禮、高中散文創作班、中五級辯論比賽、中四五視藝科深圳藝術一天遊</p> <p>Reading Enhancement Period, Inter-house Quiz, S.5 Biology Field Camp, S.5 Geography Field Trip, S.4 Mainland Cultural Exchange, Academic Talks, Inter-house English Debate Contest, Chinese Debate Contest, Pre-exam Revision, S.4 Interclass Debate Contest, Athletics Meet, S.4 Arts New Experience Scheme, S.4 Prose Writing Class, Academic Week, Book Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, S.5 Debate Contest, S.4-5 VA Study Tour to Shenzhen</p>	19

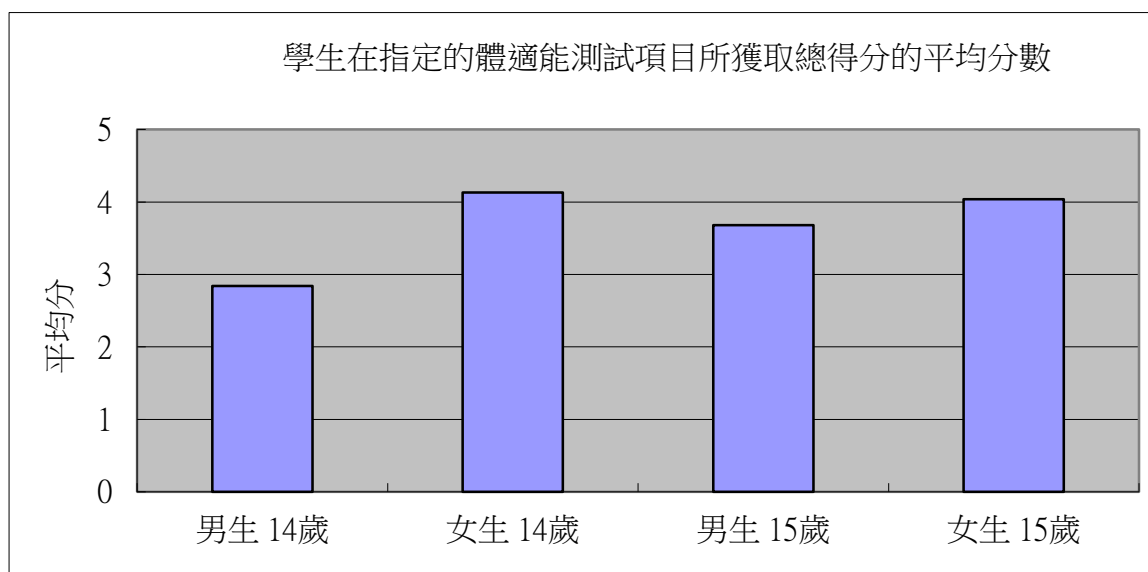
3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況  
**Students' Participation in external events in 2016/17.**

	中一至中三 S.1 to S.3	中四至中六 S.4 to S.6
香港學校音樂節 Hong Kong Schools Music Festival	約 80 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (14 人) Chinese – 14	
	英文 (91 人次) English – 91	
香港學校戲劇節 Hong Kong School Drama Festival	23 人 Students	
學校舞蹈節 Schools Dance Festival	6 人 Students	9 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	130 人 Students	140 人 Students

## 學生的體格發展 Physical Development

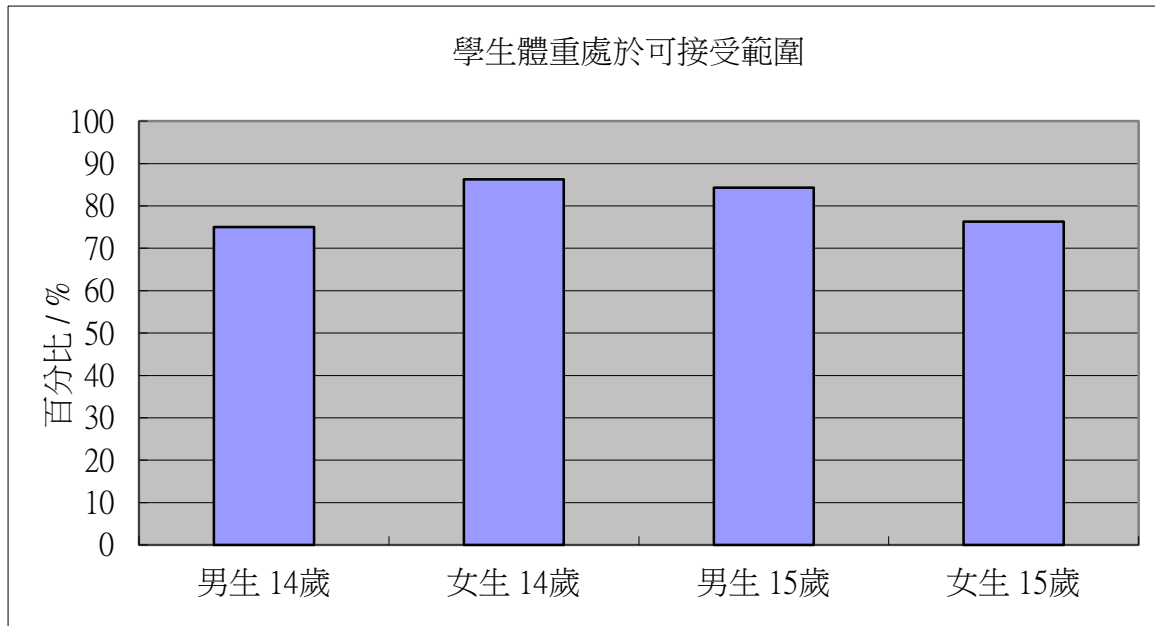
### 體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	2.84
女生 14 歲 Girls at 14	4.13
男生 15 歲 Boys at 15	3.68
女生 15 歲 Girls at 15	4.04



### 學生體重處於可接受範圍 Percentage of students whose weight is within the normal range

	百分比 / %
男生 14 歲 Boys at 14	75.00
女生 14 歲 Girls at 14	86.25
男生 15 歲 Boys at 15	84.31
女生 15 歲 Girls at 15	76.32



### 學校未來發展計劃的關注事項 Major Concerns in Future Development

1. Maintain the effectiveness of existing strengths with focuses on Teaching and Learning and Student Development
2. Equip staff members (especially middle managers) with concepts and practices of self-directed learning (SDL)
3. Reflection and planning on implementation of SDL in the school at different levels