



學校報告

SCHOOL REPORT

(2019/20)

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

- 2019/2020 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 2019-2020

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	5	5	4	4	4	4	26

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	82	68	65	48	41	52	356
女生人數 Girls	87	101	76	70	74	82	490
學生總數 Total	169	169	141	118	115	134	846

(02/09/2019 入學人數, Admitted on 02/09/2019)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	100
中二 S.2	99.4
中三 S.3	100
中四 S.4	99.4
中五 S.5	97.3
中六 S.6	96.2

全校學生的平均出席率達 98.8%

The average attendance rate is 98.8%

學生升學情況 Academic promotion

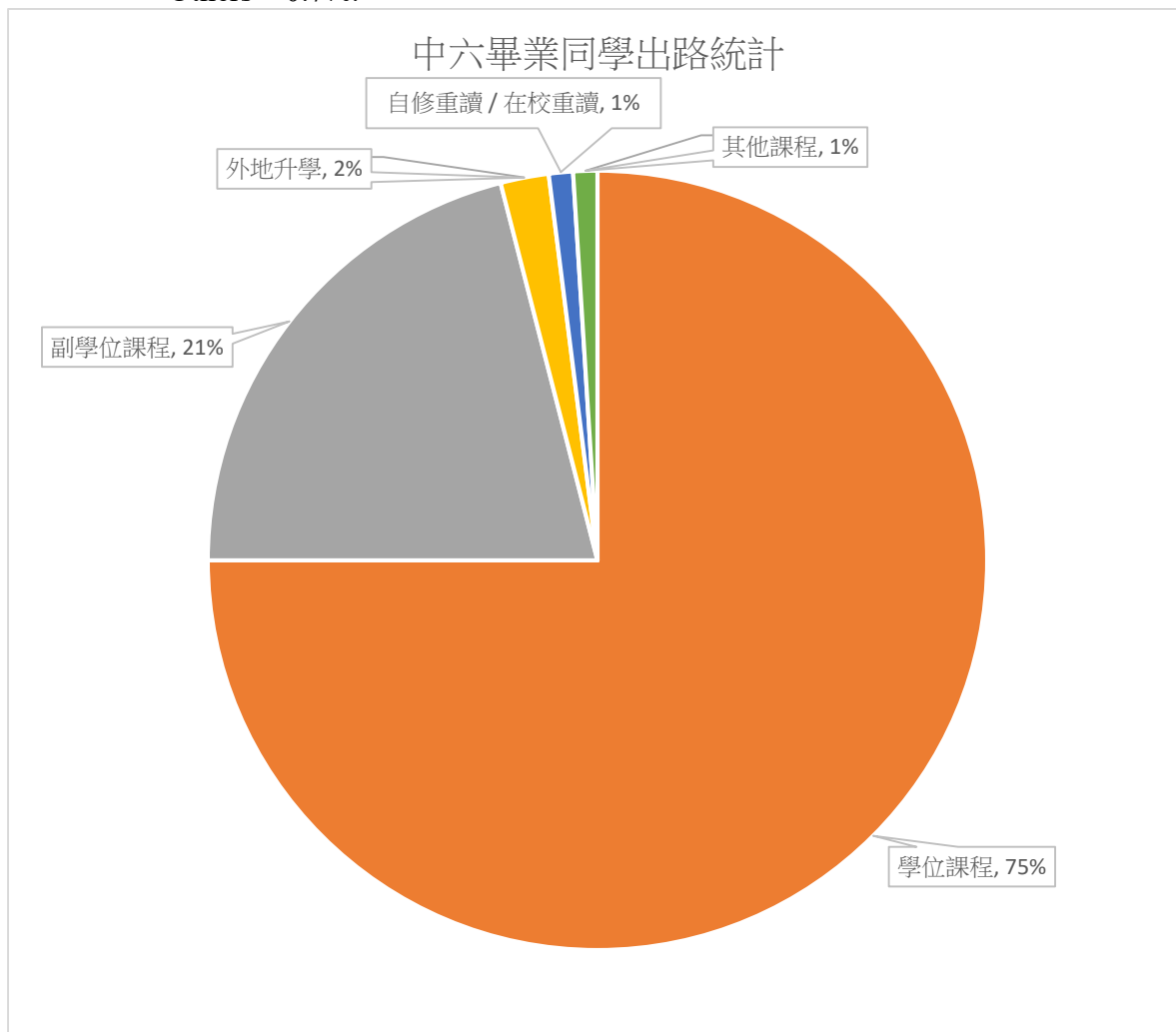
中三升中四： Proceeding from S.3 to S.4
2018-19 99.2%

離校學生出路 Pathways of S.6 graduates

中六同學分別有 74.6%升讀本地學位課程，20.9%升讀本地副學位課程，0.8%修讀其他課程，0.8%重讀，2.2%往外地升學，0%就業，0.7%為其他情況。

Degree – 74.6%;

High Diploma or Associate-degree – 20.9%;
 Other courses – 0.8%;
 Repeating S.6 – 0.8%;
 Study abroad – 2.2%;
 Employment – 0%
 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	0
中二 S.2	2
中三 S.3	2
中四 S.4	3
中五 S.5	0
中六 S.6	0

我們的教師 Teaching Staff

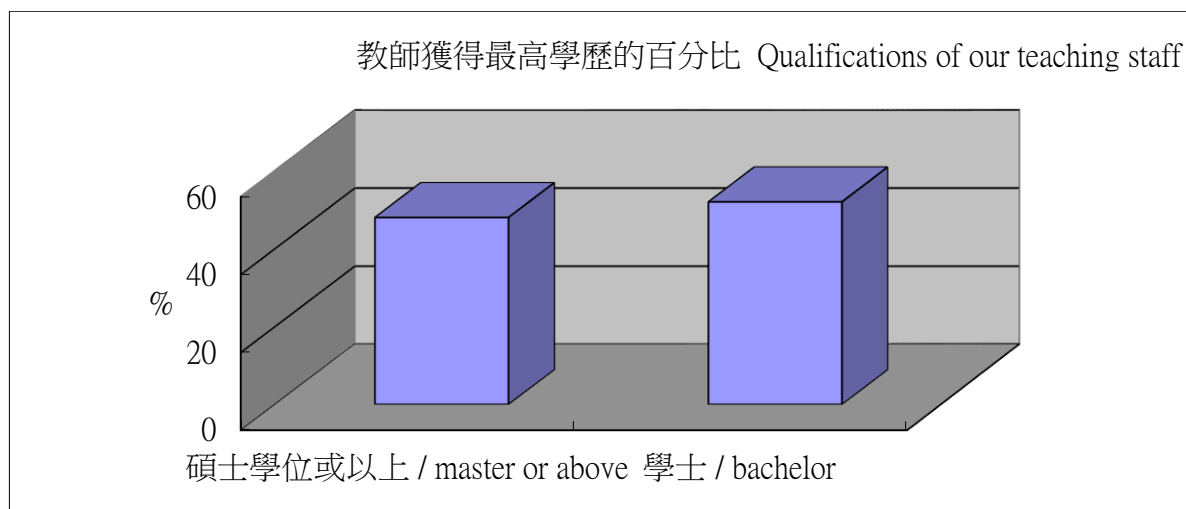
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2019-2020 年度本校教師數目（編制人數）為 54 人，所有教師均為學士學位持有人，其中 49%更持有碩士學位或以上資歷。

Qualifications of our teaching staff

There were 54 entitled members of staff in 2019-2020, all have a bachelor degree. 49% of them even have a master or above degree.

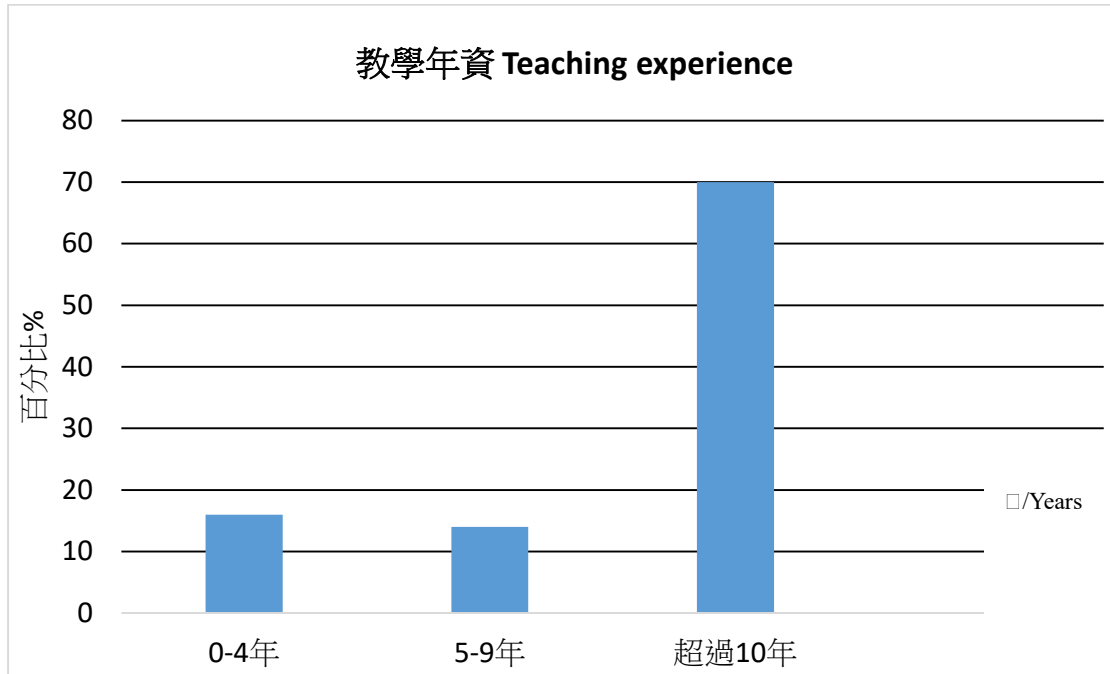


2 已接受專業訓練教師的百分比為 98%.

98% 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 %	16%	14%	70%



教師專業發展 (2019/20) 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 = 702.25 時

平均每名教師參與持續專業發展的時數 = 11.1 小時

Total hours that teachers spent on professional development in 2019/20 = 702.25 hrs

Total hours one teacher spent on professional development in 2019/20 = 11.1 hrs

2. 在整學年內，校長參與持續專業發展的時數
6 小時

Total hours the Principal spent on professional development in 2019/20 = 6 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 2019/20: \$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
\$47,473.4/63 人 = \$753.5
Actual expenditure on continuous professional development of one
teacher

in 2019/20: \$47,473.4/63 人 = \$753.5

我們的學與教 Teaching and Learning

學校實際上課日數 School days

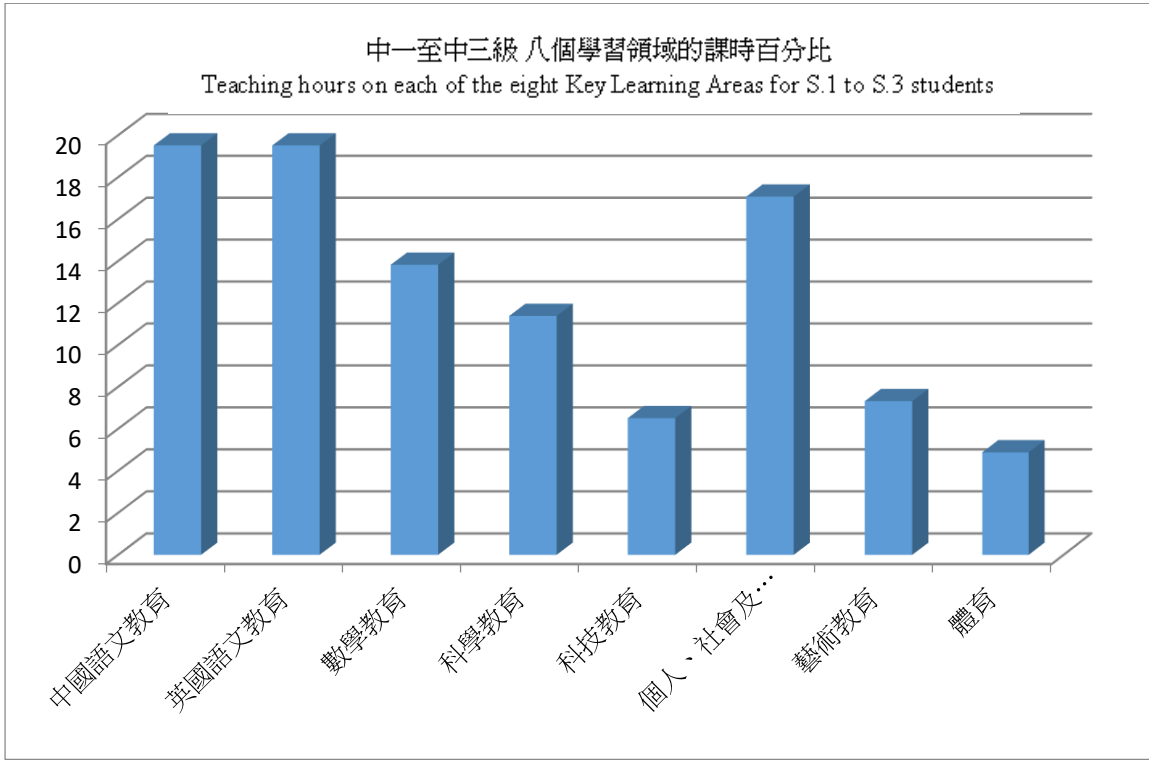
1. 中一至中三整學年，實際上課日數 190 日
School day for S.1 to S.3 students: 190 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 22 日
(包括生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)
Activity days (school-wide or form-wide) for S.1 to S.3 students: 22 days
(including the Discipline Camp, CL Base Group Training for S.2 Students, 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 Personal, Social and Humanities Education	生活教育+世史+中史+ 地理+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+4+4+4+4+2	17
藝術教育 Arts Education	視覺藝術+音樂 Visual Arts + Music	5+4	7
體育 Physical Education	體育 Physical	6	5

Physical Education		
Education		
	總數 : Total:	123 100



學生閱讀習慣 Students' Reading Habits

田家炳中學

學生借用閱讀資料頻次 2018-2019

2018-2019 全年(05/09/2018-31/5/2019)						
	1A-3D		4A-6D		全校	
	18-19	17-18	18-19	17-18	18-19	17-18
每周一次或以上	0%	0%	0%	0%	0%	0%
每兩星期一次	3%	2.2%	0%	0%	2%	1.2%
每月一次	28%	25.7%	7%	10.5%	19%	18.2%
每月少於一次	85%	78.4%	104%	74.1%	93%	76.3%
從不	0%	0%	0%	14.9%	0%	4.03%

2018-2019 上學期(05/09/2018-19/12/2018)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	7%	1%	4%
每月一次	37%	9%	25%
每月少於一次	69%	82%	74%
從不	0%	6%	0%

2018-2019 下學期(22/01/2019-31/5/2019)			
	1A-3D	4A-5D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	5%	0%	3%
每月一次	25%	10%	18%
每月少於一次	50%	50%	50%
從不	18%	39%	27%

2018-2019 全年(05/09/2018-31/5/2019)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	3%	0%	2%
每月一次	28%	6%	19%
每月少於一次	85%	97%	93%
從不	0%	0%	0%

總借出次數：5771

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: 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

Achievements:

1. To help students practice TKPSS core values: “love and care” and “perseverance”
--- To take care of oneself and love others
 - 1.1 Class Teacher: Class-based major concern(s) can be selected in the first Life Education lesson. (SAU)
 - 1.2 Class Teacher: Display board competition was held and core values were reflected in students' beautiful posters. (SAU)
 - 1.3 Class Teacher: From student's survey, 'Part 5', most of the students showed appreciation towards class teacher's effort of helping them to establish a positive living and learning attitude in daily and school life. (SAU)
 - 1.4 Class Teacher: According to the same survey, most of the students highly appreciated the Dual-class Teacher system and the class management of class teachers. (SAU)
 - 1.5 Shining Hearts: Only one promotion was done because of the school suspension in November and from February to May. (SAU)
 - 1.6 Shining Hearts: The rest of the activities, including Love is all around, have been cancelled. (SAU)
 - 1.7 Shining Hearts: All the outdoor activities have been cancelled since November because of the unstable situation in our society and the school suspension, including the core group activity, which is a trip to Sha Lo Wan. (SAU)
 - 1.8 Form 1 House Warming started in November. However, owing to the school suspension in the second term, all the activities were cancelled. (SAU)

- 1.9 Setting up the Career Guidance Notice Corner helps deliver career-related information and activities more effectively. Students found the information posted useful and are motivated to join some programmes suggested. Secondly, “Life Buddies” mentorship programme was introduced this year. About 30 students participated in the programme provided by the Build King Construction Company. Students learned more career-related information and work values from visiting workplace and their mentoring programme. (CGU)
- 1.10 Over 80% of students can set goal in CCA development through life-education lesson. (CCAU)
- 1.11 Could maintain the atmosphere of teachers in participating T-S activities. (CCAU)
- 1.12 Many classes have invited more than one teacher to take part in the inter-class relay in the Athletics Meets. (CCAU)
- 1.13 Nearly all classes participated in 1994m Run in the Athletics Meets. The atmosphere of class association was very family like. (CCAU)
- 1.14 More class teachers have attended the inter-class competitions (e.g. English activities) to support the students. (CCAU)
- 1.15 Class teachers get-involved whole-heartedly with the students in class activities during Christmas Party. (CCAU)
- 1.16 Due to covid-19 pandemic, no activities could be taken place in the second term. (CCAU)
- 1.17 CCAs were successfully invited to involve in student activities day or school promotion day. (CCAU)
- 1.18 Badminton Team, Table-tennis Team and Trampoline Team have participated and were very popular among the visitors. (CCAU)
- 1.19 In last summer, there are more than three programmes which are related to care about the needs of the groups, community and society in LIVE training.

However, the S.2 volunteer activity in 2nd term is cancelled because of the epidemic. (Partly achieved) (SLTU)

2. To help students practice TKPSS core values: “love and care” and “perseverance”
--- To cultivate perseverance to meet challenges in life

2.1 Different programmes organized by Coccon help enhance all F.3 and F.4 students’ employability. More than 50% of students are able to understand the concept of running a business and acquire right working attitude. Some students further attended interview workshops and participated in online internship programme this year. (CGU)

2.2 The Grit Programme was tried in selected pilot CCAs. (CCAU)

2.3 Due to social movement and covid-19 pandemic, some pilot CCAs could not be fully implemented. But it was quite successful in Concert Band that many students were encouraged to practice during lunch time or after school voluntarily. (CCAU)

2.4 We added the marathon scheme in our excellence award scheme (as an elective task). However, the timing of starting the marathon scheme is not match. Need to discuss and review with the PE department. There are over 50% of students can achieve “good” in mid-term evaluation in strive for excellence award scheme. (Partly achieved) (SLTU)

3. To optimize the functions of “Student Development Framework”

3.1 From class teacher’s report, most of the students in F.1 can follow the instructions to write the recommended completion time of each HW in student handbook with international time mode. (SAU)

3.2 Work (related to build up habits) postponed in 2nd term due to the school suspension. (SAU)

- 3.3 Focused trainings provided for the prefect leaders enhanced their leadership skills and abilities to organize activities; focused trainings provided for the aspiring prefects equipped them with skills and attitudes needed for performing their duty. (SAU)
- 3.4 Overall attendance rate of all prefect trainings was nearly 100%. (SAU)
- 3.5 Due to the coronavirus pandemic, no trainings were held for seed prefects. (SAU)
- 3.6 All F.5 students received individual career counseling co-organized by the HKFYG and TKPSS (career teachers and class teachers). 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. (CGU)
- 3.7 Group or Individual Career Counseling was introduced to S6 students and they find it useful and helped them make informed choices in the JUPAS system. (CGU)
- 3.8 To help students construct life blueprint, S1-S6 career life planning has been implemented and refined to fit students' needs. S3 curriculum would be further refined. (CGU)
- 3.9 Over 80% of students can set goal in CCA development through life-education lesson. Only 153 out of 847 (total number of students of our school) do not have any CCAs in the school year. (CCAU)
- 3.10 The introduction of CCAU to new F.1 students was completed in August, 2019. (CCAU)
- 3.11 The introduction of O.L.E. to F.3 students to prepare for the senior secondary stage was completed by using Edpuzzle on an online platform due to covid-19 pandemic. (CCAU)
- 3.12 We cooperated with LEU to create a series of new base group training. The feedback of the class teachers is positive. (Achieved) (SLTU)

4. 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
 - 4.1 Most students agree that their class teachers assigned posts / tasks matching their abilities. (SAU)
 - 4.2 Class associations have run smoothly and most association members obtained desirable grades. (SAU)
 - 4.3 Shining Hearts: Because of the unstable situation in our society and the school suspension, most of the activities were cancelled. Some members lost connection. (SAU)
 - 4.4 Leadership skills of the prefect leaders were enhanced through in charging of the administrative work of whole-school activities. (SAU)
 - 4.5 Monitors of junior forms tried their best to establish their discipline role and accomplish their duty. Under the discipline rating scheme and the help of the class teacher, the performance of most monitors was improved. Some have successfully built up their role as a student leader. (SAU)
 - 4.6 A parent talk of multi-pathways was organized and more than 50 parents joined the talk. During the summer holiday, about 10 F.3 and F.4 students will join the Innovation camp organized by CoCoon Foundation to learn different entrepreneurial skills, propose their start-up plans, discuss with mentors from different companies and visit different companies. (CGU)
 - 4.7 The fine tune of 1P1M policy, the time requirement of each CCAs was shown in the school notice for reference. However, due the frequent cancellation of CCA meetings, the usefulness of this information could not be evaluated. (CCAU)

Reflections:

1. To help students practice TKPSS core values: “love and care” and “perseverance”
--- To take care of oneself and love others
 - 1.1 Class Teacher: Activities concerning other three core values will also be arranged. (SAU)
 - 1.2 Class Teacher: The existing arrangement will remain in the coming year. (SAU)
 - 1.3 Shining Hearts: All the activities will be continued in the coming academic year. (SAU)
 - 1.4 The rest of the counselling groups will recruit new participants and the activities planned this year will be run in the coming academic year. (SAU)
 - 1.5 The S2 Volunteer programme (cancelled this year due to class suspension) would be rerun next year and encourage student leaders from different classes to organize similar programme for their classmates. Mentorship programme by the senior form students on F.3 subject selection could be introduced in the future to promote ‘love and care’ between senior form and junior form students. (CGU)
 - 1.6 Google form will be sent to students to collect the evaluation of their balancing of school life at the end of the school year. (CCAU)
 - 1.7 Hope that the scheduled activities could be commenced one by one in a balanced school day among students and teachers in the coming year. (CCAU)
 - 1.8 Hope that more groups could be invited to participate in voluntary work or assistance in school function. (CCAU)

2. To help students practice TKPSS core values: “love and care” and “perseverance”
--- To cultivate perseverance to meet challenges in life

- 2.1 More students should be encouraged to join the different workplace programmes offered by Cocoon and Build King Construction company to broaden their horizon and learn from real working environment. More internship opportunities should be explored. (CGU)
 - 2.2 More pilot groups could carry out the Grit programme in the coming year. (CCAU)
 - 2.3 To explore the possibility of continuing the Grit programme even during class suspension (e.g. using online platform). (CCAU)
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3. To optimize the functions of “Student Development Framework”
 - 3.1 Great diversity observed in planning their own timetables and self-reflection. Starting from UT, office staff was responsible to check F.1 student’s handbook. Reports were given every school day for class teachers as follow-up materials. (SAU)
 - 3.2 F.1: It is about to use present arrangement while fine-tuned adjustment will be made. (SAU)
 - 3.3 F.2: Select Pilot class to implement F.1 specific arrangement in order to continue the established habit of students. (SAU)
 - 3.4 Continue to provide focused trainings for the prefect leaders and seed prefects to strengthen their skills in leadership, organizing activities and conducting reflection. (SAU)
 - 3.5 Prefect leaders continue to in charge of activities for prefects as well as the whole school. (SAU)
 - 3.6 The F.5 and F.6 counselling programme should be refined. More useful information and tools should be introduced and provided to class teachers.

- Trainings on individual and group counselling should also be provided to class teachers. (CGU)
- 3.7 Google form will be sent to students to collect the evaluation of their balancing of school life at the end of the school year. (CCAU)
 - 3.8 To explore the possibility to encourage more groups to have online CCA during class suspension. (CCAU)
4. 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
- 4.1 Class association members will be required to apply what they have learned from the student leadership training programs in their daily work. (SAU)
 - 4.2 Shining Hearts: As the current situation is still unstable and unexpected, there is still a lot of uncertainty of planning and organizing the activities in our program. (SAU)
 - 4.3 Shining Hearts: It is necessary to reduce the number the mentors. (SAU)
 - 4.4 Shining Hearts: All the activities we have planned will be done in the coming academic year. (SAU)
 - 4.5 Continue to increase the exposure of prefect leaders in whole-school events to build up their confidence. (SAU)
 - 4.6 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)
 - 4.7 Monitors: Duties are assigned to assist their class teachers in managing the discipline of their class. (SAU)
 - 4.8 More university visits should be organized to help students gain up-to-date information and broaden their horizons. Pilot scheme of career guidance for SEN should be implemented. (CGU)

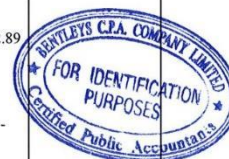
4.9 The fine-tuned policy will also be conducted in the following year and evaluated. (CCAU)

THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2020
(Ref. Nos. 79 - 89 in Annex 3B)

31/8/2019 \$		\$	31/8/2020 \$	Notes
6,846,892.14	ACCUMULATED FUND (as per Statement 16)		6,805,064.64	
15,634,654.59	NON-RECURRENT AND CAPITAL GRANTS FOR BUILDING	16,663,024.12		14
1,705,212.36	NON-RECURRENT AND CAPITAL GRANTS FOR FURNITURE AND EQUIPMENT	1,584,702.36		15
1,991,509.20	FURNITURE AND EQUIPMENT GRANTS UTILIZED	2,084,831.14		16
-	TRANSITION FURNITURE AND EQUIPMENT GRANT / COMPOSITE FURNITURE AND EQUIPMENT GRANT AND OTHER GRANTS UTILIZED	-		
19,331,376.15			20,332,557.62	
26,178,268.29	TOTAL		27,137,622.26	
	RESERVES AND FUNDS			
-	Gratuity Reserve Account (as per Statement 5)	-		
-	Set-up Fund Account (as per Statement 14)	-		
-	School's Furniture & Equipment Account (as per Statement 15)	-		
10,000.00	Scholarship Fund Account - Honorary Principal Chan Kin Hung	8,400.00		
148,000.00	Scholarship Fund Account - Loletta Kwong Yeung	143,000.00		
93,106.05	Student Union Fund Account	103,376.77		
39,563.14	Alumni Association Fund Account	43,166.37		
328,659.87	Student Smart Card System Fund Account	664,093.20		
433,806.40	Fund Raising for Enhancement of IT Infrastructure	471,096.40		
204,959.63	Tin Ka Ping Foundation Account	167,361.33		
1,258,095.09	TOTAL RESERVES AND FUNDS		1,600,494.07	
	SURPLUS RETAINED			
1,353,975.07	Grant Accounts in EOEBG (as per Statement 3.1)	2,483,079.65		
-	Salaries Grant (School Section) (as per Statement 4.1)	-		
-	Salaries Grant (Boarding Section) (as per Statement 4.2)	-		
2,936,362.05	Teacher Relief Grant (as per Statement 4.3A)	3,080,612.89		
-	Teacher Training Grant - Special Education Needs (SEN) (as per Statement 4.3B)	-		
986,201.75	Grant Accounts Outside EOEBG (as per Statement 4.4)	2,747,974.94		

Note: The net total surplus of all government grants should be represented by cash (at bank and in hand) and/or other current assets for Government Funds. To facilitate audit purpose, a fund reconciliation should be provided in the Notes to the Financial Statements (Statement 18).



(to be continued)

THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2020
(Ref. Nos. 79 - 89 in Annex 3B)

31/8/2019 \$		\$	31/8/2020 \$	Notes
	Others			
-	Mortgage Interest Subsidy Scheme Account (as per Statement 6)	-		
-	Other Charges: Income and Expenditure Account / Per Caput Grant Account (I) (as per Statement 7)	-		
-	Non-Recurrent and Capital Grants for Building and Furniture and Equipment Account (as per Statement 8)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (School Section)(as per Statement 9)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (Boarding Section)(as per Statement 10)	-		
3,052,495.23	Capital Reserve Fund (1) - Subscriptions: Income and Expenditure Account (as per Statement 11)	3,272,179.33		
-	Capital Reserve Fund (2) - Sale of Textbooks Account (as per Statement 12)	-		
-	Capital Reserve Fund (3) - Approved Collection for Specific Purposes Account (as per Statement 13)	52,470.52		
	(Please list out other grants / funds with surplus balance as at 31 August 2020, where necessary)			
8,329,034.10	TOTAL SURPLUS RETAINED		11,636,317.33	
	LONG TERM LIABILITIES			
-	Loan originally contracted (Please provide details)	-		
-	Less: Amount repaid to date (Please provide details)	-		
-	TOTAL LONG TERM LIABILITIES			
	CURRENT LIABILITIES			
-	Salaries Grant Received in Advance	-		
673,367.83	Grants Received in Advance	738,252.42		17
5,720.00	Alumni 25th Anniversary Dinner Party Fee Received in Advance	-		
60,000.00	Tuck Shop Rental Deposit Received	60,000.00		
1,529.32	Accounts Payable to EDB	126,659.37		18
98,569.51	Sundry Creditors	516,160.21		19
839,186.66	TOTAL CURRENT LIABILITIES		1,441,072.00	
36,604,584.14	TOTAL		41,815,505.66	

(to be continued)



THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2020
(Ref. Nos. 79 - 89 in Annex 3B)

31/8/2019 \$		\$	31/8/2020 \$	Notes
	FIXED ASSETS (AT COST)			
18,951,514.59	Buildings (including Major Repairs)	18,951,514.59		
	Additions during the year	1,048,769.53		
7,226,753.70	Furniture and Equipment (including T.V. sets, etc.)	7,226,753.70	20,000,284.12	20
	Less: Write Off of Damaged Furniture and Equipment duly approved by the Supervisor and endorsed by the IMC Committee of the School	(446,558.78)		
	Additions during the year	6,780,194.92		
		357,143.22		
			7,137,338.14	21
26,178,268.29	TOTAL FIXED ASSETS		27,137,622.26	
	INVESTMENT AT COST			
-	(Market Value and details should be stated by way of Note in Statement 18)	-		
-	TOTAL INVESTMENT			
	CURRENT ASSETS			
88,414.85	Stock of Books and Stationery	42,677.50		
1,053.00	Stock of School Uniform, etc.	2,504.00		
-	Stock of Tuckshop Items	-		
990.84	Accounts Receivable from EDB - Employer's MPF Grant Receivable from EDB for 2018/2019 Accounts	990.84		
-	Prepayments	18,130.00		22
-	Sundry Debtors	47,736.90		23
63,825.00	Utility Deposits	63,825.00		24
	Bank Fixed Deposits:			
763,822.74	Govt. Funds	764,917.28		25A
957,787.41	Capital Reserve Funds (1)	959,613.13		25B
	Cash at Bank:			
5,269,464.58	Govt. Funds	8,424,694.83		26A
3,270,957.43	Capital Reserve Funds (1)	4,316,784.92		26B
10,000.00	Cash in Hand	10,000.00		
10,426,315.85	TOTAL CURRENT ASSETS		14,651,874.40	
	DEFICIT ON SALARIES GRANT ACCOUNT			
-	- Teaching Staff	-		
-	- Supply Staff	26,009.00		
-	- Teaching Supporting Staff	-		
			26,009.00	
	DEFICIT ON CAPITAL RESERVE FUND (1) - SUBSCRIPTIONS : INCOME & EXPENDITURE ACCOUNT (as per Statement 11)			
36,604,584.14	TOTAL		41,815,505.66	



學生表現 **Student Performance**

全港性系統評估（中三）TSA (S.3)

因疫情影響，教育局暫停一年

2019 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%	78.6%
中文科	100%	86.2%
數學科	100%	80.8%
通識科	99.2%	90.7%

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	89.8%	52.4%
中文科	83.1%	56.3%

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	56.8%	46.8%
企業、會計及財務概念	64.7%	44.5%
化學	62.1%	53.0%
中國歷史	83.9%	39.0%
中國語文	58.5%	29.6%
經濟	77.5%	47.2%
地理	50.0%	38.1%
資訊及通訊科技	57.1%	30.1%
通識教育	61.9%	39.2%
數學 (必修部份)	73.7%	39.9%
數學延伸 (代數與微積分)	84.2%	59.6%
體育	100%	10.3%
物理	60.6%	49.8%
視藝	50.0%	26.0%

本校所有科目取後 4 級或以上的百份比均高於全港。

2019 年中六同學升學情況

- 78.6%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 35.0%。
- 82.9%學生成功獲取大學聯合招生課程學額，其中 73.5%同學獲取學士學位課程學額。

Public Exam Results 2019

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

Subject	TKPSS	Hong Kong average
English Language	100%	78.6%
Chinese Language	100%	86.2%
Mathematics	100%	80.8%
LS	99.2%	90.7%

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

Subject	TKPSS	Hong Kong average
English Language	89.8%	52.4%
Chinese Language	83.1%	56.3%

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	56.8%	46.8%
BAFS	64.7%	44.5%
Chemistry	62.1%	53.0%
Chinese History	83.9%	39.0%
Chinese Language	58.5%	29.6%
Economics	77.5%	47.2%
Geography	50.0%	38.1%
ICT	57.1%	30.1%
Liberal Studies	61.9%	39.2%
Mathematics (Core)	73.7%	39.9%
Mathematics (M2)	84.2%	59.6%
PE	100%	10.3%
Physics	60.6%	49.8%
VA	50.0%	26.0%

The percentages are substantially higher than the Hong Kong average.

2020 S6 Student Further Studies

- 78.3% 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 (37.3%).
- 84.2% of our graduates received JUPAS offers. Among them, 75.2% successfully received university-degree courses’ offers.

2018-2019 年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2018-2019

見附錄《2018-2019 校際公開比賽獲獎項目總錄》

Appendix – 2018-2019 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	16
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	50

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 Dubbing Competition, S.2 Choral Speaking Competition, S.1 Public Speaking Competition</p>	21
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</p>	18

	<p>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</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</p>	
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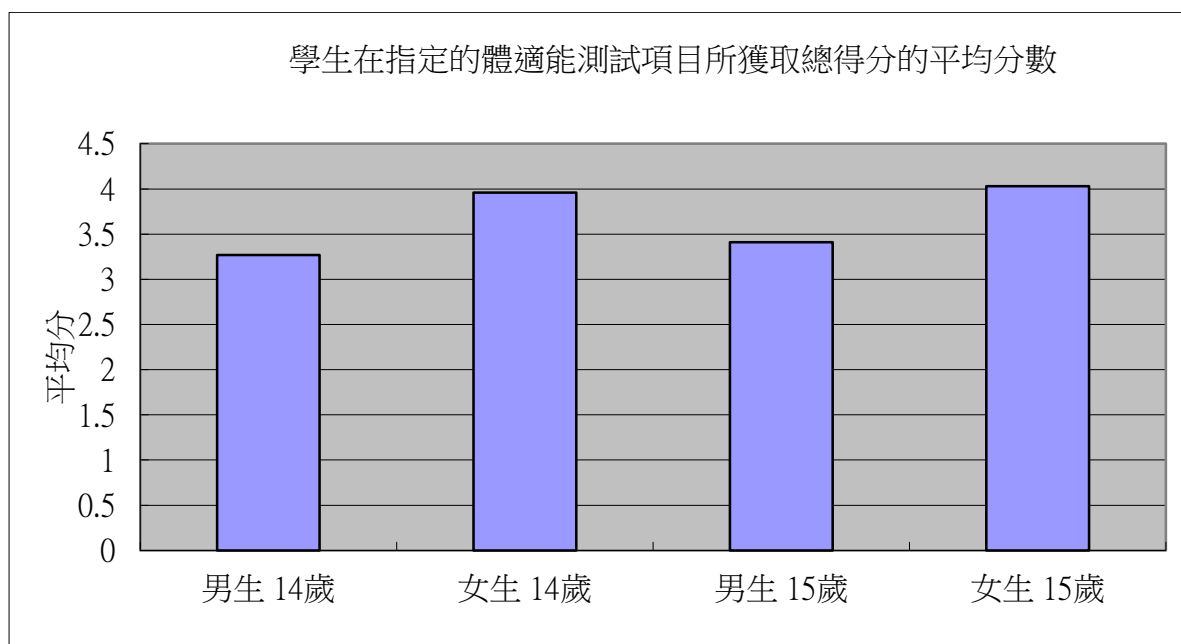
3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況
Students' Participation in external events in 2019/20.

	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 (20 人) Chinese – 20	
	英文 (88 人次) English – 88	
香港學校戲劇節 Hong Kong School Drama Festival	0 人 Students	
學校舞蹈節 Schools Dance Festival	0 人 Students	9 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	180 人 Students	100 人 Students

學生的體格發展 Physical Development

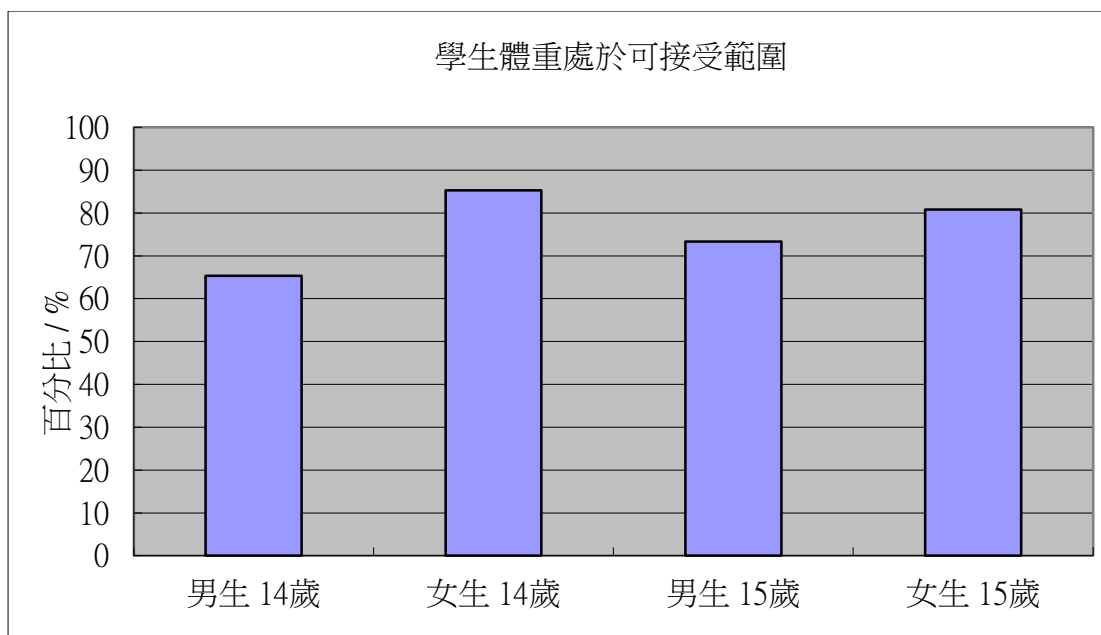
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.37
女生 14 歲 Girls at 14	3.98
男生 15 歲 Boys at 15	2.83
女生 15 歲 Girls at 15	3.05



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	59.65
女生 14 歲 Girls at 14	83.33
男生 15 歲 Boys at 15	61.90
女生 15 歲 Girls at 15	90.28



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.