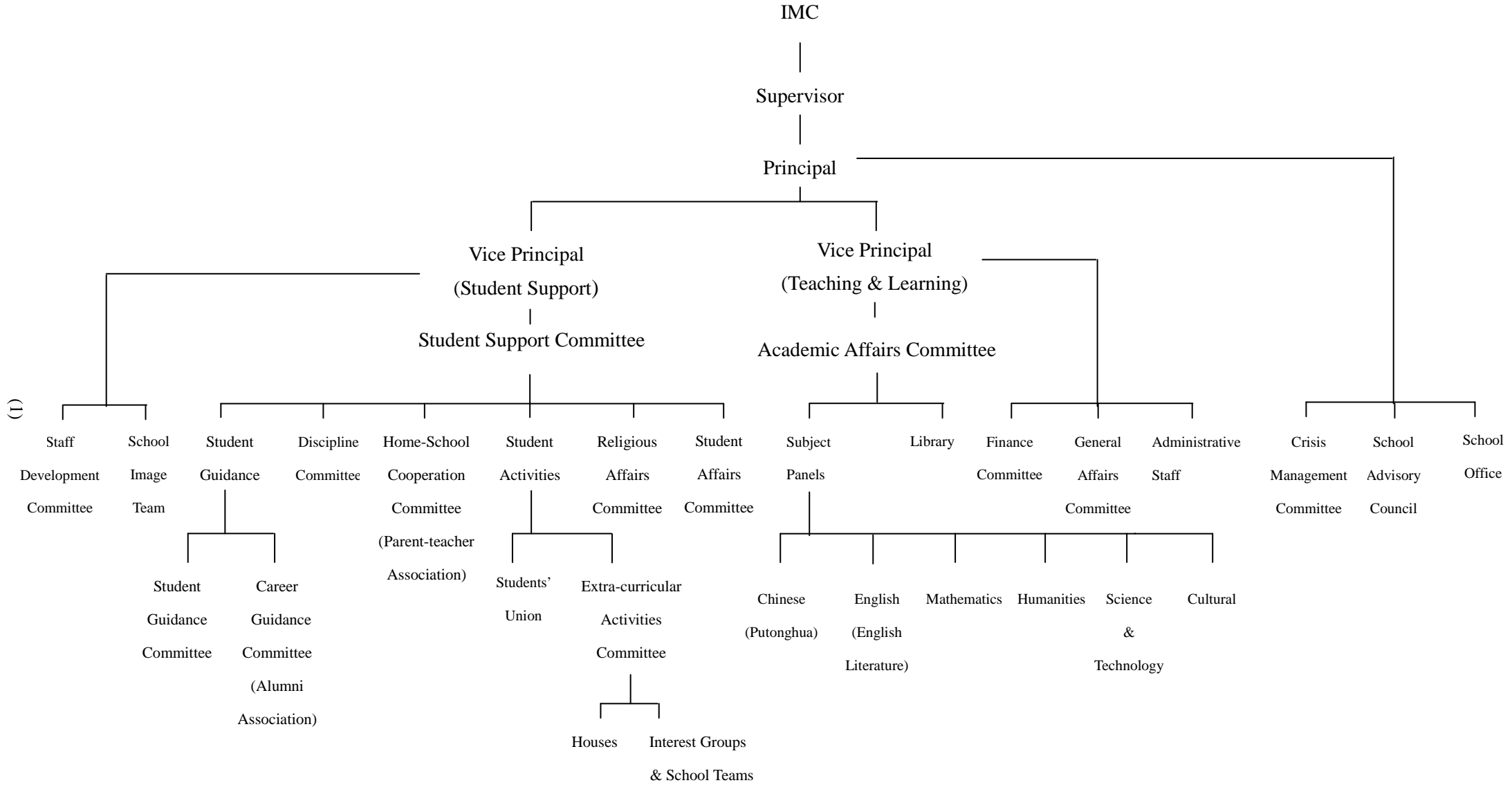


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SHATIN TSUNG TSIN SECONDARY SCHOOL  
Organization Chart



**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**Administrative Duties List 2012 - 2013**

I. School Advisory Council

Chairperson : Principal  
Members : Mr. Leung Wing Tak  
Ms. Leung Kit Yin  
Mr. Chang Wing Kay  
Mr. Tai Kin Fai  
Mr. Yu Mu Hau  
Mr. Lee Kin Chung  
Ms. Lee Mei King  
Ms. Yung Yee Har  
Ms. Chan Yuen Kok  
4 Representatives from teachers  
Hon. Secretary : Ms. Suen Yee Hang

II. Crisis Management Committee

Chairperson : Mr. Cheung Man Wai  
Members : Mr. Leung Wing Tak  
Ms. Leung Kit Yin  
Mr. Lee Kin Chung  
Mr. Yu Mu Hau

III. Student Support Committee

Person-in-charge : Ms. Leung Kit Yin  
Members : Mr. Lee Kin Chung  
Ms. Wong Kai Sze  
Mr. Yu Mu Hau  
Ms. Yung Yee Har  
Ms. Wong May Sum  
Ms. Mak Lai Ching  
Ms. Lee Mei King  
Mr. Chang Wing Kay  
Mr. Tai Kin Fai

IV. Academic Duties

Adviser : Mr. Cheung Man Wai  
Prefect of Studies : Mr. Leung Wing Tak  
Deputy Prefect of Studies : Mr. Mak Shing Chit  
Ms. Pun King Min  
Members : Ms. Chan Yuen Kok  
Mr. Yu Cheuk Kuen  
Ms. Wong Hoi Lee  
Ms. Leung Kit Yin  
Mr. Ho Chung Wa  
Mr. Lau Chung Kwong  
Ms. Louie Fung Yiu

Administration

Person-in-charge : Mr. Mak Shing Chit  
Members : Ms. Wong Hoi Lee (in-charge SAS)  
Mr. Yu Cheuk Kuen (in-charge WEBSAMS)  
Mr. Ho Chung Wa (SAS)  
Mr. Chung Chung Man  
Mr. Lo Pun Kei (Assistant)  
Ms. Hung Suet Kan (Assistant)

Ms. Kwok Fung Ying (Assistant)

Admission & Ceremony

Person-in-charge : Ms. Chan Yuen Kok  
Members : Ms. Louie Fung Yiu

Teaching & Learning

Person-in-charge : Ms. Pun King Min  
Members : Mr. Mak Shing Chit  
Ms. Leung Kit Yin  
Mr. Lau Chung Kwong

Information Technology

Person-in-charge : Ms. Wong Hoi Lee  
: Mr. Chung Chung Man  
Advisory Basis : All Subject Convenors

Subject Convenors

English Language : Ms. Leung Kit Yin (Adviser)  
Ms. Gaughan Tara Jean  
Chinese Language : Ms. Li Lai Fan  
Mr. Lau Chung Kwong  
Putonghua : Ms. Wong Ka Man  
Mathematics : Mr. Mak Shing Chit  
Mr. Ho Chung Wa (Assistant)  
Mr. Fung Kwok Leung (Assistant)  
Humanities Subjects : Ms. Pun King Min  
History : Ms. Yung Yee Har  
Economics : Ms. Pun King Min  
Geography : Ms. Cheng Ka Fung  
Chinese History : Ms. Wong Kai Sze  
Liberal Studies : Mr. Fok Wang Chung  
Mr. Wu Yan Ha  
Ms. Lee Shuk Yi (Assistant)  
Christian Education : Mr. Chang Wing Kay  
Science & Technology Subjects : Mr. Yu Cheuk Kuen  
Mr. Tai Kin Fai (Assistant)  
Physics : Mr. Yu Cheuk Kuen  
Chemistry : Mr. Wong King Sing  
Biology : Ms. Chan Fung Yi  
Integrated Science : Mr. Chan Kwok Hung  
Technology : Ms Wong Hoi Lee  
Cultural Subjects : Ms. Chan Yuen Kok  
Physical Education : Ms. Chan Hiu Ying  
Arts-in-life : Ms. Chan Yuen Kok  
Visual Arts : Ms. Li See Chun  
Teacher Librarian : Ms. Louie Fung Yiu

V. Discipline

Discipline Committee

Adviser : Mr. Yu Mu Hau  
Discipline Master: : Mr. Tai Kin Fai  
Mr. Chan Kwok Hung  
Members : Mr. Wong King Sing  
Mr. Lee Wai Kok

Ms. Kwok Yan Ki  
Ms. Chung So Sum  
Ms. Yue Po Ting (Prefect Team)  
Mr. Luk Chung Ho (Prefect Team)  
Ms. Wong Ka Man (Prefect Team)

VI. Religious Activities

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay  
Vice-chairperson : Mr. Choi Wai Man  
Members : Ms. Cheng Ka Fung  
Mr. Tsang Shing Wai  
Ms. Luk Wai Kiu  
Ms. Pau Hoi Yu

Christian Fellowship Advisers

Chairperson : Mr. Chang Wing Kay  
Vice-chairperson : Mr. Choi Wai Man  
Members : Ms. Pau Hoi Yu  
Ms. Lee Shuk Yi  
Mr. Tai Kin Fai

VII. Student Guidance

Career Guidance Committee

Career Mistress : Ms. Wong Kai Sze  
Member : Ms. Choy Kit Ping  
Ms. Choi Ying Ying

Alumni Association Representatives

Chairperson : Ms. Wong Kai Sze  
Member : Ms. Choy Kit Ping

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung  
Vice-chairperson : Mr. Fung Kwok Leung  
Members : Ms. Li See Chun  
Ms. Ho Pok Ting  
Ms. Au Yeung Hoi Ming  
Mr. Wu Yan Ha  
Ms. Lam Wing Ting  
School Social Worker : Ms. Wu Yik Lan (Y.W.C.A.)  
Ms. Wong Po Ling  
Educational Psychologist : Ms. Cheung Wai Lam

VIII. Home-School Cooperation Committee

Chairperson : Ms. Lee Mei King  
Vice-chairperson : Ms. Li Lai Fan  
Members : Ms. Chu Fung Chu  
Ms. Ku Mei Lun  
Ms. Tsang Yuk Mei

IX. Staff Development Committee

Adviser : Ms. Leung Kit Yin  
Chairperson : Ms. Chan Fung Yi  
Member : Mr. Koo Kwong Yiu  
Ms. Wong Shuk Ling

## X. Student Activities

### Students' Union

Chairperson	:	Ms. Wong May Sum
Vice-chairperson	:	Ms. Chan Yuk Ha
Members	:	Ms. Lee Shuk Yi Ms. Yip Yee Ling Ms. Cheng Yin Yan

### Extra-curricular Activities Committee

Chairperson	:	Ms. Yung Yee Har
Vice-chairperson	:	Mr. Fok Wang Chung
Members	:	Ms. Chan Hiu Ying Ms. Choi Wan Ni Ms. Kwong Ka Yan Ms. Lam Tsz Yan Mr. Lo Chun Ming
Advisory Basis	:	House Advisers Interest Group Advisers

### A. School House

1. Elon House  
Adviser : Mr. Luk Chung Ho
2. Caleb House  
Adviser : Ms. Yip Yee Ling
3. Deborah House  
Adviser : Ms. Yuen Kit Ching
4. Abdon House  
Adviser : Ms. Kwok Fung Ying
5. Joshua House  
Adviser : Ms. Cheng Yin Yan
6. Samuel House  
Adviser : Mr. Lau Chung Kwong

### B. Interest-group

- a) Academic
  1. Chinese Society : Ms. Chan Yuk Ha / Ms. Li Lai Fan
  2. Putonghua Society : Ms. Ku Mei Lun
  3. English Society : Ms. Kwong Ka Yan
  4. Geography Society : Ms. Lee Mei King / Ms. Cheng Ka Fung
  5. History Society : Ms. Yung Yee Har
  6. Mathematics Society : Mr. Ho Chung Wa
  7. Science Society : Mr. Leung Wing Tak / Ms. Chan Fung Yi  
(Biology)
  8. Science Society : Mr. Tsang Shing Wai  
(Chemistry)
  9. Science Society : Ms. Wong Hoi Lee  
(Computer & Robotics)
  10. Science Society : Ms. Yue Po Ting  
(Games Factory)
  11. Science Society : Mr. Chan Kwok Hung  
(Integrated Science)
  12. Science Society : Mr. Yu Cheuk Kuen  
(Physics)
  13. Economics Society : Ms. Pun King Min
  14. Liberal Studies Society : Ms. Luk Wai Kiu

- b) Arts
- |     |                           |   |                                    |
|-----|---------------------------|---|------------------------------------|
| 15. | Ceramic Throwing Club     | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 16. | Comics Club               | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 17. | Anime Club                | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 18. | Chinese Calligraphy Club  | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 19. | Chinese Painting Club     | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 20. | Drawing and Painting Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 21. | Photography Club          | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 22. | Art Café Club             | : | Ms. Tsang Yuk Mei                  |
| 23. | Arts Technology Club      | : | Ms. Louie Fung Yiu                 |
| 24. | Mural Club                | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 25. | Mini Craft Club           | : | Ms. Li See Chun / Ms. Kan Wai Shan |
- c) Interest
- |     |                   |   |                       |
|-----|-------------------|---|-----------------------|
| 26. | Broadcasting Club | : | Mr. Koo Kwong Yiu     |
| 27. | 'Go' Club         | : | Mr. Yu Mu Hau         |
| 28. | French Class      | : | Ms. Gaughan Tara Jean |
- d) Service
- |     |  |   |                                      |
|-----|--|---|--------------------------------------|
| 29. | Social Service   | : |                                      |
|     | a. Ching Tsung Elderly Academy Student Voluntary Service Group | : | Ms. Leung Kit Yin /<br>Mr. Wu Yan Ha |
|     | b. Mainland  | : | Ms. Chu Fung Chu                     |
| 30. | First Aid Team   | : | Mr. Lo Pun Kei / Ms. Chung So Sum    |
| 31. | Scout  | : | Mr. Wong King Sing                   |
- e) Sports
- |     |                             |   |                    |
|-----|-----------------------------|---|--------------------|
| 32. | Long Distance Running Club: | : | Mr. Chan Kwong Man |
|-----|-----------------------------|---|--------------------|
- f) Music Class (Arts)
- |     |                                   |   |                                      |
|-----|-----------------------------------|---|--------------------------------------|
| 33. | Music Class - Violin              | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 34. | Music Class - Viola               | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 35. | Music Class - Cello               | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 36. | Music Class - Double Bass         | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 37. | Music Class - Piccolo             | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 38. | Music Class - Flute               | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 39. | Music Class - Clarinet            | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 40. | Music Class - Oboe                | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 41. | Music Class - Bassoon             | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 42. | Music Class - Trumpet             | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 43. | Music Class - Trombone            | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 44. | Music Class - Cornet              | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 45. | Music Class - French Horn         | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 46. | Music Class - Euphonium           | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 47. | Music Class - Tuba                | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 48. | Music Class - Tenor Saxophone     | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 49. | Music Class - Western Percussion: | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 50. | Music Class - Chinese Percussion: | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 51. | Music Class - Erhu                | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 52. | Music Class - Ruan                | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 53. | Music Class - Liu Ye Gin          | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 54. | Music Class - Di                  | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 55. | Music Class - Yanqin              | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 56. | Music Class - Pipa                | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 57. | Music Class - Sheng               | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |



58. Music Class – Suo-na : Ms. Chan Yuen Kok / Ms. Kan Wai Shan

C. School Team

a) Academic

1. Chinese Recital Group : Ms. Choy Kit Ping / Ms. Au Yeung Hoi Ming  
Ms. Ho Pok Ting
2. Putonghua Recital Group : Ms. Leung Suk Yee / Ms. Wong Ka Man
3. English Recital Group : Ms. Lam Suet Fong / Ms. Choi Ying Ying /  
Ms. Chan Mei Hing / Ms. Gaughan Tara Jean /  
Ms. Wong May Sum / Ms. Lam Tsz Yan
4. English Debate Team : Ms. Choi Wan Ni / Ms. Lam Wing Ting
5. Chinese Debate Team : Mr. Lo Chun Ming / Mr. Lee Wai Kok

b) Arts

4. School Choir : Ms. Chan Yuen Kok / Ms. Kan Wai Shan
5. Chinese Orchestra : Ms. Chan Yuen Kok / Ms. Kan Wai Shan
6. School Band : Ms. Chan Yuen Kok / Ms. Kan Wai Shan
7. School Symphonic Orchestra : Ms. Chan Yuen Kok / Ms. Kan Wai Shan
8. School Dancing Team : Ms. Ngan Hoi Ming
9. School Drama Team : Mr. Fung Kwok Leung
10. English Drama Team : Ms. Kwok Yan Ki

c) Sports

11. Athletic Team (Boys) : Mr. Chan Kwong Man
- Athletic Team (Girls) : Mr. Chan Kwong Man
12. Badminton Team (Boys) : Ms. Chan Hiu Ying
- Badminton Team (Girls) : Ms. Chan Hiu Ying
13. Basketball Team (Boys) : Mr. Chan Kwong Man
- Basketball Team (Girls) : Ms. Chan Hiu Ying
14. Football Team : Mr. Fok Wang Chung
15. Handball Team (Girls) : Ms. Chan Hiu Ying
- Handball Team (Boys) : Mr. Chan Kwong Man
16. Netball Team (Girls) : Ms. Chan Hiu Ying
17. Table Tennis Team : Mr. Chan Kwong Man
18. Volleyball Team (Boys) : Mr. Chan Kwong Man
- Volleyball Team (Girls) : Ms. Chan Hiu Ying

XI. Student Affairs Committee

- Chairperson : Ms. Mak Lai Ching  
Member : Ms. Ngan Hoi Ming  
Ms. Kwok Fung Ying  
Mr. Lo Pun Kei  
Ms. Hung Suet Kan

XII. General Affairs Committee

- Manager of General Affairs : Mr. Chan Kwong Man  
Members : Ms. Yuen Kit Ching  
Mr. Yung Kwok Kuen  
Ms. Hung Suet Kan (Equipment)  
Mr. Lo Pun Kei (Equipment)  
Ms. Kwok Fung Ying (Equipment)  
Mr. Chung Chung Man (TSS)  
Janitors

XIII. Finance Committee

Chairperson : Mr. Leung Wing Tak  
Members : Ms. Leung Kit Yin  
Ms. Ko Kwai Fan

XIV. Tuck Shop Management Team

Person-in-charge : Ms. Mak Lai Ching  
Members : Mr. Chan Kwong Man  
Ms. Tso Pui Ching

XV. School Image Team

Adviser : Ms. Leung Kit Yin  
Person-in-charge : Ms. Chan Yuen Kok

XVI. National Education Team

(A) Planning & leading tours

Mr. Lo Chun Ming  
Ms. Luk Wai Kiu  
Ms. Ngan Hoi Ming  
Ms. Wong Kai Sze  
Mr. Wu Yan Ha

(B) Planning

Mr. Luk Chung Ho  
Ms. Wong Hoi Lee

(C) Leading tours

Mr. Fok Wang Chung  
Mr. Lau Chung Kwong  
Ms. Wong Ka Man

XVII. Life Education Lesson Plans

Mr. Fung Kwok Leung  
Mr. Lee Kin Chung  
Ms. Leung Kit Yin  
Ms. Wong Kai Sze  
Ms. Wong Shuk Ling

XVIII. School Management and Development Student Council

Person-in-charge : Ms. Leung Kit Yin  
Members : Mr. Chan Kwong Man  
Ms. Cheng Ka Fung  
Mr. Lee Wai Kok  
Mr. Tai Kin Fai

XIX. Clerical Staff

Head Clerk & Cashier : Ms. Tso Pui Ching  
Secretary & Accounting Clerk : Ms. Ko Kwai Fan  
Clerks : Ms. Yiu Yuk Ming  
Mr. Yung Kwok Kuen  
Ms. Lun Wai Man  
Ms. Chiu Siu Wai



**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**Teaching-time Allocation Table 2012-2013**

Level	1	2	3	4A	4B	4C	4D	4E	5A	5B	5C	5D	5E	6A	6B	6C	6D	6E
No. of Classes	5	5	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Subject																		
CHINESE	8	8	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
CHINESE LITERATURE				5*	5*	5*	5*	5*	6*	6*	6*	6	6*	5*	5*	5*	5*	5*
PUTONGHUA	1	1	1															
ENGLISH	9	9	8	9	9	9	9	9	7	7	7	8	8	9	9	9	9	9
ENGLISH LITERATURE	1	1	1															
MATHEMATICS	7	7	7	7	7	7	7	7	7	7	7	6	6	7	7	7	7	7
I.S.	4	5																
TECHNOLOGY / ICT	3	3 (2)	3	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*
PHYSICS			2	5*	5*	5*	5*	5*	6*	6	6*	6*	6*	5*	5	5*	5*	5*
CHEMISTRY			2	5*	5*	5*	5*	5*	6	6*	6*	6*	6*	5	5*	5*	5*	5*
BIOLOGY			2	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*
CHINESE HISTORY	2	2	2	5*	5*	5*	5*	5*	6*	6*	6*	6*	6	5*	5*	5*	5*	5
HISTORY	1	1	1	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*
ECONOMICS			1	5*	5*	5*	5*	5*	6*	6*	6	6*	6*	5*	5*	5	5*	5*
BAFS				5*	5*	5*	5*	5*	6*	6*	6*	6*	6*					
GEOGRAPHY	2	1	1	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	5*	5*	5*	5	5*
LIBERAL STUDIES / THINKING SKILLS	2	2 (2)	2	6	6	6	6	6	5	5	5	5	5	6	6	6	6	6
VISUAL ARTS				5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*
ARTS-IN-LIFE	4 (2)	4 (1)	4															
P.E.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
FORM TEACHER PERIOD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
C.E.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL (EACH CLASS)	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48
GRAND TOTAL	240	240	240	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**2012-2013**  
**Implementation Plan of “Capacity Enhancement Grant”**

1. Teacher-consultation Channel : Staff Meeting
  
2. Aims : To reduce teachers’ workload so that there will be a much better use of time for the following :
  - (i) Teaching pedagogy : Collaborative teaching
  - (ii) Language ability : Creating better-English ethos and promoting reading culture
  - (iii) Catering for the needs of individual learners
  - (iv) Assessment methods : Formative assessment
  
3. How to capitalize on the Capacity Enhancement Grant

Methods	Rationale / Value	Expenditure
1. Recruitment of graduates as invigilators ( \$45/per hour for internal exams. \$100/per hour for public exams. )	To free up more teachers’ time for the 4 items mentioned in (2)	\$60,000
2. Recruitment of administrative assistants to help teachers handle the following : (i) collecting reply slips, sick leave letters & handling of students’ attendance records (ii) taking up teaching duties when the need arises (iii) performing after-school duties (iv) assisting teachers in their teaching (v) serving as invigilators (vi) assisting teachers in extra-curricular activities	To free up more teachers’ time for the 4 items mentioned in (2)	\$189,000
3. Employment of assistant instructors / coaches for the Dancing Team, the School Band, art clubs and school teams including basketball, football & volleyball teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$473,748

4. Hiring part-time teachers for Enhancement & Remedial classes at various levels	(i) To enhance students' language competency	\$70,651
	(ii) To cater for individual learner's needs	
		\$793,399

4. Implementation of plans regarding teaching pedagogy & assessment methods, students' language ability and the ways to cater for individual differences

	Items
Teaching pedagogy & assessment methods	1. Putting collaborative teaching in practice 2. Developing the mentorship scheme 3. Developing e-learning 4. Promoting formative assessment
Students' language ability / competency	1. Implementing lunch-time reading scheme (an additional 20 mins. class time) 2. Implementing Junior-form Reading Award Scheme 3. Promoting activities that can create a better English-speaking environment 4. Participating in exchange programmes
Catering for learners' differences	1. Implementing small-class learning 2. Conducting enhancement and remedial groups for junior & senior students in time-tabled lessons 3. Conducting enhancement & remedial classes at all levels & across all subjects 4. Providing self-access learning materials for students of various abilities 5. Implementing 'nourishment' syllabuses

5. Assessment Methods

School-based questionnaire to evaluate

- (a) the appropriateness of various arrangements mentioned above
- (b) the effectiveness of measures designed to create space for teachers

# SHATIN TSUNG TSIN SECONDARY SCHOOL

## SCHOOL MISSION

On the basis of the spirit of faith, hope and love, the school aims at developing fully students' potential in the domains of ethics, intellect, physique, social skills, aesthetics and spiritual growth according to individual needs.

## SCHOOL AIMS

After a lot of deliberation and consultation, the School Advisory Council has established the school development direction for the academic years 2012-2015.

Our school aims at constructing a caring and loving campus so as to achieve the following goals:

1. To nurture students the personality traits of Shatin Tsung-Tsiners (self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve) and four other important virtues (perseverance, thanksgiving, respect and commitment)
2. To enhance students' various thinking skills and their ability to apply these skills to solve problems encountered
3. To help students to be servant leaders

To achieve the goals, all departments and committees will enact a 3-year plan through consultation and cooperation. The plan will also be subject to annual review so as to maximize the benefits accrued to the students.

*“Train a child in the way he should go,  
and when he is old he will not turn from it .”*

Proverbs 22:6

*“Love the Lord your God with all your heart and with all your soul and  
with all your mind and with all your strength .”*

Mark 12:30

**Shatin Tsung Tsin Secondary School**  
**School Development Plan ( 2012/13 – 2014/15 )**

**A. Holistic Review on the Effectiveness of the Previous School Development Plan ( 2007/08 -- 2011/12 )**

Major concerns	Extent of targets achieved	Follow-up action
1. To enhance students' self-learning & problem-solving skills	Partly achieved	Incorporate the former into subject departments' routine work while the latter into one of the major concerns in the next SDP
2. To enhance students' communication skills	Partly achieved	Incorporated as routine work
3. To nurture the personality traits of Shatin Tsung- tsiners	Partly achieved	Incorporate those which are not fully achieved into one of the major concerns in the next SDP

22 **B. Evaluation of the School's Overall Performance**

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>● Development priorities are formed taking into account the school's mission and vision, students' needs and self-evaluation findings. The process involves in-depth teacher participation and consideration of feedback from different stakeholders.</li> <li>● There is a sound administrative hierarchy and effective management of the school's daily operation and the pursuit of our goals and objectives.</li> <li>● There is an effective coordination on the implementation of the priority tasks and monitoring of the progress of implementation at subject panel and committee levels.</li> <li>● There is an effective manpower and resource ( both internal and external ) deployment to foster school development.</li> <li>● Decision-making process, especially on major and critical school policies and</li> </ul>	



PI Areas	Major Strengths	Areas for Improvement
	<p>issues, is open and transparent with extensive teacher participation and consideration of the views of other stakeholders.</p> <ul style="list-style-type: none"> <li>● The culture of self-evaluation with the mechanism of self-evaluation featuring the P-I-E cycle which functions effectively in all subject panels and committees achieves continuous improvement and sustainable development.</li> <li>● In view of transparency and accountability, our stakeholders and the public are informed of our performance through different channels.</li> <li>● The IMC fully supports and shows concerns about the development of the school.</li> </ul>	
2. Professional Leadership	<ul style="list-style-type: none"> <li>● There is a shared vision with all other staff members and a clear direction for the school development.</li> <li>● School management and middle managers are dedicated, experienced, have professional knowledge and strong commitment to driving the school's sustainable improvement. The Principal has aspirations and insights into student development as well as school development. The middle managers can keep abreast of the latest trends in educational developments.</li> <li>● School management and middle managers are able to fulfill the functions of planning, coordinating and monitoring. They draw up specific plans of subject panels and committees in line with the school's development direction and monitor the progress and quality of work of various subject panels and committees.</li> <li>● The school management empowers the middle managers to share the leadership role. Working relationship between school management and middle managers is good. They also render support to those basic rank teachers.</li> <li>● The school management assigns duties to members of staff commensurate with their abilities, expertise, willingness and readiness.</li> <li>● In view of making the school a learning community, there are appropriate teacher</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
	<p>professional development plans, effective utilization of internal and external resources as well as good use of staff appraisal to identify strengths, weaknesses and training needs of teaching staff so as to promote collaboration, continuous improvement and professional development among teachers.</p>	
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> <li>● The curriculum aligns with the school’s mission, goals, the curriculum reform, the recent trends in education development and the students’ learning diversity.</li> <li>● The curriculum framework is balanced and broad in coverage, providing students with opportunities for whole-person development. The NSS curriculum provides a wide range of subjects as well as numerous subject combinations to suit students’ various abilities and interests. There are also school-based curricula in various KLAs in junior forms to better equip our students, develop their potential and foster their generic skills.</li> <li>● The curriculum provides students with diversified learning experiences and emphasizes knowledge, skills and values.</li> <li>● The school deploys its manpower and financial resources in a way that helps teachers carry out curriculum strategies. Collaborative lesson planning and lesson observation are in place to strengthen teachers’ collaboration and exchange so as to further enhance the quality of learning and teaching.</li> <li>● There are clear and appropriate policies for assessment and homework assignments which are reviewed regularly to ensure that they are serving the needs of learning and teaching.</li> <li>● Assessment for learning and assessment of learning are both adopted and there are different modes of assessment to assess students’ knowledge, skills and attitude.</li> <li>● There is an effective mechanism for evaluating students’ performance after tests and examinations as well as evaluating teachers’ teaching strategies and</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
	<p>effectiveness. The data are used to adjust the learning content, the learning and teaching strategies so as to enhance learning and teaching effectiveness.</p> <ul style="list-style-type: none"> <li>● Measures like lesson observation, assignment inspection, student evaluation of teachers' performance and constant evaluation of learning are adopted to monitor the curriculum implementation.</li> </ul>	
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>● Students possess good attitudes, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement.</li> <li>● Various learning strategies and resources, together with teachers' appropriate and timely feedback, are given to students to improve their learning and help them achieve their learning goals.</li> <li>● Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills.</li> <li>● There is a long-established and effective plan to develop students' reading habit and interest.</li> <li>● The school has a wide range of measures to cater for learners' diversity, including the enhancement classes for high achievers, remedial classes for the less able students, tailored teaching materials, etc.</li> <li>● Teachers are experienced, well-qualified and professional. A culture striving for continuous improvement in respect of teaching has been cultivated among them.</li> <li>● Teachers adopt a student-centered and interactive learning approach. They provide enough opportunities for student participation and construction of their knowledge.</li> <li>● Teachers are friendly and have established a good rapport with students. They are enthusiastic about helping students to solve their learning problems after lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● Some students are quite self-centered and lack initiative or confidence in learning.</li> <li>● More measures are needed to cater for the increased diversity of student abilities caused by the existing Secondary School Places Allocation System.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>● With the help of evaluation findings, teachers' observation and parents'</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' workload and</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>information, the school can identify students' varied needs in the area of support for student development. A whole-school policy and a coordination mechanism are in place to foster student development which ties in with the identified needs.</p> <ul style="list-style-type: none"> <li>● Various committees offer different kinds of school-based support services, programmes, training and delegation of posts of responsibilities aiming at catering for students' personal development and social needs, helping them to set and develop their personal goals, fostering their positive values and attitudes and enhancing their social responsibility.</li> <li>● There is timely evaluation on the effectiveness of these services and programmes with appropriate follow-ups.</li> <li>● The school provides a wide variety of extra-curricular and co-curricular activities and has an explicit policy to encourage students' participation.</li> <li>● There is systematic planning for value education, broadening students' horizons, heightening their social, national and global awareness through encouraging students to participate in internal relevant activities as well as activities organized by the community.</li> <li>● The needs of students with SEN are strategically identified and tailor-made support services are provided to help them integrate into campus life and enjoy equal education opportunity.</li> <li>● Staff relationships, teacher-student relationship and student-peer relationship are good.</li> </ul>	<p>pressure resultant from frequent education reform are getting heavier. This in turn reduces the time spent on counseling work.</p> <ul style="list-style-type: none"> <li>● Students are deeply and greatly affected by the values and messages prevailing in the social ethos and mass media which makes our value education more difficult.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>● The school regards parents as significant partners in students' academic and personal development.</li> <li>● Parents are provided with sufficient and timely information on school issues and are welcome to convey suggestions and opinions to the school. There are sufficient</li> </ul>	

PI Areas	Major Strengths	Areas for Improvement
	<p>and varied channels and timely follow-ups.</p> <ul style="list-style-type: none"> <li>● Parent education is offered to help parents understand students' development needs and the knowledge and skills needed for educating their children.</li> <li>● The PTA serves as a link between parents and school. It also helps to set up a parent support network.</li> <li>● The school enjoys positive relationships with parents and alumni. Parents and alumni are invited to be volunteers in school activities. The parents and alumni are highly supportive of the school.</li> <li>● The school maintains close links with external organizations and supports student learning through collaboration with external organizations.</li> </ul>	
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>● Generally speaking, students have a positive self-concept and are well- disciplined. Their behavior is good.</li> <li>● Students perceive that they have developed the personality traits of Shatin Tsung-Tsiners as well as other virtues.</li> <li>● Students are attentive and have a good learning attitude.</li> <li>● Students have good rapport with their peers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' self-discipline and leadership potential can further be enhanced.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>● There are promising results in the TSA and public examinations. The percentage of students with 14 or more points in the best 6 subjects in the last three years of HKCEE and the percentage of students awarded the minimum entrance requirements in the HKALE for local degree courses were well above the territory average for day-school students. This shows that the academic performance of students can attain the expected level.</li> <li>● Students participate actively in a wide range of internal and external activities and competitions. They get prizes in various domains.</li> </ul>	

## C. Situational Analysis

### **Our Strengths**

1. The school has a new and more spacious campus with well-structured facilities.
2. The school has a sound administrative hierarchy and is striving for continuous self-improvement.
3. Teachers are dedicated, experienced and professional. There is a strong collaborative culture among teachers.
4. The school provides adequate support and training to enhance the teaching skills of new teachers.
5. Staff relationships, teacher-student relationships and student-peer relationships are good.
6. Students have a good learning attitude and are well-disciplined.
7. There are a wide range of interest groups, school teams, posts of responsibility, courses and activities for students to develop their potential and leadership.

### **Our Weaknesses**

1. Without any increase in the manpower within the establishment, it is hard to reduce teachers' heavy workload . This makes teachers physically and psychologically tired.
2. Some students are quite self-centered and lack initiative or confidence in learning.

### **Our Opportunities**

1. The school will receive more funding as an IMC school.
2. The government offers different funding from time to time for school to apply for so as to get more financial resources.
3. Additional staff provided by the school funding can reduce some teachers' workload in the short-term.

### **Our Threats**

1. Teachers' workload and pressure resulting from frequent education reforms are getting heavier. This in turn reduces the time spent on counseling work and leads to burnout of teachers.

2. There is an increased diversity of student abilities caused by the existing Secondary School Places Allocation System.
3. Students are deeply and greatly affected by the values and messages prevailing in the social ethos and mass media. This makes our value education more difficult.

#### **D. Major concerns for 2012-2015**

Our school aims at constructing a caring and loving campus so as to achieve the following goals during 2012-2015 :

1. To nurture in students the personality traits of Shatin Tsung-Tsiners and four other important virtues ( perseverance, thanksgiving, respect and commitment )
2. To enhance students' various thinking skills and their ability to apply these skills to solve problems encountered
3. To help students to be servant leaders

### E. School Development Plan ( 2012/13 -2014/15 )

Major concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			12/13	13/14	14/15
1. To nurture in students the personality traits of Shatin Tsung-Tsiners and other important virtues ( foci : perseverance, thanksgiving and self-discipline )	<ul style="list-style-type: none"> <li>● Students have a deeper understanding of the five personality traits of Shatin Tsung-tsiner and other important virtues</li> <li>● Students are willing to pursue these personality traits and other important virtues as their development goals</li> <li>● Students pursue these personality traits and other important virtues</li> </ul>	1.1 Develop class building	✓	✓	
		1.2 Encourage teachers to be actively involved in developing students' personality traits and virtues	✓	✓	✓
		1.3 Design and implement relevant formal curricula	✓	✓	✓
		1.4 Teach and promote the personality traits and virtues through various channels	✓	✓	✓
		1.5 Provide relevant schemes, activities and competitions and encourage students to participate actively in them	✓	✓	✓
		1.6 Encourage students to participate actively in community services	✓	✓	✓
		1.7 Show recognition to students who display these personality traits and virtues by giving awards or other means	✓	✓	✓
		1.8 Coordinate relevant committees to implement additional strategies regarding the foci of each year	✓	✓	✓
2. To enhance students' various thinking skills and their ability to apply these skills to solve problems encountered	<ul style="list-style-type: none"> <li>● Strengthen the teaching and learning of thinking skills</li> <li>● Enable students to apply thinking skills in daily life</li> </ul>	2.1 Review of the S1 Thinking Skills curriculum	✓		
		2.2 Analysis of the curriculum (Curriculum Guide) and public exam papers of the requirement of thinking skills	✓		
		2.3 Subject emphasis on thinking skills as reflected in teaching, assignment and exam requirement	✓	✓	✓
		2.4 Collaborative teaching (among panelists or between subjects) with focus on teaching of thinking skills	✓	✓	✓



Major concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			12/13	13/14	14/15
		2.5 Commentary on news issues in assignments	✓	✓	✓
		2.6 Commentary on news issues in morning assemblies	✓	✓	✓
		2.7 Subject emphasis on applications through provision of extension activities in curriculum or extra-curricular activities	✓	✓	✓
3. To help students to be servant leaders	<ul style="list-style-type: none"> <li>● Students have a deeper understanding of the concept of servant leadership</li> <li>● Students are willing to be servant leaders</li> <li>● Students display the characteristics of a servant leader</li> <li>● Students have a chance to learn various related skills</li> </ul>	3.1 Teach and promote the concept of servant leadership through various channels	✓	✓	✓
		3.2 Confirm the content and arrangement of the school-based leadership training	✓		
		3.3 Provide school-based leadership training for students	✓	✓	✓
		3.4 Provide information and financial support to encourage students to join external leadership training	✓	✓	✓
		3.5 Delegate more decision making, financial management and school affairs to students			
		(i) promoting students' welfare	✓	✓	✓
		(ii) running extra-curricular activities and class associations	✓	✓	✓
		(iii) managing school campus		✓	✓
3.6 Encourage students to participate actively in relevant school services and community services	✓	✓	✓		
3.7 Show recognition to students who display the characteristics of a servant leader	✓	✓	✓		
3.8 Coordinate relevant committees to implement additional strategies regarding this concern	✓	✓	✓		

**Shatin Tsung Tsin Secondary School**  
**Annual School Plan (2012/13)**

**Major Concern 1 : To nurture students the personality traits of Shatin Tsung-Tsiners and four other important virtues ( this year's foci : perseverance, thanksgiving and self-discipline )**

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students have a deeper understanding of the five personality traits of a Shatin Tsung-tsiner and other important virtues and are willing to pursue these personality traits and other important virtues as their development goals	<b>1.1 Develop class building</b>					
	1.1.1 Pair up the class teachers with the assistant teachers strategically	7/2012	More than 50% of the teachers concerned agree that the grouping functions well	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> </ul>	School Administration	N.A.
	1.1.2 Build up a relevant resource bank	9/2012-7/2013	A resource bank is established Relevant activities are held More than 60% of the teachers concerned found them useful	<ul style="list-style-type: none"> <li>● A resource bank exists</li> <li>● Records of activities</li> <li>● Teachers' evaluation</li> </ul>	Student Guidance Committee and Staff Development Committee	Financial support
	1.1.3 Organize relevant talks or sharings for teachers					
	<b>1.2 Encourage teachers to be actively involved in developing students' personality traits and virtues</b>					
	1.2.1 Enrich the relevant resource bank	9/2012-7/2013	More resources are added to the bank. Relevant activities are held More than 60% of the teachers concerned found them useful	<ul style="list-style-type: none"> <li>● No. of resources</li> <li>● Records of activities</li> </ul>	Student Guidance Committee and Staff Development Committee	Financial support
	1.2.2 Organize relevant talks or sharings for teachers					
	<b>1.3 Design and implement relevant formal curricula</b>					

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.3.1 Review the school- based curriculum on Life Education	9/2012-5/2013	The foci of the year are included in some of the teaching plans	<ul style="list-style-type: none"> <li>● Records of teaching plans</li> </ul>	Ad hoc group who design the curriculum	Resources on Life Education
	1.3.2 Implement the school- based curriculum		More than 60% of the students found that the curriculum could help them have a deeper understanding of the relevant personality traits and virtues and motivate them to pursue them as their development goals	<ul style="list-style-type: none"> <li>● Teachers' Evaluation</li> <li>● Students' evaluation</li> </ul>		
<b>1.4 Teach and promote the personality traits and virtues through various channels</b>						
	1.4.1 Emphasize these personality traits and virtues in the Thanks-giving Service and the Commencement Ceremony	3/9/2012	The foci of the year are mentioned in the speeches	<ul style="list-style-type: none"> <li>● Report by the Chairman of the Student Support Committee</li> </ul>	The Principal & the preacher	N.A.
	1.4.2 Conduct morning sharing sessions	9/2012-6/2012	More than 60% of the students found that the message delivered	<ul style="list-style-type: none"> <li>● Students' evaluation</li> </ul>	Student Guidance Committee (coordinator)	Resources on value education

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.4.3 Publish “Messages to Shatin Tsung-tsiners”		through these channels could help them have a deeper understanding of the relevant personality traits and virtues and motivate them to pursue them as their development goals			
	1.4.4 Include the relevant personality traits and virtues in hall assemblies	21/9/2012, 11/10/2012, 28/11/2012 & 27/2/2013	Relevant messages are conveyed in these assemblies	<ul style="list-style-type: none"> <li>● Report by the teacher-in-charge of these assemblies</li> </ul>	Discipline Committee, Student Support Committee and Student Guidance Committee	Financial support
	1.4.5 Organize the S1 Life Education Camp	30/10/2012-1/11/2012	More than 60% of the students can grasp and identify with the theme of the camp	<ul style="list-style-type: none"> <li>● Teachers’ evaluation</li> <li>● Students’ evaluation</li> </ul>	An ad hoc group under the Student Support Committee	Financial support
	1.4.6 Form student sharing and growth groups led by teachers and the social worker	9/2012-6/2013	Participants get support and advice in relation to the relevant personality traits and virtues from these groups	<ul style="list-style-type: none"> <li>● Report by teachers concerned</li> </ul>	Religious Affairs Committee and Student Guidance Committee	N.A.
<b>1.5 Provide relevant schemes, activities and competitions and encourage students to participate actively in them</b>						
	1.5.1 Arrange students to join adventure-based activities	12/2012-4/2013	More than 60% of the participants found them useful in developing their perseverance	<ul style="list-style-type: none"> <li>● Students’ evaluation</li> </ul>	Student Guidance Committee	Financial support

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.5.2 Encourage class teachers to hold adventure-based activities in class camps or picnics	11/2012	Adventure-based activities are included in some class camps or picnics	<ul style="list-style-type: none"> <li>● Report by teachers concerned</li> </ul>	Extra-curricular Activities Committee	Financial support
	1.5.3 Encourage more students to participate in the long distance running events in the Sports Day	9/1/2013-10/1/2013	More students take part in the long distance running events than the previous years	<ul style="list-style-type: none"> <li>● Statistics on the no. of students taking part in these events</li> </ul>	Extra-curricular Activities Committee	N.A
	1.5.4 Provide discipline training for junior form students	9/2012-6/2013	Students have good conduct and performance, and are able to observe school regulations and other rules	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> <li>● Students' evaluation</li> </ul>	Discipline Committee	Financial support
	1.5.5 Implement the New Identity Scheme					
	1.5.6 Conduct the Strive-for-improvement Class					
	1.5.7 Classroom Cleanliness Competition	9/2012-6/2013	Relevant classrooms can be kept clean	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> </ul>	General Affairs Committee	Financial support
	1.5.8 Organize thanksgiving activities at various festivals	12/2012, 2/2013, 5/2013	Three relevant activities are held to give students chances to express their gratitude to different parties	<ul style="list-style-type: none"> <li>● Records of activities</li> </ul>	Student Guidance Committee, Students' Union & the PTA	Financial support
<b>1.6 Encourage students to participate actively in community services</b>						
	1.6.1 Arrange for students to present the plants that they grow to the elderly	12/2012 – 6/2013	Participants realize how they are better-off than others with a thankful heart	<ul style="list-style-type: none"> <li>● Students' Reflection</li> </ul>	Student Guidance Committee	Financial support & external agencies
	1.6.2 Arrange for all S3 students to participate in social services	12/2012-6/2013				

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.6.3 Encourage students to serve in the school-based elderly learning scheme	9/2012-7/2013			Related teacher-in-charge	Financial support & external agencies
	1.6.4 Encourage students to participate in social services in Mainland China	12/2012 or 7/2013			Related teacher-in-charge	Financial support & external agencies
Students pursue these personality traits and other important virtues	<b>1.7 Show recognition to students who display these personality traits and virtues by giving awards or other means</b>					
	1.7.1 Goal setting and reflection on the pursuit of these personality traits and virtues	9/2012, 6/2013	Records of students' goal setting and reflection	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> <li>● Students' evaluation</li> </ul>	Student Guidance Committee	Financial support
	1.7.2 Set up various discipline awards to give students recognition for their good conduct and performance	9/2012-7/2013	Students have good conduct and are able to observe school regulations and other rules	<ul style="list-style-type: none"> <li>● Teachers' Evaluation</li> <li>● Students' evaluation</li> </ul>	Discipline Committee	Financial support
	1.7.3 Award students with outstanding performance with scholarships	6/2013	There are students qualified for these scholarships	<ul style="list-style-type: none"> <li>● Report by teacher-in-charge</li> </ul>	Student Affairs Committee	Financial support
	<b>1.8 Coordinate relevant committees to implement additional strategies regarding the foci of each year</b>					
	1.8.1 Hold meetings to discuss and evaluate additional strategies	8/2012, 7/2013	Meetings are held and there is no overlap of strategies	<ul style="list-style-type: none"> <li>● Minutes</li> </ul>	Student Support Committee	N.A.

**Major Concern 2 : To enhance students' various thinking skills and their ability to apply these skills to solve problems encountered**

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Strengthen the teaching and learning of thinking skills	2.1 Review of the S1 Thinking Skills curriculum	9/2012-6/2013	A review is done	<ul style="list-style-type: none"> <li>● Report on the review result</li> </ul>	Liberal Studies Panel	Financial support spent on employing additional teachers & 4 AAs to create time & space for teachers to address this major concern
	2.2 Analysis of the curriculum (Curriculum Guide) and public exam papers of the requirement of thinking skills		An analysis is done	<ul style="list-style-type: none"> <li>● Minutes</li> </ul>	All subject panels	
	2.3 Subject emphasis on thinking skills as reflected in teaching, assignment and exam requirement		HOT elements are reflected in teaching, assignment & exam. (proportion of exam questions in academic subjects other than the 2 language subjects: 20% for S1, 35% for S2 and 50% for S3)	<ul style="list-style-type: none"> <li>● Teachers' Evaluation</li> <li>● Students' Evaluation</li> <li>● Examination of assessment papers</li> </ul>		
	2.4 Collaborative teaching (among panelists or between subjects) with focus on teaching of thinking skills		HOT elements are reflected in collaborative teaching	<ul style="list-style-type: none"> <li>● Examination of teaching materials</li> <li>● Class observation</li> </ul>		
Enable students to apply thinking skills in daily life	2.5 Commentary on news issues: all levels in LS & English, S3 level for Chinese		Most students grasp the skills from commentary on news issues	<ul style="list-style-type: none"> <li>● Students' Evaluation <input type="checkbox"/></li> <li>● Examination of students'</li> </ul>	Chinese, English, LS	

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
				work		
	2.6 Commentary on news in morning assemblies		At least 6 times this year	● Record of commentaries	Teachers concerned	
	2.7 Subject emphasis on applications through provision of extension activities in curriculum or extra- curricular activities, like holding a debate/forum		Extension activities enable students to apply thinking skills in daily life	● Students' Evaluation	All subjects	

**Major Concern 3 : To help students to be servant leaders**

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Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students have a deeper understanding of the concept of servant leadership and are willing to be servant leaders	<b>3.1 Teach and promote the concept of servant leadership through various channels</b>					
	3.1.1 Emphasize the concept of servant leadership in the inauguration ceremony of student leaders	4/9/2012	The concept is mentioned and elaborated in the ceremony	● Report by the teacher-in-charge	Student's Union	N.A.
	3.1.2 Conduct morning sharing sessions	9/2012-6/2013	The concept is mentioned and elaborated in these channels	● Students' evaluation	Student Guidance Committee (coordinator)	Resources on value education
	3.1.3 Publish "Messages to Shatin Tsung-tsiners"					
	3.1.4 Emphasize the concept of servant leadership in the school-based leadership training	10/2012, 7/2013			Teacher-in-charge of the training	Financial support



Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	3.1.5 Teachers actively promote this concept to the student leaders they encounter	9/2012-7/2013			Teacher-in-charge of various student bodies	N.A.
<b>3.2 Confirm the content and arrangement of the school-based leadership training</b>						
	3.2.1 Confirm the content of the two levels	8/2012	Consensus is reached	● Minutes	Student Support Committee	N.A.
	3.2.2 Discuss and allocate the duties among various committees concerned	8/2012	Consensus and allocation of duties are made	● Minutes	Student Support Committee	N.A.
<b>3.3 Provide school-based leadership training to students</b>						
	3.3.1 Provide various types of leadership training	10/2012, 7/2013	Different types of leadership training are provided to different types and levels of student leaders. Participants found this training useful	<ul style="list-style-type: none"> <li>● Records of activities</li> <li>● Students' evaluation</li> </ul>	Extra-curricular Activities Committee, Discipline Committee ( Prefect Team ) & Religious Affairs Committee	Financial support & external agencies
<b>3.4 Provide information and financial support to encourage students to join external leadership training</b>						
	3.4.1 Deliver relevant information via iMail or school's web page	9/2012-6/2013	At least 10 pieces of information have been delivered	● Record of information delivered	Student Support Committee	N.A.
	3.4.2 Provide financial support for students with financial difficulties	9/2012-6/2013	Students concerned get sufficient support to join relevant training	● Record of subsidies	Student Affairs Committee	Financial support
<b>3.5 Delegate more power of decision making and financial management and school affairs to students</b>						

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	
	3.5.1 Involving students when making decisions concerning student welfare like uniform, tuck shop and catering service	9/2012-7/2013	Student leaders exercise more power and authority under teachers' guidance	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> <li>● Students' evaluation</li> </ul>	Student Affairs Committee	N.A.	
	3.5.2 Delegate more power of decision making and financial management to students running extra-curricular activities and class affairs				Extra-curricular Activities Committee	N.A.	
	3.5.3 Set up a new student council responsible for managing school campus		The aforesaid council is set up		<ul style="list-style-type: none"> <li>● Report by the teacher-in-charge</li> </ul>	Student Support Committee	N.A.
	<b>3.6 Encourage students to participate actively in relevant school services and community services</b>						
	3.6.1 Arrange all S3 students to participate in social services which strengthen servanthood	12/2012-6/2013	Appropriate types of services are arranged for the students	<ul style="list-style-type: none"> <li>● Teachers' Evaluation</li> </ul>	Student Guidance Committee	Financial support & external agencies	
	3.6.2 Encourage students to serve actively in school with servanthood	9/2012-7/2013	Teachers actively promote this concept in internal service	<ul style="list-style-type: none"> <li>● Teachers' Evaluation</li> </ul>	Related teacher-in-charge	Financial support & external agencies	
Students display the characteristics of a servant leader	<b>3.7 Show recognition to students who display the characteristics of a servant leader</b>						
	3.7.1 Encourage teachers to appreciate students' serving attitude	2/2012, 7/2013	The aforesaid ceremony is held	<ul style="list-style-type: none"> <li>● Record of the relevant ceremony</li> </ul>	Student Support Committee	Financial support	

<b>Intended Outcomes</b>	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
	3.7.2 Award students with outstanding performance with scholarships	6/2013	There are students qualified for these scholarships	● Report by teacher-in-charge	Student Affairs Committee	Financial support
	<b>3.8 Coordinate relevant committees to implement additional strategies regarding this concern</b>					
	3.8.1 Hold meetings to discuss and evaluate additional strategies	8/2012, 7/2013	Meetings are held and there is no overlap of strategies	● Minutes	Student Support Committee	N.A.

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**ACADEMIC AFFAIRS COMMITTEE**  
**THREE-YEAR PLAN ( 2012-2015 )**

**I. AIMS**

1. To nurture among students good thinking skills
2. To cater for learning differences among students
3. To raise teachers' professional standard
4. To facilitate administrative affairs

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. There is a new school campus with well-structured facilities in 2011
- b. Appropriate delegation of work by the Principal allows teachers great autonomy
- c. There is a good working relationship among committee members who are willing to strive for improvement and bear responsibilities
- d. Clear delineation of power within the committee generates an unambiguous system of accountability
- e. All teaching staff members are experienced, visionary and willing to take up responsibilities
- f. The school supporting staff are cooperative and efficient
- g. The finance management system is flexible enough to allocate resources effectively and thus to meet multifarious needs
- h. There is a sound IT network and a good supply of equipment for producing teaching aids

**2. Weaknesses**

- a. There are insufficient external resources

**III. OBJECTIVES**

1. to nurture among students the spirit of thinking skills
2. to promote a reading atmosphere
3. to advance teachers' professional knowledge and promote exchange among teaching professionals
4. to improve teaching resources
5. to strengthen departmental management
6. to review curriculum and policies at each level to meet students' needs arising from the changes in the general environment
7. to enhance administrative efficiency
8. to cater for learning problems of students
9. to enhance the provision of gifted programmes

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Review the S1 thinking skills curriculum	1	✓		
2	Subject panels analyse the requirement of thinking skills in the NSS curriculum and assessment paper	1	✓		
3	Subject panels review the HOT elements in the NSS teaching and assignment	1	✓	✓	✓
4	Stipulate, at junior levels, the proportion of examination questions requiring HOT elements in academic subjects other than the two languages : 20% for S1, 35% for S2 and 50% for S3	1	✓	✓	✓
5	Chinese, English and L.S. subjects arrange assignments on news commentary	1	✓	✓	✓
6	Subject panels arrange extension activities for students	1	✓	✓	✓
7	Promote collaborative teaching focusing on teaching of thinking skills	1,3,4	✓	✓	✓
8	Implement the Afternoon Reading Scheme	2	✓	✓	✓
9	Implement the Junior-form Reading Scheme	2	✓	✓	✓
10	Evaluate the effectiveness of reading promotion	2	✓	✓	
11	Reuse library shelving capacity to facilitate the expansion of book volume	2	✓		
12	Teacher librarian liaises with Chinese & English subject for reading promotion	2,3	✓	✓	✓
13	Achieve a conglomeration of on-line resources in the library	2,4	✓		
14	Offer IT course options to teachers	3	✓		
15	Provide IT support for teaching whenever necessary	3	✓	✓	✓
16	Encourage subject-based staff development activities to improve teaching	3	✓	✓	✓
17	Promote exchange among panel heads	3	✓	✓	✓

18	Implement teaching evaluations (by students)	3	✓	✓	✓
19	Provide a desktop computer for each teacher	3,4	✓	✓	✓
20	Encourage on-line e-learning platform in each subject	3,4	✓	✓	
21	Review public examination results	3,5,8			
22	Manage the schools' intranet and internet system	4	✓	✓	✓
23	Procure new computer systems and relevant software items	4	✓		
24	Collect schemes of work and assignment policies from all panels	5	✓	✓	✓
25	Provide comments / opinions on the three-year plans submitted by different departments	5	✓	✓	✓
26	Provide web-based homework check for junior-form students to aid students' learning and strengthen home-school communication	5,7	✓	✓	✓
27	Provide information for panels to review internal test and examination results	5,8	✓	✓	✓
28	Review the streaming policy	6		✓	
29	Review the S4 subject combinations	6		✓	
30	Fine tune the Student Learning Profile for the new 3-3-4 system	6	✓	✓	
31	Coordinate form activities (for academic purposes)	7	✓	✓	✓
32	Review and amend procedures for various ceremonies	7	✓	✓	✓
33	Review and publish Student Basic Law	7	✓	✓	✓
34	Update the school-based computer programs to enhance administrative efficiency	7	✓	✓	
35	Run small class teaching for S1 students who are weak in English	8	✓	✓	✓
36	Run small class teaching for S1 students who are weak in Mathematics	8	✓	✓	✓
37	Run after-school English, Chinese, Maths & IS remedial classes for S1 and S2	8	✓	✓	✓
38	Address learning problems of students by level coordinators	8	✓	✓	✓
39	Promote students' participation in gifted programmes through formulation of effective measures	9	✓	✓	✓

## **V. EVALUATION**

1. Enhancement of students' thinking - Questionnaire (appraisal by students and teachers) skills
2. Effectiveness of reading promotion - Questionnaire (appraisal by teachers)
3. Assessment on the extent of - Questionnaire (appraisal by teachers) professional knowledge enhancement
4. Evaluation of the extent of - Questionnaire (appraisal by teachers) improvement of the teaching resources
5. Strengthening of management of panel - Questionnaire (appraisal by panel duties heads)
6. Enhancement of administrative - Questionnaire (appraisal by teachers) efficiency

## **VI. TEAM MEMBERS**

Cheung Man Wai ( Adviser )

Leung Wing Tak ( Chairperson )

Mak Shing Chit

Pun King Min

Chan Yuen Kok

Yu Cheuk Kuen

Wong Hoi Lee

Leung Kit Yin

Ho Chung Wa

Lau Chung Kwong

Louie Fung Yiu

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**STUDENT SUPPORT COMMITTEE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

To coordinate and monitor the work of relevant committees, and to implement necessary strategies so as to actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Chairpersons of relevant committees are willing to express their opinions.
- b. Once consensus is reached, the aforesaid chairpersons are cooperative and supportive of the school's development.
- c. The School places due emphasis on student support and development. A clear direction, valuable advice and sufficient resources have been provided for further development in this domain.
- d. Teachers care about the personal development of the students and they are willing to spend time nurturing the students in the midst of heavy teaching workload.

**2. Weaknesses**

- a. Teachers' workload and pressure resultant from frequent education reform are getting heavier. This in turn reduces the time spent on counseling work.
- b. Students are deeply and greatly affected by the values and messages prevailing in the social ethos and mass media which makes our value education more difficult.

**III. OBJECTIVES**

1. To coordinate and monitor the work of relevant committees so as to actualize the school's major concerns that are related to student support
2. To implement necessary strategies so as to actualize the school's major concerns that are related to student support
3. To give advice and assist relevant committees in planning and implementing their work



#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Discuss and allocate the duties of running the leadership training and the inauguration ceremony of student leaders among various committees concerned	1	✓		
2	Disseminate information to appropriate committees	1,2	✓	✓	✓
3	Hold meetings with the chairpersons of relevant committees to discuss and evaluate the year plan	1,3	✓	✓	✓
4	Read the minutes of relevant committees	1,3	✓	✓	✓
5	Run an ad hoc group which is responsible for designing the lesson plans of Life Education	2	✓	✓	✓
6	Run an ad hoc group which is responsible for organizing the S.1 Life Education Camp	2	✓	✓	✓
7	Confirm the content of the two levels of leadership training programmes	2	✓		
8	Deliver relevant information via iMail or school's web page	2	✓	✓	✓
9	Set up a new student council responsible for managing school campus	2	✓		
10	Encourage teachers to appreciate students' serving attitude	2	✓	✓	✓

#### V. EVALUATION

1. Conducting a survey at the end of the academic year to collect students' opinions on the effectiveness of various strategies related to student support
2. Collecting teachers' opinions on the effectiveness of various strategies related to student support at the end of each school year
3. There is a record of no overlap, only complimentary activities among relevant committees

#### VI. TEAM MEMBERS

Leung Kit Yin (Chairperson)  
Chang Wing Kay  
Lee Kin Chung  
Lee Mei King  
Mak Lai Ching

Tai Kin Fai  
Wong Kai Sze  
Yu Mu Hau  
Yung Yee Har

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**DISCIPLINE COMMITTEE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To help students develop the personality traits of Shatin Tsung-tsiners, in particular
  - a. to be self-disciplined
  - b. to be thoughtful and
  - c. to be trustworthy
2. To help students distinguish right from wrong, take the blame for their mistakes and learn from their mistakes
3. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Most students are gentle, kind-hearted and are willing to follow teachers' instructions
- b. Most students are capable of obeying the school rules
- c. Committee members attach great importance to communication and cooperation with parents
- d. Committee members are energetic and cooperative
- e. The Principal, Vice-principals and other teachers are supportive and always give us their prompt advice and assistance

**2. Weaknesses**

- a. Some students are less self-disciplined
- b. Some students commit minor offences owing to their absent-mindedness, overdependence or immaturity
- c. It is difficult to get full support from some parents who may neglect their children or over-protect them
- d. The values and behavior encountered by students in society, like being self-centered, wilful and materialistic etc, contradict the values promoted by the school and some students find it difficult to resist the former

**III. OBJECTIVES**

1. To help students develop the personality traits of Shatin Tsung-tsiners and other virtues set by the school
2. To encourage and help students observe school regulations and other rules within the school campus
3. To help students admit their mistakes, take the blame for their mistakes, and correct and learn from their mistakes
4. To identify the problems of the students and provide them with necessary and appropriate assistance

5. To provide immediate assistance to students or teachers to help them deal with discipline matters
6. To collect the opinions of different stakeholders (including students, parents and teachers) on the content and implementation of various regulations and schemes
7. To enhance students' crisis awareness and management skills

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Set up various awards to give students recognition for their good conduct and performance	1,2	✓	✓	✓
2	Remind students of proper behavior whenever necessary	1,2,3,4	✓	✓	✓
3	Execute school regulations and punish offenders according to stated guidelines	1,2,3,4	✓	✓	✓
4	Implement Junior Secondary Discipline Training or other discipline training programs	1,2,3,4	✓	✓	✓
5	Carry out duties at the main entrance	1,2,3,4	✓	✓	✓
6	Form and train the prefect team to assist teachers in keeping order	1,2,3,4,5	✓	✓	✓
7	Implement the New Identity Scheme	1,3	✓	✓	✓
8	Conduct the Strive-for-improvement Class	1,3,4	✓	✓	✓
9	Discuss with parents about their children's misbehavior at school and ways of improvement	1,3,4	✓	✓	✓
10	Invite relevant department(s) of the HKSAR to give talks	1,7	✓	✓	✓
11	Evaluate and revise the guidelines for giving conduct grades	6	✓		
12	Review and revise school regulations and the demerit system	6	✓	✓	✓
13	Attend parents' or students' meetings to answer inquiries about the Discipline Committee whenever necessary	6	✓	✓	✓
14	Make use of the web page to deliver information to parents or students	6	✓	✓	✓
15	Arrange regular fire drills	7	✓	✓	✓

## **V. EVALUATION**

1. Compiling statistics on student attendance, lateness and offences
2. Collecting parents' and students' opinions on the work of the Discipline Committee through different channels
3. Conducting a survey at the end of the academic year to collect teachers' opinions on the effectiveness of the work of the Discipline Committee
4. Conducting a teacher survey and an internal evaluation at the end of the term of service to assess the performance of the Prefect Team

## **VI. TEAM MEMBERS**

Yu Mu Hau ( Adviser )  
Chan Kwok Hung ( Chairperson )  
Tai Kin Fai ( Chairperson )  
Chung So Sum  
Lee Wai Kok  
Luk Chung Ho  
Kwok Yan Ki  
Wong Ka Man  
Wong King Sing  
Yue Po Ting

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**STUDENT GUIDANCE COMMITTEE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To equip students with the personality traits of Shatin Tsung-Tsiners
2. To build a team of guidance teachers with professional knowledge in counselling and guidance
3. To hold preventive and developmental activities, and encourage students to explore their potential
4. To provide counselling and guidance to students
5. To cultivate students' sense of belonging to the school and improve teacher-student relationships
6. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The Committee has a clear target and direction
- b. All members in the Committee are concerned about the growth of teenagers. They are willing to improve themselves through further education so that they can help with students' personal growth
- c. Students are kind-hearted and receptive. Under teachers' guidance, they are willing to improve themselves
- d. The school supports the activities of the Committee
- e. The educational psychologist and social worker in our school are experienced, willing to serve and helpful
- f. The Committee frequently contacts some external organizations so as to get more resources to implement counselling activities
- g. EDB and NGOs have provided the school with numerous valuable teaching resources
- h. The Committee systematically organizes the resources for life education lessons
- i. Through form guidance programmes, case conference and the year plan, teachers in school can understand the work of the Committee thoroughly so they can provide support to the work of the Committee
- j. Guidance Activity Room is provided for activities in the school

**2. Weaknesses**

- a. The members of the Committee have a heavy workload and are under severe stress
- b. The leadership skills of students in organizing activities need to be improved
- c. Besides handling student cases, the Committee is also responsible for conducting Life Education which involves a lot of work
- d. The work of the Committee has been made difficult because of the social culture and individual students' backgrounds

### III. OBJECTIVES

1. To equip students with the personality traits of Shatin Tsung-tsiners and other virtues set by the school
2. To promote the whole school counselling approach by involving all teachers in the work of the guidance team
3. To encourage professional training of teachers in the Committee
4. To hold preventive and developmental activities, and encourage students to explore their potential
5. To provide counselling and guidance to students
6. To cultivate students' sense of belonging to the school and improve teacher-student relationships
7. To promote class building
8. To encourage students to accept and admire differences
9. To replenish the resources in the resource bank for Life Education and class building

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Encourage students to set up personal goals	1	✓	✓	✓
2	Recognize students' performance in the Volunteer Movement	1	✓	✓	✓
3	Organize board design competition	1,2	✓	✓	✓
4	Organize the life education lessons	1,2,5,6	✓	✓	✓
5	Organize the Counselling Days	1,2,5,6	✓	✓	✓
6	Conduct morning sharing sessions	1,2,6	✓	✓	✓
7	Publish "Messages to Shatin Tsung-tsiners"	1,2,6	✓	✓	✓
8	Implement the Peer Mentoring Scheme	1,2,6	✓	✓	✓
9	Implement the Strive-for-Excellence Award Scheme	1,4	✓	✓	✓
10	Encourage students to join external social services	1,4	✓	✓	✓
11	Form a volunteer team	1,4			✓
12	Form student sharing and growth groups	1,4,5,6	✓	✓	✓
13	Run student guidance programmes and activities	1,5	✓	✓	✓
14	Provide counseling and guidance services to students in need	1,5	✓	✓	✓
15	Organize Teacher Appreciation activities	1,6	✓	✓	✓
16	Promote integrated education	1,8	✓	✓	✓

17	Strengthen the cooperation among class teachers in the same form	2	✓	✓	✓
18	Encourage further education and communication among members in the Committee	3	✓	✓	✓
19	Conduct survey on students' stress	4,5	✓	✓	
20	Develop the educational psychology service	5	✓	✓	
21	Promote the work of the Committee and introduce teachers and social worker of the committee to students	5	✓	✓	✓
22	Organize talks or sharings on class building for teachers	7	✓	✓	
23	Replenish the resource bank for Life Education and class building	9	✓	✓	✓

## V. EVALUATION

1. To evaluate the effectiveness of the targeted plan each year through the questionnaires filled in by teachers and students at the end of the school term
2. To evaluate teachers' responses to different discussion topics through the evaluation form of life education periods
3. To evaluate the training of peer mentors through the training records
4. To evaluate the support of students to the Committee through the number of participants in various activities
5. To evaluate the condition of students through the case records
6. To evaluate the effectiveness of assemblies through evaluation forms/questionnaires
7. To evaluate the effectiveness of activities through collecting members' opinions in meetings

## VI. TEAM MEMBERS

Lee Kin Chung (Chairperson)  
 Fung Kwok Leung  
 Au Yeung Hoi Ming  
 Li See Chun  
 Wu Yan Ha  
 Ho Pok Ting  
 Lam Wing Ting  
 Wu Yik Lan (School Social Worker)  
 Wong Po Ling (School Social Worker)  
 Cheung Wai Lam (Educational Psychologist)

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
CAREER GUIDANCE COMMITTEE  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To provide information about studies and careers
2. To provide professional guidance and assistance to help students make appropriate education and career choices
3. To equip students to adapt to the changing society
4. To assist the development of the Alumni Association
5. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Updated and adequate educational and career information is available and accessible to committee members and students
- b. Committee members are professional and responsible. They take part in different types of training courses in order to keep up with the latest trends in study paths and career information
- c. The harmonious relationship between committee members and students is beneficial for counselling
- d. Senior-form students are concerned about the New Academic Structure (NAS) and are willing to learn more in order to equip themselves
- e. Alumni are willing to offer assistance to the school. They are often invited to be the guest speakers to share updated educational and career information
- f. Guidance Activity Room can be used for activities in the new premises

**2. Weaknesses**

- a. Junior-form students are relatively less willing to search for educational or career information in order to plan for their future
- b. Under NAS, career counseling and programmes are expected to be organized on a massive scale. Committee members have a heavy workload

**III. OBJECTIVES**

1. To collect, update and disseminate information on further education and careers
2. To motivate students to search and ask for updated education and career information actively
3. To provide professional guidance and counselling to assist students to understand their interest, abilities, needs and priorities in relation to further education and careers
4. To equip students with skills, a positive attitude and values to facilitate their future education and career plan
5. To facilitate students' and graduates' applications for schools or jobs



6. To collaborate with the Alumni Association and strengthen the link between the school and alumni
7. To nurture in students the personality traits of Shatin Tsung-Tsiners and other important virtues set by the school

## V. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Collect educational and career information from newspaper, magazines and the internet, etc.	1	✓	✓	✓
2	Compile statistics on graduates' future paths	1	✓	✓	✓
3	Develop Career Guidance Committee's homepage	1	✓		
4	Provide easily accessible and updated educational and career information in the library and on the notice board	1,2	✓	✓	✓
5	Invite senior-form students, alumni or successful people to share their study or work experience with students	1,2,4,6	✓	✓	✓
6	Organize other Learning Experiences (OLE) activities for students, e.g. visit colleges, universities or companies	1,2,4,7	✓	✓	✓
7	Arrange activities to educate students on skills and a correct attitude towards work, alert students to the possible traps and promote the awareness of safety at work	1,2,4,7	✓	✓	✓
8	Encourage S1 to S6 students to develop career-planning	2,7	✓	✓	✓
9	Counsel students who encounter problems over career and studies	3	✓	✓	✓
10	Encourage colleagues to attend courses concerning career guidance	3	✓	✓	✓
11	Provide training course on interview techniques for senior students	4	✓	✓	✓
12	Provide lesson plans on career-planning to be carried out in Life Education lessons	4,7	✓	✓	✓
13	Organize documents (including testimonial and JUPAS application form, etc.) which assist students to apply for schools, universities and jobs	5	✓	✓	✓

14	Assist the development of Alumni Association (including holding activities for graduates / alumni, strengthening the link among alumni and developing Alumni Association's homepage, etc.)	6	✓	✓	✓
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## V. EVALUATION

1. Conducting surveys (questionnaires, evaluation forms, etc.) to collect students' and teachers' opinions
2. Tallying the number of activities
3. Tallying the number of participants in activities

## VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)  
Choy Kit Ping  
Choi Ying Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
EXTRA-CURRICULAR ACTIVITIES COMMITTEE  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To help students develop good hobbies and cultivate their talents
2. To help students attain a balanced intellectual, physical, social and aesthetic development through an informal curriculum
3. To cultivate and develop students' leadership skills
4. To help students spend their leisure in a meaningful, creative and satisfying way
5. To nurture the qualities of Shatin Tsung-tsiners among students
6. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teacher-advisers are responsible
- b. A wide range of activities are provided for students
- c. Relationship between teachers and students is good
- d. Students enjoy participating in sports activities
- e. House committee members are responsible and can handle house affairs independently
- f. Teachers can choose to lead the groups according to their wishes

**2. Weaknesses**

- a. Some student leaders lack experience / skill in organizing activities
- b. Some students cannot join all the activity groups they want to because of heavy academic workload

**III. OBJECTIVES**

1. To encourage students to participate actively in extra-curricular activities and to actualize the spirit of 'Shatin Tsung-tsiners' and other virtues set by the school
2. To help students enhance their sense of belonging to the school
3. To offer a wide range of diversified activities
4. To balance the variety of activity types and the number of participants in each type
5. To arouse general awareness towards safety precautions in organizing activities
6. To help students strengthen their self-confidence and abilities in leadership
7. To broaden students' horizons and to enhance their appreciation towards arts
8. To help the transition of activities from being teacher-centred to student-centred
9. To promote team spirit and co-operation

10. To facilitate the smooth running of extra-curricular activities
11. To bring in and utilize external resources
12. To promote commendation of student performance in activities

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Organize Blood Donation Day	1	✓	✓	✓
2	Implement S4 “One-student-one-art” policy	1	✓	✓	✓
3	Organize large scale functions and competitions	1,2,3,6,7	✓	✓	✓
4	Organize House meetings and inter-house activities	1,2,3,6,7,8,9	✓	✓	✓
5	Organize leadership training for committee members of class associations and interest groups	1,2,6,8	✓	✓	✓
6	Implement the STSS Award Scheme	1,2,12	✓	✓	✓
7	Exhibit students’ competition awards	1,2,12	✓	✓	✓
8	Organize Prize Presentation Ceremony	1,2,12	✓	✓	✓
9	Encourage students to participate in social services	1,3	✓	✓	✓
10	Encourage and recommend students to participate in various kinds of activities	1,3,4,7,9,11	✓	✓	✓
11	Organize and co-ordinate end-term activities	1,3,4,7,9,12	✓	✓	✓
12	Promote summer holiday activities	1,3,6,7,9	✓	✓	✓
13	Organize on-line interest group registration and provide activity guides	1,4,10	✓	✓	✓
14	Implement S2-S3 ‘One-student-one-art/sport’ policy	1,7,9	✓	✓	✓
15	Organize elections for House captains	2,6,8	✓	✓	✓
16	Execute daily administrative work relating to ECA	3,4,5,10	✓	✓	✓
17	Introduce external bodies to provide training / performance	3,6,7,11	✓	✓	✓
18	Oversee interest-group activities and financial subsidies	5,10	✓	✓	✓
19	Support House advisers	8,10	✓	✓	✓
20	Design and analyse questionnaires on student activities	10	✓	✓	✓

21	Collect data on students' activities, attendance rates, merit awards and competition results	10,12	✓	✓	✓
22	Set up a data bank storing student activity details	10,12	✓	✓	✓

## V. EVALUATION

1. To collect statistical data on the membership of school teams, instrumental classes and interest groups
2. To evaluate student members' attendance rate in school teams, instrumental classes and interest groups
3. To count the number of meetings / practices of school teams, instrumental classes and interest groups
4. To collect data on the number of external activities or overseas tours and the number of participants
5. To collect statistical data on the number of blood donors
6. To collect statistical data on the number of participants in various external competitions
7. To collect statistical data on the number of athletes and participants in the annual athletic meet
8. To collect statistical data on the number of students taking part in the inter-house competitions
9. To collect data from the questionnaires done by students and teachers

## VI. TEAM MEMBERS

Yung Yee Har ( Chairperson )

Fok Wang Chung

Chan Hiu Ying

Kwong Ka Yan

Lo Chun Ming

Choi Wan Ni

Lam Tsz Yan

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
STUDENTS' UNION  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To nurture the spirit of unity, mutual help and self-governance among students
2. To help students discover and achieve their potential and develop their leadership skills
3. To train students' independent thinking and their abilities to deal with contingencies
4. To widen students' horizons
5. To help students develop their social awareness and sense of responsibility
6. To help students develop the personality traits of a healthy Shatin Tsung-tsiner
7. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Advisory teachers are experienced and devoted to guiding the committee members of the Students' Union (hereafter called "the committee")
- b. There has been low turnover of advisory teachers and the advisory teachers have worked together for many years. They have developed excellent teamwork. They always share experiences, take up the duties spontaneously and support each other
- c. The excellent teamwork among advisory teachers also helps the committee to master the routines and the work of the Students' Union quickly
- d. There are many leadership training workshops and courses provided by external organizations which help the committee develop their leadership skills

**2. Weaknesses**

- a. In order to uphold the principle of self-governance of the Students' Union and leave all the decision-making to the committee, advisory teachers spend much time holding meetings with the committee so as to discuss the issues with them and help them make the most rational choices
- b. The term of service for each committee member is one year. Advisory teachers have to train new committee members every year. This does not help reduce their workload
- c. Under the NSS, it is most likely the Students' Union will be formed by S5 students. It takes time to observe the abilities of S5 students in organizing activities and managing financial resources
- d. Apart from facing the new curriculum, each committee member has to meet the requirement of SBA (School based Assessment) and OLE (Other learning

experience). The committee members thus have less time to discuss and handle the work set by the Students' Union

### III. OBJECTIVES

1. To give advice and assist the committee in planning and implementing the work of the Students' Union
2. To increase the transparency of the Students' Union
3. To delegate the power of making decisions and managing financial resources to the committee
4. To encourage the committee to take part in external activities
5. To arrange for the committee to join leadership training courses or programmes
6. To encourage S3 and S4 students to join the Students' Union as committee members so as to prepare junior form students for taking up leadership roles
7. To cultivate the spirit of accountability among students
8. To develop students' civic mindedness and social responsibility
9. To help non-committee students to develop the personality trait of being willing to serve

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Attend every teacher-student meeting	1	✓	✓	✓
2	Examine and publish the working reports and the financial reports of the committee regularly (on a yearly-basis)	2,3,7	✓	✓	✓
3	a) Arrange for the committee to give an annual working report to the whole school (by giving a sharing in the Inauguration Ceremony or having a written sharing in the Message to the Shatin Tsung-Tsiners to let students know the work of the Students' Union) b) Encourage students to question the work of the committee and have the committee give responses	2,7	✓	✓	✓
4	Delegate the power of managing financial resources to the committee	3	✓	✓	✓

5	Encourage the committee to take part in external activities a) Participate in joint-school or external activities b) Organize joint-school or external activities	4	✓ ✓	✓ ✓	✓ ✓
6	Arrange for the SU committee to join workshops, seminars or programmes to enhance leadership skills like organising meetings, managing time or building team spirit	5	✓	✓	✓
7	Encourage S3 and S4 students to join the Students' Union as committee members under the NSS	6	✓	✓	✓
8	Encourage fellow students to express their opinions on the performance of the committee through questionnaire or interview	7	✓	✓	✓
9	Encourage students to show concern about the school and society a) to learn more about school affairs b) to respond to school affairs e.g. through the school policy week c) to learn more about social affairs e.g. consider asking the committee members to have sharing in the morning assembly on a particular piece of news e.g. encourage committee members to organize activities to arouse participants' social awareness d) to respond to social affairs e.g. encourage students to respond to current news or special events in society	8	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓



10	Encourage other students to help with the work of the Students' Union e.g. recruit junior form and senior form students as helpers in the SU Day	9	✓	✓	✓
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## V. EVALUATION

1. Assessing the performance and decision-making abilities of the committee through observation and interaction
2. Conducting interviews or surveys and compiling statistics on students' participation rate in activities to collect students' assessment of and their attitudes towards the work and performance of the Students' Union
3. Conducting a survey at the end of the academic year to collect teachers' opinions on the work of the Students' Union
4. Assessing the effectiveness of one-year training through a self-evaluation done by all committee members at the end of the term of service

## VI. TEAM MEMBERS

Wong May Sum (Chairperson)

Chan Yuk Ha

Cheng Yin Yan

Lee Shuk Yi

Yip Yee Ling

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**RELIGIOUS AFFAIRS COMMITTEE**  
**THREE-YEAR PLAN ( 2012-2015 )**

**I. AIMS**

1. To align with the school aims to nurture the personality traits of students
2. To foster the spiritual growth of Christian teachers and students by promoting and organizing different religious activities
3. To introduce the Gospel to the non-Christian students through various kinds of religious activities and offer spiritual care and guidance to the students who have just committed to God
4. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. There is a team of dedicated teachers
- b. Christian Education, which is a compulsory subject in all forms, provides students with basic Bible knowledge
- c. Autonomy and financial support offered by the school and the Council members help carry out the religious activities
- d. The Committee is provided room for sharing the Gospel through different channels such as CE lessons, morning assemblies, hall assemblies, Gospel Week, Gospel Camp, Gospel sport activities to consolidate spiritual education
- e. Wednesday is made the Religious Day, which facilitates religious activities and student fellowship
- f. A Prayer Room is provided for quiet time and group meetings

**2. Weaknesses**

- a. Students are not keen on religious pursuit
- b. Teachers' workload is very heavy

**III. OBJECTIVES**

1. To provide a better environment conducive to the instillation of Christian faith
2. To encourage teachers and students to have a closer relationship with God
3. To promote and organize Gospel activities
4. To promote and organize activities offering spiritual care and nourishment
5. To form student Christian groups and cultivate their minds by fulfilling a role in serving others
6. To nurture trustworthy Christian student leaders
7. To cultivate the personality traits of a Shatin Tsung-tsiner and other virtues set by the school

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Put up the yearly scripture and the school motto on the campus	1	✓	✓	✓
2	Decorate the school campus with bible scripture	1	✓	✓	✓
3	Run retreat and prayer meetings for teachers	1,2,4	✓	✓	✓
4	Sing hymns in some of the morning assemblies so that students can easily devote their attention to worshipping God	1,2,4,7	✓	✓	✓
5	Instill Christian faith and strengthen Christian values through hymn singing, testimony sharing and prayers in the hall assembly	1,2,4,7	✓	✓	✓
6	Form student Christian groups such as student fellowship and cell groups	2,4,5,6,7	✓	✓	✓
7	Teachers do scripture sharing in the morning assembly on Wednesdays to encourage teachers and students to walk with Jesus every day	2,7	✓	✓	✓
8	Run the Gospel Week and Gospel Camp (Day or night)	3	✓	✓	✓
9	Run Gospel sport activities such as Gospel basketball team and Gospel sport gathering	3	✓	✓	✓
10	Invite Sun Chui Tsung Tsin Church to assist in running Gospel activities and student fellowship	3,4	✓	✓	✓
11	Invite students to serve in the student fellowship and Gospel activities	6,7	✓	✓	✓

#### V. EVALUATION

1. Collecting teachers' comments
2. Counting the number of participants in different activities
3. Conducting surveys (questionnaires, evaluation forms, etc.) to collect students' opinions and assess their attitudes

#### VI. TEAM MEMBERS

Chang Wing Kay ( Chairperson )  
 Choi Wai Man  
 Pau Hoi Yu

Tsang Shing Wai  
 Cheng Ka Fung  
 Luk Wai Kiu

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**STUDENT AFFAIRS COMMITTEE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To provide a wide range of services and welfare for students
2. To actualize the school's major concerns that are related to student support

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The committee enjoys a high level of autonomy due to the Principal's delegation of power
- b. The committee is well supported by the supporting staff and the Information Technology Group of the school
- c. Teachers are willing to give opinions and suggestions to the committee which help improve our service
- d. A spacious room is provided in the new premises

**2. Weakness**

- a. As a lot of work involves contacts and coordination with external organizations, it is very time consuming

**III. OBJECTIVES**

1. Reduce parents' financial burden created by their students' study
2. Help reduce students' burden to facilitate their study and school life
3. Provide a range of services and welfare for students
4. Encourage and help students to receive health service
5. Process and handle the nomination and application of various scholarships
6. Process and handle the nomination and application of various exchange programmes
7. Look into and handle requests and complaints of students and parents in regard to student services
8. Help external organizations to conduct surveys related to student life and study
9. Facilitate the supply of healthy food to students
10. Monitor the service provided by the tuck shop
11. Offer assistance to other committees and departments when necessary

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Process subsidies and allowances	1,2	✓	✓	✓
2	Handle all businesses and external contacts related to the provision of all services specified in Item#3	1,2,3,4,8 9,10	✓	✓	✓
3	Facilitate students receiving health services provided by the government and provide the following services : a. Flu immunization programme b. Taking student photos at a bargain price c. Providing lunch boxes at a reasonable price d. Selling school uniforms and sports uniforms at reasonable prices e. Selling textbooks at reasonable prices	1,2,3,4,9	✓	✓	✓
4	Nominate eligible students to apply for scholarships i. External scholarships ii. Internal scholarships iii. Scholarships awarded on Speech Day iv. Scholarships awarded in End-of-year Ceremony	1,2,5	✓	✓	✓
5	Encourage and nominate eligible students for exchange programmes	1,2,6	✓	✓	✓
6	Hold meetings with student representatives and parent representatives when necessary and conduct surveys to collect students' opinions on various services	1,2,7,10	✓	✓	✓
7	Handle, process and follow up students' and parents' requests and complaints related to student affairs	1,2,7,10	✓	✓	✓
8	Explore the possibilities of providing more services for students after the re-provisioning of the school	3	✓		
9	Hold informal meetings with teachers of other departments and committees when necessary	3,6,7,9,10,11	✓	✓	✓

10	Devise guidelines and policies with the tuck shop on providing healthy food and drinks to students	8,9,10	✓	✓	✓
11	Monitor the variety, quality, prices, nutritional value, hygiene and taste of food sold by the tuck shop	7,9,10	✓	✓	✓
12	Handle all business related to the bidding for running the tuck shop	7,9,10	✓	✓	✓

## V. EVALUATION

1. The hygiene and cleanliness of the environment in the School tuck shop, the food handling procedures, the utensils and equipment used for preparing food — by the monitoring of the tuck shop Monitoring Group through bi-monthly inspections and observation
2. The punctuality of delivery of lunch boxes – by the monitoring of the tuck shop Monitoring Group on a day-to-day basis
3. The variety, taste, quality, hygiene, nutritional value and prices of food and drinks offered — surveys conducted among teachers and students and teachers’ observations
4. The manners and attitude of the staff of the tuck shop and their willingness to accept suggestions for improvement — surveys conducted among students and teachers and teachers’ observations
5. Quality and prices of student photos and the punctuality of the delivery of photos to students — surveys conducted among students and teachers and teachers’ observations
6. Quality of school uniforms and sports uniforms and how well the companies can meet students’ needs in manufacturing the uniforms — surveys conducted among students and teachers and teachers’ observations
7. Students’ participation records for Health Service and Flu Immunization programme
8. The service provided by the book company responsible for selling school textbooks as included in the agreement between the school and the company — surveys conducted among students and teachers and teachers’ observations

## VI. TEAM MEMBERS

Mak Lai Ching ( Chairperson )  
Ngan Hoi Ming  
Lo Pun Kei  
Kwok Fung Ying  
Hung Suet Kan

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
HOME-SCHOOL COOPERATION COMMITTEE  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To carry out the policies of the school and those of the Education Bureau
2. To sustain the operation of the school's Parent-Teacher Association (PTA)
3. To enhance bilateral communication between parents and the school
4. To harness parents' support on the school's developmental concerns
5. To answer the needs of society in creating healthy family relationships
6. To connect the school's PTA with the neighbourhood communities and other related organizations

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The social demand for better cooperation between schools and parents affirms the significant role of the committee
- b. Students with improving learning ability and parents with increasing concern over children's education facilitate better home-school cooperation
- c. The support from the school and the recognition from the teaching staff greatly confirm the value of what the committee has been doing
- d. Appreciation from the parents and the growing support from the students keep motivating the committee to achieve higher goals in home-school cooperation
- e. Committee members are experienced, mature and stable, and flexible to change
- f. The Parents' Resource Centre provides a good place for organizing activities for parents

**2. Weaknesses**

- a. There is an increasing polarization in the socio-economic status of the students that poses difficulties for the school to meet a wider range of expectations from parents
- b. There is a growing number of working parents that poses limitations on parents' involvement in school's activities
- c. Students in their teens are psychologically struggling between dependency on and detachment from their parents that generates obstacles to effective parent-teacher interaction
- d. Teachers are exhausted in dealing with education reforms and are generally lacking space to cope with parents' and students' expectations

**III. OBJECTIVES**

1. To carry out the policies of the Education Bureau
2. To implement the policies of the school
3. To develop and maintain communication channels between school and parents
4. To aid the committee members of the school's PTA to fulfill their routine duties

5. To promote effective parenting for parents
6. To foster students' interest in home-school cooperation and healthy family relationships
7. To complement the promotion of the school image
8. To contribute to the students' welfare in school
9. To follow up the application for external funds for the committee and the school's PTA
10. To promote functions and activities organized by the related organizations outside school

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Assist with the election of the parent manager for the school governance	1,2,3	✓	✓	✓
2	Assist other school committees to organize activities for parents	2,3,5,7	✓	✓	✓
3	Assist with the implementation of the scheduled activities of the PTA	2,4,5,6,8	✓	✓	✓
4	Assist the PTA to recruit parent volunteers	3	✓	✓	✓
5	Publish "Parents' Basic Law", the new edition	3	✓		
6	Amend the current "Parents' Basic Law"	3		✓	
7	Organize parent activities on students' career planning	3		✓	✓
8	Follow up Parents' Forum on the eCommunity Platform	3	✓	✓	✓
9	Assist school and the PTA to organize surveys on parents' opinions	3,4,8	✓	✓	✓
10	Attend the meetings of the PTA Executive Committee	3,4,8	✓	✓	✓
11	Coordinate the activities of the Parent-Teacher Day	3,5	✓	✓	✓
12	Participate in the "S1 Orientation Day"	3,5,7	✓	✓	✓
13	Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents	3,5,7,10	✓	✓	✓
14	Follow up parents' incoming hot-line phone calls and e-mails	3,8	✓	✓	✓
15	Assist with the management of the Parents' Resource Centre	4	✓	✓	✓
16	Assist the parent-groups to plan and organize activities	4,5,8	✓	✓	✓



17	Represent the school's PTA at meetings and activities held by external organizations	4,10	✓	✓	✓
18	Apply for the Home-school Cooperation Grants and other available funds	5,6,9	✓	✓	✓
19	Promote the functions and activities held by external organizations	5,10	✓	✓	✓
20	Do sharing in the morning assembly or the "Messages to Shatin Tsung-tsiners"	6	✓	✓	✓
21	Manage the operations of various funds and scholarship elections of the PTA	8	✓	✓	✓
22	Follow up the activities of the Shatin Joint Schools PTAs	10	✓	✓	✓

## V. EVALUATION

1. The number of participants in various activities
2. Evaluation by other teaching staff at the end of the school year
3. Parents' opinions (e.g. verbal opinions, questionnaire, written opinions)
4. The establishment and operation of the existing structures

## VI. TEAM MEMBERS

Lee Mei King ( Chairperson )  
 Li Lai Fan  
 Ku Mei Lun  
 Chu Fung Chu  
 Tsang Yuk Mei

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**STAFF DEVELOPMENT COMMITTEE**  
**THREE-YEAR PLAN (2012-2013)**

**I. AIMS**

1. To facilitate teachers' professional development so as to promote the school's overall development
2. To build up a stronger team spirit
3. To help teachers actualize the school's major concerns
4. To help the new teaching staff to adapt to our school culture

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Our teaching staff are enthusiastic about teaching and responsible and eager to undergo continuous learning
- b. Our teaching staff have established good mutual rapport and eagerness for sharing
- c. Our school aims are clear with systematic implementation and they provide us with the directions and insights for organizing appropriate activities
- d. Our committee has the autonomy to organize teachers' activities
- e. The school-based Teachers' Basic Law, which details the school's organization structures, facilitates exchanges and cooperation among colleagues
- f. Our school has developed systematic and sustainable evaluation systems that provide our teachers with the opportunities for showing their appreciation

**2. Weakness**

- a. Teachers are always overloaded, especially under the stress arising from frequent education reforms which exhaust their capacity and slow down their progress in professional development
- b. Our teachers are heterogeneous in needs and have concerns about different aspects of professional development. Hence our committee may not be able to arrange programmes that can cater for all teaching staff
- c. There are always constraints and difficulties in searching for appropriate guest speakers or trainers
- d. Teachers are tied down by experience, family burden and aging staff population

**III. OBJECTIVES**

1. To advance teachers' pedagogical knowledge, competence and skills
2. To enhance team spirit
3. To equip teachers with the necessary skills and knowledge about class building
4. To help new teaching staff to adapt to our school culture

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Sustain the Staff Appraisal system	1	✓	✓	✓
2	Organize external visits	1,2	✓	✓	
3	Liaise with external bodies for seminars or workshops providing professional advice	1,2,3	✓	✓	✓
4	Provide workshops / sharing sessions on Teachers' Activity Day for teachers to a. promote effective teaching strategies b. enhance team spirit c. enhance their competence in developing students' positive values d. promote class building	1,2,3	✓	✓	✓
5	Provide useful resources for teachers' professional development	1,3	✓	✓	✓
6	Collect information from the panel heads about individual staff members' needs regarding appropriate staff training programmes	1,4	✓	✓	✓
7	Sustain the Mentorship Scheme	1,4	✓	✓	✓

#### V. EVALUATION

1. Evaluation forms will be sent to each participant after each programme
2. At the end of each academic year, questionnaires will be sent to every teacher to evaluate the performance of the committee

#### VI. TEAM MEMBERS

Leung Kit Yin ( Adviser )  
Chan Fung Yi ( Chairperson )  
Koo Kwong Yiu  
Wong Shuk Ling

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
GENERAL AFFAIRS COMMITTEE  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

To maintain, develop and make use of school's property effectively so that students and staff members can study and work in a safe, clean and well-maintained environment

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Most management staff can use the computer to run routine work
- b. Most staff members have a good working attitude
- c. The school and staff members are supportive
- d. The teacher-in-charge is open-minded and receptive to ideas from other colleagues
- e. There is a sound IT network and a good supply of equipment to support teachers
- f. The new school campus has great potential in development

**2. Weaknesses**

- a. Not enough resources are provided to satisfy the needs of all teachers and staff
- b. Not enough manpower is provided to satisfy the needs of school operation
- c. The skills of janitors are not adequate to handle new technology in school operation
- d. General bureaucracy of government departments causes delays which slow down the school's development

**III. OBJECTIVES**

1. To provide a good and healthy environment in school campus
2. To improve the school facilities
3. To re-enforce the school security system
4. To improve the working efficiency of the committee
5. To provide sufficient IT equipment for teachers

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Put more pot plants on the campus	1	✓	✓	✓
2	Launch school cleaning campaign	1	✓	✓	✓
3	Launch environmental protection activities	1	✓	✓	✓
4	Evaluate the environmental protection activities	1		✓	✓
5	Conduct pest control once a year	1	✓	✓	✓
6	Renovate the school campus regularly	1,2	✓	✓	✓
7	Replace old furniture	1,2	✓	✓	✓
8	Conduct janitor appraisal system	1,4	✓	✓	✓
9	Work out the roster for janitor duties and monitor its operation	1,4	✓	✓	✓
10	Monitor the quality of work of janitors	1,4	✓	✓	✓
11	Procure recycle bin	2	✓	✓	✓
12	Contact the police to improve the security system before holidays	3	✓	✓	✓
13	Manage all IT rooms	5	✓	✓	✓
14	Provide desktop computers for teachers	5	✓	✓	✓
15	Maintain proper functioning of school network and servers	5	✓	✓	✓
16	Procure new computer systems & relevant software item	5	✓	✓	

#### V. EVALUATION

1. Questionnaire and oral feedback by teachers, staff and students

#### VI. TEAM MEMBERS

Tai Kin Fai ( Adviser )  
 Chan Kwong Man ( Chairperson )  
 Yuen Kit Ching  
 Yung Kwok Kuen  
 Hung Suet Kan  
 Lo Pun Kei  
 Kwok Fung Ying  
 Chung Chung Man

沙田崇真中學  
中國語文科  
三年計劃書(2012-2015)

## I. 目的

1. 配合學校目標，培育學生的才能
2. 豐富讀、寫、聽、說的均衡學習
3. 加強學習中國文學及中華文化，培養品德情意
4. 開放學習材料，拓寬閱讀面、增加閱讀量
5. 為配合本校思維中學的特色，本科著重啟發及訓練學生思維

## II. 現況分析

### 1. 優點

- a. 校方一向支持本科的課程剪裁、設計及閱讀風氣的推廣
- b. 普遍學生具有中等語文水平，無論在中學會考、高級程度會考及中學文憑試的表現均高於全港平均水平
- c. 本科老師具有專業的精神，經常討論教學問題，積極推行集體備課及觀課，以提升本科的教學責質
- d. 本科老師具有積極進取，與時並進的態度，充分掌握新高中課程發展，故此初中與高中課程銜接得宜
- e. 面對課程改革，本科老師態度積極開放，具團隊合作精神

### 2. 弱點

- a. 礙於教節不足，未能為學生提供足夠之聆聽及說話訓練
- b. 在新高中學制下，不少選修課程授課老師未能擔任班主任一職，變相將班主任工作集中在語文老師身上，工作壓力尤重
- c. 基於身體狀況及家庭崗位之需要，近年科主任之更替較頻繁，但他們仍留守本科，故團隊尚算穩定
- d. 學生對文言文的理解能力不足
- e. 學生對中國文化的認識不足

## III. 目標

1. 加強推廣閱讀風氣，培養學生的閱讀習慣，擴闊學生的眼界，提高語文能力
2. 讓學生掌握各種文體的特點、結構和作法，以提高閱讀能力
3. 提升學生的寫作能力
4. 推廣寫作風氣，培養學生的寫作興趣
5. 讓學生掌握常用實用文的寫法、用途，以應付日常需要
6. 提高學生的聆聽能力
7. 提高學生的說話能力
8. 提高學生的普通話聽說能力

9. 加強學生對中國文學的認識，培養興趣，並提高欣賞能力
10. 加強學生對中國文化的認識
11. 培養學生的自學能力
12. 培養學生思考及分析能力，並鼓勵學生將思考技能應用於生活中
13. 加強教師間的教學交流，促進專業成長

#### IV. 施行計劃

	工作項目	目標	日程		
			12/13	13/14	14/15
<b>閱讀方面（讀文教學）</b>					
1	於中一至中三級全面推行校本單元課程	1,2	✓	✓	✓
2	檢視及整理初中與新高中課程的銜接性	1,2	✓	✓	✓
3	於中四至中六級推行新高中中文課程	1,2	✓	✓	✓
4	整理文言文教學資料	1,2,10	✓	✓	✓
5	於中四至中六級推行新高中中國文學課程	1,9	✓	✓	✓
6	檢視及整理初中中文及新高中文學的銜接性	1,9	✓	✓	✓
7	於中一至中三級推行以普通話授課	3,8	✓	✓	✓
8	檢討以普通話授課的成效	3,8	✓	✓	✓
<b>閱讀方面（推廣風氣）</b>					
9	安排老師及學生在早會或課堂推介課外書籍	1	✓	✓	✓
10	舉辦推廣閱讀風氣的活動，如書展	1	✓	✓	✓
11	提供適切課外讀物供學生於假期選購及閱讀	1,2	✓	✓	✓
12	在中一至中二級推行中文廣泛閱讀計劃	1,2,3,9,10	✓	✓	✓
13	協助圖書館增購圖書	1,2,3,9,10,11	✓	✓	✓
14	協助圖書館製作專題書籍推介展板	1,2,3,9,10,11	✓	✓	✓
<b>寫作方面</b>					
15	推行文體單元寫作教學	2,3,4	✓	✓	✓
16	推行創意寫作教學	2,3,4	✓	✓	✓
17	檢討寫作教學設計及成效	2,3,4	✓	✓	✓
18	鼓勵學生投稿、參加徵文比賽	2,3,4	✓	✓	✓
19	提供作品發表機會，如在班上誦讀及貼出佳作、舉辦優秀作品展	2,3,4	✓	✓	✓

20	鼓勵老師利用符號、量表重點批改作文，好讓學生有機會思考、推敲自己的文章，改正寫作的毛病	2,3,4	✓	✓	✓
21	增購有關寫作教學的工具書	2,3,4	✓	✓	✓
22	設不同類型的寫作班	2,3,4	✓	✓	✓
23	舉辦提升寫作的活動，如作家講座	2,3,4,9,10	✓	✓	✓
24	檢討及整理實用文分段寫作教學	5	✓	✓	✓
<b>聆聽方面</b>					
25	全面推行聆聽訓練教學	6	✓	✓	✓
26	檢討及整理聆聽訓練教學	6	✓	✓	✓
<b>說話方面</b>					
27	全面推行說話訓練教學	7	✓	✓	✓
28	檢討及整理說話訓練教學	7	✓	✓	✓
29	鼓勵及訓練學生參與校內或校外辯論活動	7	✓	✓	✓
30	鼓勵及訓練學生參與校內或校外演講活動	7	✓	✓	✓
31	鼓勵及訓練學生參與校內或校外朗讀活動	7	✓	✓	✓
<b>鞏固學科知識</b>					
32	通過購買補充教材或自製教材鞏固初中學生文學及文化知識	9,11	✓	✓	✓
33	配合書展主題，宣揚中國文化	10	✓	✓	✓
<b>自學方面</b>					
34	鼓勵學生翻查字典、詞典等工具書	11	✓	✓	✓
35	鼓勵學生自擬筆記、筭記，方便平日溫習	11	✓	✓	✓
36	提供有關中文教學網址，讓學生上網自學	11	✓	✓	✓
37	檢視課程綱要以及公開試的思考技能要求	12	✓		
<b>思維方面</b>					
38	在中三議論單元，要求學生通過剪報習作（隨筆）鞏固議論文基礎知識	1,2,3,11,12	✓	✓	✓
39	在中五與文化相關之選修單元中，運用文化概念評論時事	3,10,11,12	✓	✓	✓
40	於課業題目、練習及工作紙上加強學生思維訓練	13	✓	✓	✓



41	於考核中擬設思考性題目，並加以檢討	13	✓	✓	✓
42	鼓勵運用各種教學模式，如小組討論、腦圖等引發學生思考	13	✓	✓	✓
<b>專業發展</b>					
43	推行教學觀課及課業審視	13	✓	✓	✓
44	鼓勵同工參加各類教學研討會和課程	13	✓	✓	✓
45	各級同工於備課節中，討論教學問題	13	✓	✓	✓

## V. 評估

1. 評鑑香港中學文憑考試的表現
  - ◆達二級水平的百分比
  - ◆達四級水平的百分比
2. 通過學生平日的功課，校內測驗及考試成績評估學生的程度及學習表現
3. 通過老師的觀察，評估學生的語文表達能力
4. 通過參加各類活動的人數、成績等，評估學生的表現
5. 通過參加研討會、平日觀課及討論等，評估同事的專業成長情況

## VI. 科成員

李麗芬（科主任）  
 劉仲光（科主任）  
 蔡潔萍  
 鄭燕欣  
 陳玉霞  
 張妙怡  
 谷美倫  
 梁淑儀  
 黃嘉敏  
 歐陽凱明  
 顏鎧銘  
 何博婷

沙田崇真中學  
普通話科  
三年計劃書(2012-2015)

## I. 目的

1. 訓練學生掌握漢民族的共同語
2. 培養聆聽、說話、朗讀等語言能力，以及自學能力
3. 增進與本科有關的語言知識，以及對中國文化的認識
4. 提高對本科的學習興趣，培養良好的學習態度和習慣

## II. 現況分析

### 1. 優點

- a. 授課老師均曾受足夠訓練，全部通過語文基準測試，發音正確，有豐富的教學經驗，工作態度認真、盡責，並有教學的熱誠
- b. 本校超過九成的中一新生，在小學階段曾學習過兩至三年的普通話，對本科有基本的認識，而且尚算受教
- c. 九七回歸後，中港關係日益密切，普通話的使用比以前普遍，學懂普通話有利就業，有助誘發同學的學習動機
- d. 98 年度開始實施新課程，不同的出版商供應大量配套教材，方便教學
- e. 06 年度開始本校於初中增設每級一班普教中班別，該班學生較習慣使用普通話，於普通話課上運用普通話也較有信心

### 2. 弱點

- a. 在日常生活中，普通話的語言環境依然不足
- b. 部份學生學習態度仍較被動，加上自信心不足，不敢大聲說話朗讀，影響學習成效
- c. 部份學生普通話根基欠佳，導致學習差異日大，增加施教難度
- d. 部份同學忽視學習語言知識的重要性，不肯在學習聲母、韻母、聲調等方面下功夫，以致未能培養自學能力
- e. 每循環周只有一教節，未能配合新課程要求（教育局建議每周 2-3 節），教學時間嚴重不足

## III. 目標

1. 培養學生學習普通話的興趣
2. 提高學生說聽普通話的能力
3. 提高學生自學能力
4. 剪裁一套適合本校使用的教材
5. 提高學生思維能力，使之能活動活用
6. 鼓勵同工專業發展，持續學習

#### IV. 施行計劃

	工作項目	目標	日程		
			12/13	13/14	14/15
1	鼓勵學生參與校外的普通話活動	1	✓	✓	✓
2	參加香港學校朗誦節比賽，並提供訓練	1,2	✓	✓	✓
3	舉辦普通話日	1,2	✓	✓	✓
4	舉辦班內普通話活動	1,2	✓	✓	✓
5	安排學生介紹各種益智的普通話節目	1,2,3	✓	✓	✓
6	同工參與校外講座、研討會，提升教學法	1,5	✓	✓	✓
7	鼓勵普通話已有一定水平的學生參與校外認受性高的考核試	2,3	✓	✓	✓
8	設計加強高層次思維之教學活動及作業	3,5	✓	✓	✓
9	整理應用練習，鞏固學生所學	4	✓	✓	✓
10	配合本校學生程度及教節，裁剪課程	4	✓	✓	✓
11	鼓勵校內同工修讀普通話課程，為增加教學人手作準備	6	✓	✓	✓
12	科內專業交流，提高教學成效	7	✓	✓	✓

#### V. 評估

1. 由老師觀察及成績表現評估學生學習成效
2. 校外比賽參加人數及成績表現

#### VI. 科成員

黃嘉敏（科主任）  
谷美倫  
何博婷  
梁淑儀

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**ENGLISH**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To increase students' interest in learning English and spontaneity in communicating in English
2. To nurture students' thinking skills and increase their awareness in applying these skills in daily life
3. To design and improve the curriculum to improve students' English proficiency
4. To develop a language rich environment for students
5. To ensure quality in teaching and further enhance teachers' professionalism in English teaching

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. There is a team of experienced and dedicated teachers who have sound subject knowledge
- b. Teachers are opened-minded, willing to share ideas, keen to learn and improve
- c. Some teachers have been public examination markers or oral examiners and these experiences help teachers to grasp the requirements of public exams
- d. The intake of S1 students has been good over the past few years
- e. Greater financial support has been received both from the school and under the REES for employing additional staff to reduce teachers' workload as well as for conducting enhancement and remedial programmes in recent years

**2. Weaknesses**

- a. Some students lack determination and perseverance to achieve higher goals
- b. Some students are passive in thinking and lack ideas for productive output
- c. Some students lack exposure to English outside the school environment
- d. Teachers' workload is very heavy

**III. OBJECTIVES**

1. To cater to the different learning needs of students
2. To enhance students' writing, speaking, reading and listening
3. To enhance students' thinking skills and the application of these skills
4. To promote self-access learning and the application of these skills
5. To promote reading
6. To make learning English effective and interesting

7. To increase students' exposure to English
8. To raise students' confidence in communicating in English
9. To help students prepare for the NSS
10. To facilitate interaction among teachers in order to share teaching ideas, experience and resources
11. To help teachers improve their skills in teaching English

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Include different elements in S1-S3 syllabuses for elite classes and weaker students	1,2	✓	✓	✓
2	Assign S1 or S2 students mini-projects every year	1,2,3,4,6,7	✓	✓	✓
3	Teach English Literature in S1-S3	1,2,3,6,7,9	✓	✓	✓
4	Organise debating activities like workshops and competitions	1,2,3,7,8	✓	✓	✓
5	Revise the English syllabuses	1,2,3,9	✓	✓	✓
6	Implement the measures stated in the Refined English Enhancement Scheme				
	i. develop a school-based English curriculum	1,2,3,9	✓	✓	
	ii. develop a cross-curricular framework between S1 English and S1 Arts-in-life	2,6,7,9		✓	
	iii. develop the teaching materials for enhancement programs	1,2,6	✓		
	iv. employ services to conduct summer bridging course for S1 students focusing on listening and speaking skills	2,6		✓	
	v. employ service to conduct a summer pre-LS course for S3 students focusing on debating skills	2,3,9	✓		
	vi. hire a part-time teaching assistant to orchestrate various kinds of English activities	2,6,7	✓	✓	
7	Run bridging courses and remedial and enhancement programmes in summer holidays for S1-S3	1,2,6	✓	✓	✓
8	Have an English Broadcast Club, a Debate Team and / or English Drama Team to train better-able students	1,2,6,7,8	✓	✓	✓

9	Hold formal and informal form meetings, coordinators' meetings and cross level meetings	1,6,10,11	✓	✓	✓
10	Teach phonics in S1 and S2	2	✓	✓	✓
11	Assign students to write news commentaries	2,3,7,9	✓	✓	✓
12	Organise form activities outside classroom	2,6,7	✓	✓	✓
13	Enhance the English-speaking environment of the school by i. Holding regular English activities, exhibitions or an English Week ii. Holding English book fairs iii. Holding English competitions	2,6,8	✓	✓	✓
14	Train student announcers for morning assemblies, helpers for English activities and M.C. for the Speech Day	2,7,8	✓	✓	✓
15	Encourage and train students to join external competitions such as writing competitions and the School Speech Festival	2,7,8	✓	✓	✓
16	Invite NET, English teachers, exchange student and better-able students to do sharing in morning assemblies	2,7,8	✓	✓	✓
17	Study the thinking skills requirement of the curriculum guide and public exam papers	3	✓		
18	Conduct collaborative teaching (S1-S6) with open classes in one form	3,6,10	✓	✓	✓
19	Assign work for students to prepare for the lessons	4,6	✓	✓	✓
20	Upload resources onto e-class platform for students' learning outside class time	4,7	✓	✓	✓
21	Develop the English section of the school homepage by putting in useful web sites, video clips and photos	4,10	✓	✓	✓
22	Work collaboratively with the School Librarian and the Chinese Department to promote reading	5	✓	✓	
23	Conduct reading activities	5,7	✓	✓	✓
24	Publish students' work on the school's web page or within the campus	8	✓	✓	✓

25	Compile teaching materials like unit plans, worksheets, quizzes, language games, news articles, etc.	10,11	✓	✓	✓
26	Conduct assignment inspection in at least 2 forms a year	10,11	✓	✓	✓
27	Conduct staff appraisal and formal and informal class observation	10,11	✓	✓	✓

## V. EVALUATION

1. Teachers' observation and comments
2. Analysing results of internal assessments – Uniform tests and examinations
3. Analysing results of public examinations – HKDSE & TSA
4. Analysing participation rate of activities and participants' responses to them
5. Analysing performance of students in assignments
6. Collecting data on participation rate of seminars, workshops and analyzing professional growth among teachers through lesson observation and exchange of ideas

## VI. TEAM MEMBERS

Leung Kit Yin (Coordinator)  
 Gaughan Tara Jean (Panel Chairperson)  
 Chan Mei Hing  
 Choi Ying Ying  
 Choi Wan Ni  
 Chu Fung Chu  
 Ip Chi Hung  
 Koo Kwong Yiu  
 Kwok Yan Ki  
 Kwong Ka Yan  
 Lam Suet Fong  
 Lam Tsz Yan  
 Lam Wing Ting  
 Pau Hoi Yu  
 Wong May Sum

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**MATHEMATICS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. According to the CDC Mathematics syllabus, the purposes of teaching Mathematics are
  - a. To introduce some basic Mathematical concepts to students, to continue the development of numeracy, and to help students acquire and apply the skills
  - b. To provide, at all levels, more experience with numbers by introducing a general sense of the pattern and power of Mathematics both as a tool and as a part of our cultural heritage
  - c. To prepare students to understand everyday applications outside the classroom and provide a basis for further work and studies
2. To ensure quality education

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teachers in the department always prepare lots of exercises and tests for students
- b. The majority of teachers are experienced Math teachers
- c. Teachers are eager to learn, further their studies, cooperative, helpful and enthusiastic in teaching
- d. Teachers are willing to share their experience
- e. There is a well-established administration system in the Mathematics Panel
- f. There is a well-established appraisal system in the Mathematics Panel
- g. The staff turnover rate in Mathematics Panel has been low
- h. Teachers are willing to spend a lot of time on planning, evaluation, research and development
- i. Teachers are willing to spend a lot of time giving extra tutorial lessons
- j. There is backup from the Mathematics Society and its student ex-co members
- k. Students' achievement in Mathematics in public examinations is above the average of Hong Kong standards
- l. Sufficient software and hardware are available to facilitate using IT in teaching
- m. The school provides enough human resources for normal, remedial and elite class teaching

**2. Weaknesses**

- a. Some teachers need to get familiar with the new senior secondary Mathematics curriculum and assessment method



- b. The time allocated to the teaching of students studying both extended modules and the compulsory part of NSS Mathematics is not enough. Teachers need to arrange a lot of extra lessons in long holidays

### III. OBJECTIVES

1. To promote professional development of teachers
2. To strengthen the teaching of remedial classes or weaker students
3. To strengthen the teaching of elite classes or better-able students
4. To arouse students' learning motivation in Mathematics
5. To cultivate a positive learning atmosphere of students to make them active learners
6. To help students learn and study Mathematics
7. To increase students' power of expression and communication ability
8. To foster students' reading habit
9. To promote students' exposure to more daily use of Mathematics
10. To enable students to be exposed to more extra-curricular Mathematics knowledge
11. To maintain students' good performance in examination or further improve it
12. To develop students' power of higher order thinking skills (like critical thinking, communication, inquiry, conceptualizing, reasoning, and problem solving)
13. To increase students' power of independent thinking
14. To promote the use of IT in teaching
15. To help students get external recognition for their Mathematics ability
16. To promote healthy living
17. To encourage students to use IT in learning Mathematics
18. To promote students' self-learning skills

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Conduct collaborative teaching with discussion of student weaknesses, teaching plan and strategy, preparation of teaching material, mutual lesson observation and follow up discussion	1	✓	✓	✓
2	Conduct mutual exercise inspection for newly appointed teachers and teachers for staff appraisal	1	✓	✓	✓
3	Promote sharing of teaching experiences, notes and test papers among all panel members by e-class, i-mail or hardcopy	1	✓	✓	✓
4	Evaluate teaching and learning effectiveness through student questionnaire survey	1	✓	✓	✓

5	Evaluate teaching effectiveness through mentor system, professional development and staff appraisal	1	✓	✓	✓
6	Run remedial classes for less able but voluntary lower form students	2	✓	✓	✓
7	Run compulsory remedial classes for the least able S1 and S2 students after first exam.	2	✓	✓	✓
8	Discuss the arrangement of tied-up Math lessons in two to three classes of lower forms to facilitate remedial and / or elite teaching	2,3,7	✓		
9	Run Shatin Tsung Tsin Mathematics Olympiad Training programme	3,12	✓	✓	✓
10	Apply for budget for awarding students with outstanding performance in competition	4	✓	✓	✓
11	Apply for budget for awarding students with outstanding performance or improvement in examinations	4	✓	✓	✓
12	Arrange group discussions or presentations in class at least five times a year	4,5,6,7,12	✓	✓	✓
13	Use IT in teaching whenever necessary	4,5,6,14	✓	✓	✓
14	Study preliminarily the feasibility of using tablet pc to teach Math	4,5,6,14,17		✓	✓
15	Select and adopt suitable textbooks to enhance teaching and learning	6			✓
16	Evaluate the teaching schedule, number of periods assigned, human resources allocated for NSS curriculum for compulsory part and extended modules	6	✓	✓	
17	Evaluate junior form curriculum	6	✓		
18	Run bridging courses in the first few weeks of the first term for S1 students	6	✓	✓	✓
19	Run summer courses for S1 to S5 students whenever necessary (to be determined in June)	6	✓		
20	Assess S1 students' Arithmetic manipulation skill and arrange follow up actions	6	✓	✓	✓
21	Request student of elite classes in S1 to S3 to do Math book reading report	6,7,8,9,10	✓	✓	✓

22	Decide and review assessment policy	6,11,12,16	✓	✓	✓
23	Analyze the assessment papers of NSS with respect to the requirement of thinking skills and open-ended questions	6,12	✓		
24	Arrange extra-curricular activities relevant to Mathematics by Mathematics Panel and Mathematics Society	9,10	✓	✓	✓
25	Teach and test more application problems to enable students apply thinking skills in daily life	9,12	✓	✓	✓
26	Request paper setters to prepare evaluation of assessment, notes of common weaknesses, mistakes, or follow-up exercises or quizzes for students after UT and FIRST exam	11	✓	✓	✓
27	Study the performance of S1 students in HKAT and of S3 students in TSA	11	✓	✓	✓
28	Study performance of S1 to S6 students in uniform tests or examinations	11	✓	✓	✓
29	Study students' performance in public examinations by using SVAIS, KPM and comparing Hong Kong's absolute credit rates and passing rates with those in our school	11	✓	✓	✓
30	Teach problem solving skills to S1 to S3 students and allow more individual thinking time for problem solving at all levels	12	✓	✓	✓
31	Assign at least one open-ended problem as homework exercise per chapter to students and increase the percentage of open-ended problems in exams to at least 10%	12,13	✓	✓	✓
32	Encourage students to join school team and take inter-school contests like HKMO, HKMHASC, IMO, Pui Ching Mathematics Contests, etc.	12,15	✓	✓	✓
33	Assign pre-lesson preparation material to students before lesson	13,18	✓	✓	✓

34	Encourage students to take external Mathematics Examination like ICAS (Mathematics), IGCSE, Australian Mathematics Competition (AMC)	15	✓	✓	✓
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## V. EVALUATION

1. Performance of students (e.g. examination results, homework quality, attitudes in lessons, book reading reports submitted)
2. Teachers' comments on students
3. Students' comments on teaching and learning as shown in questionnaires
4. Documents (teaching schedules, test papers, notes, supplementary exercises, minutes of meetings, evaluation reports) produced
5. Quality and quantity of meetings, sharing sessions, seminars or workshops attended
6. Evaluation forms for staff appraisal

## VI. TEAM MEMBERS

Mak Shing Chit ( Panel Chairperson )

Chan Fung Yi

Chan Kwok Hung

Chang Wing Kay

Choi Wai Man

Chung So Sum

Fung Kwok Leung

Kwok Yim Chu

Ho Chung Wa

Lee Kin Chung

Mak Lai Ching

Yue Po Ting

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**HUMANITIES SUBJECTS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To help with the development of the panels concerned
  - a. to coordinate the work of the Chinese History Panel, the Christian Education Panel, the Economics Panel, the Geography Panel, the History Panel and the Liberal Studies Panel
  - b. to enhance the professional development and exchange among the committee members
2. To assist all panels concerned in actualizing the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development so that all relevant panels work in line with the policies of the Academic Affairs Committee
  - a. to develop students' thinking skills
  - b. to enhance the quality of teaching and learning

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. There is a harmonious relationship among the committee members. There are frequent vigorous discussions in which committee members are open-minded and willing to listen to others' ideas and opinions
- b. Committee members have rich professional subject knowledge. They take part actively in various types of training so as to enhance their teaching quality, and grasp the latest trends in education reforms and curriculum development
- c. Committee members are very diligent and responsible
- d. Committee members are willing to work in line with various school policies
- e. The overall ability of students are good

**2. Weaknesses**

- a. Each subject curriculum is so distinctive that it is difficult to organize cross-curricular activities in which elements of different subjects can be embedded
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities
- c. A few students are weak in applying higher-order thinking skills
- d. A few students are weak in presenting their analysis
- e. Under the NSS, each panel is going to face curriculum change and mismatch of manpower. The workload and pressure confronting the committee members may mount when they cope with the above situations

### III. OBJECTIVES

1. To develop students' high-order thinking skills
2. To develop students' self-learning skills
3. To promote students' interest in learning
4. To help students obtain good examination results
5. To enhance teachers' teaching effectiveness and strengthen their professional development
6. To monitor the implementation of the operational strategies of each panel

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Appraise panel chairperson (Note 1)	1,2,4,5,6	✓	✓	✓
2	Implement assignment inspection (Note 1)	1,2,4,5,6	✓	✓	✓
3	Promote and organize gifted program	1,3,4	✓	✓	✓
4	Monitor the ratio of marks allocated to questions requiring higher-order thinking skills in S1-3 assessment paper (at least 20% for S1, 35% for S2 and 50% for S3)	1,6	✓	✓	✓
5	Monitor the inclusion of communication assessment (language expression) elements which should account for 5% of the total subject marks in S1-3 assessment paper	1,6	✓	✓	✓
6	Promote collaborative teaching which include lesson observation and sharing of teaching among teachers	3,4,5	✓	✓	✓
7	Request and collect information of internal or external activities & competitions	3,6	✓	✓	✓
8	Collect or disseminate cross-curricular students' activities information	3,6	✓	✓	✓
9	Evaluate public exam results and take follow-up action if necessary	4,5	✓	✓	✓
10	Disseminate teachers' training information and encourage teachers to take various external training courses	5	✓	✓	✓
11	Convene regular meetings to share information and teaching experience	5,6	✓	✓	✓
12	Review minutes of subject panels	6	✓	✓	✓

Note 1 : Schedule of appraisal of panel chairpersons and subject concerned

12/13	Chinese History Panel
13/14	History Panel
14/15	Geography Panel

## **V. EVALUATION**

1. Evaluating students' performance ( passing rate & credit rate ) in HKDSE
2. Evaluating students' learning abilities and performance through students' assignments and internal assessments
3. Evaluating students' HOT abilities through teachers' observation
4. Evaluating teachers' professional development and teaching effectiveness through appraisal results
5. Assessing the performance of the committee in terms of whether it can carry out its function properly through committee members' evaluation

## **VI. TEAM MEMBERS**

Pun King Min (Panel Chairperson)

Chang Wing Kay

Cheng Ka Fung

Wong Kai Sze

Yung Yee Har

Fok Wang Chung

Wu Yan Ha

沙田崇真中學  
基督教教育科  
三年計劃書（2012-2015）

I. 目的

1. 配合學校目標，培育學生的才能
2. 讓同學透過本科的學習對基督教信仰有基礎的認識
3. 啟發同學對生命意義的追求，並鼓勵他們作智慧人生的抉擇

II. 現況分析

1. 優點

- a. 本科以中文為授課語言，讓學生在表達個人思想及分享時更流暢自如
- b. 本科為各級必修科目，有利本科之教學
- c. 任教老師皆為有心傳道之基督徒，在教學中樂意與學生分享信仰及生活經驗
- d. 老師採用多元化的教學方式，有助學生更深地認識信仰
- e. 新翠崇真堂同工樂意協助任教老師籌備課堂教學

2. 弱點

- a. 學生對信仰較被動，未能主動提問及積極參與宗教活動
- b. 各級每循環周只有一教節，沒有足夠時間就課本內容與學生作更深入的探討

III. 目標

1. 誘發同學對信仰的興趣
2. 透過本科培育同學「沙崇人」的特質
3. 與宗教組合作，推動學校的宗教事工
4. 帶領同學認識上帝，並建立對上帝的信心
5. 透過課外的學習，讓同學對信仰生活有更深入具體的認識
6. 促進本科同工的專業發展
7. 回應新高中學制的變化
8. 提升同學的思考能力



#### IV. 施行計劃

	工作項目	目標	日程		
			12/13	13/14	14/15
1	編排及設計課程以配合學校生命教育的目標	1,2,4,7	✓	✓	✓
2	舉辦課堂以外的宗教性活動	1,2,5	✓	✓	✓
3	採用多元化的教學法以加強學生的思維能力	1,4,8	✓	✓	✓
4	要求同學做課前預習	1,8	✓	✓	✓
5	邀請新翠崇真堂同工協助籌辦部份基督教教育科的課堂	3	✓	✓	✓
6	透過課堂介紹每年學校目標及主題經文	3,4	✓	✓	✓
7	透過課堂宣傳團契、細胞小組及福音周的活動	3,4,5	✓	✓	✓
8	透過課堂宣傳團契、細胞小組及福音周的活動	6	✓	✓	✓

#### V. 評估

1. 學生問卷
2. 老師評鑑

#### VI. 科成員

程永基(科主任)  
陳圓覺  
王淑玲  
盧晉銘  
蔡偉民  
歐陽燕兒

沙田崇真中學  
中國歷史科  
三年計劃書(2012-2013)

## I. 目的

1. 配合學校目標，培育學生的才能
2. 藉著對中國歷史的認識，增加學生對國家的了解
3. 訓練學生獨立思考的能力，使他們能客觀評論史事及人物
4. 讓學生從歷史學會借古鑑今，建立良好的個人品格

## II. 現況分析

### 1. 優點

- a. 以母語教學，學生沒有語言上的阻隔，能更清楚表達，較能掌握課程
- b. 課程內容與學生息息相關，容易引起學生認同感
- c. 本科教師具專業資格，亦有專業精神，經常討論交流，有助提升教學質素

### 2. 弱點

- a. 中一至中六課節不足，教學內容相對更緊迫
- b. 部份中四至中六學生認定本科為要大量背誦之科目，不願花時間學習

## III. 目標

1. 增加學生對國家的了解
2. 配合學校培訓學生的思考技能及其生活應用之目標，舉辦以學生為主之互動式教學活動
3. 配合學校「沙崇人」特質發展之目標，透過評論歷史人物及事件等活動，加強培養學生自律、為人設想、可靠、主動及樂於服務等特質
4. 舉辦多元化活動，以提升學生的學習興趣
5. 增添教學資源以支援同工
6. 加強同工之間的溝通與合作，以提升教學成效

## IV. 施行計劃

	工作項目	目標	日程		
			12/13	13/14	14/15
1	協助國情教育小組推行國情教育，增加學生對祖國的認識	1	✓	✓	✓
2	與學生討論時事，以加強學生對祖國之關心，發掘歷史與生活的關係	1,2,3	✓	✓	✓

3	檢視課程綱要以及公開試有關思考技能的要求	2	✓		
4	各級測考設高階思維考核方式，鼓勵學生獨立思考，抒發個人見解	2	✓	✓	✓
5	初中考核教學內容時，語文表達分不少於問答題分數之5%，鼓勵學生以自己文字表達，減少背誦	2	✓	✓	✓
6	要求各級學生課前預習，培養自學習慣	2	✓	✓	✓
7	於初中課程中推行分階段高階思維訓練，加強學生之分析能力	2,3	✓	✓	✓
8	於課堂安排小組討論、口頭報告等活動，提供機會予學生發表意見	2,3,4	✓	✓	✓
9	剪裁初中課程，以增加教學的空間	2,5	✓	✓	✓
10	舉辦大型活動，誘發學生學習興趣	4	✓	✓	✓
11	整理資源室及教材，為同工提供教學支援	5	✓	✓	✓
12	鼓勵同工集體備課，集思廣益，以提升教學成效	6	✓	✓	✓
13	要求同工進行科內非評鑑性觀課，以交流教學心得	6	✓	✓	✓
14	鼓勵同工進行跨學科觀課，與別科同工交流教學心得	6	✓	✓	✓
15	鼓勵同工參加各項有關中史教學之研討會	6	✓	✓	✓

## V. 評估

1. 通過老師的觀察及交流，評估學生的學習成效
2. 老師在學期末評估學生的表現，包括學習興趣及思考能力
3. 老師安排學生填寫網上問卷，讓學生自行評估學習成效
4. 評鑑香港中學文憑考試的表現
  - i. 達第二級水平的百分比
  - ii. 達第四級水平的百分比

## VI. 科成員

黃啟思（科主任）  
歐陽燕兒

陸仲豪  
胡欣夏

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**ECONOMICS AND BAFS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To develop in students curiosity and interest in economic problems and issues facing individuals, societies, countries and the world as a whole
2. To provide students of varying aptitudes with the basic economic knowledge and skills necessary to understand better the world in which they live, reason about economic issues and participate more fully as responsible citizens in the decision-making processes of a modern society
3. To enable students to understand the basic economic problem of the allocation of scarce resources to alternative uses, the more important economic forces and institutions with which they will come into contact as producers and consumers, as well as the interdependence of economic activities
4. To develop in students the ability to communicate through the effective use of economic terminology, data, concepts and principles
5. To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The learning ability of students is improving
- b. Teachers are diligent and enthusiastic in teaching
- c. There is good communication and co-operation among panel members
- d. Teachers are creative and willing to accept new ideas
- e. The promotion of high order thinking skills facilitates the change of teaching approach
- f. Teachers effectively utilize the present teaching aids and resources
- g. The panel keeps an ample stock of teaching materials including DVD, past papers and question banks

**2. Weaknesses**

- a. Some students are weak in presenting their analysis
- b. Teachers need to get familiar with the new NSS curriculum and assessment method
- c. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities

### III. OBJECTIVES

1. To enhance students' capability of mastering various skills in the subject
2. To develop a positive learning atmosphere and encourage active learning
3. To foster students' reading habit in the area of economic issues or comments.
4. To arouse students' interest in social issues and consolidate their learning through class activities and extra-curricular activities
5. To enhance students' independent learning and confidence
6. To make students' learning meaningful and pleasurable
7. To enhance students' capability of mastering the content and skills in attempting HKDSE
8. To strengthen teachers' professional development
9. To carry out and enforce the school policies

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
<b>Teaching and learning</b>					
1	Arrange group discussion or presentation in class for each topic	1,2,4,5,6	✓	✓	✓
2	Assign pre-lesson preparation material to students before lesson	1,2,5,,9	✓	✓	✓
3	Incorporate HOT skills in the curriculum	1,2,6,7,9	✓	✓	✓
4	Study students' performance in internal school assessments and take follow-up action if necessary	1,7	✓	✓	✓
5	Prepare supplementary exercises to remedy students' common weaknesses or mistakes according to their assessment performance	1,7	✓	✓	✓
6	Review bridging materials between junior and senior form curriculum	1,7,9	✓		
7	Analyse the public exam papers and curriculum guide with respect to the requirement of thinking skills	1,9	✓		
8	Award given to active and good learners	2,3	✓	✓	✓
9	Introduction of new library books to students	2,3,6	✓	✓	✓
10	Implement gifted program to elite students	4,5,6	✓	✓	✓
11	Encourage students to join external contests or activities, and attend external seminars relevant to learning Economics	4,5,6	✓	✓	✓

12	Arrange internal competitions or activities geared to development or application of thinking skills	4,5,6,7	✓	✓	✓
13	Study students' performance in public examinations	7	✓	✓	✓
14	Evaluate teaching and learning effectiveness through student questionnaire survey	7	✓	✓	✓
15	Evaluate teaching effectiveness through mentor system, professional development and staff appraisal	7	✓	✓	✓
16	Evaluate the quality of textbooks	7,9			✓
17	Review assignment policy	9	✓	✓	✓
<b>IT development</b>					
18	Distribute reference materials to students through e-class	1,2,6	✓	✓	✓
19	Update useful website links on school subject website	2,4,6		✓	
20	Encourage teachers to use IT to facilitate classroom teaching	2,6	✓	✓	✓
21	Keep electronic files of subject notes, assessment paper and administration documents in intranet	7,8	✓	✓	✓
<b>Professional development</b>					
22	Inspect assessment paper by panel chairperson	7,8	✓	✓	✓
23	Encourage teachers to attend seminars, workshops or courses related to the discipline or new senior secondary curriculum	7,8	✓	✓	✓
24	Conduct collaborative teaching with discussion of student weaknesses, teaching plan, mutual lesson observation and follow up discussion	7,8,9	✓	✓	✓
25	Conduct mutual assignment inspection	7,8,9	✓	✓	✓
26	Implement mentor-mentee scheme to take care of the new BAFS teacher for the first 3 years	8	✓	✓	
27	Implement panel member appraisal (Note 1)	8,9	✓		✓

Note 1 : Schedule of appraisal of panel members (once every 3 years for each member)  
12/13 YKC  
14/15 LCM

## **V. EVALUATION**

1. Teachers' observation of students' performance in lessons
2. Results of internal school assessment
3. Results of public examinations (passing rates and credit rates)
4. Students' comments and statistics on teaching and learning as shown in questionnaires
5. Statistics of students' participation in internal or external extra-curricular activities

## **VI. TEAM MEMBERS**

Pun King Min (Panel Chairperson)

Yuen Kit Ching

Lo Chun Ming

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**GEOGRAPHY**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To stimulate students' interest in, and enthusiasm for, the study of geography
2. To equip students with better geographical knowledge of our community, our country and the outside world
3. To enhance students' knowledge of global interactions
4. To help students develop personal and social values towards the environment and the well-being of mankind
5. To equip students with various geographical skills for their future lives
6. To foster students' ability in independent thinking
7. To develop students' high order thinking and creativity
8. To enhance the effectiveness of both teaching and learning in geography

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The learning ability of students is generally improving
- b. Teachers teaching this subject are cooperative and willing to learn
- c. The promotion of high order thinking skills in the whole school facilitates the teaching approach in this subject
- d. The "Theme Classroom" facilitates independent learning in Geography
- e. The emphasis on using information technology in teaching helps teachers to conduct their lessons in more effective ways
- f. Various training courses and seminars are more accessible in recent years
- g. Students have more exposure to various activities as they are better-off than the past
- h. The NSS Liberal Studies motivates the learning of NSS Geography
- i. The NSS Geography is easier than the A-Level Geography

**2. Weaknesses**

- a. Students are generally unaware of current news and issues concerning the matters of interest in this subject
- b. Students are generally weak in handling various kinds of techniques and skills required in the study of Geography
- c. Students in lower forms generally disregard the importance of the subject due to the short teaching time
- d. There is a polarization of learning abilities for NSS students under the present school structure
- e. The multidisciplinary nature of the subject creates a great obstacle to higher form students with average abilities
- f. The increasing proportion of candidates using Chinese in the public examinations poses great threats to higher-form students in achieving more satisfactory results



- g. The relatively dynamic nature of the human & economic branches in Geography poses great difficulties for higher-form teachers in acquiring up-to-date information for teaching
- h. Though the NSS Geography is easier than the A-level Geography, it is more difficult than the CE Geography. E.g. Essay writing does not exist in the CE Geography
- i. The number of students per class is higher than the teacher-to-student ratio for the outdoor activities. It may pose some difficulties for teacher
- j. The learning ability of NSS students is diverse

### III. OBJECTIVES

1. To incorporate the policies of the Curriculum Development Institute
2. To carry out and enforce the school policies
3. To strengthen students' competence in learning through English
4. To strengthen students' self-learning and high-order-thinking abilities
5. To develop a school-based curriculum for lower form geography lessons
6. To enhance students' capability of mastering various geographical skills
7. To develop various learning environments to supplement classroom teaching
8. To increase students' exposure to global interactions
9. To encourage students' participation in activities outside school
10. To develop new teaching resources
11. To establish a "Theme Classroom" for independent learning
12. To enhance teachers' professional development
13. To provide information on future studies in this subject

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
<b>Teaching and Learning</b>					
1	Maintain a progressive curriculum in teaching techniques and skills in all forms	1,4,5,6	✓	✓	✓
2	Evaluate the adopted textbooks / teaching resources : a. S1 – S3 b. NSS	1,5			✓ ✓
3	Evaluate the adopted school atlas	1,5			✓
4	Evaluate homework policy	2	✓	✓	✓

5	Tailor makes the S1 – S3 curriculum to bridge the NSS curriculum a. S1 b. S2 c. S3	2,3,5	✓	✓	✓
6	Implement lesson studies and collaborative teaching within the subject with focus on thinking skills	2,4	✓	✓	✓
7	Incorporate HOT skills (20%) into S1 to S6 curriculum	2,4	✓	✓	✓
8	Analyse the public exam papers and curriculum guide with respect to the requirement of thinking skills	2,4	✓		
<b>IT Development</b>					
9	Develop the GIS for the NSS curriculum	2,4,7,10,12	✓	✓	
10	Maintain the use of e-class in the school intranet system	2,4,7,10,12	✓	✓	✓
11	Maintain the web page for the subject in the school internet system	2,4,7,10,12	✓	✓	✓
<b>Academic Activities</b>					
12	Promote activities organized by local universities and other geographical & environmental protection organizations	2,4,7,9,13	✓	✓	✓
13	Organize the following local activities for S4 – S6 students : a. Apply for Field Study Centre Course per each school year b. Conduct two Field trips to study physical and human Geography in HK c. Attend academic seminars and visit some organizations / places	4,6,7	✓	✓	✓
14	Organize activities through the Geography Society	7	✓	✓	✓
15	Organize cross-boundary study trips on selected topics in Geography	7,8	✓		
<b>Teaching aids, teachers' references, facilities, equipment, theme classroom</b>					
16	Enrich IT teaching software / platforms	10	✓		
17	Establish Geography Theme Classroom	11	✓		
18	Maintain the use of multi-media teaching equipment	11	✓	✓	✓

<b>Professional Development</b>					
19	Intra-panel appraisal	12		✓	
20	Humanities Subjects Appraisal	12		✓	
21	Attend related seminars, workshops and courses held outside school	12,13	✓	✓	✓
22	Mark examination papers in HKDSE	12,13	✓		

## **V. EVALUATION**

1. Teachers' perception of students' learning motivation
2. Students' evaluation on teachers at the end of the school year
3. The results of internal assessment :
  - S.1 : passing percentage of the year total not less than 70%
  - S.2 : passing percentage of the year total not less than 60%
  - S.3 : passing percentage of the year total not less than 50%
4. The results of public examinations : whether credit rates and passing rates are higher than those of Hong Kong day school candidates
5. Students' participation in activities organized by the subject panel, Geography Society and external organizations

## **VI. TEAM MEMBERS**

Cheng Ka Fung ( Panel Chairperson )

Lee Mei King

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**HISTORY**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To help students build up a general awareness of mankind's cultural heritage as well as political and social-economic evolution so as to enable the students to gain a clear understanding of the world in which they live
2. To help students develop self-learning ability
3. To help students develop the ability to think critically, make sound judgment and communicate effectively
4. To enhance students' ability to develop personal and social values through fostering students' awareness and appreciation of the past
5. To help carry out the school aims and the goals in line with the AAC

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The panel is small, so communication among panel members is easy and effective
- b. The panel has experienced and diligent teachers
- c. The panel keeps a stock of teaching materials including video tapes, VCDs, photos, maps, past papers, worksheets and textbooks
- d. Teachers can utilize the present teaching aids and resources
- e. The quality of students is improving. They have become more willing to learn and display improved discipline in class

**2. Weaknesses**

- a. The teaching time is too limited. There is only 1 lesson in a cycle of 48 lessons in junior forms
- b. There is little space for storing reference materials and teaching aids
- c. Students are weak in presentation of data analysis
- d. Students are quite weak in spelling some historical terms

**III. OBJECTIVES**

1. To promote students' interest in the subject
2. To enhance students' communication skills and apply them in daily life
3. To promote students' analytical thinking and problem-solving skills and apply them in daily life

4. To nurture students' self-learning skills and apply them in daily life
5. To enhance students' skills in making use of the concepts of cause-and-effect relationship, time sequence etc. and to deploy them in a clear and coherent form
6. To promote students' awareness of the past and its relevance to the present world
7. To promote students' understanding of local history
8. To promote students' ability to look at events from the perspective of people in the past
9. To promote the use of information technology in history teaching and learning
10. To carry out and enforce the school policies
11. To improve teaching content, materials and style
12. To strengthen teachers' professional development
13. To cope with the NSS curriculum

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
<b>Teaching and learning</b>					
1	Encourage students to read history reference books and daily news and web sources	1-10	✓	✓	✓
2	Organise inter-class activities	1-10	✓	✓	✓
3	Make use of the skills of narration and questioning to encourage students to think and analyse	1-8 10,11,13	✓	✓	✓
4	Discuss with students the issues of current affairs and their relation to history	1-8 11,13	✓	✓	✓
5	Prepare reference booklists and articles for senior form students	1-8,13	✓	✓	✓
6	Promote the use of student-centred teaching methods and activities in teaching e.g. oral presentation and group discussion	1-10,13	✓	✓	✓
7	Purchase more history-based theme-related library books, video-tapes, VCDs/DVDs etc. for all forms	1,2,4,6,7,8 9,11,13	✓	✓	✓
8	Introduce Bridging Programme in S1	1,2,4,7,10	✓	✓	✓
9	Encourage students to prepare for lessons	1,2,4,10	✓	✓	✓
10	Facilitate students to apply research skills in school-based assessment for HKDSE from S4 to S6	1-6,13	✓	✓	✓

11	Encourage students to attend talks and seminars	1,4	✓	✓	✓
12	Encourage students to visit museums, exhibitions or the local historical sites	1,4,6,7,8 11,13	✓	✓	✓
13	Encourage students to participate in external competitions	1,4,10	✓	✓	✓
14	Maintain the use of information technology in promoting history teaching	1,9,11	✓	✓	✓
15	Assign essay writing practices to senior form students to drill their essay writing skills for HKDSE	2,3,4,5,8	✓	✓	✓
16	Conduct discussions on question-answering skills after tests and examinations	2,3,5,13	✓	✓	✓
17	Follow and support the EMI policy	2,10	✓	✓	✓
18	Follow the HOT policy	3,4,5,6,7,8 10,11	✓	✓	✓
19	Enforce the element of HOT skills in the setting of tests and examination papers	3,4,5,10	✓	✓	✓
20	Prepare more data-based exercises to drill students' critical thinking skills and question & answering skills	3,4,8,11,13	✓	✓	✓
21	Prepare more worksheets for students to enhance critical thinking	3,4,5,11	✓	✓	✓
22	Panel Chairperson and members set out program plans on teaching schedules, homework policy, test time-tables and evaluation	10,11,12	✓	✓	✓
23	File examination papers and keep evaluation forms	10,11,12	✓	✓	✓
24	Strengthen the teaching and learning skills by analyzing the curriculum and assessment paper of the requirement of thinking skills	10,11,12,13	✓		
<b>Professional Development</b>					
25	Conduct collaborative teaching – collaborative lesson planning, peer lesson observation and reflection with focus on teaching of thinking skills	10,11,12	✓	✓	✓
26	Carry out History Panel Appraisal and conduct Open Class	10,11,12		✓	
27	Attend related seminars, workshops and courses held outside school	10,11,12,13	✓	✓	✓

## **V. EVALUATION**

1. Evaluating students' performance in Public Examination (passing rate & credit rate)
2. Evaluating students' performance in internal examinations
3. Evaluating students' learning and thinking abilities through teachers' observation
4. Evaluating students' preference according to the number of students choosing History in S4 (NSS)
5. Evaluating teacher development through the record of teachers attending seminars and talks
6. Evaluating teacher development through the questionnaires done by students (for teacher reference only)

## **VI. TEAM MEMBERS**

Yung Yee Har (Panel Chairperson)

Fok Wang Chung

沙田崇真中學  
通識教育科  
三年計劃書 (2012-2015)

## I. 目的

1. 配合學校目標，培育學生的才能
2. 讓學生研習傳統科目以外的範疇，以擴闊他們的視野和學習技能，提高他們對自己、社會、國家、人文世界和物質環境的理解，並對不同情境中經常出現的當代議題作多角度思考，有批判性的了解
3. 讓學生掌握思考及學習技能，又培養與終身學習有關的能力，包括批判性思考能力、解決問題能力、溝通能力等，並幫助他們成為獨立思考者，作出明智的判斷

## II. 現況分析

### 1. 優點

#### 整體

- a. 校方著重訓練學生之高階思維能力，各科各組亦予以配合，有利發展及強化學生之思考能力
- b. 本科科任老師勤奮，有魄力，盡心教導學生，有助學生的學習及加強他們對本科的興趣
- c. 本科科任老師具隊工精神，常交流經驗及彼此支持
- d. 本科科任老師積極進行教學評鑑，收集學生的意見，以進一步提高教學質素
- e. 科任老師積極參加校外研討會，提高教學質素
- f. 本科已建立儲存教學資源及參考資料的系統，支援教學
- g. 學生修讀本科後，普遍認為收穫甚豐，成為科任老師的鼓勵

#### 高中

- a. 本科由同一位老師負責教授不同的論題 / 單元，有助老師進行跨單元教學，並因能較長時間教授該班學生，亦有助老師了解該班學生的特質和需要，從而運用更適切的教學策略
- b. 由本科科任老師負責指導學生進行專題研究報告，能給予學生更詳細及專業的指導

#### 初中

- a. 每次上課均為兩教節，上課時間充足，有利進行小組討論及高階思維教學活動
- b. 採用持續性評估，減輕學生考試壓力



## 2. 弱點

### 整體

- a. 科任同工工作量繁重，未能經常安排集體備課
- b. 在新高中學制下，科任老師仍要編寫及修訂課程，工作量持續繁重
- c. 學生的時事觸覺不敏銳，分析及表達能力較弱，故科任老師於授課時間內既要教授單元知識或與學生討論時事內容，亦需教授分析及傳意技巧，教學時間頗緊迫
- d. 部份學生較被動，令科任老師或專題研究報告指導導師在施教上感吃力

## III. 目標

1. 鼓勵學生掌握更多資訊，使他們更關注香港和世界各地的情況，亦培養他們對周遭事物的興趣
2. 培養學生自學的能力，以增強學習的信心，從而達到為滿足自己對知識好奇而學習的境界
3. 培養學生的分析、批判及解難能力，並應用於日常生活
4. 培養學生獨立思考，使他們願意就問題尋找各種的應變辦法，評估別人的意見，並以開放的態度接受別人的觀點
5. 鼓勵學生發揮創意，應用本身的技能、學識和經驗，以新的方法辨別問題及找出解決問題的方法
6. 訓練學生的傳意技巧及表達能力
7. 提高教學質素及效率

## IV. 施行計劃

	工作項目	目標	日程		
			12/13	13/14	14/15
1	安排學生參加與本科有關的研討會、展覽或講座	1	✓	✓	✓
2	與其他科目 / 組別合辦或自行舉辦大型活動	1	✓	✓	✓
3	每循環周於課堂內舉行一次時事問答比賽，由學生預備題目	1,2	✓	✓	✓
4	豐富學生於課堂學習外與通識科相關的學習經歷	1,2,3,4,5,6	✓	✓	✓
5	指導學生完成專題研究報告	1,2,3,4,5,6	✓	✓	✓
6	於課堂上討論時事或與學生有切身關係的論題，學生分成小組，輪流作口頭報告	1,3,4,5,6	✓	✓	✓
7	學生定時做剪報習作	1,3,4,5,6	✓	✓	✓
8	於協作教學中集中討論如何教授思考方法	3,4,5	✓	✓	✓

9	於課堂上教授分析技巧(學生需掌握的分析技巧可參閱各級課程綱要)	3,4,5	✓	✓	✓
10	編印或修訂「學生答題技巧須知」,以助學生掌握作答不同類型題目的方法(中六)	3,4,6	✓	✓	✓
11	檢討中一級思考方法課程	7	✓		
12	檢視課程綱要以及公開試的思考技能要求	7	✓		
13	同工集體討論教案,交流心得	7	✓	✓	✓
14	從不同途徑收集與本科有關的教學資料(例如:聯絡其他學校、在互聯網上找尋有關資訊等)	7	✓	✓	✓
15	整理教學資料,把有關的資料分類存檔	7	✓	✓	✓
16	推行科內評鑑(包括課業審視及觀課)	7	✓	✓	✓
17	鼓勵同工參與研討會、講座及接受在職培訓	7	✓	✓	✓
18	由經驗豐富同工協助新同工掌握本科課程及教學法	7	✓	✓	✓
19	編寫新高中學制之通識教育科課程	7	✓	✓	✓
20	為銜接新高中學制之通識教育科課程,修訂初中各級課程	7	✓	✓	✓

## V. 評估

1. 學生對香港和世界感興趣和關注的程度——學生的課堂及課業表現(老師評鑑)
2. 學生的分析及表達能力——學生的課堂及課業表現(老師評鑑)
3. 學生的自學能力——學生的課堂及課業表現(老師評鑑)
4. 香港中學文憑的表現(達二級及四級水平的百分比)——老師評鑑
5. 教學質素及效率——問卷(學生評鑑)、進修情況及科內評鑑(老師評鑑)
6. 能否成功增加本科的教學資源——老師評鑑
7. 儲存教學資料方法的效用——老師評鑑

## VI. 科成員

霍弘忠(科主任)	李維覺
胡欣夏(科主任)	陸蔚收
梁潔妍	鄭嘉鳳
李淑儀	盧晉銘
袁潔菁	李美琼

**SHATIN TSUNG TSIN SECONDARY SCHOOL  
SCIENCE AND TECHNOLOGY SUBJECTS  
THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To align with the school aims to develop students' abilities
2. To coordinate the Science and Technology departments to provide science education in the interest of the students

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. We have developed uniformity in administrative practices like assignment policy, assignment inspection, centralization of resources and laboratory management, etc. Such practices enhance administrative efficiency and order of departmental work
- b. The coordination among departments and the relation between teachers and supporting staff is good. This facilitates the implementation of departmental work towards common goals
- c. The stable composition of our committee members favours the smooth implementation of tasks and continuity of policies
- d. Teachers are experienced and open to improving their teaching
- e. Laboratory technicians provide helpful logistic support in both teaching and management of laboratory resources
- f. We have well-equipped laboratories to facilitate teaching
- g. The overall ability of students is high
- h. A Science Museum is provided for promoting science learning in the new premises
- i. A spacious campus is available for science development

**2. Weaknesses**

- a. There is still room for improvement in monitoring departmental work
- b. The overall workload of science teachers is still high in terms of the number of teaching periods. In addition, the non-teaching duties are fairly demanding
- c. Some students still need to adapt to EMI teaching and are not ready to use English in class time
- d. Some students are too reliant on teachers and fail to regulate their own learning
- e. Learning diversity is high in NSS science subjects
- f. Our students have limited exposure to the physical environment

### III. OBJECTIVES

1. To coordinate Science and Technology departments to deal with issues of common interest
2. To review the planning and implementation of departmental work
3. To develop a culture of self-improvement and accountability
4. To promote and evaluate the teaching effectiveness
5. To promote active learning and help students acquire good learning habits
6. To motivate students in Science and Technology learning
7. To promote thinking skills

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Convene regular meetings to discuss issues of common interest	1	✓	✓	✓
2	Evaluate the implementation of NSS subject	1	✓	✓	
3	Evaluate the laboratory safety plan	1	✓		✓
4	Conduct Science Week	1,7	✓	✓	✓
5	Organise students to join various external competitions ( e.g. Joint School Science Exhibition, Robot Olympiad, etc. )	1,7	✓	✓	✓
6	Conduct Elite Classes to motivate students' learning	1,7	✓	✓	✓
7	Share the experience in writing the Programme Plan	2	✓	✓	✓
8	Review minutes of subject panels	2	✓	✓	✓
9	Organise assignment inspection, discussion of assignment policy and class observation	2,3,4	✓	✓	✓
10	Evaluate students' performance in public examinations to inform teaching	2,3,4	✓	✓	✓
11	Evaluate students' performance in internal assessment to inform teaching	2,3,4	✓	✓	✓
12	Evaluate teaching effectiveness through students' feedback	2,3,4	✓	✓	✓
13	Evaluate the use of Science Museum	3		✓	✓
14	Evaluate the Science Park	3		✓	✓
15	Promote collaborative teaching	4	✓	✓	✓
16	Develop the Science Museum	5,6,7	✓	✓	✓

17	Develop the Science Park	5,6,7	✓	✓	
18	Promote pre-lesson preparation	6	✓	✓	✓

## V. EVALUATION

1. Oral feedback on quality of coordination of departmental work
2. Administration of survey to evaluate effectiveness of teaching and activities
3. Analysis of students' performance in public examinations and internal assessment to evaluate teaching effectiveness
4. Inspection of documents (minutes, assignments, etc.) and survey data to review the planning and implementation of departmental work
5. Inspection of the deliverables under the construction of the Science Museum and Science Park

## VI. TEAM MEMBERS

Yu Cheuk Kuen (Science and Technology subjects teacher-in-charge)

Tai Kin Fai

Chan Fung Yi

Chan Kwok Hung

Hung Suet Kan

Kwok Fung Ying

Leung Wing Tak

Lo Pun Kei

Mak Lai Ching

Tsang Shing Wai

Wong Hoi Lee

Wong King Sing

Wong Shuk Ling

Yip Yee Ling

Yu Mu Hau

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**BIOLOGY**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To align with the school aims to develop students' thinking skills
2. To develop students' interest in life science and in ability to acquire and apply knowledge in this scientific and technological world

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The overall ability of students is high
- b. Students can develop their abilities with proper instructions. Most students are attentive in class
- c. Teachers have a shared vision in developing the curriculum and work collaboratively in preparing teaching materials. The working relationship among panel members (teachers and laboratory technician) is good
- d. Teachers are well-equipped with subject and pedagogic knowledge
- e. Teachers are open to the use of various teaching aids
- f. Teachers are eager to update their knowledge in teaching
- g. Teachers are eager to organize extra-curricular activities for our students as a means of informal education
- h. Laboratory support (technician and resources) is adequate and our laboratory is well-managed
- i. Large physical space of the school campus for promoting biology learning

**2. Weaknesses**

- a. Some students still need to adapt to EMI teaching and are not ready to use English in class time
- b. Some students are not able to regulate their own learning
- c. Many students adopt surface approach of learning (rote-learning)
- d. The learning difference among students is large

**III. OBJECTIVES**

1. To promote active learning and help students acquire good learning habits
2. To enhance our students' cognitive understanding of knowledge
3. To improve teaching effectiveness of subject teachers
4. To smoothe the teaching and learning of the New Senior Secondary Curriculum (NSS)

5. To strengthen the teaching and learning of thinking skills
6. To enable students to apply thinking skills in daily life

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Organize extra-curricular activities for students	1	✓	✓	✓
2	Revise subject web-page as platform for self-access learning	1	✓	✓	✓
3	Sustain lesson preparation	1,2,3	✓	✓	✓
4	Strengthen performance assessment	1,2,3	✓	✓	✓
5	Organize study groups for students with learning difficulties	1,2,3	✓	✓	✓
6	Develop the Science Museum and the Science Park	1,2,6	✓		
7	Use the Science Museum and the Science Park	1,2,6	✓	✓	✓
8	Set data-based questions in assignments and assessment papers	2	✓	✓	✓
9	Sustain collaborative teaching with focus on thinking skills	2,3,5	✓	✓	✓
10	Systematically teach and drill students in examination skills	2,3,4,5,6	✓	✓	✓
11	Strengthen practical abilities of students	2,4	✓	✓	✓
12	Revise S3 curriculum	2,4	✓		
13	Teach the planning and reporting of scientific investigation	2,4,5	✓	✓	✓
14	Analyse the public exam papers and curriculum guide with respect to the requirement of thinking skills	2,5	✓		
15	Evaluate teaching effectiveness through student surveys as a means of professional development	3,4,5,6	✓	✓	✓
16	Revise the teaching materials and assignment of the NSS curriculum	4	✓	✓	

## **V. EVALUATION**

1. Active learning and learning habits : quality of students' preparation for lessons
2. Cognitive achievement of students : result of internal and external assessments
3. Teaching effectiveness : evaluation by students

## **VI. TEAM MEMBERS**

Chan Fung Yi ( Panel Chairperson )

Leung Wing Tak

Wong Shuk Ling

Hung Suet Kan



**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**CHEMISTRY**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To align with the school aims to develop students' abilities
2. To develop students' interest in the world of Chemistry and help them derive pleasure from it
3. To help students acquire the ability to think scientifically and independently, and to make rational decisions
4. To raise students' awareness of the social, economic, environmental and technological implications of Chemistry, and encourage them to show concern about the local environment and society
5. To enhance students' readiness to become responsible citizens in a changing world

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teachers are experienced and open to improving their teaching
- b. The Chemistry Laboratory technician is experienced and provides helpful logistic support in both teaching and management of laboratory resources
- c. The relationship among all panel members is good. They are cooperative and helpful. The stable composition of panel members favours the smooth implementation of policies
- d. The Chemistry Laboratory is well-equipped
- e. The overall ability of students is high

**2. Weaknesses**

- a. There is insufficient time to cover the syllabus
- b. The learning diversity of students is high. Different teaching strategies should be employed to cater for individual differences
- c. Some students are weak in English which affects their comprehension of public examination questions

### III. OBJECTIVES

1. To cultivate a proper learning atmosphere and develop students' interest in learning Chemistry
2. To help students develop higher cognitive understanding of the subject and greater ability in solving problems in daily life
3. To develop a culture of self-improvement and accountability in students' learning
4. To encourage students to participate more in extra-curricular activities related to Chemistry
5. To promote professional development of teachers
6. To strengthen the teaching and learning of thinking skills
7. To have teaching activities focused on the domain of learning
8. To help students acquire thinking and learning skills

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Promote students' lesson preparation	1,2,3	✓	✓	✓
2	Maintain the e-Class platform for students' learning	1,2,3	✓	✓	✓
3	Organise titration experiment tutorial for S5 students	1,2,3	✓		
4	Prepare exhibits in the Science Museum	1,2,3,6	✓	✓	
5	Evaluate the implementation of the Science Museum	1,2,3,6	✓	✓	✓
6	Emphasize application through the provision of extension activities in curriculum or extra-curricular activities	1,2,4,6	✓	✓	✓
7	Organize students to participate in external activities and competitions	1,3,4	✓	✓	✓
8	Organize activities in the Science Week	1,4	✓	✓	✓
9	Conduct activities related to chemistry (e.g. outdoor visit, seminar)	1,4	✓	✓	✓
10	Arrange learning programs for the weak students	2	✓	✓	✓
11	Analyse the curriculum and assessment paper for the requirements of thinking skills	2,6	✓		
12	Promote thinking skills in teaching and learning	2,6	✓	✓	✓

13	Evaluate and revise the assignment	2,6	✓	✓	✓
14	Evaluate and revise the S3 syllabus and teaching materials	2,6	✓		
15	Conduct collaborative teaching with focus on the teaching of thinking skills	5,6	✓	✓	✓
16	Organise lesson observation among panel members	5,6	✓	✓	✓
17	Conduct assignment inspection	5,6	✓	✓	✓

## V. EVALUATION

1. Evaluate the questionnaire done by students
2. Reports of student performance in lessons by subject teachers in panel meetings
3. Analyse students' performance in internal examinations and tests
4. Passing rates and credit rates achieved in public examinations

## VI. TEAM MEMBERS

Wong King Sing ( Panel Chairperson )

Mak Lai Ching

Tsang Shing Wai

Lo Pun Kei

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**INTEGRATED SCIENCE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

Our aim is to pass on the knowledge of science and the basic experimental skills to students

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. There are sufficient logistic resources
- b. There is good cooperation between teachers and laboratory technicians
- c. Teachers are familiar with science and are eager to improve themselves
- d. Most students are well-disciplined
- e. Students can learn or know more about science through numerous media

**2. Weaknesses**

- a. Teachers have much administrative work and that reduces the possibility of providing greater individual attention after school
- b. Students are weak in experimental techniques and logical thinking
- c. English is a great obstacle for some students to grasp the science concepts

**III. OBJECTIVES**

1. To help students acquire basic knowledge of some facts and concepts concerning the environment
2. To help students acquire knowledge of the use of appropriate instruments in scientific experiments
3. To help students acquire the language of science and to equip them with the skills in communicating ideas in science related contexts
4. To help students develop curiosity and interest in science
5. To enable students to think and act creatively in science and develop students' problem-solving skills
6. To help students develop self-learning skills
7. To help students acquire experimental techniques
8. To equip teachers with updated science knowledge and teaching methods

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Promote reading habit in S1 and S2	1,3,4	✓	✓	✓
2	Organize post examination remedial class	1,3,4,5,6	✓	✓	✓
3	Organize International Assessment for School (ICAS) for S1 and S2 top students	1,3,4,5,6	✓	✓	✓
4	Assign pre-lesson preparation exercises	1,3,6	✓	✓	✓
5	Assign comprehension exercises on science topics	1,4	✓	✓	✓
6	Organize competitions for students	1,4,5,6	✓	✓	✓
7	Conduct practical tests for S1 and S2 students	2	✓	✓	✓
8	Organize science elite classes for S2 students	2,3,4,5,7	✓	✓	✓
9	Assign project work for S1	2,3,4,5,7	✓	✓	✓
10	Arrange bridging course language exercises for S1 students	3	✓	✓	✓
11	Organize visits for students	4	✓		✓
12	Organize organic farming activities for students	4	✓		
13	Promote students' use of the Science Park facilities	4	✓	✓	✓
14	Organize Science Week	4,5	✓	✓	✓
15	Implement scientific investigation in lessons	4,5	✓	✓	✓
16	Develop students' HOT skills in lessons	5,7	✓	✓	✓
17	Implement collaborative teaching with focus on thinking skills	8	✓	✓	✓
18	Attend relevant courses, seminars, workshops, etc. for staff development	8	✓	✓	✓

#### V. EVALUATION

1. Analysis of students' performance in the assignment activities
2. Feedback by students
3. Analysis of the results of practical tests
4. Analysis of the results of tests and examinations
5. Numbers of courses, seminars attended by teachers

## **VI. TEAM MEMBERS**

Chan Kwok Hung ( Panel Chairperson )

Yip Yee Ling

Hung Suet Kan

Kwok Fung Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**PHYSICS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To align with the school aims to develop students' abilities
2. To help students acquire different skills offered by this subject in solving problems independently
3. To expose them to different areas of Physics so as to initiate them into exploration in the world of Physics

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teachers are well-equipped and experienced
- b. Teachers in the panel are cooperative and helpful
- c. There is a good filing system of teaching resources, such as past papers, marking scheme / solution, notes (several levels), etc.
- d. The laboratory is well organised and the stock system is up-to-date
- e. Students' performance in Physics in public examinations is above the Hong Kong average
- f. The school provides a reasonable amount of resources to facilitate interactive and active learning

**2. Weaknesses**

- a. Self-motivation of some students is low
- b. Some students are weak in logical thinking
- c. The English comprehension and presentation ability of some students are weak, which may result from too many technical terms in the subject
- d. Some students lack common sense and awareness of life experiences
- e. The mathematics skills of some students are poor and they lack confidence in mathematics manipulation

**III. OBJECTIVES**

1. To help students develop thinking skills, in particular analytical power, in handling subject knowledge and solving different problems
2. To help students discover and strengthen their ability in studying Physics through assessments and various kinds of activities
3. To promote students' appreciation of the applications of Physics in daily life

4. To equip students for acquiring new knowledge
5. To help students consolidate their learning

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Analyse the public exam papers and curriculum guide with respect to the requirement of thinking skills	1	✓		
2	Run supplementary courses for S4 students	1,2	✓	✓	
3	Evaluate supplementary courses for S4 students	1,2	✓	✓	
4	Assign long holiday projects to students (S3)	1,2	✓	✓	✓
5	Organise external visits (University, Science Museum)	1,2	✓	✓	
6	Evaluate collaborative teaching	1,2	✓	✓	✓
7	Promote and evaluate external competitions	1,2	✓	✓	✓
8	Promote students' use of Science Park facilities	1,2,3,4,5	✓	✓	✓
9	Conduct collaborative teaching with focus on thinking skills	1,2,4,5	✓	✓	✓
10	Organise assignment inspection, discussion on assignment policy and class observation	1,2,5	✓	✓	✓
11	Introduce more classroom assessments in lower forms	1,2,4,5	✓	✓	✓
12	Organise external competitions	1,2,3,4,5	✓	✓	✓
13	Organise activities in Science Museum	1,2,3,4,5	✓	✓	
14	Evaluate activities in Science Museum	1,2,3,4,5			✓
15	Evaluate the S3 syllabus	1,4,5	✓		✓
16	Organise science talk	2,3,4,5	✓	✓	✓
17	Organise and evaluate the Science Society (Physics)	3,4,5	✓	✓	✓
18	Promote lesson preparation and self-learning	4,5	✓	✓	✓
19	Promote a high order thinking teaching environment (e.g. various activities, group discussions, etc.)	5	✓	✓	✓



20	Evaluate students' performance in public examinations	5	✓	✓	✓
21	Promote assessment for learning	5	✓	✓	✓

## V. EVALUATION

1. Class inspection and assignment inspection
2. Feedback from students on different activities, such as study groups, visits, etc.
3. Inspection of tests and examinations
4. Observation of lessons
5. Analysis of students' performance in public examinations
6. Questionnaires to study the teaching and learning effectiveness

## VI. TEAM MEMBERS

Yu Cheuk Kuen ( Panel Chairperson )

Yu Mu Hau

Kwok Fung Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**TECHNOLOGY**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To impart basic knowledge of computer studies, information technology and their daily application required by CDC
2. To equip students with basic skills of using IT in daily life
3. To equip students with a wide range of IT skills for communicating effectively
4. To help students develop problem-solving skills by using IT
5. To promote students' self-learning skills
6. To encourage students and arouse their interest in using different aspects of computer application in daily life
7. To equip teachers with professional and updated knowledge

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Resources, such as computer system, IT equipment and financial support from the Education Bureau, are sufficient
- b. The majority of teachers are well-equipped and experienced
- c. All teachers are cooperative and helpful
- d. Teaching resources such as CD ROM, IT teaching materials are well organized
- e. There is a well established system of filing past papers, minutes and stock keeping in the Technology panel
- f. Teachers are highly self-motivated to keep abreast of the rapid development of hardware and software
- g. A subject homepage for teaching and learning is being developed
- h. A science museum is ready to exhibit the interesting IT project and information to the students

**2. Weaknesses**

- a. There is insufficient time to cover the syllabus
- b. Teachers have to make a great effort in learning new technology to cope with the rapidly-changing computer technological development
- c. Teaching resources for the new syllabus are inadequate, so teachers have to make extra effort to prepare new teaching materials
- d. Some students are weak in higher order thinking
- e. Students can only do practice at school as there are no suitable IT facilities (hardware and software) at home
- f. The learning diversity of senior secondary students is great

### III. OBJECTIVES

1. To provide well-planned curriculum in theory and practice for students in their learning
2. To train students to apply computer knowledge and IT skills to daily applications and develop students' problem-solving skills
3. To train students to present information properly by using IT
4. To train students to think laterally, reason progressively and produce creatively
5. To provide a continuous learning environment with sufficient teaching materials and equipment for students
6. To develop a culture of self-improvement and accountability in students' learning
7. To encourage students to participate more in extra-curricular activities and exhibition regarding technology
8. To expand the computer knowledge of students beyond teaching syllabus
9. To encourage students to acquire more information and knowledge through the use of computer
10. To promote professional development of teachers
11. To exhibit the new technology of our daily life in science museum

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	Adopt project learning in junior form	1,2,3,9	✓	✓	✓
2	Review the tailored junior Technology curriculum in view of requirements of NSS curriculum	1,2,10	✓		✓
3	Review the NSS curriculum	1,2,10	✓		✓
4	Evaluate the tailored junior Technology curriculum in view of requirements of NSS curriculum	1,2,10		✓	
5	Evaluate the NSS curriculum	1,2,10		✓	
6	Integrate HOT skills into Technology curriculum in teaching, assignment and examination requirement	1,4	✓	✓	✓
7	Adopt teacher and course evaluation by students	1,10	✓	✓	✓
8	Evaluate assignment policy	1,10	✓	✓	✓
9	Evaluate the performance of students and the test paper after examination or uniform test	1,10	✓	✓	✓
10	Evaluate the teaching progress and modify teaching approach according to the performance of students in examination or uniform test	1,10	✓	✓	✓

11	Adopt collaborative teaching with focus on teaching of thinking skills	1,10	✓	✓	✓
12	Analyse the public exam papers and curriculum guide with respect to the requirement of thinking skills to inform teaching and learning	2,4	✓		
13	Maintain subject homepage and e-class platform for sharing the teaching resources, outstanding students' works and conduct online test	2,5,6,9	✓	✓	✓
14	Exhibit the new technology of our daily life in science museum	2,5,6,7,8,11	✓	✓	
15	Organize extension activities in ECA	2,7,8,9	✓	✓	✓
16	Organize visit to external organization or attend external seminars	2,7,8,9	✓		✓
17	Encourage students presenting their coursework in lesson	3	✓	✓	✓
18	Arrange students to participate in external competition	4,7,8,9	✓	✓	✓
19	Build up S3 to S5 question bank	5	✓	✓	✓
20	Post the latest information about computer technology on the computer notice board	5,8	✓	✓	✓
21	Nominate outstanding students to attend gifted program or training	7,8,9	✓	✓	✓
22	Share the teaching materials, experiences and curriculum with other teachers	10	✓	✓	✓
23	Conduct lesson inspection and assignment inspection by panel chairman	10		✓	✓
24	Conduct panel member appraisal	10		✓	✓

## V. EVALUATION

1. Inspection of assignments, programming exercises and project reports
2. Observation of lessons
3. Number of academic activities organized
4. Feedback by students, including number of participants in various activities
5. Inspection of tests and examination papers

## **VI. TEAM MEMBERS**

Wong Hoi Lee (Panel Chairperson)

Tai Kin Fai

Wong King Sing

Yu Cheuk Kuen

Tsang Shing Wai

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**CULTURAL SUBJECTS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To formulate a set of school-based developmental strategies for cultural subjects aligning with the direction and recommendations provided by the EDB and the School Academic Affairs Committee
2. To enhance students' abilities with an all-rounded education
3. To coordinate the pace of development among the cultural subjects
4. To coordinate cultural subjects by encouraging more exchange among teachers and arranging more joint activities

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teachers are well experienced in their teaching and administrative work
- b. Students are generally interested in participating in cultural activities, which facilitates the development of the overall cultural policies of the school
- c. The school offers enough support and flexibility for subject panels to design their own curriculum and activities
- d. The current diversified cultural activities and innovative cultural curriculum facilitate the implementation of the school's cultural educational policy

**2. Weaknesses**

- a. Under the examination-oriented educational system, even students who are interested in cultural activities generally perceive the subjects as less important than academic subjects

**III. OBJECTIVES**

1. To establish effective communication among the cultural subjects
2. To align with the policies set by the Academic Affairs Committee, ensure good operation of respective cultural schemes and programmes
3. To carry out more joint activities with other KLA or committees
4. To co-ordinate the pace of development among the cultural subjects
5. To enhance the development of generic skills of the students
6. To assist other cultural activity groups in practising the school's cultural policy

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	To revise the 3-year plan yearly	1,2,4	✓	✓	✓
2	To sit in meetings concerning cultural matters	1,2,4,6	✓	✓	✓
3	To encourage collaborative teaching to enhance interaction and teaching effectiveness	1,3	✓	✓	✓
4	To carry out more integrated cultural projects like : exhibition, variety show, competitions or creative projects	1,3,5	✓	✓	✓
5	To formulate a set of school's cultural development policy aligning with the direction of the formal curriculum	1,4	✓	✓	✓
6	To apply for outside funding for improving facilities and resources	1,4,5	✓	✓	✓
7	To co-ordinate the development of different cultural activities as a supportive extended curriculum	1,6	✓	✓	✓
8	To apply project learning as our curriculum theme	2,5	✓	✓	✓
9	To encourage an active involvement in external competitions with evaluation report at year end	4,5	✓	✓	✓
10	To implement the 'One life, one art / sports' Scheme of the school, and evaluate yearly	4,6	✓	✓	✓
11	To encourage more outing activities and district services	5,6	✓	✓	✓

#### V. EVALUATION

1. Connection and collaboration among the subjects : teachers' perception and nature of activities
2. Teaching and learning effectiveness : examination results (self-assessment and teacher-assessment), project standard, student surveys
3. Activities : Frequency of activities, results of competitions, standard of performances/exhibitions, audience feedback, students' feedback and attendance

## **VI. TEAM MEMBERS**

Chan Yuen Kok (Teacher-in-charge)

Chan Hiu Ying

Chan Kwong Man

Li See Chun

Louie Fung Yiu

Tsang Yuk Mei



**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**ARTS-IN-LIFE**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To align with the school aims to develop students' abilities
2. To develop creativity and critical thinking and nurture aesthetic sensitivity
3. To build up cultural awareness and positive values through arts activities
4. To enable students to gain delight, enjoyment and satisfaction through participation in arts activities
5. To help students pursue a life-long interest in arts
6. To integrate different art-forms into students' projects with a theme close to their lives
7. To promote self-learning habits and various generic skills

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Teachers are well experienced in their teaching and administrative work
- b. The school board offers freedom for the subject to create a school-based and innovative curriculum
- c. The diversified and well-established arts activities act as a good supplement to the curriculum
- d. Students are well-behaved and obedient, it facilitates the bringing about of outings and highly interactive activities in the lessons

**2. Weaknesses**

- a. The subject is new to most of the form one students who are therefore unfamiliar with the requirement and skills
- b. The curriculum is totally school-based so it is difficult to find common experience from other schools as reference

**III. OBJECTIVES**

1. To develop creativity and imagination of our students
2. To cultivate students' critical responses towards art works
3. To help them understand the cultural contexts in which the arts are placed and their relationship to people's lives and societies
4. To develop students' artistic skills through the integration of art forms in the art-making activities
5. To enhance students' I.T. skills by applying information technology in arts production
6. To enable students to acquire the basic knowledge of arts
7. To foster students with positive values and attitudes towards different arts and cultures
8. To develop students' communicative, collaborative and problem-solving skills through group learning activities

9. To widen students' learning experience through participation in a wide range of diversified activities
10. To promote self-learning habit and problem-solving skills through project-based teaching, pre-lesson preparation and reflective learning
11. To identify talented students in related fields and provide them with advanced level of training or referral

#### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
<b>The development of a school-based curriculum</b>					
1	To develop a school-based, arts curriculum which can be bridged to the NSS V.A., elective and be revised yearly	1-10	✓	✓	✓
2	To introduce new art forms into the syllabus, e.g. animation packaging	1-11	✓		
3	To formulate a three-way assessment system which comprises the learner, peer members and the teachers	2,3,7,8,10	✓	✓	✓
4	To carry out the project-based learning approach in S1-S3 curriculum	2,8	✓	✓	✓
5	To apply iMac computers and other new electronic devices into arts activities	5	✓	✓	✓
<b>Organizing arts activities supplementary to the curriculum</b>					
6	To organize outings or visits for students	1,3,7,9	✓		✓
7	To encourage students to take part in external concerts, drama shows, dancing shows, exhibitions, etc.	2,3,6,9	✓	✓	✓
8	To invite different performing groups or organizations to visit our school	2,6,7,9		✓	
9	To implement the 'One musical instrument for each student' scheme in junior forms	3,4,6,8-11	✓	✓	✓
10	To encourage more students to participate in external competitions or performances	3,4,8,9,11	✓	✓	✓
11	To organize joint activities with other KLA and committees	3,6,7	✓	✓	✓

12	To create an artistic atmosphere in our school by: - Beautifying the school environment - Organizing school performances - Organizing public rehearsals and lunch-time performances/music broadcasts	3,7,8,9	✓	✓	✓
13	To organize concerts, variety shows or exhibitions to display the achievement of our students	8,9,11	✓	✓	✓
14	To employ external professionals to lead different training groups	9,11	✓	✓	✓
15	To arrange for elite students to receive advanced training or recommendation for further studies	11	✓	✓	✓
<b>Strengthening of teaching and learning effectiveness</b>					
16	To develop a collaborative teaching culture among teachers	1-11	✓	✓	✓
17	To evaluate teaching effectiveness by conducting student surveys	1-11	✓	✓	✓
18	To arrange for subject teachers to attend various training courses, workshops or seminars regularly	1-11	✓	✓	✓
19	To apply for funding or resources from external organizations to enhance long-term development	1-11	✓	✓	✓
20	To promote group learning in daily teaching	2,8,11	✓	✓	✓
21	To develop e-learning by updating the web-page from time to time	5	✓	✓	✓
22	To develop students communicative skills by organizing more discussion, presentation and performing activities	8	✓	✓	✓
23	To bring into play the pre-lesson preparation in daily teaching	10	✓	✓	✓

## V. EVALUATION

1. Learning atmosphere : teachers' perception and students' feedback
2. Teaching and learning effectiveness : examination results (self-assessment and teacher-assessment) , final art products, student surveys
3. Activities: Frequency of activities, results of competitions, standard of performances/exhibitions, audience feedback, students' feedback and attendance

## **VI. TEAM MEMBERS**

Chan Yuen Kok (Panel Chairperson)

Li See Chun

Louie Fung Yiu

Tsang Yuk Mei

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**PHYSICAL EDUCATION**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To increase students' interest in sports, to develop a regular habit of doing physical exercises
2. To promote students' body coordination and enhance their physical fitness to stay healthy
3. To cultivate good moral character and behavior
4. To promote cooperation with others in the group
5. To enhance the ability to judge
6. To master basic motor skills and knowledge
7. To strengthen the appreciation of beauty
8. To strengthen the sense of belonging to their group
9. To construct diversified curriculum, so that students can choose their interest in different kind of sports and establish an active lifestyle

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. The EDB provide detailed teaching contents and resources, which help us to arrange the teaching schedule
- b. Most sports are structurally organized in the curriculum within the school year
- c. Students are interested in ball games, which help students to enhance their physical fitness
- d. There are many inter-class and inter-house activities or competitions, so that students can have the opportunity to use different kinds of sport skills they learned
- e. PE teachers are professionally trained and are enthusiastic in their teaching, also in promoting various sports activities
- f. Good relationship between teachers and students
- g. Sports equipment and venues are adequate in the new campus
- h. School supports the promotion and development of physical activities and sports
- i. School provides a wide range of physical activities to match up with students' interest
- j. There is liaison with community groups to promote physical activities in school
- k. School provides an excellent gym room, which help students to enhance physical fitness and health

**2. Weaknesses**

- a. Swimming lessons cannot be arranged at all levels due to the cycle day planning, it can only be covered in junior levels
- b. Students' physical fitness is unsatisfactory
- c. Insufficient theory lessons

- d. Teachers' workload is very heavy because various sports team training all depends on the P.E. teachers

### III. OBJECTIVES

1. To develop students' good health with physical exercise and enhance their physical fitness
2. To cultivate students' civic morality and teamwork by motivating students to participate in different contests
3. To cultivate students' active lifestyle through motivating students to participate in various kinds of sport activities
4. To develop students' motor skills, safety awareness and self-defense ability
5. To enhance students' appreciation of sports
6. To strengthen the sense of belonging to the school through participating in the external inter-school competitions
7. To help students to acquire knowledge of sports and understanding of the sports news
8. To train student leaders
9. To improve students' reading and thinking skills
10. To nurture the traits expected of a healthy Tsung-Tsiner
11. To help students to understand and utilize the sports facilities in our community
12. To support and promote the use of information technology in teaching

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
1	To strengthen the physical fitness training and tests through the "School Physical Fitness Award Scheme"	1,2,3,4	✓	✓	✓
2	To hold the fund raising event for "Jump Rope for Heart Program" (S1)	1,2,3,4,10	✓	✓	✓
3	Arrange clear teaching objectives in every PE lesson, and the teaching process is divided into four parts: a. Warm up exercises b. Sport skills training and guidance c. Group activities d. Cool down exercises	1-5, 7-10	✓	✓	✓
4	Encourage students to participate in various inter-school competitions a. Athletics (Boys A,B,C grade) (Girls A,B,C grade) b. Cross Country (Boys A,B,C grade) (Girls A,B,C grade)	1-8, 10,11	✓ ✓	✓ ✓	✓ ✓

	c. Long Distance Running (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	d. Basketball (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	e. Football (Boys A,B,C grade)		✓	✓	✓
	f. Volleyball (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	g. Badminton (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	h. Table-tennis (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	i. Swimming (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	j. Handball (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
	k. Netball (Girls A,B grade)		✓	✓	✓
	l. Indoor Rowing (Boys A,B,C grade) (Girls A,B,C grade)		✓	✓	✓
5	Encourage students to participate in internal extra-curricular activities and competitions	1-5, 7,8,10	✓	✓	✓
6	To set up the curriculum for junior levels (Module) by the Physical Education Key Learning Area Curriculum Guide from EDB	1-5, 7,9,10	✓	✓	✓
7	The learning ability of senior students is higher, and they can be taught a wide range of sports such as : tennis, bowling, rope skipping, golf, netball, etc.	1-5, 7, 9-11	✓	✓	✓
8	Encourage students to participate in external referee and leadership training	1,2,4,6-11	✓	✓	✓
9	Organizing sports training camp, help students to learn different training modes and cultures in different regions	1, 3-5, 7-10	✓	✓	✓
10	Training students to plan various events and act as a referee	2-5, 7-10	✓	✓	✓

11	Rent and borrow off-campus facilities for the PE lessons and school teams training venues	3,7,10,11	✓	✓	✓
12	Encourage students to read more books and news about sports	5,7,9,10	✓	✓	✓
13	To enrich students understanding about sports and health through exhibitions	5,7, 9-11	✓	✓	✓
14	Visit international sports events	5,7, 9-11	✓	✓	✓
15	Train students to lead the warm up exercises during PE lessons	7,8	✓	✓	✓
16	To inculcate sports rules, sports safety, treatment of sports injuries and physical fitness principles during PE lessons	7,9,10	✓	✓	✓
17	To include theory lessons in S1 to S4 levels, enhance students' knowledge of different aspects in health and sports	7,9,10,11	✓	✓	✓
18	To conduct a survey on the opinion of PE teachers and PE curriculum	9,12	✓	✓	✓
19	Work with the IT group to discuss how information technology can increase the effectiveness in arranging the fixtures and scoring systems on sports day	12	✓	✓	✓

## V. EVALUATION

1. Internal and external competitions results
2. Teachers' observation and comments on students' behavior when they are participating in external competitions
3. To assess students' understanding of sports knowledge and current issues through written test and assignments
4. Physical fitness test results
5. Students' survey on the opinion of PE teachers and PE curriculum
6. The mean score of S3 students' Physical fitness test
7. The Body Mass Index (BMI) of S3 students
8. The percentage of students obtaining award in "School Physical Fitness Award Scheme"
9. Through checking the students' heart rate during PE lessons, both teachers and students can have a clear understanding of whether the amount of exercise is sufficient

## VI. TEAM MEMBERS

Chan Hiu Ying (Panel Chairperson)  
 Chan Kwong Man



**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**VISUAL ARTS**  
**THREE-YEAR PLAN (2012-2015)**

**I. AIMS**

1. To develop students' creativity and critical thinking ability
2. To strengthen their abilities to appreciate and create various forms of visual arts work
3. To develop students' perceptual abilities, generic skills and meta-cognition
4. To nurture their life-long interest in visual arts
5. To help them acquire the sense of happiness, enjoyment and satisfaction through taking part in art activities and creation
6. To help them understand that arts, technology and society are inter-dependent
7. To promote local and other traditional culture and values
8. To enable students to acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries
9. To achieve the school aims

**II. SITUATIONAL ANALYSIS**

**1. Strengths**

- a. Visual Arts is a very interesting and creative subject. The learning atmosphere is joyful so most students are willing to learn
- b. The Visual Arts Room is well-equipped and the newly established Arts and Technology Room has been set up as a Macintosh computer room so as to facilitate students in the learning of computer art
- c. The subject teacher is professional and rich in teaching experience, and she is willing to learn and improve her teaching
- d. This is an elective subject so all students taking this subject have a certain level of interest and ability
- e. There is a number of extra-curricular visual arts school clubs, such as Mini Craft Workshop, Ceramics Throwing Club, Comics Club, Anime Club, Chinese Painting Club, Drawing and Painting Club, Mural Club, Chinese Calligraphy Club and Photography Club which enhance the students' interest and art-making ability
- f. As the teacher knows the importance of making good use of external resources, she always arranges for students to take part in art activities organized by external art associations so as to broaden their horizons, such as joining the Artists Residence Scheme

**2. Weaknesses**

- a. Because of the curriculum integration of Art, Music and Home Economics subjects at the junior level, the teaching time of Visual Arts in the junior level has been shortened, so there is doubt whether students can have a good foundation in visual arts when they want to take Visual Arts as their elective subject in the senior level

- b. Under the pressure of academic subjects, students spend more time studying these subjects. They will then spend less time doing the Visual Arts work
- c. Students' participation in internal and external competitions needs to be more active

### III. OBJECTIVES

1. Develop students' perceptual skills and other thinking skills such as observation, association, imagination and creativity
2. Through art making and appreciation, students can grasp the knowledge, techniques and the process of art criticism in context
3. Enhance their art appreciation ability
4. Use daily life events as art-making themes, so that students understand the art context
5. Motivate students to participate in arts and cultural activities
6. Nurture students to care for, respect and treasure the eastern and western cultures
7. Enhance the ability of using information technology in art making
8. Enhance the ability of art making and generic skills such as communication skill and critical thinking
9. Promote the visual arts education and enhance the visual arts atmosphere at school
10. Enhance the quality of learning and teaching
11. Employ verbal and written skills to communicate feelings and ideas
12. Enhance students' self learning ability

### IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			12/13	13/14	14/15
<b>Curriculum Development</b>					
1	Curriculum includes the teaching of art knowledge, art making and art appreciation & criticism in context, so that students can learn and master different art making media and techniques and grasp a certain amount of art knowledge in order to enhance their ability of visual arts appreciation and criticism	1,2,3,4,6,7	✓	✓	✓
2	Encourage students to make use of the internet to search for useful materials for art making	1,2,3,6,7,8,12	✓	✓	✓
3	Assign students to make a visual diary to record daily visual impressions and experiences and personal feelings	1,2,3,6,7,8 11,12	✓	✓	✓

4	Assign students to keep a research workbook to record their idea development and art making process	1,2,3,6,11,12	✓	✓	✓
5	Use daily life events as creation themes, so that students will be concerned more about the people and things around them	1,2,4,8	✓	✓	✓
6	Include the School Aims as one of the creation themes in the curriculum	4	✓		
7	Include self-learning element in the scheme of work	7,10,12	✓	✓	✓
8	Use thematic approach to deepen students' learning through investigation, analysis and comparison	8	✓	✓	✓
9	Revise our school-based Visual Arts Curriculum in co-ordination with the latest Proposed New Senior Secondary Curriculum and Assessment Framework drafted by the CDC & the HK Examination and Assessment Authority	10	✓	✓	✓
10	Evaluate the curriculum adopted and make amendments	10	✓	✓	✓
11	Compile our school-based three-year plan in co-ordination with the latest Proposed New Senior Secondary Curriculum and Assessment Framework	10	✓	✓	✓
12	Design a multi-dimensional and interdisciplinary curriculum in co-ordination with the Educational Development Reform	10	✓	✓	✓
13	Compile school-based assessment methods and standards	10	✓	✓	✓
14	Evaluate the teaching effectiveness, scheme and development approach regularly	10	✓	✓	✓
15	Subject teachers regularly attend seminars or workshops so as to understand and master the latest art-education development trends	10	✓	✓	✓
<b>Promotion of Visual Arts Activities</b>					
16	Organize different types of Visual Arts Extra-curricular Activities	1,2,3,5,8,9	✓	✓	✓

17	Help students explore their art potential through the activities held by the Visual Arts Enhancement Class and encourage them to participate in external competitions	1,2,3,5,8,9	✓	✓	✓
18	Hold different inter-disciplinary competitions or activities	1,2,3,5,8,9	✓	✓	✓
19	Hold internal visual arts competitions and exhibitions	1,2,3,5,8,9	✓	✓	✓
20	Organize visits to exhibitions held by different external organizations	3,5,6	✓	✓	✓
21	Borrow art replicas from external organizations, exhibit them and organize activities in co-ordination with them	3,5,6,9	✓	✓	✓
22	Encourage students to join the offshore art and cultural exchange tours organized by external organizations	5,6,9	✓		✓
23	Stipulate students participate in visual arts competitions at least once a year	5,8	✓	✓	✓
24	Join the Joint-schools Visual Arts Exhibition	5,8,9	✓	✓	✓
25	Invite artists or alumini to share their experiences in visual arts professions and study	5,9	✓	✓	✓
26	Encourage students to attend workshops or talks organized by external organizations	5,9	✓	✓	✓
27	Encourage students to submit their art works for publication	5,9	✓	✓	✓
28	Invite parents to take part or assist in the running of art activities in order to enhance their knowledge of visual arts education	9	✓	✓	✓
29	Exhibit students' works frequently inside or outside visual arts room	9	✓	✓	✓
30	Introduce different artists' biographies and their style of work by putting them up on the boards inside or outside Visual Arts Room	9,10	✓	✓	✓
31	Announce the prize-winning news or other good news through the school broadcasting system or posting the news on the school web page as soon as possible	9,10	✓	✓	✓

32	Invite artists to hold extra-curricular activities	10	✓	✓	✓
<b>Teacher Professional Development</b>					
33	Subject teacher participates in seminars and workshops frequently to enhance her professional knowledge	10	✓	✓	✓
34	Carry out collaborative teaching with colleagues	10	✓	✓	✓
35	Use questionnaires to evaluate the effectiveness of teaching	10	✓	✓	✓
36	Visit other schools or schools in foreign countries to enhance the quality of teaching	10	✓	✓	✓
37	Subject teachers conduct introspection by filling in the self evaluation form	10	✓	✓	✓

## V. EVALUATION

1. Analyse the questionnaires filled in by the students and amend the teaching method and content
2. Evaluate the value-added situation by comparing and recording the number and results of students participating in external visual arts competitions
3. Evaluate the value-added situation by comparing and recording the number of students participating in external visual arts activities
4. Evaluate the effectiveness of teaching by observing the students' performance in class
5. Evaluate the value-added situation and the effectiveness of teaching by comparing the territory results of the Hong Kong Diploma of Secondary Education with the school results
6. Evaluate the effectiveness of the extra-curricular activities by recording the number of members present and the questionnaires filled in by them at the end of the term

## VI. TEAM MEMBERS

Li See Chun ( Chairperson )

**SHATIN TSUNG TSIN SECONDARY SCHOOL**  
**2012-2013**  
**Implementation Plan of "Capacity Enhancement Grant"**

1. Teacher-consultation Channel : Staff Meeting
2. Aims : To reduce teachers' workload so that there will be a much better use of time for the following :
  - (i) Teaching pedagogy : Collaborative teaching
  - (ii) Language ability : Creating better-English ethos and promoting reading culture
  - (iii) Catering for the needs of individual learners
  - (iv) Assessment methods : Formative assessment
3. How to capitalize on the Capacity Enhancement Grant

Methods	Rationale / Value	Expenditure
1. Recruitment of graduates as invigilators ( \$45/per hour for internal exams. \$100/per hour for public exams. )	To free up more teachers' time for the 4 items mentioned in (2)	\$60,000
2. Recruitment of administrative assistants to help teachers handle the following : (i) collecting reply slips, sick leave letters & handling of students' attendance records (ii) taking up teaching duties when the need arises (iii) performing after-school duties (iv) assisting teachers in their teaching (v) serving as invigilators (vi) assisting teachers in extra-curricular activities	To free up more teachers' time for the 4 items mentioned in (2)	\$189,000
3. Employment of assistant instructors / coaches for the Dancing Team, the School Band, art clubs and school teams including basketball, football & volleyball teams	To free up more teachers' time for the 4 items mentioned in (2)	\$473,748

4. Hiring part-time teachers for Enhancement & Remedial classes at various levels	(i) To enhance students' language competency	\$70,651
	(ii) To cater for individual learner's needs	
		\$793,399

4. Implementation of plans regarding teaching pedagogy & assessment methods, students' language ability and the ways to cater for individual differences

	Items
Teaching pedagogy & assessment methods	<ol style="list-style-type: none"> <li>1. Putting collaborative teaching in practice</li> <li>2. Developing the mentorship scheme</li> <li>3. Developing e-learning</li> <li>4. Promoting formative assessment</li> </ol>
Students' language ability / competency	<ol style="list-style-type: none"> <li>1. Implementing lunch-time reading scheme (an additional 20 mins. class time)</li> <li>2. Implementing Junior-form Reading Award Scheme</li> <li>3. Promoting activities that can create a better English-speaking environment</li> <li>4. Participating in exchange programmes</li> </ol>
Catering for learners' differences	<ol style="list-style-type: none"> <li>1. Implementing small-class learning</li> <li>2. Conducting enhancement and remedial groups for junior &amp; senior students in time-tabled lessons</li> <li>3. Conducting enhancement &amp; remedial classes at all levels &amp; across all subjects</li> <li>4. Providing self-access learning materials for students of various abilities</li> <li>5. Implementing 'nourishment' syllabuses</li> </ol>

5. Assessment Methods

School-based questionnaire to evaluate

- (a) the appropriateness of various arrangements mentioned above
- (b) the effectiveness of measures designed to create space for teachers