



學校報告

SCHOOL REPORT

(2017/18)

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: 7,000m²

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

	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
成員 Members	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2017/2018 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 2017-2018*

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	54	56	46	59	55	45	315
女生人數 Girls	18	70	81	84	71	89	473
學生總數 Total	132	126	127	143	126	134	788

(01/09/2017 入學人數, Admitted on 01/09/2017)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	100
中二 S.2	98.4
中三 S.3	100
中四 S.4	98.6
中五 S.5	100
中六 S.6	100

全校學生的平均出席率達 99.5%

The average attendance rate is 99.5%

學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

2017-18 96.1%

離校學生出路 Pathways of S.6 graduates

中六同學分別有 60.5%升讀本地學位課程，21.6%升讀本地副學位課程，0.8%修讀其他課程，2.2%重讀，14.9%往外地升學，0%就業，0%為其他情況。

Degree – 60.5%;

High Diploma or Associate-degree – 21.6%;

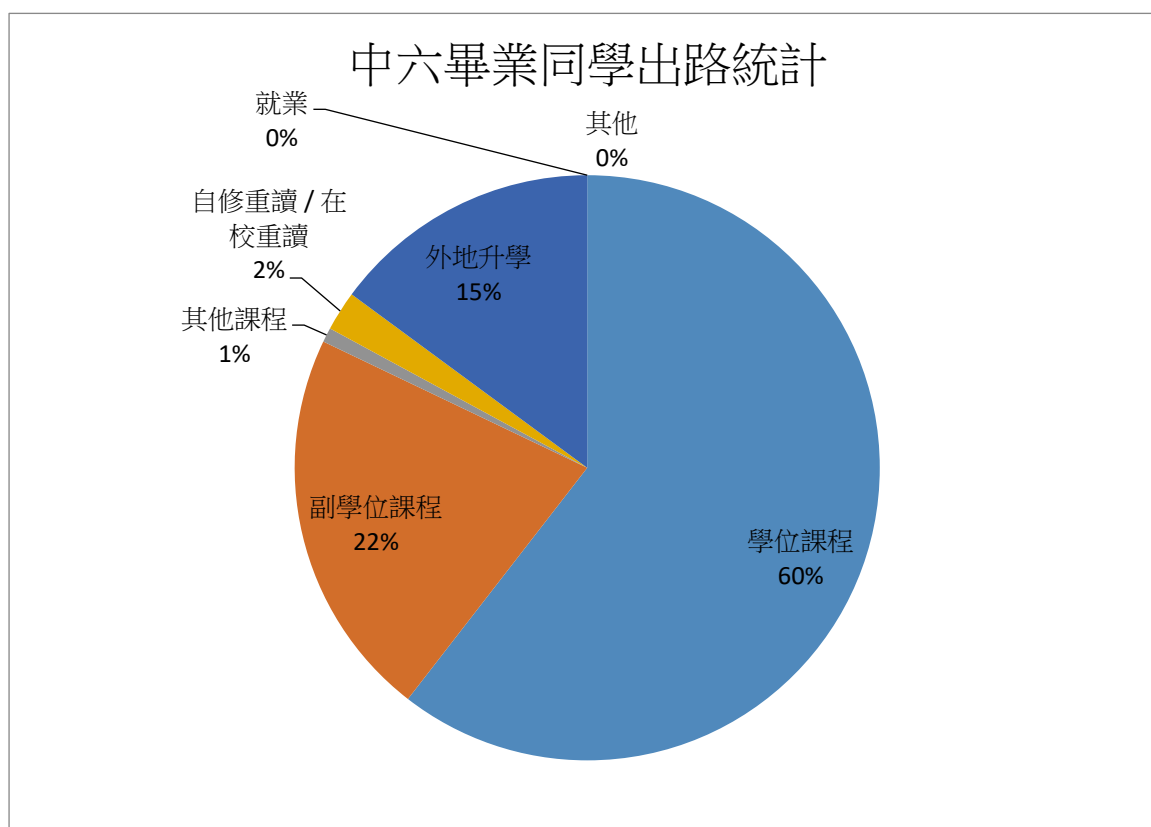
Other courses – 0.8%;

Repeating S.6 – 2.2%;

Study abroad – 14.9%;

Employment – 0%

Others – 0%.



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	1
中二 S.2	2
中三 S.3	4
中四 S.4	6
中五 S.5	4
中六 S.6	0

我們的教師 Teaching Staff

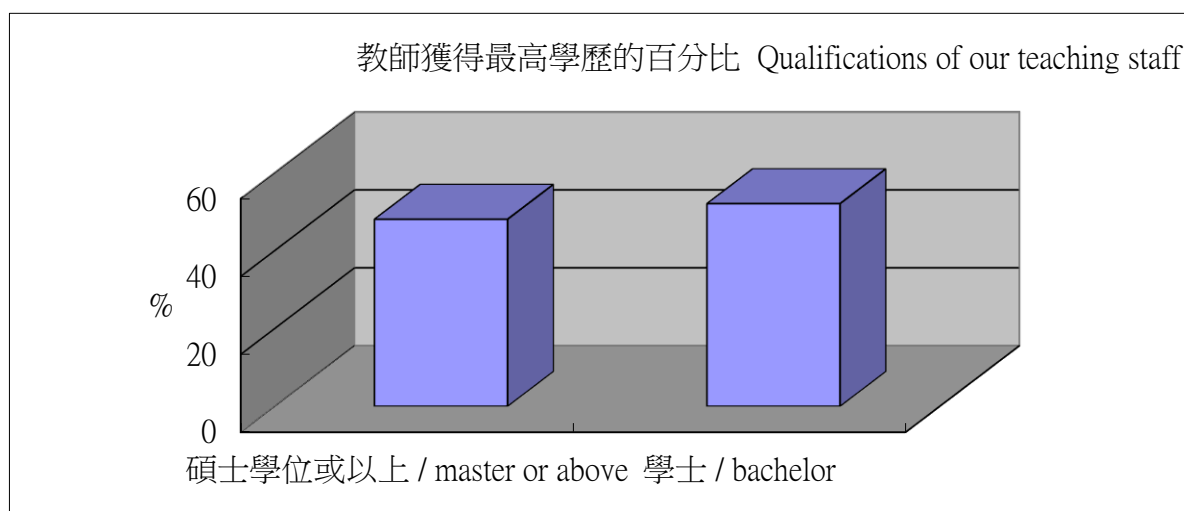
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2017-2018 年度本校教師數目（編制人數）為 56 人，所有教師均為學士學位持有人，其中 48%更持有碩士學位或以上資歷。

Qualifications of our teaching staff

There were 56 entitled members of staff in 2017-2018, all have a bachelor degree. 48% of them even have a master or above degree.

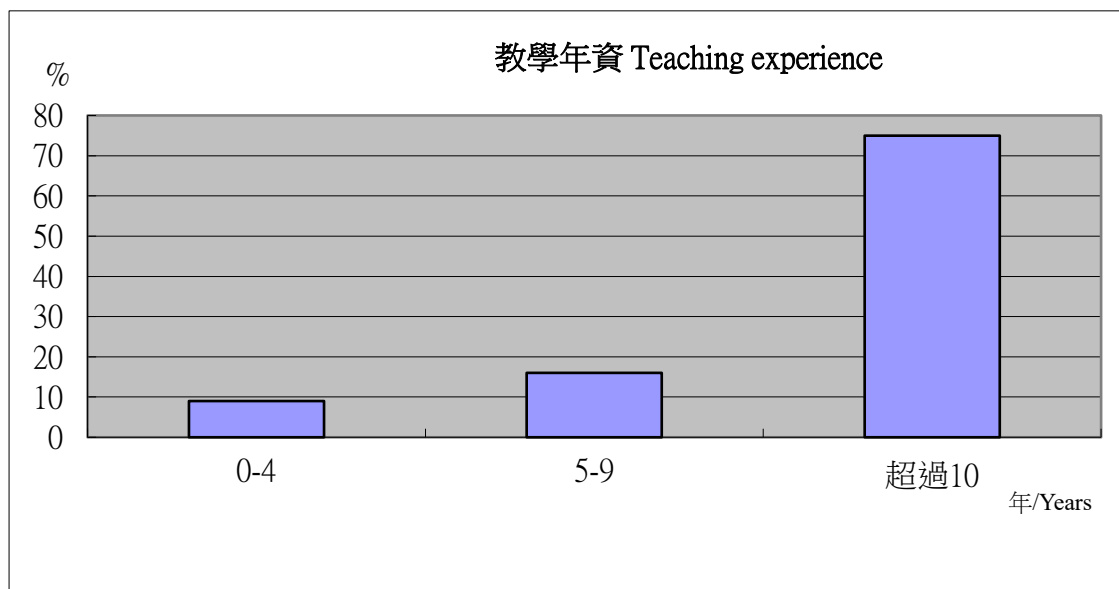


2. 已接受專業訓練教師的百分比為 98%.

9% 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 %	9	16	75



教師專業發展 (2017/18) Teachers' professional development

1. 在整學年內，教師參與持續專業發展的時數
總時數 = 3981.5 小時
平均每名教師參與持續專業發展的時數 = 65.2 小時
Total hours that teachers spent on professional development in 2017/18 = 3981.5 hrs
Total hours one teacher spent on professional development in 2017/18 = 65.2 hrs
2. 在整學年內，校長參與持續專業發展的時數
15 小時
Total hours the Principal spent on professional development in 2017/18 = 15 hours
3. 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 2017/18: \$500.00
4. 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
\$64,232.5/61 人 = \$1,052.9
Actual expenditure on continuous professional development of one teacher in 2017/18: \$64,232.5/61 人 = \$1,052.9

我們的學與教 Teaching and Learning

學校實際上課日數 School days

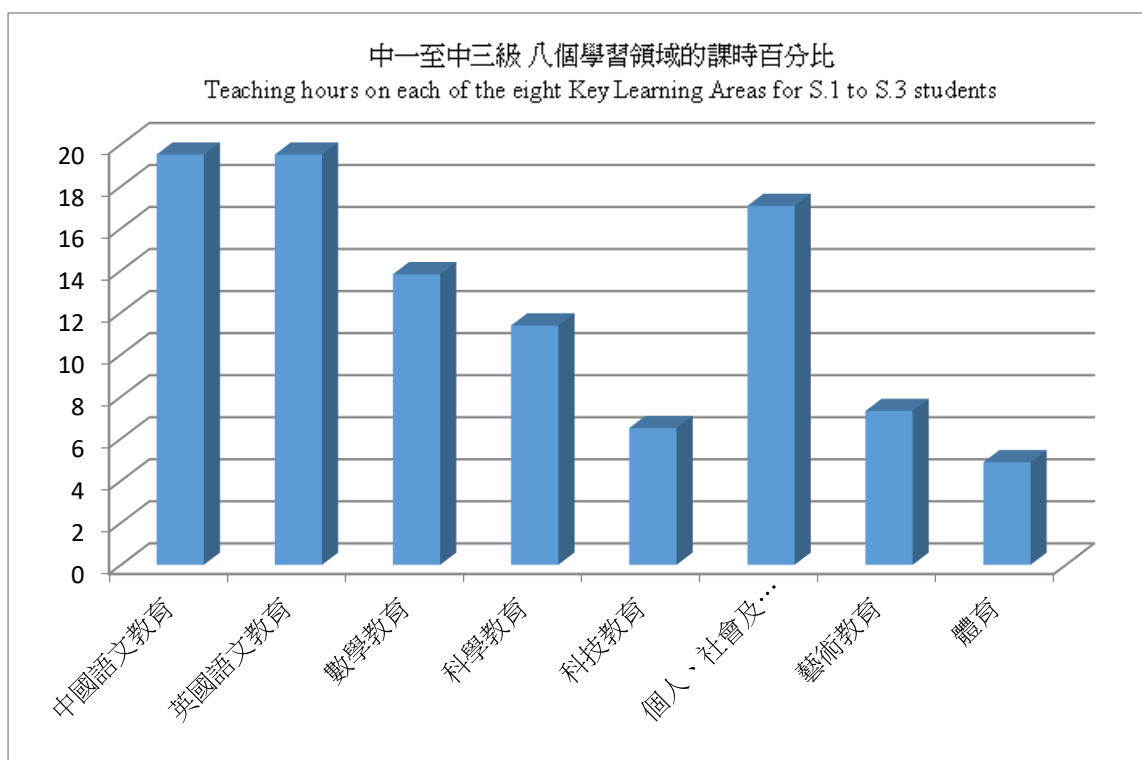
1. 中一至中三整學年，實際上課日數 191 日
School day for S.1 to S.3 students : 191 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 22 日
(包括生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)
Activity days (school-wide or form-wide) for S.1 to S.3 students: 22 days
(including the Discipline Camp, CL Base Group Training for S.2 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 Computer Literacy + Design of Technology	4+2+2	7

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



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

2017-2018 全年(05/09/2017-31/5/2018)						
	1A-3D		4A-6D		全校	
		16-17		16-17		16-17
每周一次或以上	0%	0%	0%	0%	0%	0%
每兩星期一次	2.2%	2.5%	0%	1%	1.2%	1.8%
每月一次	25.7%	11%	10.5%	7.0%	18.2%	9.04%
每月少於一次	78.4%	78.8%	74.1%	67.3%	76.3%	73.1%
從不	0%	7.2%	14.9%	24.6%	4.03%	15.9%

2017-2018 上學期(05/09/2017-20/12/2017)						
	1A-3D		4A-6D		全校	
每周一次或以上	0%		0%		0%	
每兩星期一次	7%		3%		5%	
每月一次	36%		14%		25%	
每月少於一次	56%		58%		57%	
從不	0%		23%		10%	
2017-2018 下學期(22/01/2018-31/5/2018)						
	1A-3D		4A-5D		全校	
每周一次或以上	0%		0%		0%	
每兩星期一次	2%		0%		1%	
每月一次	19%		9%		13%	
每月少於一次	64%		49%		55%	
從不	13%		40%		29%	
2017-2018 全年(05/09/2017-31/5/2018)						
	1A-3D		4A-6D		全校	
每周一次或以上	0%		0%		0%	
每兩星期一次	2%		0%		1%	
每月一次	25%		10%		18%	
每月少於一次	78%		74%		76%	
從不	0%		14%		4%	

總借出次數：5191

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 the 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 95% 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. Overall attendance rate of all prefect trainings was nearly 100%. (SAU)
- 1.4 All form one and form two 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 Most courses suit the needs of students at all levels. Class teachers are also satisfied with the courses. When class teachers encounter questions or difficulties in certain topics, teachers from the Life Education Unit would offer help to strengthen their understanding. (LEU)
- 1.7 The Life Education Unit has cooperated with the Careers Guidance Unit to carry out a program – F.2 volunteer services scheme”. The program was held successfully. Most students were able to do self-reflection and recognize the significance of volunteer services. (LEU)
- 1.8 Working Reality organized by Coccon 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 Students set goal in CCA development at the beginning of the year but the goal was not specified in the life education lesson worksheet yet. (CCAU)
- 1.10 Increase in no. of participants (e.g. PE and Music related events), please refer to the “Green Field”. (CCAU)
- 1.11 25 students have completed the Buddies programme for Adventure-ship. (CCAU)
- 1.12 Volleyball team has participated in advanced training programme. (CCAU)
- 1.13 F.1 students have the goal setting activities in the camp and the follow up activities. (More than 90% of students show great engagement in the activities) (SLTU)
- 1.14 F.2 Students can know themselves more through the CCL training (since they received the mutual comments from peer and their self-review). And they set the goal

in September and have the review in the CCL training (more than 90% of students show great engagement and exhibit team spirit and collaboration in CCL training). (SLTU)

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

- 2.1 About 88% students of Shining Hearts attended the voluntary work. The students performed so well that they could show their enthusiasm. (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-based major concern(s) can be selected in the first Life Education lesson. (SAU)
- 2.5 Board design competition was held and core values were reflected in students' beautiful posters. (SAU)
- 2.6 Class-based activities were arranged in some classes, such as, school clean-up activity, volunteer services. (SAU)
- 2.7 Some class teachers attempted to promote class-based volunteer services by presenting the Disneyland scheme to students. The effect is satisfactory. (LEU)
- 2.8 With more resources given to the volunteer service promotion team this academic year, external volunteer services were enhanced qualitatively and quantitatively in our school. (LEU)
- 2.9 More than 50 percent of S2 students was nurtured the values of loving and caring by joining the voluntary services. Students learn how to serve the needy in our community. (CGU)
- 2.10 Most senior form students were eager to serve and responsible in their duties. (CCAU)
- 2.11 Increase in no. of students (Total: 237) obtaining active participation in CCA. (CCAU)
- 2.12 Other than PE teams, selected SU students has also participated volunteer service. UNICEFS Ambassadors has organized fund-raising activity for needy intramural. (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 At present, even with no increase in human resources, operation of the unit can still be well maintained. It shows that we have appropriate division of labour which posts are assigned according to the teachers' expertise. (LEU)
- 3.2 The Life Education Unit works in close liaison with the Careers Guidance Unit as well as the Student Affairs Unit. (LEU)
- 3.3 The CLP curriculum has been modified to further nurturing students. The counseling booklet has been modified to help teachers conduct individual counseling in S5 levels and S6 levels. It also helps committee members to review its counseling effectiveness by review students' counseling booklets. (CGU)
- 3.4 Every member has tried on different administrative duties, e.g. Different adviser-teacher has attended the regular meeting of SU. (CCAU)
- 3.5 Some activities procedures are simplified (for example, the buddy scheme). And

according to the opinions of class teachers, it is easier for them to follow. Specialized the working duty of every group member (learn this arrangement from other units). (SLTU)

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 professional training course or seminars: SEN course, Guidance seminar and Discipline conference. (SAU)
- 4.2 External resources such as professional support were well optimized this academic year. (LEU)
- 4.3 1 teacher attended the 100-hour Certificate course of Career and Life Planning and therefore they could keep the career life planning curriculum and strategies abreast. (CGU)
- 4.4 Every member had a chance to lead an activity in different trainings. It provided more opportunities for them to develop their leadership skill. (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. (SAU)
 - 5.2 Class teachers were able to master the framework of the curriculum and understand the aims of the courses through regular meetings and emails with form coordinators. (LEU)
 - 5.3 Class teachers could learn from each others through the inter-school moral education exchange programme. (LEU)
 - 5.4 All class teachers were equipped with professional career workshop on one staff development day. JUPAS Counseling Strategies Workshop was first introduced to senior class teachers who could start individual counseling with students, whilst helping junior form teachers to equip with counseling games by the CLAP team. (CGU)
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:

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

- 1.1 A core group of four to five Suns will be organised to plan the activities, including the training programme for the new mentors (Suns). The target students of the core group are Form 2 & Form 3 students. Some of them would be weak at studying but are responsible and capable for organising activities. (SAU)

- 1.2 Some of the members of “Online League” (Form 1) will be chosen to form a group and they will be asked to organize a school club which lets students play board games. (SAU)
- 1.3 Prefect leaders continue to in charge of activities for prefects as well as the whole school. (SAU)
- 1.4 Continue to provide focused trainings for the seed prefects to develop their skills in organizing activities as well as their mentality as a prefect leader. (SAU)
- 1.5 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. (SAU)
- 1.6 Monitors: Duties are assigned to assist their class teachers in managing the discipline of their class. (SAU)
- 1.7 Experience sharing lunchtime meetings are arranged to monitors at the same form with form liaisons of S.A.U. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly. (SAU)
- 1.8 Class association members will be required to apply what they have learned from the student leadership training programs in their daily work. (SAU)
- 1.9 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)
- 1.10 Working Reality organized by Coccon was well received and therefore we could invite more students to join job shadowing in phase 2. Students could therefore understand the authentic working environment in start-up companies. Meanwhile, we could conduct a survey to know the maturity of career and life planning in S5 students before the launch of individual counseling program. (CGU)
- 1.11 Concerning about the addition of goal setting item in the worksheet of Life Education lesson, it was already evaluated with LEU, the new worksheet will be prepared for 1819 (CCAU)
- 1.12 To investigate the feasibility of ‘One student-One competition’ (CCAU)
- 1.13 The training goal of F.2 CCL training is changed. Therefore, the item will be discussed in the coming year. (SLTU)

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

- 2.1 Shining Hearts: More training about communication skills is necessary. Several mentors of Shining Hearts will be chosen to promote the theme. (SAU)
- 2.2 Small Group Counseling: We should keep voluntary work as part of each counseling programme. (SAU)
- 2.3 Continue to emphasis the idea of ‘care’ in training Prefect’s programmes and performing their daily work. (SAU)
- 2.4 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)
- 2.5 Enhance the communication and collaboration between LEU form coordinators and class teachers. (LEU)
- 2.6 Whilst introducing the S2 voluntary service program to students, the role of class teachers in the service program could be further enhanced. More positive encouragement could be offered for students who are engaged in the service program. (CGU)

- 2.7 Increase promotion of being leaders in F. 1 to F. 4 (CCAU)
- 2.8 To investigate the feasibility of billboard for volunteer service hours. (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 The career and life curriculum could be modified with professional advice by the CLAP project. Secondly, one committee member should be responsible for job shadowing recruitment and promotion, in a sense that students could have more chances to join the programs offered by the CLAP and other organizations. (CGU)
- 3.2 To pass on management work to unit members. (CCAU)
- 3.3 Not every member knows well of our unit development since we have two new members. (SLTU)
- 4. Enhance the effectiveness of teachers' work on nurturing students --- Foster our committee members' professional development**
- 4.1 All teachers are highly recommended to take the Basic Course on Catering for Diverse Learning Needs. (SAU)
- 4.2 To achieve the requirement of SEN training suggested by the EBD, we still need 1 teacher to take the advanced course and 1 teacher to attend the thematic course. (SAU)
- 4.3 It is highly recommended that new committee members could join the 20-hour Certificate Course of Career and Life Planning. (CGU)
- 4.4 Not every member knows well of our unit development since we have two new members (One joined us half a year before). (SLTU)
- 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. (SAU)
- 5.2 Class teacher periods will be released from designated lessons in order to help new S1 students to adapt. (SAU)
- 5.3 Encourage / invite more class teachers to participate in caring school activity. (SAU)
- 5.4 Enhance the support for new class teachers. (LEU)
- 5.5 The CLP related videos have been collected and categorized. It is suggested that we could help class teachers to deliver them in class teachers' period in the morning session. (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:

- 14 elements on effective SDL had been introduced to colleagues, and a more complicated model on SDL was developed according to Hattie's framework. However, colleagues still need time to grasp these concepts, not mentioning to incorporate in their teaching. More works have to be done in equipping our colleagues in helping students on SDL.
- Seminars/ workshops are conducted by the professionals from QSHK on SD Day and are positively evaluated.
- External school visits (for exchanges) with middle management attended were not conducted this year due to the busyness of teachers.
- 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. Geography Department has joined the co-lesson preparations, and the department members positively responded to the suggestions provided. Inter-subject exchanges between seed teachers were held once, and the result was positive. Linkage between CCL and SDL has been discussed in co-lesson preparations with increased frequency.

Reflections/ Recommendations

- Equipment of staff members in this year is a continuation of last year's work. The result is considered satisfactory, and should be continued in next year. The model of SDL should continue to develop and shared, because incorrect concepts will result in inefficient implementation of SDL. Efforts should be put in studying educational articles regarding SDL as well as staff development trainings.
- 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 established. (JCSA)
 - 1.2 At present, works are mostly planned according to the current framework. (LEU)
 - 1.3 Students are motivated to establish their life goals in the life education lessons. (LEU)
 - 1.4 The concept and content of the framework has been illustrated to co-workers through meetings. (LEU)
 - 1.5 The framework of CCA development has been reviewed and refined to follow the direction of SDL. (CCAUC)

 - 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 12 Form 1 mentees can take up the role of mentors in the coming academic year. (SAU)
 - 2.3 17 mentors showed their initiative to continue their role in the coming academic year. (SAU)
 - 2.4 Small Group Counselling: The students who were chosen to help lead the group performed well and have potential to be outstanding leaders. (SAU)
 - 2.5 Prefect: Leadership skills were shown in the daily duties, gatherings, Activity Days by the prefect leaders. (SAU)
 - 2.6 Through cooperation between teams (especially between LEU and CGU), the learning objectives of different units are better clarified. Hence, the working efficiency is increased. (LEU)
 - 2.7 E-election for SU is more efficient but some comments and feedback had been raised by students. (CCAUC)

 - 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 Through cooperation between teams (especially between LEU and CGU), the learning objectives of different units are better clarified. Hence, the working efficiency is increased. (LEU)
 - 3.2 The CGU has built a cohesive cooperation with the LEU in areas of career life lessons, morning assembly and voluntary service and Pre-S4 programs. The effectiveness of our work has been enhanced this year. (CGU)
 - 3.3 The goal setting in CCA development at the beginning of the year has not been specified in the life education lesson worksheet yet. (CCAUC)
-

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 The programme "Online League" provided by Hong Kong Christian was well designed and suitable for students' need. (SAU)
- 4.3 The seminars of "Healthy Use of Internet" and "Cyber Bullying" were organized by Centre for Restoration of Human Relationships. Positive comments on the seminars were received as the contents were suitable for students and the guest's presentation was able to arouse students' awareness. (SAU)
- 4.4 Social workers from Centre for Restoration of Human Relationships were invited to be the guests in Life Education lesson. There was one social worker in each class. All the activities aimed at arousing students' awareness on net addiction and the students need to finish a questionnaire in order to understand more about their habit. The class teachers appreciated their work and thought they delivered the message effectively. (SAU)
- 4.5 With related activities held in assemblies and support from NGOs and guest speakers, the framework was well optimized. (LEU)
- 4.6 Senior form counseling booklet is being modified to pave the way for students' self-directed learning. Secondly, E-platform has been introduced in S4 levels to help students explore their personal traits and interests of tertiary courses and careers. (CGU)
- 4.7 A few new activities in this year (visiting ICAC, Chinese puppet show, Chinese Cultural Talk, etc). (CCAU)
- 4.8 New OLE activity: First-Aid course, Buddies scheme for Adventure-ship. (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 Nil

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 We should keep looking for more potential students to be the group leader although they may not be the target student. (SAU)
- 2.3 Continue to reinforce the leadership role of prefect leaders by in charging of activities for prefects and administrative documents of whole-school activities 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)

- 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 Based on success of this year, more collaboration programmes among different units should be carried out. (LEU)
 - 3.2 We may start cooperating with other units to help students raise their awareness of SLP in different stages. (CGU)
 - 3.3 CCAU will co-operated with LEU, the new worksheet will be prepared for 1819. (CCAU)
 - 3.4 For monitoring the amount of CCAs students has participated, it is suggested to add the related item in form meeting to increase the communication. (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 The Life Education lesson about Net Addiction for Form 1 will be prepared for identifying the target students. However, it was not really effective to achieve this purpose as the lesson was scheduled in the second term and the questionnaire was unable to reflect the students' problem. It is suggested that Centre for Restoration of Human Relationships will be invited to hold the lessons in the first term. (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 For the seminar of "Healthy Use of Internet", and "Cyber Bullying, we would like to keep cooperating with Centre for Restoration of Human Relationships. (SAU)
 - 4.4 We will also keep the seminar of "Cyber Crime", which is prepared by Hong Kong Police Force. (SAU)
 - 4.5 We could continue to work cohesively with the CLAP coordinator to tap external resources for the modification of CLP curriculum, e-platform and job shadowing opportunities. (CGU)
 - 4.6 To investigate the feasibility of 'One student-One competition'. (CCAU)

財務報告 Financial Report

【資料尚在結算整理中】 in process...

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	123	114	93	77
英國語文 English Language	123	117	95	70
數學 Mathematics	123	119	97	80

2018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	99.3%	79.2%
中文科	100%	86.1%
數學科	100%	82.5%
通識科	98.5%	88.9%

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	93.3%	53.8%
中文科	83.6%	57.1%

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
生物	57.1%	44.3%
企業、會計及財務概念	52.9%	43.4%
化學	63.9%	51.2%
中國歷史	71.7%	35.8%
中國語文	54.5%	30.5%
經濟	58.7%	46.5%
通識教育	69.4%	34.9%
數學 (必修部份)	65.7%	38.8%
數學延伸 (代數與微積分)	78.9%	59.7%
音樂	66.7%	51.4%
體育	100%	9.5%
物理	75.0%	49.1%

本校所有科目取後 4 級或以上的百份比均高於全港。

2018 年中六同學升學情況

- 79.1%學生考獲符合本港大學入學要求之成績（即核心科目取得「3322」或更佳成績，及一個選修科目取得 2 級或以上成績），全港則為 35.7%。

- 76.9%學生成功獲取大學聯合招生課程學額，其中 73.1%同學獲取學士學位課程學額。

Public Exam Results 2018

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

Subject	TKPSS	Hong Kong average
English Language	99.3%	79.2%
Chinese Language	100%	86.1%
Mathematics	100%	82.5%
LS	98.5%	88.9%

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

Subject	TKPSS	Hong Kong average
English Language	93.3%	53.8%
Chinese Language	83.6%	57.1%

3. Subjects with over 50 percent of students at Level 4 or above include:

科目	本校百份比	全港百份比
Biology	57.1%	44.3%
BAFS	52.9%	43.4%
Chemistry	63.9%	51.2%
Chinese History	71.7%	35.8%
Chinese Language	54.5%	30.5%
Economics	58.7%	46.5%
Liberal Studies	69.4%	34.9%
Mathematics (Core)	65.7%	38.8%
Mathematics (Extended Part-M2)	78.9%	59.7%
Music	66.7%	51.4%
P.E.	100%	9.5%
Physics	75.0%	49.1%

The percentages are substantially higher than the Hong Kong average.

2018 S6 Student Further Studies

- 79.1% of our graduates met the admission requirements for local universities (Core Subjects+1 best Elective Subject at ‘3322+2’ or higher attainment), which was higher than that of Hong Kong schools (35.7%).
- 76.9% of our graduates received JUPAS offers. Among them, 73.1% successfully received university-degree courses’ offers.

2017-2018年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2017-2018

見附錄《2017-2018 校際 / 公開比賽獲獎項目總錄》

Appendix – 2017-2018 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
總數 Total	51

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</p>	21

	Voice 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、中四及中五級台北文化藝術考察之旅</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 Taipei</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

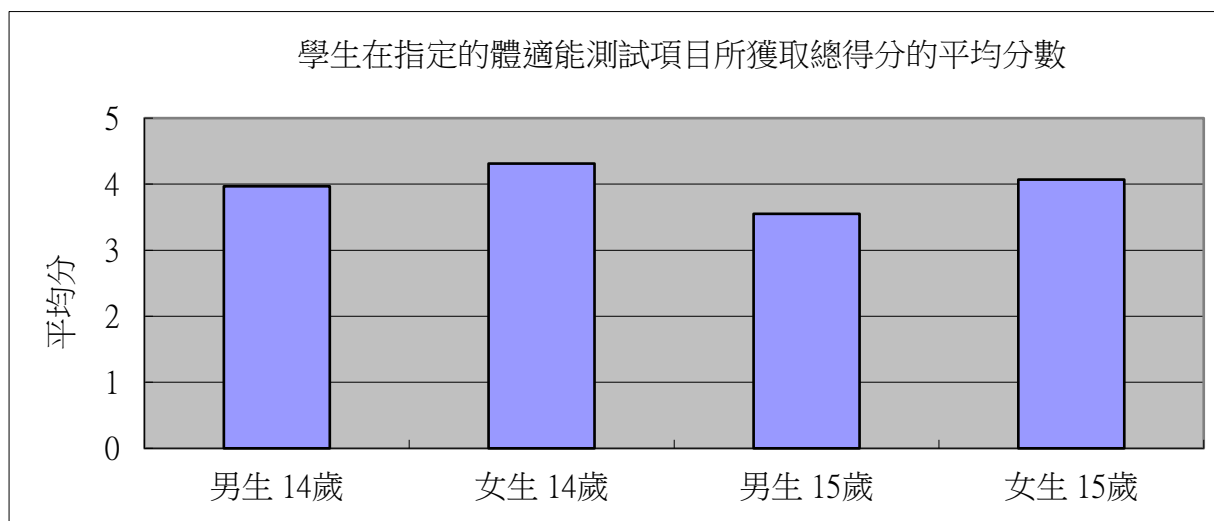
Students' Participation in external events in 2017/18.

	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 (15 人) Chinese – 15	
	英文 (144 人次) English – 144	
香港學校戲劇節 Hong Kong School Drama Festival	23 人 Students	
學校舞蹈節 Schools Dance Festival	7 人 Students	3 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	150 人 Students	120 人 Students

學生的體格發展 Physical Development

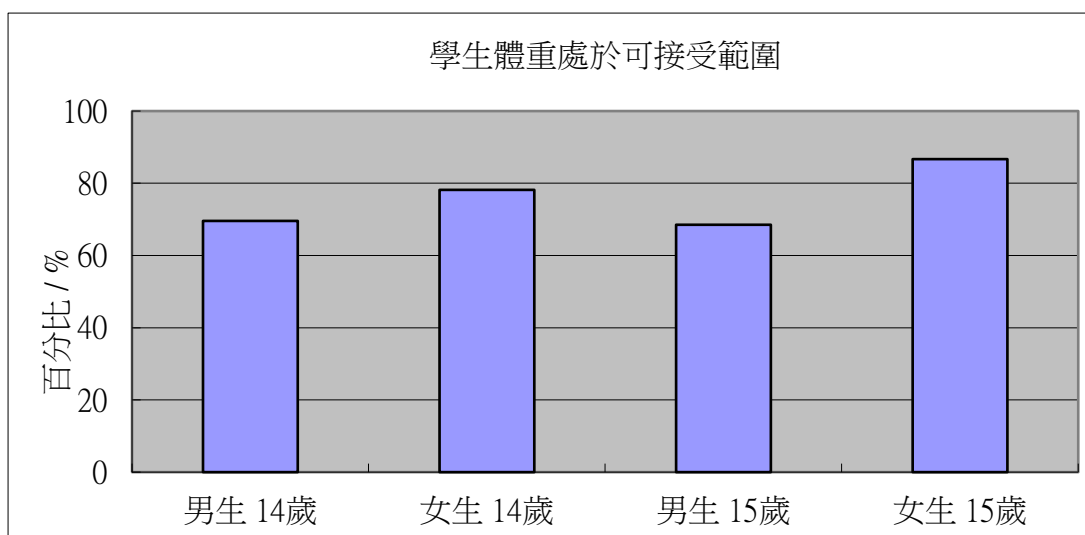
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.97
女生 14 歲 Girls at 14	4.31
男生 15 歲 Boys at 15	3.55
女生 15 歲 Girls at 15	4.07



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	69.57
女生 14 歲 Girls at 14	78.21
男生 15 歲 Boys at 15	68.52
女生 15 歲 Girls at 15	86.67



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

Major concern I:

To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities

1. To help students practice TKPSS core values: “love and care” and “perseverance”.
2. To optimize the functions of “Student Development Framework”.
3. To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life.

Major concern II :

Address students' different learning needs and create space for them to succeed in SDL*

1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the “Test Driven Learning” policies and its implementation.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.