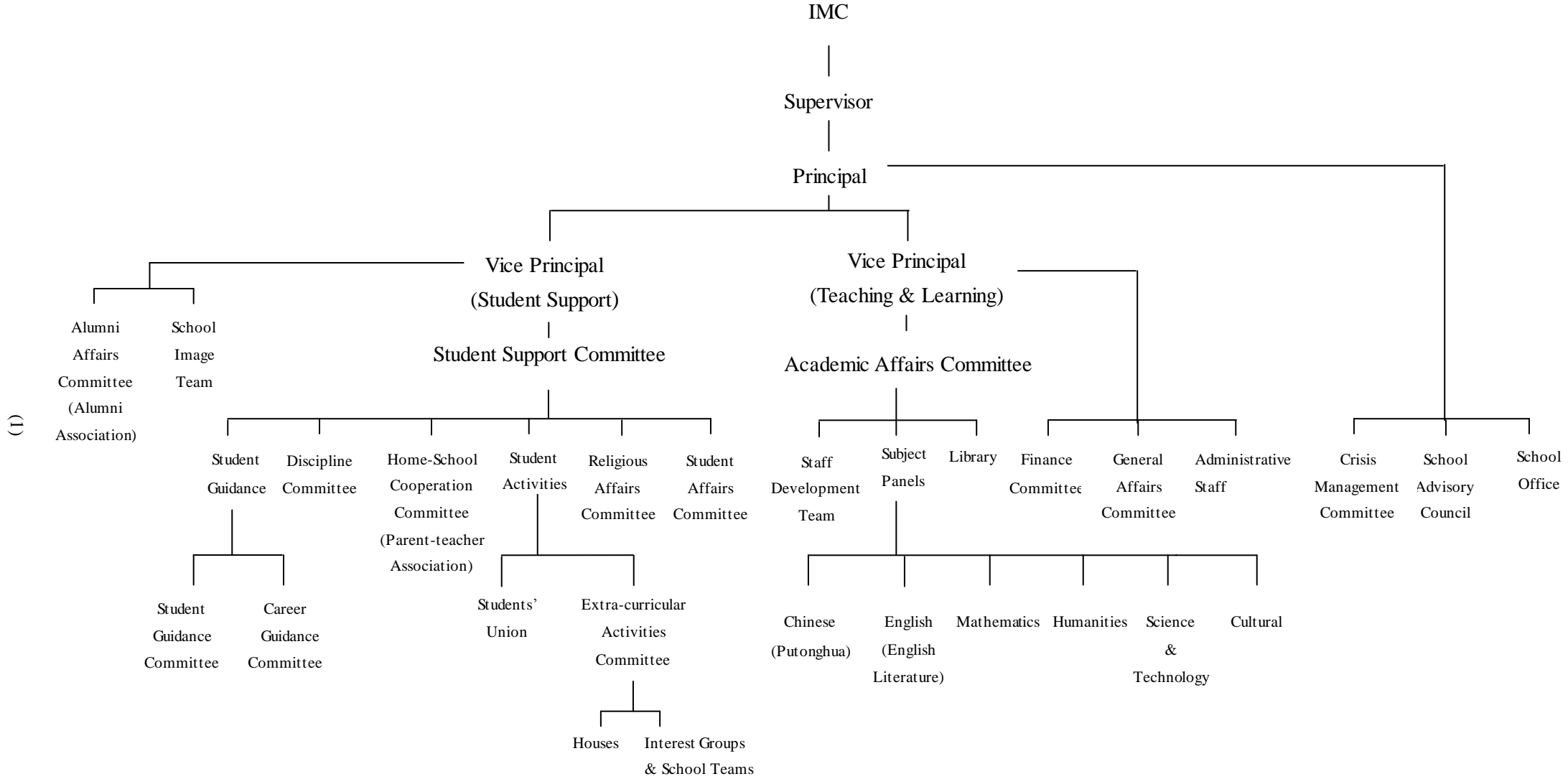


Contents	Page
1. School Organization Chart	P.1
2. Administrative Duties List	P.2–8
3. Teaching-time Allocation Table	P.9
4. School Calendar	P.10-17
5. Implementation Plan of “Capacity Enhancement Grant”	P.18-19
6. Mission Statements & School Aims	P.20
7. School Development Plan	P.21-23
8. Annual School Plan	P.24-29
9. Academic Affairs Committee	P.30-32
Staff Development Team	P.33-34
10. Student Support Committee	P.35-37
11. Discipline Committee	P.38-39
12. Student Guidance Committee	P.40-42
13. Career Guidance Committee	P.43-46
14. Extra-curricular Activities Committee	P.47-49
15. Students’ Union	P.50-53
16. Religious Affairs Committee	P.54-55
17. Student Affairs Committee	P.56-58
18. Home-school Cooperation Committee	P.59-60
19. Alumni Affairs Committee	P.61-62
20. General Affairs Committee	P.63-64
21. Chinese	P.65-67

22. Putonghua	P.68-69
23. English	P.70-72
24. Mathematics	P.73-75
25. Humanities Subjects	P.76-78
26. Christian Education	P.79-80
27. Chinese History	P.81-82
28. Economics and BAFS	P.83-85
29. Geography	P.86-89
30. History	P.90-92
31. Liberal Studies	P.93-95
32. Science and Technology Subjects	P.96-98
33. Biology	P.99-102
34. Chemistry	P.103-105
35. Integrated Science	P.106-107
36. Physics	P.108-110
37. Technology	P.111-113
38. Cultural Subjects	P.114-115
39. Arts-in-life	P.116-118
40. Physical Education	P.119-121
41. Visual Arts	P.122-124
42. Budget Summaries	P.125

SHATIN TSUNG TSIN SECONDARY SCHOOL
Organization Chart



SHATIN TSUNG TSIN SECONDARY SCHOOL

Administrative Duties List 2015 - 2016

I. School Advisory Council

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

II. Crisis Management Committee

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

III. Student Support Committee

Adviser : Ms. Leung Kit Yin
Chairperson : Mr. Tai Kin Fai
Vice-chairperson : Mr. Yu Mu Hau
Members : Mr. Chang Wing Kay
Mr. Fok Wang Chung
Mr. Lee Kin Chung
Ms. Lee Mei King
Ms. Mak Lai Ching
Ms. Wong Kai Sze
Ms. Yung Yee Har
Working group : Mr. Chau Chi Kong
Mr. Chan Sai Chung
Ms. Choi Wan Ni

IV. Academic Duties

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

Administration

Person-in-charge : Mr. Mak Shing Chit
Members : Mr. Yu Cheuk Kuen (in-charge of WEBSAMS)
Ms. Wong Hoi Lee (adviser of SAS)
Mr. Ho Chung Wa (in-charge of SAS)

Mr. Lo Pun Kei (Assistant)
Ms. Hung Suet Kan (Assistant)
Ms. Kwok Fung Ying (Assistant)

Admission & Ceremony

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

Teaching & Learning

Person-in-charge : Ms. Pun King Min
Members : Mr. Mak Shing Chit
Ms. Cheng Ka Fung
Mr. Lau Chung Kwong
Mr. Wong King Sing

Staff Development

Person-in-charge : Ms. Pun King Min
Members : Ms. Louie Fung Yiu
Mr. Wong King Sing

Subject Convenors

English Language : Mr. Cheung Man Wai (Adviser)
Ms. Gaughan Tara Jean
Chinese Language : 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. Cheng Ka Fung
Chinese History : Ms. Wong Kai Sze
Christian Education : Mr. Choi Wai Man
Economics : Ms. Pun King Min
Geography : Ms. Cheng Ka Fung
History : Ms. Yung Yee Har
Liberal Studies : Mr. Wu Yan Ha
Ms. Lee Shuk Yi (Assistant)
Science & Technology Subjects : Mr. Yu Cheuk Kuen (Administration & Activities)
Mr. Yu Mu Hau (Curriculum)
Biology : Ms. Chan Fung Yi
Chemistry : Mr. Wong King Sing
Integrated Science : Mr. Chan Kwok Hung
Physics : Mr. Yu Cheuk Kuen
Technology : Ms Wong Hoi Lee
Cultural Subjects : Ms. Chan Yuen Kok
Arts-in-life : Ms. Chan Yuen Kok
Physical Education : Ms. Chan Hiu Ying
Visual Arts : Ms. Li See Chun
Teacher Librarian : Ms. Louie Fung Yiu

V. Discipline

Discipline Committee

Discipline Master : Mr. Tai Kin Fai
Mr. Chan Kwok Hung
Vice-chairperson : Ms. Yue Po Ting (Prefect Team)
Mr. Luk Chung Ho (Prefect Team)
Members : Ms. Au Wan Yin (Prefect Team)
Ms. Chung So Sum

Mr. Lee Hon Lung
Mr. Tan Sin Pat
Ms. Tsang Wan Mei
Ms. Tsang Yuk Mei

VI. Religious Activities

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Ms. Chan Yuen Kok
Mr. Lo Chun Ming
Ms. Luk Wai Kiu
Ms. Ng Cheuk Ting
Ms. Wong Chui Ling
Dr. Chan Kwong Pui (Sun Chui Church)

Christian Fellowship Advisers

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Ms. Ng Cheuk Ting
Ms. Wong Chui Ling
Dr. Chan Kwong Pui (Sun Chui Church)
Rev. Wong Kam Lin (Sun Chui Church)
Ms. Tang Fung Ling (Sun Chui Church)
Ms. Shum Yee Ling (Sun Chui Church)

VII. Student Guidance

Career Guidance Committee

Career Mistress : Ms. Wong Kai Sze
Members : Ms. Choy Kit Ping
Ms. Lau Chin Wai
Ms. Tsang Hoi Yee
Ms. Wong May Sum
Ms. Wong Shuk Ming

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung
Vice-chairperson : Mr. Fung Kwok Leung
Members : Ms. Au Yeung Hoi Ming
Mr. Koo Kwong Yiu
Ms. Li See Chun
Mr. Wu Yan Ha
School Social Worker : Ms. Lui Cheuk Ling (Y.W.C.A.)
Ms. Wong Po Ling (Y.W.C.A.)
Mr. Ng King Shun
Educational Psychologist : Ms. Cheung Wai Lam

VIII. Home-School Cooperation Committee

Chairperson : Ms. Lee Mei King
Vice-chairperson : Ms. Li Lai Fan
Members : Ms. Chan Fung Yi
Ms. Ku Mei Lun

IX. Alumni Affairs Committee

Adviser : Ms. Wong Kai Sze
Chairperson : Mr. Lee Wai Kok
Member : Mr. Yu Mu Hau

X. Student Activities

Students' Union

Chairperson : Mr. Fok Wang Chung
Vice-chairperson : Ms. Chan Yuk Ha
Members : Ms. Lee Shuk Yi
Ms. Yip Yee Ling

Extra-curricular Activities Committee

Chairperson : Ms. Yung Yee Har
Vice-chairperson : Mr. Fok Wang Chung
Members : Ms. Chan Hiu Ying
Ms. Cheung Wai Leng
Mr. Tsang Shing Wai
Ms. Wong Ka Man
Advisory Basis : House Advisers
Interest Group Advisers

A. School House

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

B. Interest-group

a) Arts

1. Anime Club : Ms. Li See Chun
2. Ceramic Throwing Club : Ms. Li See Chun / External tutor
3. Chinese Calligraphy Club : Ms. Li See Chun / External tutor
4. Chinese Painting Club : Ms. Li See Chun / External tutor
5. Fashion Design Club : Ms. Li See Chun / External tutor
6. Leather Craft Club : Ms. Li See Chun / External tutor
7. Mini Craft Club : Ms. Li See Chun / External tutor
8. Painting Club : Ms. Li See Chun / External tutor
9. Photography Club : Ms. Li See Chun / External tutor

b) Service

10. First Aid Team : Mr. Lo Pun Kei

c) Sports

11. Long Distance Running Club : Mr. Chan Kwong Man

- d) Music Class (Arts)
12. Music Class - Violin : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 13. Music Class - Viola : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 14. Music Class - Cello : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 15. Music Class - Double Bass : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 16. Music Class - Piccolo : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 17. Music Class - Flute : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 18. Music Class - Clarinet : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 19. Music Class - Oboe : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 20. Music Class - Bassoon : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 21. Music Class - Trumpet : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 22. Music Class - Trombone : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 23. Music Class - Cornet : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 24. Music Class - French Horn : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 25. Music Class - Euphonium : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 26. Music Class - Tuba : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 27. Music Class - Tenor Saxophone : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 28. Music Class - Western Percussion: Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 29. Music Class - Chinese Percussion: Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 30. Music Class - Erhu : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 31. Music Class – Ruan : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 32. Music Class – Liu Ye Gin : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 33. Music Class – Di : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 34. Music Class - Yanqin : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 35. Music Class - Pipa : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 36. Music Class – Sheng : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
 37. Music Class – Suo-na : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor

C. School Team

a) Academic

1. Chinese Recital Group : Ms. Choy Kit Ping (also as co-ordinator) /
Ms. Au Yeung Hoi Ming / Ms. Wong Shuk Ming
2. Putonghua Recital Group : Ms. Wong Ka Man (also as co-ordinator) /
Ms. Cheung Wai Leng
3. English Recital Group : Ms. Chan Mei Hing (co-ordinator only)
Mr. Chan Sai Chung / Mr. Koo Kwong Yiu /
Ms. Gaughan Tara Jean / Ms. Lau Chin Wai /
Ms. Tsang Wan Mei / Ms. Wong May Sum
4. English Debate Team : Ms. Choi Wan Ni
5. Chinese Debate Team : Mr. Sze Tik Long
6. Biology School Team : Ms. Chan Fung Yi
7. Chemistry School Team : Mr. Tsang Shing Wai
8. Physics School Team : Mr. Yu Cheuk Kuen
9. Technology School Team : Ms. Wong Hoi Lee
10. 'Go' School Team : Mr. Yu Mu Hau
11. Mathematics School Team (Senior) : Mr. Ho Chung Wa / Mr. Lee Hon Lung /
External Tutor
12. Mathematics School Team (Junior) : Mr. Ho Chung Wa / Mr. Lee Hon Lung /
External Tutor

b) Arts

13. School Choir (Senior) : Ms. Chan Yuen Kok / Ms. Louie Fung Yiu / External Tutor
14. School Choir (Junior) : Ms. Chan Yuen Kok / Ms. Louie Fung Yiu / External Tutor
15. Chinese Orchestra : Ms. Chan Yuen Kok / Ms. Louie Fung Yiu / External Tutor
16. School Band : Ms. Chan Yuen Kok / Ms. Louie Fung Yiu / External Tutor
17. School Symphonic Orchestra : Ms. Chan Yuen Kok / Ms. Louie Fung Yiu / External Tutor
18. School Dancing Team : Ms. Hung Suet Kan / External Tutor
19. School Drama Team : Ms. Tsang Hoi Yee / External Tutor

c) Sports

20. Athletic Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Athletic Team (Girls) : Mr. Chan Kwong Man / External Tutor
21. Badminton Team (Boys) : Ms. Chan Hiu Ying / External Tutor
- Badminton Team (Girls) : Ms. Chan Hiu Ying / External Tutor
22. Basketball Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Basketball Team (Girls) : Mr. Chan Kwong Man / External Tutor
23. Football Team : Mr. Fok Wang Chung / External Tutor
24. Handball Team (Boys) : Ms. Chan Hiu Ying / External Tutor
- Handball Team (Girls) : Ms. Chan Hiu Ying / External Tutor
25. Table Tennis Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Table Tennis Team (Girls) : Mr. Chan Kwong Man / External Tutor
26. Volleyball Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Volleyball Team (Girls) : Mr. Chan Kwong Man / External Tutor

XI. Student Affairs Committee

- Chairperson : Ms. Mak Lai Ching
- Members : Mr. Lo Pun Kei
Ms. Hung Suet Kan
Ms. Kwok Fung Ying

XII. General Affairs Committee

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

XIII. Finance Committee

Chairperson : Ms. Leung Kit Yin
Members : Ms. Pun King Min
Mr. Tai Kin Fai
Ms. Li Kam Mei

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. Clerical Staff

Head Clerk & Cashier : Ms. Tso Pui Ching
Accounting Clerk : Ms. Li Kam Mei
Clerks : Ms. Chiu Siu Wai
Ms. Leung Fung Kuen
Ms. Lun Wai Man
Ms. Yiu Yuk Ming
Mr. Yung Kwok Kuen

XVII. Administrative Staff

Person-in-charge : Ms. Leung Kit Yin
Administrative Executive : Ms. Suen Yee Hang
Administrative Assistants : Ms. Kan Wai Shan
Mr. Sze Tik Long
Ms. Wong Ka Wai
IT Technician : Mr. So Chi Ho

XVIII. Laboratory Staff

Laboratory Technicians : Mr. Lo Pun Kei (Chemistry)(in-charge)
Ms. Hung Suet Kan (Biology & I.S.)
Ms. Kwok Fung Ying (Physics & I.S.)

XIX. Chinese Secretary : Mr. Lau Chung Kwong / Ms. Li Lai Fan
English Secretary : Ms. Gaughan Tara Jean
Library Assistant : Ms. Lun Wai Man

XX. Miscellaneous

Person-in-charge of Films / Photos : Ms. Kan Wai Shan
Person-in-charge of Photo-taking : Ms. Kwok Fung Ying
Person-in-charge of Video-recording : Ms. Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
Teaching-time Allocation Table 2015-2016

Level	1	2	3	4A	4B	4C	4D	4E	4F	5A	5B	5C	5D	5E	5F	6A	6B	6C	6D	6E	6F
No. of Classes	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Subject																					
CHINESE	8	8	8	8	8	8	8	8	8	7	7	7	7	7	8	8	8	9	8	8	8
CHINESE LITERATURE				5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
PUTONGHUA	1	1	0.6																		
ENGLISH	9	9	8	8	8	8	8	8	8	7	8	8	8	8	9	9	9	9	9	9	9
ENGLISH LITERATURE	1	1	1																		
MATHEMATICS	7	7	7	7	7	7	7	7	7	7	6	6	6	6	7	6	6	7	6	6	6
I.S.	4																				
TECHNOLOGY / ICT	3	2	2	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
PHYSICS		1	2	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
CHEMISTRY		2	2	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
BIOLOGY		2	2	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
CHINESE HISTORY	2	2	2	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
HISTORY	1	1	1	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
ECONOMICS			1	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
BAFS			0.4	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
GEOGRAPHY	2	1	1	5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
LIBERAL STUDIES	2	3	2	6	6	6	6	6	6	5	5	5	5	5	6	6	6	7	6	6	6
VISUAL ARTS				5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
ARTS-IN-LIFE	4	4	4																		
P.E.	2	2	2	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	1	1	1
C.E.	1	1	1	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	48	48	48
GRAND TOTAL	288	288	288	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

								Printed on : 2015/10/30
	S	M	T	W	T	F	S	
Sep			1	2/1a	3	4/b	5	1/9 i. 開學禮Thanksgiving Service & Commencement Ceremony ii. 中一至中四級樂器示範音樂會Musical Instrument Demonstration Show for S1 to S4 iii. 處理班務Managing class business 2/9 i. 處理班務Managing class business ii. 學生領袖就職禮Inauguration of student leaders iii. 全年大型活動一覽表交SAS Submission of the Year-round Activity Schedule to SAS iv. 暑期工作程序及檢討交校務處 Submission of working procedures and evaluation of summer duties to the Office 2/9-18/9 調適時間表Transitional timetable 3/9 抗日戰爭勝利70周年紀念日假期Special Public Holiday 4/9 學生購買夏季及冬季體育服Purchasing summer and winter PE uniform
	6	7/c	8/d	9/e	10/f	11/2a	12	7/9 中一紀律訓練Discipline Training for S1 10/9-11/9 社員大會General House Meeting 11/9 i. 校隊及體藝小組甄選名單交SAS Submission of screened lists for school teams and sports/artistic groups to SAS ii. 第一次科及委員會會議紀錄交校長 Submission of the first panel and committee minutes to the principal iii. 第一次火警演習First fire drill
	13	14/b	15/c	16/d	17/e	18/f	19	14/9 中六學科測驗分紙交校長Submission of S6 Term Test mark sheet to the Principal 14/9-23/9 社際籃球比賽Inter-house basketball match
	20	#21/3a	22/b	23/c	24/d	25/e	26	21/9 常規時間表開始Commencement of normal timetable
	27	28	29/f	30/4a				28/9 中秋節翌日假期The day following Chinese Mid-Autumn Festival 28/9-30/9 中一生命教育營Life Education Camp for S1
Oct					1	2/b	3	1/10 國慶日假期National Day
	4	5/c	6/d	7/e	8/f	#9/5a	10	6/10 藝術小組活動開始Commencement of artistic group activities
	11	12/b	13/c	14/d	15/e	16/f	17	12/10-30/10 第二次科及委員會會議(非必須)議期 Second panel & committee meeting (optional)
	18	19/6a	20/b	21	22/c	23/d	24	21/10 重陽節假期Chung Yeung Festival 23/10 學生購買冬季校服及毛衣Purchasing winter uniform and sweater
	25	26/e	27/f	28/7a	29/b	30/c	31	
Legend	Special Day	No School for Students			Exam or UT		General Holiday School Holiday	

#中一至中六生命教育活動於第七及第八節進行. Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

		S	M	T	W	T	F	S	Printed on : 2015/10/30		
Nov	1	2	3	4/d	5/e	6/f	7	2/11 旅行日 School Picnic 3/11 特別假期 Special Holiday 4/11-6/11 班主任會議議期 Class Teachers Meeting			
	8	9/8a	10/b	11/c	12/d	13/e	14	9/11 中一、二考試範圍交校務處 Submission of the exam revision guide (S1& S2) to the office 13/11 i. 期考試卷交校務處打印 Submission of first exam papers to the office for typing ii. 校政諮議會會議 School Advisory Council Meeting iii. 教師會議報告稿交校務處 Submission of reports for the Staff Meeting to the office 14/11 家長教師日 Parent-Teacher Day			
	15	16	17/f	18	19	#20/9a	21	16/11 運動會 Sports Day 18/11 運動會 Sports Day 19/11 特別假期 Special Holiday 20/11 i. 第二次科及委員會會議紀錄交校長(如適用) Submission of the second panel and committee minutes to the principal (if applicable) ii. 第二次教師會議 Second Staff Meeting			
	22	23/b	24/c	25/d	26/e	27/f	28	23/11 期考試卷交校務處印刷 Submission of first exam papers to the office for printing			
	29	30/10a							30/11 須更換冬季校服 Compulsory change to winter uniform		
	Dec			1/b	2/c	3/d	4/e	5	4/12 i. 畢業班拍照 Photo-taking of graduation classes ii. 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS		
6		7/f	8/11a	9	10/b	11/c	12	7/12-18/12 中一至中五考試 First Exam for S1 to S5 9/12 教師活動日 Teacher Activity Day			
13		14/d	15/e	16/f	17/12a	18/b	19	14/12 i. 交上學期常分紙(中一至中五) Submission of first term daily mark sheets (S1 to S5) ii. 中六試卷交校務處打印 Submission of S6 Mock Exam papers to the office for typing			
20		21	22	23	24	25	26	21/12 30週年校慶崇拜及聖誕聯歡 30th Anniversary Service & Christmas Celebration 22/12-1/1 聖誕節及新年假期 Christmas & New Year Holiday			
27		28	29	30	31						
Legend		Special Day	No School for Students			Exam or UT		General Holiday	School Holiday		

*中一至中六生命教育活動於第七及第八節進行。 Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

		S	M	T	W	T	F	S	Printed on : 2015/10/30			
Jan							1	2	2/1	小六升中講座Talk for prospective S1 students		
	3	4/c	5/d	6/e	7/f	8/13a	9	6/1	i. 派發操行評定表(中一至中五)Distribution of Conduct Assessment Forms (S1 to S5) ii. 中六試卷交校務處印刷Submission of S6 Mock Exam papers to the office for printing			
	10	11/b	12/c	13/d	14/e	15/f	16	11/1	交上學期考試分紙(中一至中五) Submission of first exam mark sheets (S1 to S5)			
									13/1	交回操行評定表Submission of Conduct Assessment Forms		
									15/1	第二次科主任聯席會議Second Joint Panel Meeting		
	17	#18/14a	19/b	20/c	21/d	22/e	23	18/1-5/2	第三次科及委員會會議議期Third panel and committee meeting			
								20/1-21/1	中六同學家中預備考試S6 students' study leave			
								22/1	i. 班主任交已簽署成績表到校務處(下午五時前)Submission of signed student reports to the office (before 5:00 pm) ii. 交中六常分紙Submission of S6 daily mark sheets			
								22/1-3/2	中六畢業試S6 Mock Exam			
24	25/f	26/15a	27/b	28/c	29/d	30	28/1-29/1	輔導日(下午)Counselling Day (afternoon)				
								30/1	家長日Parents' Day			
31												
Feb			1/e	2/f	3/16a	4/b	5/c	6	4/2-22/2	中六核對試卷S6 students checking exam answer scripts		
									5/2	課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS		
	7	8	9	10	11	12	13	8/2-16/2	農曆年假期Lunar New Year Holiday			
	14	15	16	17/d	18/e	19/f	20	19/2	長跑日Long Distance Running Day			
	21	#22/17a	23/b	24/c	25/d	26/e	27	22/2	i. 統一測驗試卷交校務處打印Submission of U.T. papers to the office for typing ii. 中六最後上課日Last school day for S6 iii. 交中六考試分紙Submission of S6 exam mark sheets			
								26/2	第三次科及委員會會議紀錄交校長 Submission of the third panel and committee minutes to the principal			
28	29/f							29/2	統一測驗試卷交校務處印刷Submission of U.T. papers to the office for printing			
Legend	Special Day		No School for Students			Exam or UT		General Holiday			School Holiday	

#中一至中六生命教育活動於第七及第八節進行。Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016
2015-2016年度校曆表

								Printed on : 2015/10/30	
	S	M	T	W	T	F	S		
Mar			1/18a	2/b	3/c	4/d	5	4/3	派發中六學業成績表(初稿)Distribution of S6 academic reports (draft)
	6	7/e	8/f	#9/19a	10/b	11/c	12	7/3	中一、二測驗範圍交校務處Submission of the U.T. revision guide (S1-S2) to the office
	13	14/d	15/e	16	17/f	18/20a	19	14/3-18/3	班主任會議議期Class Teachers Meeting
								14/3-1/4	中三統一測驗Uniform Test for S3
								16/3	教師活動日Teacher Activity Day
								19/3	中一自行收生面試S1 Discretionary Places Interview
	20	21	22	23	24	25	26	21/3-30/3	復活節假期Easter Holiday
	27	28	29	30	31/b			31/3-1/4	中一、二統一測驗Uniform Test for S1 and S2
Apr						1/c	2	1/4	非畢業班拍照Photo-taking of non-graduation classes
	3	4	5/d	6/e	7/f	8/21a	9	4/4	清明節假期Ching Ming Festival
								5/4	須更換夏季校服Compulsory change to summer uniform
								9/4	校慶校友聚會30th Anniversary Alumni Gathering
	10	11/b	12/c	13/d	14/e	15/f	16	11/4-29/4	第四次科及委員會會議議期Fourth panel and committee meeting
								12/4	交統一測驗分紙Submission of U.T. mark sheets
								14/4	統一測驗成績表給班主任U.T. student reports distributed to form teachers
								15/4	班主任交已簽署統一測驗成績表到校務處(正午十二時前)Submission of signed U.T. student reports to the office (before 12:00 noon)
	17	#18/22a	19/b	20/c	21/d	22/e	23	18/4	派發統一測驗成績表(於午間閱讀時間派發)Distribution of U.T. student reports (during the reading period)
								18/4-22/4	初中班際籃球比賽Junior form inter-class basketball match
							19/4-20/4	中三全港性系統評估口試S3 T.S.A. (Oral Exam)	
							21/4	捐血日Blood Donation Day	
							22/4	i. 校政諮議會會議School Advisory Council Meeting ii. 中三級全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam.)	
24	25/f	26/23a	27/b	28/c	29/d	30	25/4	教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office	
							29/4	第三次教師會議Third Staff Meeting	
Legend	Special Day		No School for Students			Exam or UT		General Holiday School Holiday	

#中一至中六生命教育活動於第七及第八節進行。Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

								Printed on : 2015/10/30
	S	M	T	W	T	F	S	
May	1	2	3/e	4/f	#5/24a	6	7	1/5 勞動節假期Labour Day 2/5 勞動節補假The day following Labour Day 2/5-13/5 訂定中六獎學金名單Finalizing awardees for scholarships (S6) 5/5 i. 第二次火警演習Second fire drill ii. 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS iii. 派發表現與記功評定表Distribution of Performance Assessment Form 6/5 沙崇匯演(暫定)STTSS Variety Show (tentative)
	8	9	10/b	11/c	12/d	13/e	14	9/5 特別假期(暫定)Special Holiday (tentative) 10/5 中一、二考試範圍交校務處Submission of the exam revision guide (S1-S2) to the office 13/5 派發操行評定表(中六)Distribution of Conduct Assessment Form (S6) 14/5 佛誕節假期Buddha's Birthday
	15	16/f	17/25a	18/b	19/c	20/d	21	20/5 i. 期終試卷交校務處打印Submission of Final Exam papers to the office for typing ii. 交回表現與記功評定表Submission of Performance Assessment Form iii. 第四次科及委員會會議紀錄交校長 Submission of the fourth panel and committee minutes to the principal iv. 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS v. 交回操行評定表(中六)Submission of Conduct Assessment Form (S6)
	22	23/e	24/f	#25/26a	26/b	27/c	28	27/5 i. 期終試卷交校務處印刷Submission of Final Exam papers to the office for printing ii. 提供中六成績表資料予班主任Provision of S6 academic results to form teachers 27/5-28/5 畢業生福音營Graduate Gospel Camp
	29	30/d	31/e					
Legend	Special Day		No School for Students			Exam or UT		General Holiday School Holiday

#中一至中六生命教育活動於第七及第八節進行。Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

								Printed on : 2015/10/30	
	S	M	T	W	T	F	S		
Jun				1/f	2/27a	3/b	4	1/6 中六班主任完成輸入學生評語於SAS系統(上午十時前)Form teachers of S6 finish entering comments of students into SAS (before 10:00 a.m.)	
	5	6/c	7/d	8/e	9	10	11	7/6 中六班主任交具簽署成績表到校務處 Submission of S6 student reports with teacher's signature to the office 9/6 端午節假期Tuen Ng Festival 10/6-22/6 中一、二級期終考試Final Exam. for S1 and S2 10/6-23/6 中三至中五級期終考試Final Exam for S3 to S5	
	12	13	14	15	16	17	18	13/6 i. 交常分紙(中一至中五)Submission of daily mark sheets (S1-S5) ii. 派發操行評定表(中一至中五)Distribution of Conduct Assessment Form (S1-S5) 15/6 教師活動日Teacher Activity Day	
	19	20	21	22	23	24	25	20/6 交回操行評定表(中一至中五) Submission of Conduct Assessment Form (S1-S5) 21/6-22/6 中三級全港性系統評估S.3 T.S.A. 24/6 i. 中三級全港性系統評估後補日Fallback date for S3 T.S.A. ii. 期終考試後補日Fallback date for Final Exam.	
	26	27	28	29	30			27/6 i. 核對試卷Checking exam answer scripts ii. 交分紙Submission of mark sheets iii. 社員大會General House Meeting 28/6 i. 核對試卷Checking exam answer scripts ii. 社員大會General House Meeting iii. 分紙交校務處(下午四時半前) Submission of exam mark sheets (before 4:30 p.m.) 29/6 訂定中四及中五成績等級(上午十時半前交校務處)Finalizing level boundaries for S4 and S5 (before 10:30 a.m.) 30/6 i. 第五次委員會會議Fifth committee meeting ii. 提供中一至中五成績表資料予班主任 Provision of S1 - S5 academic results to form teachers	
	Legend	Special Day		No School for Students			Exam or UT		General Holiday

#中一至中六生命教育活動於第七及第八節進行. Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

								Printed on : 2015/10/30		
S	M	T	W	T	F	S				
			1/f	2/27a	3/b	4	1/6	中六班主任完成輸入學生評語於SAS系統(上午十時前)Form teachers of S6 finish entering comments of students into SAS (before 10:00 a.m.)		
5	6/c	7/d	8/e	9	10	11	7/6	中六班主任交具簽署成績表到校務處 Submission of S6 student reports with teacher's signature to the office		
							9/6	端午節假期Tuen Ng Festival		
							10/6-22/6	中一、二級期終考試Final Exam. for S1 and S2		
							10/6-23/6	中三至中五級期終考試Final Exam for S3 to S5		
12	13	14	15	16	17	18	13/6	i. 交常分紙(中一至中五)Submission of daily mark sheets (S1-S5) ii. 派發操行評定表(中一至中五)Distribution of Conduct Assessment Form (S1-S5)		
							15/6	教師活動日Teacher Activity Day		
19	20	21	22	23	24	25	20/6	交回操行評定表(中一至中五) Submission of Conduct Assessment Form (S1-S5)		
							21/6-22/6	中三級全港性系統評估S.3 T.S.A.		
							24/6	i. 中三級全港性系統評估後補日Fallback date for S3 T.S.A. ii. 期終考試後補日Fallback date for Final Exam.		
26	27	28	29	30			27/6	i. 核對試卷Checking exam answer scripts ii. 交分紙Submission of mark sheets iii. 社員大會General House Meeting		
							28/6	i. 核對試卷Checking exam answer scripts ii. 社員大會General House Meeting iii. 分紙交校務處(下午四時半前) Submission of exam mark sheets (before 4:30 p.m.)		
							29/6	訂定中四及中五成績等級(上午十時半前交校務處)Finalizing level boundaries for S4 and S5 (before 10:30 a.m.)		
							30/6	i. 第五次委員會會議Fifth committee meeting ii. 提供中一至中五成績表資料予班主任 Provision of S1 - S5 academic results to form teachers		
Legend	Special Day		No School for Students		Exam or UT		General Holiday School Holiday			

#中一至中六生命教育活動於第七及第八節進行. Life Education activities for S1-6 in the 7th-8th periods.

SCHOOL CALENDAR FOR 2015-2016

2015-2016年度校曆表

								Printed on : 2015/10/30	
	S	M	T	W	T	F	S		
Aug		1	2	3	4	5	6	5/8	中六學科測驗卷交校務處打印 Submission of S6 Term Test Paper to the office for typing
	7	8	9	10	11	12	13	11/8	中六學科測驗卷交校務處印刷 Submission of S6 Term Test Paper to the office for printing
	14	15	16	17	18	19	20	18/8-29/8	中六學科測驗S6 Term Test
								19/8	i. 校務會議報告稿交校務處 Submission of reports for the Staff Meeting to the office ii. 校政諮議會會議 School Advisory Council Meeting iii. 科及委員會交固定資產紀錄給校長 Submission of CAR to the principal by all panels and committees
								20/8	i. 中一迎新日S1 Orientation Day ii. 新生拍照Photo-taking for new students
	21	22	23	24	25	26	27	22/8	教職員退修會Staff Retreat
								23/8	校務會議及科主任聯席會議 General Staff Meeting & Joint Panel Meeting
							24/8	委員會會議及班主任會議、興趣小組及社顧問老師會議 Committee Meeting , Form Teacher Meeting , Interest Groups Meeting , House Advisor Meeting	
							25/8	科務會議Panel meeting	
							26/8	分級科務會議Form meeting (for each panel)	
	28	29	30	31					
Legend	Special Day		No School for Students			Exam or UT		General Holiday	School Holiday

#中一至中六生命教育活動於第七及第八節進行. Life Education activities for S1-6 in the 7th-8th periods.

SHATIN TSUNG TSIN SECONDARY SCHOOL
2015-2016
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 (\$40/per hour for internal exams. \$100/per hour for public exams.)	To free up more teachers’ time for the 4 items mentioned in (2)	\$80,840
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)	\$329,868
3. Employment of assistant instructors / coaches for the Dancing Team, the Drama Team, art clubs, various music and sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$156,000

4. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students' language competency	\$33,240
	(ii) To cater for individual learner's needs	
		\$599,948

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"> 1. Putting collaborative teaching into practice 2. Developing the mentorship scheme 3. Developing e-learning 4. Promoting formative assessment
Students' language ability / competency	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 2015-2018

During 2015/16 to 2017/18, our school aims are :

1. To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning to enhance learning and teaching effectiveness
2. To use small-class teaching to strengthen class building to provide more effective personal care for students
3. To strengthen the spiritual education to lead students to know the truth and encourage them to think about the relationship between faith and life

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 (2015/16 -2017/18)

Major concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			15/16	16/17	17/18
1. To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning to enhance learning and teaching effectiveness	<ul style="list-style-type: none"> ● Students' abilities in self-regulated learning are strengthened ● Teaching effectiveness is enhanced ● Learning effectiveness is enhanced 	1.1 Expert sharing on relevant topic	✓	✓	✓
		1.2 Sharing within the subject panel (collaborative teaching among panelists focusing on small-class teaching strategies)	✓	✓	✓
		1.3 Sharing across subject panels (open class focusing on small-class teaching strategies)			✓
		1.4 Lesson observation conducted by the Principal/Vice-principal/ Prefect of Studies together with the panel head	✓	✓	✓
		1.5 Review of the lesson observation form to incorporate the main indicators reflecting the good use of small-class teaching	✓		
		1.6 Increasing practice of student-centered and interactive learning approach	✓	✓	✓
		1.7 Increasing care to individual differences in learning	✓	✓	✓
		1.8 Shortening the time of returning marked assignments	✓	✓	✓
		1.9 Review of the pre-lesson preparation tasks to ensure close linkage with the main teaching focus of the lesson	✓	✓	
		1.10 Lesson observation within and across subject panels to evaluate the effectiveness of the pre-lesson preparation tasks in helping students to learn the main teaching focus of the lesson		✓	✓

Major concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			15/16	16/17	17/18
2. To use small-class teaching to strengthen class building to provide more effective personal care for students	<ul style="list-style-type: none"> ● Class building is strengthened ● More care is provided for students 	2.1 Arrangement of two class teachers for each junior class	✓	✓	✓
		2.2 Provision of updated and useful information for class teachers	✓	✓	✓
		2.3 Class teacher / subject teacher meetings	✓	✓	✓
		2.4 Record of students' goals and their progress	✓	✓	✓
		2.5 Setting of class goals	✓	✓	✓
		2.6 Instilling positive values and virtues through class teachers	✓	✓	✓
		2.7 Class teachers know more about their students through different means	✓	✓	✓
		2.8 Making use of the inter-class competitions or class activities	✓	✓	✓
		2.9 Upholding teachers' passion in nurturing students	✓	✓	✓
		2.10 Sharing on class building strategies	✓	✓	✓
		2.11 Collection of class building strategies	✓		
		2.12 Setting of expectations on teachers regarding class building		✓	✓

Major concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			15/16	16/17	17/18
3. To strengthen the spiritual education to lead students to know the truth and encourage them to think about the relationship between faith and life	<ul style="list-style-type: none"> ● Spiritual education is enhanced ● Students have a deeper understanding of Christian values and the gospel 	3.1 Conveying Christian values and the gospel to students through different daily or weekly means	✓	✓	✓
		3.2 Holding gospel camps for S1 and S6	✓	✓	✓
		3.3 Organizing the Gospel Week or activities of similar nature	✓	✓	✓
		3.4 Boosting worship atmosphere among students	✓	✓	
		3.5 Running fellowships in junior form Christian Education lessons	S1	S1S2	S1S2
		3.6 Collection of students' views on Christian Education lessons	✓	✓	✓
		3.7 Review of the senior form Christian Education curriculum	✓		
		3.8 Provision of various training courses for Christian students	✓	✓	✓
		3.9 Arrangement of Christian students to serve in different posts	✓	✓	✓
		3.10 Upholding teachers' passion in preaching the gospel to students	✓	✓	✓
		3.11 Teachers' weekly prayer meeting	✓	✓	✓
		3.12 Establishment of the 6-year spiritual education framework including the goal, content and strategies	✓	✓	✓

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ANNUAL SCHOOL PLAN (2015/16)**

Major Concern 1 : To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning to enhance learning and teaching effectiveness

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Students' abilities in self-regulated learning are strengthened ● Teaching effectiveness is enhanced ● Learning effectiveness is enhanced 	1.1 Expert sharing on relevant topic on Staff Development Day	8/2015-7/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers find the content useful 	<ul style="list-style-type: none"> ● Teachers' evaluation 	Staff Development Team	Financial support if speakers are invited
	1.2 Sharing within the subject panel (collaborative teaching among panelists focusing on small-class teaching strategies)	8/2015-7/2016	<ul style="list-style-type: none"> ● At least one interflow is held in each panel ● More than 60% of the teachers find it useful in enhancing their teaching effectiveness 	<ul style="list-style-type: none"> ● Record in minutes ● Teachers' evaluation 	Panel heads and all teachers	N.A.
	1.4 Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies together with the panel head	9/2015-2/2016	<ul style="list-style-type: none"> ● More than 50% of the teachers observed can make use of the advantages of small-class teaching 	<ul style="list-style-type: none"> ● Results of lesson observation 	Principal, Vice-principal, Prefect of Studies & panel heads	N.A.
	1.5 Review of the lesson observation form to incorporate the main indicators reflecting the good use of small-class teaching	1/9/2015	<ul style="list-style-type: none"> ● A revised form is produced 	<ul style="list-style-type: none"> ● Form attached to the minutes 	Prefect of Studies	N.A.
	1.6 Increasing practice of student-centered and interactive learning approach	9/2015-6/2016	<ul style="list-style-type: none"> ● More than 50% of the teachers and students agree with the notions of 1.6 & 1.7 ● More than 50% of the teachers observed can 	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' Evaluation ● Results of lesson 	All teachers	N.A.
	1.7 Increasing care to individual differences in learning					

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
			do what are mentioned in 1.6 & 1.7	observation		
	1.8 Shortening the time of returning marked assignment	9/2015-6/2016	● More than 50% of the teachers and students agree with the notion of 1.8	● Teachers' evaluation ● Students' evaluation	All teachers	N.A.
	1.9 Review of the pre-lesson preparation tasks to ensure close linkage with the main teaching focus of the lesson	9/2015-6/2016	● At least 1/3 of the pre-lesson preparation tasks are examined and reviewed	● Record in minutes	Panel heads and all teachers	N.A.

Major Concern 2 : To use small-class teaching to strengthen class building to provide more effective personal care for students

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Class building is strengthened ● More care is provided for students 	2.1 Arrangement of two class teachers for each junior class	9/2015-7/2016	● More than 60% of the teachers concerned find it helpful in providing more care for students	● Teachers' evaluation	Vice-principal	N.A.
	2.2 Provision of updated and useful information for class teachers Background data includes information on family, attendance, punctuality, SIC records, ECA and services and counseling case summary of the previous year, etc Monthly data includes information on SIC, absence and lateness records	monthly	● More than 60% of the teachers concerned find it helpful in providing more care for students	● Teachers' evaluation	Discipline Committee (providing monthly discipline data) ; Student Support Committee (providing background data in August)	Supporting staff to help preparing the data

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	2.3 Class teacher meetings are held three times a year while subject teacher meetings are held on request	Class teacher 8/2015,10/2015 3/2016 Subject teacher 9/2015-6/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers concerned find it helpful in class building and providing more care for students 	<ul style="list-style-type: none"> ● Teachers' evaluation 	Student Support Committee	N.A.
	2.4 Record of students' goals and their progress	9/2015-7/2016	<ul style="list-style-type: none"> ● All students set their goals and undergo reflection at fixed time intervals with the help of class teachers ● More than 60% of the teachers and students find it helpful in bringing personal growth in students 	<ul style="list-style-type: none"> ● Report by teachers ● Teachers' evaluation ● Students' evaluation 	Student Guidance Committee	N.A.
	2.5 Setting of class goals	9/2015-6/2016	<ul style="list-style-type: none"> ● All classes set their goals ● More than 60 % of the classes achieve one of their goals ● More than 60% of the teachers concerned find it helpful in class building 	<ul style="list-style-type: none"> ● Report by teachers ● Teachers' evaluation ● Students' evaluation 	Student Guidance Committee	Financial support if different forms of recognition are given
	2.6 Class teachers instill positive values and virtues through life education lessons, their sharing and other means	9/2015-6/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers and students concerned find these helpful in class building and providing more care for students 	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' evaluation 	Class teachers	Financial support if activities are held
	2.7 Class teachers know more about their students through different means like phone calls to parents, individual or group chat, etc					

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	2.8 Making use of the inter-class competitions or class activities	9/2015-7/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers and students concerned find these helpful in class building 	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' evaluation 	Various committees and class teachers	Financial support if prizes are given
	2.9 Upholding teachers' passion in nurturing the students	8/2015-7/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers find the content useful 	<ul style="list-style-type: none"> ● Teachers' evaluation 	Student Support Committee	Financial support if speakers are invited
	2.10 Sharing on class building strategies	8/2015-7/2016	<ul style="list-style-type: none"> ● At least two sharings are held ● More than 60% of the teachers concerned find it helpful in class building 	<ul style="list-style-type: none"> ● Record in minutes ● Teachers' evaluation 	Student Support Committee	Financial support if speakers are invited
	2.11 Collection of class building strategies	8/2015-7/2016	<ul style="list-style-type: none"> ● A data bank is formed 	<ul style="list-style-type: none"> ● Record in minutes 	Student Support Committee	Supporting staff to enter data

Major Concern 3 : To strengthen the spiritual education to lead students to know the truth and encourage them to think about the relationship between faith and life

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Spiritual education is enhanced ● Students have a deeper understanding of Christian values and the gospel 	3.1 Conveying Christian values and the gospel to students through different daily or weekly means like prayer, hymn singing (S1-S3) and bible sharing in morning assemblies	9/2015-6/2016	<ul style="list-style-type: none"> ● More than 60% of the teachers and students concerned agreed that these means can help students have a deeper understanding of Christian values and the gospel 	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' evaluation 	Religious Affairs Committee	N.A.
	3.2 Holding gospel camps for S1	5/2016, 7/2016	<ul style="list-style-type: none"> ● More than 60% of the 	<ul style="list-style-type: none"> ● Students' 	Religious	Financial

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	and S6		student participants agree that these means can help them have a deeper understanding of the gospel	evaluation	Affairs Committee	support
	3.3 Organizing the Gospel Week or activities of similar nature	10/2015-11/2015	● More than 60% of the student participants agree that these means can help them have a deeper understanding of the gospel	● Students' evaluation	Religious Affairs Committee	Financial support
	3.4 Boosting worship atmosphere among students	9/2015-7/2016	● More than 60% of the teachers agree with the notion	● Teachers' evaluation	Religious Affairs Committee	N.A.
	3.5 Running a fellowship in S.1 Christian Education lessons	9/2015-6/2016	● More than 60% of the teachers and students concerned agree that it can help students have a deeper understanding of Christian values and the gospel	● Teachers' evaluation ● Students' evaluation	Christian Education Panel	Financial support
	3.6 Collection of students' views on Christian Education lessons	3/2016	● Students' opinions are collected	● Results attached to the minutes	Christian Education Panel	Supporting staff to enter data
	3.7 Review of the senior form Christian Education curriculum	9/2015-3/2016	● A review report is produced	● Report attached to the minutes	Christian Education Panel	N.A.
	3.8 Provision of various training courses on leadership, bible study, prayer and worship, etc for Christian students	9/2015-7/2016	● More than 60% of the student participants find these courses useful	● Students' evaluation	Religious Affairs Committee	Financial support
	3.9 Arrangement of Christian	9/2015-7/2016	● All relevant posts are	● Record in	Religious	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	students to serve in different posts		taken up by Christian students	minutes	Affairs Committee	
	3.10 Upholding teachers' passion in preaching the gospel to students	8/2015-7/2016	● More than 60% of the teachers find the content helpful	● Teachers' evaluation	Religious Affairs Committee	Financial support if speakers are invited
	3.11 Teachers' weekly prayer meeting	9/2015-7/2016	● An average attendance of at least 15 staff	● Taking attendance every time	Religious Affairs Committee	N.A.
	3.12 Establishment of the 6-year spiritual education framework including the goal, content and strategies	8/2015-7/2016	● Progress in the captioned work	● Record in minutes	Religious Affairs Committee	N.A.

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To address the school's major concerns that are related to learning and teaching
2. To raise learning and teaching effectiveness

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Appropriate delegation of work by the Principal allows teachers great autonomy
- b. There is a good working relationship among committee members who are willing to strive for improvement and bear responsibilities
- c. Clear delineation of power within the committee generates an unambiguous system of accountability
- d. All teaching staff members are experienced, visionary and willing to take up responsibilities
- e. The school supporting staff are cooperative and efficient
- f. There is a sound IT network and a good supply of equipment for producing teaching aids

2. Weaknesses

- a. There are insufficient external resources
- b. Some students are weak in self-learning capacity, time arrangement and work prioritization
- c. Teachers have a heavy workload and limited time to address the needs of every student

III. OBJECTIVES

1. to use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning to enhance learning and teaching effectiveness
2. to review curriculum and policies at each level to meet students' needs arising from changes in the general environment
3. to cater for learning problems of students
4. to promote a reading atmosphere
5. to advance teachers' professional knowledge and promote exchange among teaching professionals

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Encourage and monitor subjects to a. make good use of small-class teaching (if applicable), b. effectively use the pre-lesson preparation materials which help students to learn the main teaching focus of the lesson, c. effectively use student-centered and interactive learning strategy, d. have increasing care of individual learning differences e. shorten the time of returning marked assignments (if small-class teaching is applicable)	1,2,3,5	✓	✓	✓
2	Lesson observation conducted by the Principal / Vice-principal / Prefect of Studies together with the panel head	1,3,5	✓	✓	✓
3	Sharing across subject panels (open class focuses on small-class teaching strategies)	1,3,5			✓
4	Sharing within subject panels (collaborative teaching among panelists focuses on small-class teaching strategies)	1,3,5	✓	✓	✓
5	Revise lesson observation form to incorporate the main indicators reflecting a. the good use of small-class teaching, b. the effectiveness of using pre-lesson preparation materials, c. the effectiveness of using student-centered and interactive learning strategy, d. teachers' attention to individual learning differences	1,5	✓		
6	Review of the promotion policy in senior forms	2	✓		
7	Review of the subject combinations offered in senior forms	2	✓		
8	Review of the reading promotion policy	2,4	✓		

V. EVALUATION

1. Student survey conducted to collect information on
 - a. the time of returning marked assignment by teachers
 - b. whether learning effectiveness is enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention to individual differences of learning by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
2. Teacher survey conducted to obtain feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention to individual differences of learning by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Lesson observation form has been revised (2015-2016)
4. Lesson observations conducted by the Principal / Vice-principal / Prefect of Studies together with the panel head which focus on the use of small-class teaching and the effectiveness of the pre-lesson preparation tasks in helping students to learn the main teaching focus of the lesson
5. Sharing within subject panels (focusing on small-class teaching strategies) has been done.
6. Sharing across subject panels (focusing on small-class teaching strategies) has been done. (2017-2018)
7. Reading promotion policy has been reviewed
8. Promotion policy in senior forms has been reviewed
9. Subject combinations offered in senior forms have been reviewed
10. Review 2018 HKDSE results to see if there is any enhancement in level 4 or above after implementing small-class teaching for three years

VI. TEAM MEMBERS

Leung Kit Yin (Adviser)
Pun King Min (Chairperson)
Mak Shing Chit
Chan Yuen Kok
Cheng Ka Fung
Ho Chung Wa
Lau Chung Kwong
Louie Fung Yiu
Wong Hoi Lee
Wong King Sing
Yu Cheuk Kuen

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
STAFF DEVELOPMENT TEAM
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To facilitate teachers' professional development so as to promote the school's overall development
2. To help teachers address the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Our teaching staff are enthusiastic about teaching, are responsible and eager to undergo continuous learning
- b. Our teaching staff have established good mutual rapport and are eager to share
- c. Our school aims are clear with systematic implementation and they provide us with the direction and insight 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 opportunity to give their feedback

2. Weaknesses

- a. As our teachers are heterogeneous in needs and have concerns about different aspects of professional development, it is not easy to arrange programmes that can cater for all teaching staff
- b. There are always constraints and difficulties in searching for appropriate guest speakers or trainers

III. OBJECTIVES

1. To equip teachers with the skills aligned with the school's major concern
2. To advance teachers' pedagogical knowledge, competence and skills
3. To enhance team spirit
4. To help new teaching staff to adapt to our school culture

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Arrange workshops / sharing sessions on Teachers Activity Day concerning a. Small-class teaching, or b. Class building strategies, or c. Self-regulated learning	1,2	✓	✓	✓
2	Sustain the Staff Appraisal System	2	✓	✓	✓
3	Review the election methods of Teachers Commendation Scheme	3	✓		
4	Arrange at least one outing or one activity which aims at enhancing team spirit	3	✓	✓	✓
5	Conduct the mentorship scheme	4	✓	✓	✓

V. EVALUATION

1. Carry out programmes of teacher activity days according to the school calendar
2. Teachers Commendation Scheme has been reviewed
3. Teachers evaluate teacher activity days
4. Teachers evaluate the performance of the staff development team at the end of school term
5. Mentors and mentees evaluate the mentorship scheme

VI. TEAM MEMBERS

Leung Kit Yin (Adviser)
Pun King Min (Chairperson)
Louie Fung Yiu
Wong King Sing

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
THREE-YEAR PLAN (2015-2018)

I. AIMS

To promote students' growth and to address 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. 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 a heavy teaching workload

2. Weaknesses

- a. Teachers' workload and pressure resulting from frequent education reforms 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 moral education more difficult

III. OBJECTIVES

1. To implement necessary strategies so as to help class teachers to conduct class building
2. To coordinate and monitor the work of relevant committees so as to address the school's major concerns that are related to student support
3. To implement necessary strategies to broaden the horizons of students and promote students' personal development

V. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Provide updated and useful student information to class teachers	1	✓	✓	✓
2	Collect strategies on class building from class teachers	1	✓		
3	Set the expectations on class teachers regarding using different strategies for class building	1		✓	✓
4	Share class building strategies among teachers to reinforce the teachers' passion in nurturing the students	1	✓	✓	✓
5	Organize class teacher meetings with representatives from the Discipline Committee, Student Guidance Committee and Academic Affairs Committee to discuss student performance and class building strategies three times a year	1,2	✓	✓	✓
6	Disseminate information related to student support to appropriate committees	1,2,3	✓	✓	✓
7	Run an ad hoc group which is responsible for organizing the S.1 Life Education Camp	1,3	✓	✓	✓
8	Organize S.2 experiential activities to help class teachers to develop class building and to let students learn through different experiences	1,3	✓	✓	✓
9	Run a working group which is responsible for organizing the leadership training and study tours	3	✓	✓	✓

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

VI. TEAM MEMBERS

Leung Kit Yin (Adviser)
Tai Kin Fai (Chairperson)
Yu Mu Hau
Chang Wing Kay
Lee Kin Chung
Lee Mei King
Mak Lai Ching
Wong Kai Sze
Yung Yee Har
Fok Wang Chung
Chan Sai Chung (Working group)
Chau Chi Kong (Working group)
Choi Wan Ni (Working group)

**SHATIN TSUNG TSIN SECONDARY SCHOOL
DISCIPLINE COMMITTEE
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To address the school's major concerns that are related to student support
2. To help students develop the personality traits of Shatin Tsung-Tsiners
3. To help students learn from their mistakes

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 support class teachers to provide more care for students and conduct class building
2. 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
3. To provide immediate assistance to students or teachers to help them deal with discipline matters
4. To encourage and help students observe school regulations and other rules within the school campus
5. To help students admit their mistakes, take the blame for their mistakes, and correct and learn from their mistakes

- To identify the problems of the students and provide them with necessary and appropriate assistance

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Provide updated and useful discipline information about the students to class teachers so that they can understand the students better and provide suitable care	1,2,3	✓	✓	✓
2	Attend class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building	1,2,3	✓	✓	✓
3	Discuss class misbehavior and ways of improvement with the class teacher	1,2,3	✓	✓	✓
4	Set up various awards to give students and classes recognition for their good conduct and performance	1,2,4	✓	✓	✓
5	Implement Junior Secondary Discipline Training or other discipline training programs	2,3,4	✓	✓	✓
6	Form and train the prefect team to assist teachers in keeping order	2,3,4,5	✓	✓	✓
7	Implement the New Identity Scheme	2,5	✓	✓	✓
8	Conduct the Strive-for-improvement Class	2,5,6	✓	✓	✓

V. EVALUATION

- Reporting the progress of the tasks in the Discipline Committee meeting
- Conducting a survey at the end of the academic year to collect teachers' opinions on the effectiveness of the work of the Discipline Committee
- 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

Chan Kwok Hung (Chairperson)
 Tai Kin Fai (Chairperson)
 Luk Chung Ho
 Yue Po Ting
 Au Wai Yin
 Chung So Sum

Lee Hon Lung
 Tan Sin Pat
 Tsang Wan Mei
 Tsang Yuk Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT GUIDANCE COMMITTEE
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To address the schools' major concerns that are related to student support
2. To equip students with the personality traits of Shatin Tsung-Tsiners and encourage students to explore their potential
3. To promote integrated education
4. To cultivate students' sense of belonging to the school and improve teacher-student relationships

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. The Committee systematically organizes the resources for life education lessons
- d. Students are kind-hearted and receptive. Under teachers' guidance, they are willing to improve themselves
- e. The school supports the activities of the Committee
- f. 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 for the work of the Committee
- g. The educational psychologist and social workers in our school are experienced, willing to serve and helpful
- h. The Committee frequently contacts some external organizations so as to get more resources to implement counselling activities
- i. EDB and NGOs have provided the school with numerous valuable resources
- 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. Besides handling student cases, the Committee is also responsible for conducting Life Education which involves a lot of work
- b. The leadership skills of students in organizing activities need to be improved
- c. The work of the Committee has been made difficult because of the social culture and individual students' backgrounds

III. OBJECTIVES

1. To promote class building
2. To equip students with the personality traits of Shatin Tsung-Tsiners and other virtues set by the school
3. To cultivate students' sense of belonging to the school and improve teacher-student relationships
4. To encourage students to accept and admire differences
5. To provide resources and assistance to teachers in nurturing students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Encourage students to set up personal goals and class goals	1,2	✓	✓	✓
2	Organize the life education lessons	1,2,3	✓	✓	✓
3	Encourage S.3 students to organize class-based external social services	1,2,4	✓	✓	✓
4	Replenish the resource bank for class building and life education	1,2,5		✓	✓
5	Organize the Counselling Days to promote understanding between teachers and students	1,3	✓	✓	✓
6	Provide student support database for teachers so that teachers can know the needs of students	1,5	✓	✓	✓
7	Form student sharing and growth groups	2,3	✓	✓	✓
8	Coordinate morning sharing sessions	2,3	✓	✓	✓
9	Coordinate "Messages to Shatin Tsung-Tsiners"	2,3	✓	✓	✓
10	Strengthen cooperation among class teachers during the discussion meeting of life education lessons	2,5	✓	✓	✓
11	Organize "Memo to Teacher" activity to promote students' appreciation of teachers	3	✓	✓	✓
12	Support ASD students by joining the EDB program	4	✓	✓	
13	Organize Individualized Education Plan meetings for SEN students	4,5	✓	✓	✓
14	Conduct survey on students' stress for early identification of students in need	5	✓	✓	✓

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 participation of students in the Committee activities through the number of participants
4. 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

Koo Kwong Yiu

Li See Chun

Wu Yan Ha

Lui Cheuk Ling (School Social Worker)

Wong Po Ling(School Social Worker)

Ng King Shun(School Social Worker)

Cheung Wai Lam(Educational Psychologist)

SHATIN TSUNG TSIN SECONDARY SCHOOL
CAREER GUIDANCE COMMITTEE
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To address the schools' major concerns
2. To encourage students to make their career plans
3. To build a support system that assist students to make and facilitate their career plans

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. 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
- e. Guidance Activity Room can be used for career guidance activities
- f. Manpower is provided under the Career Life Planning (CLP) Grant

2. Weaknesses

- a. Junior-form students are relatively less willing to search for educational or career information in order to plan for their future. Activities organized by EDB/NGOs are mainly targeted of senior-form, not junior-form, students
- b. Senior-form students are busy with academic related activities. Career life planning is not their main concern
- c. Under NAS and CLP Grant, career counselling and programmes are expected to be organized on a massive scale. Committee members have a heavy workload

III. OBJECTIVES

1. To make use of small classes to provide more effective personal care for students in order to address the schools' major concerns
2. To provide students with guidance and consultation on career plans
3. To provide students with opportunities to explore their interests and abilities so as to make their career plans
4. To provide information that helps students to make their career plans
5. To equip students with skills, a positive attitude and values to facilitate their career plans

6. To implement career education for all students in order to guide students to make their career plans
7. To facilitate students' and graduates' applications for schools, universities or jobs

V. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Arrange individual guidance sessions conducted by S5 and S6 class teachers so as to review (S5) and consolidate (S6) students' individual career goal and plan (make use of small classes to provide more effective personal care)	1,2,3,4,5	✓	✓	✓
2	Encourage career teachers to attend activities concerning career guidance	2	✓	✓	✓
3	Arrange class teacher meetings as well as provide updated and useful information for class teachers to facilitate the holding of individual guidance sessions for students	2,3,4,5	✓	✓	✓
4	Counsel students who have special needs on career or studies, e.g. studying abroad	2,3,4,5	✓	✓	✓
5	Allocate S5 students (on class basis) to small groups according to their career interests and provide elementary advice on students' career plan by career teachers	2,3,4,5	✓	✓	✓
6	Publish career planning booklets for students to record and review their learning process and career plans, as well as to facilitate guidance sessions provided by class teachers and career teachers	2,6	✓	✓	✓
7	Arrange activities, such as the aptitude test, to assist students in understanding their interests and abilities in relation to further education and careers	3,4	✓	✓	✓
8	Collaborate with alumni or external organizations to arrange activities that educate students to know the skills, attitude and values that are crucial for the implementation of a career plan and for the workplace	3,4,5	✓	✓	✓

9	Revamp the career education curriculum that caters for different developmental stages of students	3,4,5,6	✓		
10	Publicize career-related activities organized by external organizations through weekly issued CGC News and the school website	3,4,5,6	✓	✓	✓
11	Collect, update and disseminate information and reference materials related to further education and career through library or school website	3,4,5,6	✓	✓	✓
12	Organize documents which assist students and graduates to apply for schools, universities or jobs	7	✓	✓	✓

V. EVALUATION

1. A student survey has been conducted to investigate the effectiveness of the programmes (e.g. school-based career education curriculum, guidance sessions, etc.)
2. A teacher survey has been conducted to collect the opinions on the programmes (e.g. school-based career education curriculum, guidance sessions, etc.)
3. The following guidance sessions have been provided :
 - a. individual guidance sessions arranged by class teachers for S5 students
 - b. individual guidance sessions arranged by class teachers for S6 students
 - c. small group guidance sessions arranged by career teachers for S5 students (groups are formed according to students' career interests)
 - d. small group guidance sessions arranged by career teachers for students with special needs on career or studies, e.g. studying abroad
4. The following meetings have been arranged to share information or experience on career guidance :
 - a. meeting among career teachers
 - b. meeting among career teachers and class teachers
5. Career planning booklets have been published for S1 to S6 students
6. The following activities have been arranged :
 - a. activities that assist students in understanding their interests and abilities in relation to further education and career
 - b. activities that collaborate with alumni or external organizations to educate students the skills, attitude and values that are crucial for the implementation of a career plan
7. The school-based career education curriculum that caters for different developmental stages of students has been revamped
8. CGC News has been issued weekly (except vacations and examination periods) and uploaded to the school website

9. Information and reference materials related to further education and careers has been collected, updated and disseminated through the library or school website
10. Documents which assist students and graduates to apply for schools, universities or jobs have been organized and saved in student records

VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)

Choy Kit Ping

Lau Chin Wai

Tsang Hoi Yee

Wong May Sum

Wong Shuk Ming

**SHATIN TSUNG TSIN SECONDARY SCHOOL
EXTRA-CURRICULAR ACTIVITIES COMMITTEE
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To address the school's major concerns that are related to student support
2. To help students develop good hobbies and cultivate their talents
3. To help students attain a balanced intellectual, physical, social and aesthetic development through an informal curriculum
4. To nurture the qualities of Shatin Tsung-Tsiners among students

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teacher-advisers are experienced and responsible
- b. Relationship between teachers and students is harmonious and cooperative
- c. Students enjoy sport, music and aesthetic activities
- d. House committee members are responsible and can handle house affairs independently and enthusiastically

2. Weaknesses

- a. Some student leaders lack experience / skill in organizing activities
- b. The opportunity of students to join various activities is undermined by heavy academic workload and tight budget

III. OBJECTIVES

1. To promote class building
2. To encourage students to participate actively in various extra-curricular activities and to embody the spirit of "Shatin Tsung-Tsiners" and other virtues set by the school
3. To help students enhance their sense of belonging to the school
4. To broaden students' horizons and to enhance their appreciation towards arts and sports
5. To help the transition of activities from being teacher-centered to student-centered
6. To promote team spirit and co-operation among students
7. To promote commendation of student performance in activities

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Organize large scale functions and inter-class competitions to assist class teachers in promoting class building	1,2,3,6	✓	✓	✓
2	Implement the STSS Award Scheme to encourage students to participate enthusiastically in inter-class activities to enhance class building	1,2,3,6,7	✓	✓	✓
3	Provide training for S1 Class Association members to enhance class building	1,5,6	✓	✓	✓
4	Organize Blood Donation Day	2	✓	✓	✓
5	Organize house meetings and inter-house activities	2,3,5,6	✓	✓	✓
6	Implement S4 “One-student-one-art” policy	2,4	✓	✓	✓
7	Implement S2-S3 “One-student-one-art / sport” policy	2,4	✓	✓	✓
8	Co-ordinate and supervise the operation of interest groups and school teams	2,5,6	✓	✓	✓
9	Organize and co-ordinate end-of-term activities and appreciation of achievements in internal and external competitions	2,7	✓	✓	✓
10	Support House advisers in supervising house activities and organizing elections for House Captains	5	✓	✓	✓

V. EVALUATION

1. A survey on students' opinions on the effectiveness of class building through STTSS awards
2. A survey on teachers' opinions on the effectiveness of class building through STTSS awards
3. Data collected on the membership and attendance rate (number of meetings / practices) of school teams, instrumental classes and interest groups
4. Data collected on the number of external competitions and participants of the school teams
5. Data collected on the number of blood donors
6. To collect data on the number of athletes in the annual athletic meet / bi-annual swimming gala
7. Data collected on the number of students taking part in the inter-house competitions
8. Record of progress of Tasks 3, 6 and 7

VI. TEAM MEMBERS

Yung Yee Har (Chairperson)

Fok Wang Chung

Chan Hiu Ying

Cheung Wai Leng

Tsang Shing Wai

Wong Ka Man

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENTS' UNION
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To address the school's major concerns which are related to student support
2. To nurture the spirit of unity, mutual help and self-governance among students
3. To help students discover and achieve their potential, and develop their leadership skills
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

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Disseminate information about inter-class competitions and activities to form teachers to enhance class building	1	✓	✓	✓
2	Organize various inter-class competitions and activities for different forms of students to promote class building	1,2,10	✓	✓	✓
3	a) Arrange for the committee to give an annual working report to the whole school during the Consultative Forum of the Students' Union in July b) Encourage students to question the work of the committee and have the committee give responses (especially in the Consultative Forum of the Students' Union and the School Policy Week)	3,8	✓	✓	✓
4	Delegate more power of managing financial resources to the committee under the supervision of advisors	4	✓	✓	✓

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	5	✓	✓	✓
6	Arrange for the committee to join leadership training courses, seminars or programmes	5,6	✓	✓	✓
7	Encourage S3 and S4 students to join the Students' Union as committee members	7,10	✓	✓	✓
8	Encourage students to show concern about the school and society a) to know more about school affairs b) to respond to school affairs e.g. through the school policy week c) to know 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	9	✓	✓	✓
9	Encourage other students to help with the work of the Students' Union e.g. recruit junior form and senior form students as helpers on the SU Day	10	✓	✓	✓

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

Fok Wang Chung (Chairperson)

Chan Yuk Ha

Lee Shuk Yi

Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
RELIGIOUS AFFAIRS COMMITTEE
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To address the school's major concerns that are related to student support
2. To align with the school aims to nurture the personality traits of students
3. To foster the spiritual growth of Christian teachers and students

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 school sponsoring body helps carry out the religious activities
- d. The Committee is provided room for sharing Gospel through different channels such as CE lessons, morning assembly, hall assemblies, Gospel Week, Gospel Camp 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 strengthen the spiritual education
2. To provide a better environment conducive to the instillation of Christian faith
3. To encourage teachers and students to have a closer relationship with God
4. To nurture trustworthy Christian student leaders
5. To cultivate the personality traits of a Shatin Tsung-tsiner

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Sing hymns in some of the hall assemblies so that students can easily devote their attention to the worship of God	1,2,3	✓	✓	✓
2	Run the Gospel Week (whole school) and Gospel Camp (S1 and S6)	1,2,3,4,5	✓	✓	✓
3	Run fellowships in junior form Christian Education lessons	1,2,3,5	✓ S1	✓ S1-S2	✓ S1-S2
4	Establish the 6-year spiritual education system including the goal, content and strategies	1,2,3,5	✓	✓	✓
5	Convey Christian values and the gospel to students through different daily or weekly means like prayer, singing hymns (S1-S3) and bible sharing in morning assemblies	1,2,3,5	✓	✓	✓
6	Uphold teachers' passion in preaching the gospel to students through running retreat and fellowship for teachers	1,3	✓	✓	✓
7	Run teachers' weekly prayer meeting	3	✓	✓	✓
8	Provide various training courses on leadership, bible study, prayer and worship, etc. for Christian students	4,5	✓	✓	✓
9	Arrange for Christian students to serve in different posts	4,5	✓	✓	✓

V. EVALUATION

1. Record in minutes for tasks 8 and 9
2. Collecting teachers' comments for tasks 1,3,4,5,6
3. Collecting students' comments for tasks 1,2,3,4,5
4. Taking attendance every time for task 7

VI. TEAM MEMBERS

Chang Wing Kay (Chairperson)
 Choi Wai Man
 Chan Yuen Kok
 Lo Chun Ming
 Luk Wai Kiu

Ng Cheuk Ting
 Wong Chui Ling

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT AFFAIRS COMMITTEE
THREE-YEAR PLAN (2015-2018)**

I. AIMS

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

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 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 contact and coordination with external organizations, it is very time consuming

III. OBJECTIVES

1. Reduce parents' burdens created by their students' study
2. Help reduce students' burdens to facilitate their study and school life
3. Provide a range of services and welfare for students
4. Process and handle the nomination and application of various scholarships and exchange programmes
5. Ensure services can meet the needs of parents and students
6. Help external organizations to conduct surveys related to student life and study
7. Monitor the food and service provided by the tuck shop
8. Offer assistance to other committees and departments when necessary

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Process subsidies and allowances	1,2	✓	✓	✓
2	Handle all businesses and external contacts related to the provision of all services specified in Task 3	1,2,3	✓	✓	✓

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	1,2,3,5	✓	✓	✓
4	Nominate eligible students to apply for scholarships i. External scholarships ii. Internal scholarships	1,2,4	✓	✓	✓
5	Encourage and nominate eligible students for exchange programmes	1,2,4	✓	✓	✓
6	Hold meetings with student representatives and parent representatives when necessary and conduct surveys to collect students' opinions on various services	1,2,5,7	✓	✓	✓
7	Handle, process and follow up students' and parents' requests and complaints related to student affairs	1,2,5,7	✓	✓	✓
8	Explore the possibilities of providing more services to students after the re-provisioning of the school	3	✓		
9	Hold informal meetings with teachers of other departments and committees when necessary	3,4,5,7,8	✓	✓	✓
11	Handle the businesses related to the bidding for running the tuck shop	3,5,7		✓	
12	Monitor the variety, quality, prices, nutritional value, hygiene and taste of food sold by the tuck shop	5,7	✓	✓	✓
13	Devise guidelines and policies with the tuck shop on providing healthy food and drinks to students	5,7	✓	✓	✓

V. EVALUATION

1. The hygiene and cleanliness of the environment in the School Tuck Shop, the food handling procedures, the utensil and equipment used for preparing food – by the monitoring of the Tuck Shop Monitoring Group through tri-monthly inspections and observation and recorded in minutes book
2. The variety, taste, quality, hygiene, nutritional value and prices of food and drinks offered – surveys conducted among teachers and students and teachers' observations
3. The manner 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
4. Quality and prices of student photos and the punctuality of the delivery of photos to students – surveys conducted among students
5. Quality of school uniforms and sports uniforms and how well the companies can meet students' needs in manufacturing the uniforms – surveys conducted among students
6. Numbers of students' participation records for Health Service and Flu Immunization programme
7. 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
8. Other tasks – report the progress in the minutes

VI. TEAM MEMBERS

Mak Lai Ching (Chairperson)

Lo Pun Kei

Hung Suet Kan

Kwok Fung Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL
HOME-SCHOOL COOPERATION COMMITTEE
THREE-YEAR PLAN (2015-2018)**

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 regarding 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 open to change

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 activities
- c. Students in their teens are psychologically struggling between dependency on and detachment from their parents and 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 develop and maintain communication channels between school and parents
2. To promote effective parenting for parents
3. To foster students' interest in home-school cooperation and healthy family relationships
4. To support the school's need in various areas

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Organize activities for PTA	1	✓	✓	✓
2	Assist with election of the parent members of the PTA Ex-co	1	✓	✓	✓
3	Publish “Parents’ Basic Law”, the 7 th edition	1	✓		
4	Amend the current “Parents’ Basic Law”	1		✓	✓
5	Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents	1,2	✓	✓	✓
6	Attend the meetings of the PTA Ex-co and assist the implementation of the decisions made	1,3	✓	✓	✓
7	Follow up Parents’ Forum on the eClass Platform	1,3	✓	✓	✓
8	Follow up parents’ incoming hot-line phone calls / emails / WhatsApp messages	1,3	✓	✓	✓
9	Assist with the election of the parent manager for the school governance	1,4		✓	
10	Organize parenting courses / talks for parents (親職教育)	2,3	✓	✓	✓
11	Promote parent-child education for students (子職教育)	3		✓	✓

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
 Chan Fung Yi
 Ku Mei Lun

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ALUMNI AFFAIRS COMMITTEE
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To enhance the communication between alumni and the school
2. To encourage participation of alumni in school's development
3. To assist in addressing the school's major concerns whenever applicable

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There are numerous alumni
- b. Alumni have a good relationship with the school
- c. Alumni are willing to support the school's development
- d. Alumni are willing to join the activities related to the school
- e. The Principal, Vice-principal and other teachers are supportive and always give us their prompt advice and assistance

2. Weaknesses

- a. The database about alumni after they leave the school is not up-to-date
- b. Not many alumni have joined the Alumni Association

III. OBJECTIVES

1. To strengthen the communication between alumni and the school
2. To help organize different activities for alumni
3. To provide opportunity for alumni to participate in the school's development
4. To assist the development of the alumni association

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Help conduct different activities for alumni (including the Alumni Association AGM, 10-year / 5-year graduates meeting, Alumni Homecoming Day etc.)	1,2	✓	✓	✓
2	Attend meetings of the committee board of the alumni association and provide advice to the alumni association	1,2,4	✓	✓	✓
3	Update and complete the database of alumni	1,4	✓	✓	✓
4	Make use of the web page to deliver information to alumni	1,4	✓	✓	✓
5	Promote the alumni association among the S6 students	1,4	✓	✓	✓

V. EVALUATION

1. Collect alumni's and teachers' opinions
2. Tallying the number of activities
3. Tallying the number of participants in activities

VI. TEAM MEMBERS

Wong Kai Sze (Adviser)
Lee Wai Kok (Chairperson)
Yu Mu Hau

**SHATIN TSUNG TSIN SECONDARY SCHOOL
GENERAL AFFAIRS COMMITTEE
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. Address the school's major concerns that are related to student support
2. To maintain, develop and make use of school 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 the 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 assist in implementing small-class teaching and promoting class building
2. To provide a good and healthy environment in the school campus
3. To improve the school facilities
5. To improve the working efficiency of the committee
5. To provide sufficient IT equipment for teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Re-arrange the classrooms for small class teaching	1	✓		
2	Arrange rooms for class teachers to hold class activities	1	✓	✓	
3	Launch school cleaning campaign	1,2	✓	✓	✓
4	Launch environmental protection activities	2	✓	✓	✓
5	Evaluate the environmental protection activities	2		✓	✓
6	Conduct pest control once a year	2	✓	✓	✓
7	Renovate the school campus regularly	2,3	✓	✓	✓
8	Replace old furniture	2,3	✓	✓	✓
9	Work out the roster for janitor duties and monitor its operation	2,4	✓	✓	✓
10	Monitor the quality of work of janitors and conduct janitor appraisal system	2,4	✓	✓	✓
11	Provide e-booking system for teachers to reserve the venues	4	✓	✓	✓
12	Manage all IT rooms	5	✓	✓	✓
13	Maintain proper functioning of the school network and servers	5	✓	✓	✓

V. EVALUATION

1. Questionnaire feedback by teachers and staff

VI. TEAM MEMBERS

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

沙田崇真中學
中國語文科
三年計劃書(2015-2018)

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

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，由以前的中學會考、高級程度會考至現今的中學文憑試之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，以提升本科的教學質素
- 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，本科老師態度積極進取，具團隊合作精神

2. 弱點

- a. 近年來中文科考核模式多次變動，老師需要與時並進，經常調整教學策略，工作壓力尤重
- b. 學生對文言文的理解能力不足
- c. 學生對中國文化的認識不足

III. 目標

1. 利用小班教學的優勢強化學生自主學習的能力，從而進一步提升語文能力
2. 利用小班教學的優勢加強在課堂上的生生及師生互動
3. 加強教師間的教學交流，促進專業成長
4. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧

IV. 施行計劃

	工作項目	目標	日程		
			15/16	16/17	17/18
1	設計能貫串整個課堂的備課工作紙協助學生自學以配合小班教學	1	✓	✓	✓
2	舉行科內觀課及協作教學以評估： 1. 小班教學的課堂策略； 2. 協助學生自學的備課學習； 3. 課堂互動； 4. 照顧學習差異	1,2,3	✓	✓	✓
3	利用分組等不同課堂策略促進課堂互動以配合小班教學	2	✓	✓	✓
4	利用分組等不同課堂策略收窄學習差異以配合小班教學	2	✓	✓	✓
5	各級同工於備課節中，討論教學問題	3	✓	✓	✓
6	跨科協作，觀摩學習其他科的教學策略	3			✓
7	利用小班教學的優勢加快批改速度	4	✓		
8	落實「12篇經典文言範文」教學	4	中四	中四 中五	中四 至 中六
9	加強初中實用文及新高中綜合能力的銜接性	4	中一	中一 中二	中一 至 中三
10	安排學生在早會分享與中國文化有關的主題	4	✓	✓	✓
11	檢視文言文教學資料	4	✓		

V. 評估

1. 評鑑香港中學文憑考試的表現
 - A. 達三級水平的百分比
 - B. 達五級水平的百分比
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. 通過學生問卷，了解小班教學策略的應用情況
4. 通過教師提供的評價或意見，了解小班教學策略的應用情況
5. 通過教師提供的評價或意見，了解批改速度
6. 通過老師的觀察，評估學生的語文表達能力
7. 通過參加各類活動的人數、成績等，評估學生的表現
8. 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
9. 完成各項課程安排及檢討

VI. 科成員

劉仲光（科主任）

歐陽凱明

歐韻賢

陳玉霞

鄒志剛

張妙怡

張惠玲

蔡潔萍

谷美倫

梁淑儀

李麗芬

吳綽婷

黃嘉敏

黃淑明

沙田崇真中學
普通話科
三年計劃書(2015-2018)

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
5. 配合學校發展計劃

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. 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
- f. 為配合校內課程變動，中三教學時數會縮減十個循環節，減少學生接觸普通話的機會

III. 目標

1. 利用小班教學的優勢提升學生的自主學習能力
2. 利用小班教學的優勢加強在課堂上的生生及師生互動
3. 提高學生讀、寫、聽、說的綜合能力
4. 剪裁一套適合校本使用的教材

IV. 施行計劃

	工作項目	目標	日程		
			15/16	16/17	17/18
1	在小班教學下採用更多以學生為中心的課堂活動(例如分組討論、學生展示/報告)，增加師生及生生的互動	1,2	✓	✓	✓
2	科會上共同分享小班教學的經驗	1,2	✓	✓	✓
3	增加每位學生在課堂上練習個人短講的次數	1,3	✓	✓	✓
4	更多在課堂上向學生即時回饋，增加照顧學習差異	2,3	✓	✓	✓
5	鼓勵學生參加校外活動和比賽，並提供訓練	3	✓	✓	✓
6	科任同工檢視備課課業是否緊扣及有助拓展學習重點	3,4	✓	✓	✓
7	檢視各級剪材課程的使用情況	4	✓		

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
3. 「學生學科評鑑問卷」及「科務會議檢討」

VI. 科成員

黃嘉敏（科主任）
歐韻賢
鄒志剛
張惠玲
谷美倫

SHATIN TSUNG TSIN SECONDARY SCHOOL
ENGLISH
THREE-YEAR PLAN (2015-2018)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of 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 grasp the requirements of public exams
- d. The intake of S1 students has been good over the past few years

2. Weaknesses

- a. Most students lack exposure to English outside the school environment
- b. Some students are passive in thinking and lack ideas for productive output
- c. Introducing new teachers to the school environment and in-house curriculum requires a time investment by experienced teachers

III. OBJECTIVES

1. To make learning English effective
2. To enhance students' writing, speaking, reading and listening
3. To raise students' confidence in communicating in English
4. To facilitate interaction among teachers in order to share teaching ideas, experience and resources

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	To revise and evaluate the junior form curriculum and to promote reading by students a. Comprehension syllabus b. English Literature syllabus	1,2	✓ ✓	✓	
2	To increase the practice of a student-centered and interactive learning approach under small-class teaching	1,2,3	✓	✓	✓
3	To carry out English activities in order to promote a rich English learning environment a. English Week b. Form Activities c. English Morning Assembly Sharing d. Debating Competition e. Writing Competitions f. Drama Competition g. Speech Festival	1,2,3	✓	✓	✓
4	To have lesson observation to evaluate a. the good use of small-class teaching b. the effectiveness of using pre-lesson preparation materials c. the effectiveness of using student-centered and interactive learning strategy d. teachers' attention to individual learning differences	1,2,3,4	✓	✓	✓
5	To ensure English teachers' professional development through a. mentorship scheme b. collaborative teaching c. sharing of good practice among English teachers in the same form	1,4	✓	✓	✓

V. EVALUATION

1. Performance of students in assessments (both internal and public exams)
2. Analysing participation rate of activities and participants' responses to them
3. Teachers' observation and comments

VI. TEAM MEMBERS

Cheung Man Wai (Adviser)

Gaughan Tara Jean (Panel Chairperson)

Chan Mei Hing

Chan Sai Chung

Choi Wan Ni

Chu Fung Chu

Koo Kwong Yiu

Lam Suet Fong

Lau Chin Wai

Tsang Hoi Yee

Tsang Wan Mei

Tan Sin Pat

Wong Chui Ling

Wong May Sum

SHATIN TSUNG TSIN SECONDARY SCHOOL
MATHEMATICS
THREE-YEAR PLAN (2015-2018)

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
3. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers in the department always prepare lots of exercises and tests for students
- b. The majority of Math teachers are experienced
- c. Teachers are eager to learn and further their studies. They are 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 the 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. Students' achievement in Mathematics in public examinations is above the Hong Kong average
- k. Sufficient software and hardware are available to facilitate using IT in teaching
- l. The school provides enough human resources for normal, remedial and elite class teaching

2. Weaknesses

- a. Some teachers need to get more experience in small-class teaching using self-regulated learning and group discussion mode

- 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 make use of the advantages of small-class teaching
2. To strengthen the ability of students in self-regulated learning
3. To address the learning diversity of students
4. To strengthen the professional development of teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time to return marked assignments and assessments	1	✓	✓	✓
2	Increasing attention paid to individual learning differences	1,2,3	✓	✓	✓
3	Increasing the practice of student-centered and interactive learning in class, such as students' presentations and group discussions	1,2,3	✓	✓	✓
4	Observing lessons to evaluate a. small-class teaching b. pre-lesson preparation materials c. student-centered and interactive learning strategy d. catering for individual learning differences	1,2,3,4	✓	✓	✓
5	Sharing within subject panel focusing on small-class teaching strategies	1,4	✓	✓	✓
6	Conducting cross-subject collaborative teaching focusing on small-class teaching strategies	1,4			✓
7	Developing and assigning pre-lesson preparation tasks to students for each chapter to facilitate self-regulated learning	2,3	✓		
8	Reviewing pre-lesson preparation tasks	2,3,4		✓	✓

V. EVALUATION

1. Performance of students in assessments (both internal and public exams)
2. Student questionnaire survey for
 - a. the time of returning marked assignments by teachers (shorter, same or longer)
 - b. the learning effectiveness under small-class teaching : questions on the degree or effectiveness of
 - pre-lesson preparation materials to facilitate students' self-regulated learning
 - increasing attention paid to individual differences of learning
 - increasing practice of student-centered and interactive learning approach
3. Document review
 - minutes of meetings recording the discussion of teachers about the tasks 1 to 8
 - lesson observation form for task 3
 - pre-lesson notes or worksheets prepared for tasks 7 and 8
 - collaborative teaching material and minutes for task 6

VI. TEAM MEMBERS

Mak Shing Chit (Panel Chairperson)

Fung Kwok Leung

Ho Chung Wa

Chang Wing Kay

Choi Wai Man

Chung So Sum

Kwok Yim Chu

Lee Hon Lung

Lee Kin Chung

Mak Lai Ching

Yip Yee Ling

Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
HUMANITIES SUBJECTS
THREE-YEAR PLAN (2015-2018)

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 and BAFS Panel, the Geography Panel, the History Panel and the Liberal Studies Panel
 - b. to enhance professional development and exchange among the committee members
2. To assist all panels concerned in realising the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development

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 is 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 analyses

III. OBJECTIVES

1. To assist each panel in using small-class teaching to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To monitor the implementation of the operational strategies of each panel
3. To help students obtain good examination results

4. To enhance teachers' teaching effectiveness and strengthen their professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Encouraging and monitoring subjects to a. make good use of small-class teaching (if applicable) b. effectively use the pre-lesson preparation materials which help students to learn the main teaching focus of the lesson c. effectively use a student-centered and interactive learning strategy d. put increasing attention on individual learning differences e. shorten the time of returning marked assignments (if small-class teaching is applicable)	1,2	✓	✓	✓
2	Implementing assignment inspection (Note 1)	1,2,4	✓	✓	✓
3	Sharing within Humanities subjects on the learning and teaching effectiveness under small-class teaching	1,2,4			✓
4	Monitoring the ratio of marks allocated to questions requiring higher-order thinking skills in S1-3 assessment papers (at least 20% for S1; 35% for S2 and 50% for S3)	2	✓	✓	✓
5	Evaluating public exam results and taking follow-up action if necessary	3,4	✓	✓	✓
6	Appraising panel chairpersons (Note 1)	4	✓	✓	✓

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

15/16 C.E.
16/17 Economics
17/18 L.S.

V. EVALUATION

1. Teacher feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is an increasing practice of student-centered and interactive learning approach, etc.)
2. Lesson observations conducted by Humanities convener which focus on the use of small-class teaching and the effectiveness of the pre-lesson preparation tasks in helping students to learn the main teaching focus of the lesson
3. Sharing within Humanities subjects on whether learning and teaching effectiveness are enhanced under small-class teaching (2017-2018)
4. Evaluating students' performance (percentage of students who attain level 2 or above and level 4 or above) in HKDSE
5. Carrying out appraisal of panel chairperson and subject concerned on schedule

VI. TEAM MEMBERS

Cheng Ka Fung (Convenor)
Choi Wai Man
Pun King Min
Wong Kai Sze
Wu Yan Ha
Yung Yee Har

沙田崇真中學
基督教教育科
三年計劃書（2015-2018）

I. 目的

1. 讓同學透過本科的學習對基督教信仰有基礎的認識
2. 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
3. 配合學校目標之相關部份

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
- f. 校方重點推動靈育，並有更多同工願意投身任教此科，與學生分享信仰

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，沒有足夠時間就信仰內容與學生作更深入的探討

III. 目標

1. 引發同學對信仰的興趣
2. 增加對學生的個別關顧
3. 本科課程的檢討及改革，以幫助同學認識基督教信仰，繼而鼓勵同學決志及返教會
4. 促進本科同工的專業發展

IV. 施行計劃

	工作項目	目標	日程		
			15/1	16/17	17/18
1	因著小班教學，增加小組討論及匯報，以加強以學生為主及互動的學習	1,2	✓	✓	✓

2	以團契模式推行中一級基督教教育課	1,2,3	✓	✓	✓
3	以團契模式推行中二級基督教教育課	1,2,3		✓	✓
4	檢視備課學習與教學內容的連繫	1,3		✓	✓
5	檢討中一級基督教教育課課程	3	✓	✓	
6	檢討中二級基督教教育課課程	3		✓	✓
7	檢討中三級基督教教育課課程	3			✓
8	探討高中基督教教育課的改革	3	✓	✓	✓
9	科內同工間分享小班教學的經驗/策略 / 方法	4	✓	✓	✓
10	同工跨科互相觀課，並分享小班教學的心得	4			✓

V. 評估

1. 學生問卷

- 收集中一學生對中一團契的觀感及看法(2015-2017)。例如，中一團契是否能幫助學生增加對基督教的認識及興趣或是否能鼓勵學生更信靠神
- 收集中二學生對中二團契的觀感反看法(2016-2018)。例如，中二團契是否能幫助學生加深對基督教的認識，從而更信靠神
- 收集中三至中六學生對基督教教育科的觀感及看法(2015-2018)。例如，課堂是否能幫助學生認識基督教信仰及其價值觀
- 收集學生對小班教學的意見，例如，備課學習是否有助自主學習、教師對學生的個別關顧是否有所增加、師生及生生在課堂上的互動是否有所增加

2. 老師評鑑

- 收集有關教師對中一、中二團契及基督教教育科的意見。例如，中一、中二團契的課堂安排、課程內容及分組安排是否能幫助學生加深對基督教的認識，從而更信靠神。基於小班教學，教學效能是否能有所提升、教師對學生的個別關顧是否有所增加、師生及生生間的互動是否有所增加
- 老師間互相觀課，以檢視備課學習之情況；科內同工間互相分享及交流小班教學之心得

VI. 科成員

蔡偉民（科主任）
歐陽燕兒
陳圓覺
程永基

沙田崇真中學
中國歷史科
三年計劃書(2015-2018)

I. 目的

1. 配合學校發展計劃
2. 增加學生對國家的了解
3. 訓練學生的思考能力

II. 現況分析

1. 優點

- a. 以母語教學，學生學習時沒有語言上的阻隔，較易掌握課程
- 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，有助提升教學質素

2. 弱點

- a. 中一至中三課節不足，教學內容相對緊迫
- 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. 配合學校發展計劃，發揮小班教學優勢
2. 增加學生對國家的了解，能連繫國家歷史與今日局勢的關係
3. 訓練學生的思考能力，能多角度分析史事及人物

IV. 施行計劃

	工作項目	目標	日程		
			15/16	16/17	17/18
1	修訂教材，增加備課習作，發揮小班教學優勢，讓學生參與課堂	1	✓		
2	透過課堂活動或課後跟進，發揮小班教學優勢，照顧學習差異	1	✓	✓	✓
3	與學生討論時事（如課題適合）	1,2,3	✓	✓	✓
4	同工進行協作教學，交流教學心得（包括小班教學經驗分享）	1,2,3	✓	✓	✓
5	同工跨學科觀課，與別科同工交流教學心得（包括小班教學經驗分享）	1,2,3			✓

6	安排更多以學生為中心的課堂活動（如：討論、辯論），發揮小班教學優勢，讓學生參與課堂	1,3	✓	✓	✓
7	協助學生培育委員會推行國情教育	2	✓		
8	於初中課程推行分階段高階思維訓練，加強學生的分析能力	3	✓	✓	✓
9	檢視香港中學文憑考試的思考技能要求，製作相關的高中教材	3		✓	

V. 評估

1. 教師觀課及交流，評估學生的學習成效（本科：2015/16 - 2017/18年度）；跨科：2017/18年度）
 - 小班教學：備課學習、學習差異、課堂參與
 - 其他：時事討論（如課題適合）、高階思維訓練、應試思考技能訓練
2. 學生填寫網上問卷，自行評估學習成效
 - 小班教學：備課學習、學習差異、課堂參與
 - 其他：時事討論（如課題適合）、高階思維訓練、應試思考技能訓練
3. 各級每單元均設備課習作及以學生為中心的課堂活動
4. 協助學生培育委員會推行最少一項國情教育活動（2015/16年度）
5. 分析學生成績，評估學生的學習成效
 - 中一至中五：上學期考試、統測（中三適用）及下學期考試
 - 中六：香港中學文憑考試
 - a. 達第二級水平的百分比
 - b. 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
黃淑明

SHATIN TSUNG TSIN SECONDARY SCHOOL
ECONOMICS AND BAFS
THREE-YEAR PLAN (2015-2018)

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
6. To align with the school's major concerns

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 DVDs, past papers and question banks

2. Weaknesses

- a. Some students are weak in presenting their analysis
- b. 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 make use of the advantages of small-class teaching (School's major concern in teaching and learning)
2. To strengthen students' abilities in self-regulated learning
3. To enhance students' capability of mastering the content and skills in attempting public examinations
4. To address students' learning diversity
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing attention paid to individual learning differences	1,2,3,4	✓	✓	✓
3	Lesson observation to evaluate a. the good use of small-class teaching (if applicable), b. the effectiveness of using pre-lesson preparation materials to help students to learn the main teaching focus of the lesson, c. the effectiveness of using a student-centered and interactive learning strategy, d. teachers' attention to individual learning differences	1,2,3,4	✓	✓	✓
4	Increasing practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1,2,4	✓	✓	✓
5	Sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1,5	✓	✓	✓
6	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,5			✓

7	Review of the existing pre-lesson preparation tasks (which we now use every chapter) to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3,4	✓	✓	✓
8	Review of the S3 BAFS curriculum	2,3,4	✓		
9	Review of the S3 Econ curriculum	2,3,4		✓	

V. EVALUATION

1. Students' survey conducted to collect information for
 - a. the time of returning marked assignment by teachers (if small-class teaching is applicable)
 - b. whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - whether there is increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
 - (other relevant perspectives)
2. Teachers' survey conducted to get feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, have been reviewed
4. Panel head and members observe lessons to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) has been done.
6. Sharing across subject panels (focusing on small-class teaching strategies) will be done (2017-2018)
7. Teachers evaluate the results of internal school assessment
8. Teachers evaluate the results of public examinations
9. S3 Economics curriculum will be reviewed (2016-2017)
10. S.3 BAFS curriculum has been reviewed (2015-2016)

VI. TEAM MEMBERS

Pun King Min (Panel Chairperson)
Lo Chun Ming
Yuen Kit Ching

SHATIN TSUNG TSIN SECONDARY SCHOOL
GEOGRAPHY
THREE-YEAR PLAN (2015-2018)

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 to think independently
7. To develop students' high-order thinking and creativity
8. To enhance the effectiveness of both teaching and learning in geography
9. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The learning ability of students is generally improving
- b. Teachers of this subject are cooperative and willing to learn
- c. The promotion of high order thinking skills in the whole school facilitates the teaching of this subject
- d. Various training courses and seminars have become more accessible in recent years. Students can acquire diverse learning opportunities easily
- e. Students have more exposure to various activities as they are better-off than the past

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. For example, 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 outdoor activities. It may pose some difficulties for teachers

III. OBJECTIVES

1. To make use of the advantages of small-class teaching (School's major concern in teaching and learning)
2. To strengthen students' abilities in self-regulated learning
3. To enhance students' capability of mastering the content and skills (e.g. geographical skills) in attempting public examinations
4. To address students' learning diversity
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
Teaching and Learning					
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1,2,3	✓	✓	✓
3	Increasing attention paid to individual learning differences	1,3,4	✓	✓	✓
4	Sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1,5	✓	✓	✓
5	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,5			✓
6	Review of the existing pre-lesson preparation tasks to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated The schedule is as follows : a. S1 - 2 b. S3 - 4 c. S5 - 6	2,3	✓	✓	✓

7	Lesson observation to evaluate a. the good use of small-class teaching (if applicable) , b. the effectiveness of using pre-lesson preparation material (which helps students to learn the main teaching focus of the lesson) , c. the effectiveness of using a student-centered and interactive learning strategy , d. teachers' attention paid to individual learning differences	5	✓	✓	✓
Academic Activities					
8	Organizing the following local activities for S4 – 6 students : a. Apply for Field Study Centre Course every school year b. Conduct two field trips to study physical and human Geography in HK c. Attend academic seminars and make visits to some organisations / places	3	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
9	Organizing cross-boundary study trips on selected topics in Geogrphay	3			✓

V. EVALUATION

1. Students' survey conducted to collect information on
 - (a) the time of returning marked assignment by teachers (if small-class teaching is applicable)
 - (b) whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - whether there is increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
2. feedback within the subject on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, have been reviewed
4. Panel head and members observe lessons to see whether pre-lesson preparation tasks

- can facilitate students' self-regulated learning
5. Sharing across subject panels (focusing on small-class teaching strategies) will be done (2017-2018)
 6. Teachers evaluate the results of internal school assessment
 - S1 : passing percentage of the year total not less than 70%
 - S2 : passing percentage of the year total not less than 60%
 - S3 : passing percentage of the year total not less than 50%
 7. Teachers evaluate the results of public examinations to see whether credit rates (attaining level 4 or above) and passing rates (attaining level 2 or above) are higher than those of Hong Kong day school candidates
 8. Teachers evaluate students' capability in mastering the content and skills in local and cross-border activities
 9. Activities have been held as scheduled

VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson)

Lee Mei King

SHATIN TSUNG TSIN SECONDARY SCHOOL
HISTORY
THREE-YEAR PLAN (2015-2018)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The communication among panel members is easy and effective
- b. The panel members are experienced and diligent teachers
- c. The panel keeps a rich stock of teaching materials including DVDs, photos, past papers and reference textbooks
- d. Teachers can effectively utilize teaching aids and resources
- e. Students are willing to learn

2. Weaknesses

- a. The teaching time is very limited in junior forms.
- b. There is little space for storing reference materials and teaching aids
- c. Students have been inexperienced in doing presentations in English
- d. Students are quite weak in comprehending some historical vocabulary

III. OBJECTIVES

1. To make use of the advantages of small-class teaching (School's major concern in teaching and learning)
2. To strengthen students' abilities in self-regulated learning
3. To enhance students' capability in mastering the content and skills in attempting public examinations
4. To address students' learning diversity
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing attention paid to individual learning differences	1,2,3,4	✓	✓	✓
3	Lesson observation to evaluate a. the good use of small-class teaching (if applicable), b. the effectiveness of using pre-lesson preparation materials (which helps students to learn the main teaching focus of the lesson), c. the effectiveness of using a student-centered and interactive learning strategy, d. teachers' attention to individual learning differences	1,2,3,4	✓	✓	✓
4	Increasing practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1,2,3,4	✓	✓	✓
5	Sharing within the subject panel (focusing on enhancing students' skills in public examinations)	1,3,4,5	✓	✓	✓
6	Sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1,5	✓	✓	✓
7	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,5			✓
8	Review of the existing pre-lesson preparation tasks (which we now use every chapter) to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3,4	✓	✓	✓
9	Review of the S3 History curriculum	2,3,4	✓		

V. EVALUATION

1. Student survey will be conducted to collect information for
 - a. the time for returning marked assignment by teachers (if small-class teaching is applicable)
 - b. whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation material can facilitate students' self-regulated learning
 - whether there is increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
 - (other relevant perspectives)
2. Teacher sharing will be conducted on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, and whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, will be reviewed
4. Panel head and members observe lessons to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) will be done
6. Sharing across subject panels (focusing on small-class teaching strategies) will be done (2017-2018)
7. Teachers evaluate the results of internal school assessments
8. Teachers evaluate the results of public examinations
9. S3 History curriculum has been reviewed (2015-2016)

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 (2015-2018)

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. 利用小班教學的優勢，以提升學生的自主學習能力，及進一步提升學與教的效能
2. 鼓勵學生參與校外活動，以擴闊學生視野
3. 檢視並修訂中一及中二的校本課程，以配合新高中課程的發展

IV. 施行計劃

	工作項目	目標	日程		
			15/16	16/17	17/18
1	教師培訓				
	a. 科內交流（科內協作教學）	1	✓	✓	✓
	b. 跨科交流（公開課）	1			✓
2	課堂實踐				
	a. 更多採用以學生為中心的課堂活動（例如分組討論、學生展示），增加師生、生生互動及提問開放性問題	1	✓	✓	✓
	b. 增加對不同能力學生的關顧，照顧學習差異	1	✓	✓	✓
	c. 提升批改功課 / 測驗的速度	1	✓	✓	✓
3	鼓勵學生進行備課學習				
	a. 科任同工檢視備課課業是否緊扣及有助拓展課堂的主要學習重點	1	✓	✓	✓
	b. 科內及跨科觀課時評估有關課節的備課課業是否符合3a的情況	1		✓	✓
4	宣傳並安排學生參加至少一項校外大型活動	2		✓	✓

5	檢視並修訂中一及中二的校本課程				
	a. 全面檢視中一及中二的校本課程	3	✓		
	b. 逐步修訂中一及中二的校本課程	3		✓	✓

V. 評估

1. 用抽樣方式派發學生問卷，取得相關資訊以：
 - a. 知悉老師批改及發還功課所需的時間
 - b. 了解小班教學能否提升學生的學習成效
 - 備課習作能否便利學生進行自主學習
 - 老師有否更關注並處理班中的個別差異
 - 老師有否增加「以學生為中心」或「師生互動」的教學方式
2. 以老師問卷的方式，了解小班教學能否提升學生的學習成效。（例如：學生自主學習的能力有否提升、老師有否更關注並處理班中的個別差異、老師有否增加「以學生為中心」或「師生互動」的教學方式等等）
3. 檢視各級的備課習作
4. 科主任及科組成員透過觀課，了解備課習作和小班教學策略的成效
5. 於科組內分享小班教學的成功經驗
6. 跨科分享小班教學的成功經驗（2017-2018）
7. 老師檢討學生校內考試表現
8. 老師檢討學生公開試表現
9. 檢視中一及中二的校本課程

VI. 科成員

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

**SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE AND TECHNOLOGY SUBJECTS
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To align with the school aims to develop students' abilities
2. To coordinate various 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 relationship 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. Small class teaching is implemented in junior forms
- i. Science Park will be established

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 promote the small class teaching approach if applicable
2. To promote active learning and help students acquire good learning habits
3. To motivate students in learning science and technology
4. To address students' learning diversity

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Promote more peer-peer interaction and teacher-student interaction in lessons	1,2,4	✓	✓	✓
2	Encourage and monitor each panel member through sharing to implement lesson preparation	2,3	✓	✓	✓
3	Implement the reading of science books in S2	2,3		✓	✓
4	Implement the reading of science books in S3	2,3			✓
5	Organize Science Week	2,3	✓	✓	✓
6	Set up school teams to allow students to take part in external competitions	2,3	✓	✓	✓
7	Set up a management team for the solar panel and gardening	2,3	✓	✓	✓
8	Encourage each panel member to increase individual care to weak students through sharing	4	✓	✓	✓

V. EVALUATION

1. Record the progress of Tasks 1 to 8 in the minutes
2. Carry out on-line students' survey to collect data on :
 - a. whether the reading of science books would help them understand more about science in daily life and hence arouse their interest in learning science
 - b. whether internal and external competitions arouse their interest in learning science
3. Teachers' sharing on :
 - a. the performance of students in various competitions
 - b. the performance of students in public examinations
 - c. the effectiveness of students' lesson preparation
 - d. the effectiveness of small-class teaching approach
 - e. the effectiveness of forming various school teams

VI. TEAM MEMBERS

Yu Cheuk Kuen (Convenor)

Yu Mu Hau (Convenor)

Chan Fung Yi

Chan Kwok Hung

Hung Suet Kan

Kwok Fung Ying

Lo Pun Kei

Mak Lai Ching

Tai Kin Fai

Tsang Shing Wai

Wong Hoi Lee

Wong King Sing

Wong Shuk Ling

Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
BIOLOGY
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To align with the school aims to develop students' abilities
2. To develop students' interest in life science and 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 enough to hold discussions in English
- b. Some students are not able to regulate their own learning e.g. poor time management and ineffective learning strategies
- c. Many students adopt a surface approach to learning (rote-learning)
- d. The learning difference among students is large

III. OBJECTIVES

1. To make use of the advantages of small-class teaching
2. To strengthen students' abilities in self-regulated learning
3. To address students' learning diversity
4. To enhance students' practical skills in laboratory work

5. To facilitate the teaching and learning of the biology curriculum
6. To enhance students' capability in mastering the content and skills in attempting the HKDSE
7. To strengthen teachers' professional development
8. To motivate students in learning Biology

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing practice of student-centered and interactive learning approach under small class teaching (if applicable)	1,2,3	✓	✓	✓
3	Increasing attention paid to individual differences	1,2,3,4,6	✓	✓	✓
4	Lesson observation to evaluate a. the good use of small-class teaching (if applicable), b. the effectiveness of using pre-lesson preparation materials to help students to learn the main teaching focus of the lessons, c. the effectiveness of using a student-centered and interactive learning strategy, d. teachers' catering for individual learning differences	1,2,3,6	✓	✓	✓
5	Increasing involvement in doing experiments for each student	1,3,4	✓	✓	✓
6	Sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1,7	✓	✓	✓
7	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,7			✓
8	Review of the S2 Biology Curriculum	2,3,4,5	✓		
9	Review of the S3 Biology Curriculum	2,3,4,5		✓	

10	Review of the existing pre-lesson preparation tasks (which we now use every chapter) to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3,5,6	✓	✓	✓
11	Implementation of reading Biology books in S2	6,8		✓	✓
12	Implementation of reading Biology books in S3	6,8			✓

V. EVALUATION

1. Students' survey conducted to collect information on :
 - a. the time of returning marked assignments by teachers (if small-class teaching is applicable)
 - b. whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - whether there an increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
 - (other relevant perspectives)
 - c. whether each student can become more involved in each experiment
 - d. whether the reading of Biology books would help them understand more Biology in daily life and hence arouse their interest in learning Biology
2. Teachers' survey conducted to get feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, have been reviewed
4. Panel head and members observe lessons to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) has been done
6. Sharing across subject panels (focusing on small-class teaching strategies) will be done (2017-2108)
7. Teachers evaluate the results of internal school assessments

8. Teachers evaluate the results of public examinations
9. S2 curriculum has been reviewed (2015-2016)
10. S3 curriculum will be reviewed (2016-2017)

VI. TEAM MEMBERS

Chan Fung Yi (Panel Chairperson)

Chan Kwok Hung

Wong King Sing

Wong Shuk Ling

Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
CHEMISTRY
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To develop students' interest in the world of Chemistry and help them derive pleasure from it
2. To raise students' awareness of the social, economic, environmental and technological implications of Chemistry, and encourage them to show concern for the local environment and society
3. To help students acquire the ability to think scientifically and independently, and to make rational decisions
4. To align with the school aim which is related to the academic development of students

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 make use of the advantages of small-class teaching (school's major concern in teaching and learning)
2. To strengthen students' abilities in self-regulated learning
3. To address students' learning diversity

4. To help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry
5. To strengthen professional development of teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1,2,3	✓	✓	✓
3	Increasing attention paid to individual differences in learning	1,2,3,4	✓	✓	✓
4	Lesson observation to evaluate a. the good use of small-class teaching (if applicable) b. the effectiveness of using pre-lesson preparation materials to help students to learn the main teaching focus of the lesson c. the effectiveness of using a student-centered and interactive learning strategy d. teachers' catering for individual learning differences	1,2,3,4	✓	✓	✓
5	Increasing involvement in doing experiments for each student	1,3,4	✓	✓	✓
6	Sharing within subject panel (focusing on small-class teaching strategies if applicable)	1,5	✓	✓	✓
7	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,5			✓
8	Review of the pre-lesson preparation tasks to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3,4	✓	✓	✓
9	Implementing, evaluating and revising S2 curriculum	2,3,4	✓	✓	
10	Revising and evaluating S3 curriculum	2,3,4		✓	✓
11	Implementation of reading Chemistry books in S2	2,3,4		✓	✓

12	Implementation of reading Chemistry books in S3	2,3,4			✓
13	Collecting and preparing resources about the application of Chemistry to daily life	4	✓	✓	✓

V. EVALUATION

1. Students' survey conducted to collect information about whether learning effectiveness is enhanced under small-class teaching (whether pre-lesson preparation materials can facilitate students' self-regulated learning, whether there is increasing attention paid to individual learning differences by teachers and whether there is increasing practice of student-centered and interactive learning approach, whether the reading of Chemistry books would help them understand more Chemistry in daily life and hence arouse their interest in learning Chemistry)
2. Teachers' survey conducted to get feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is an increasing practice of student-centered and interactive learning approach)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, have been reviewed
4. Panel head and members observe lessons to review whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) has been done
6. Sharing across the subject panel (focusing on small-class teaching strategies) will be done
7. S2 curriculum has been implemented and revised
8. S3 curriculum will be revised
9. Teachers evaluate the results of internal and 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 (2015-2018)**

I. AIMS

1. To pass on the knowledge of science and the basic experimental skills to students
2. To align with the school's major concerns

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 more about science through numerous media
- f. The group setting of the laboratory favours small-class teaching

2. Weaknesses

- a. Teachers have much administrative work and that reduces the possibility of providing greater individual attention after school
- b. Some 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 make use of the advantages of small-class teaching
2. To strengthen students' abilities in self-regulated learning
3. To address students' learning diversity
4. To help students acquire knowledge of the use of appropriate instruments in scientific experiments
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shorten the time of returning marked assignments under small-class teaching	1	✓	✓	✓

2	Increase practice of student-centered and interactive learning approach under small-class teaching	1,2,3	✓	✓	✓
3	Increase attention paid to individual learning differences under small-class teaching	1,2,3,4	✓	✓	✓
4	Conduct sharing within the subject panel (collaborative teaching among panelists on small-class teaching strategies / the effectiveness of the pre-lesson preparation tasks)	1,2,5	✓	✓	✓
5	Conduct sharing across subject panels (open class focusing on small-class teaching strategies / the effectiveness of the pre-lesson preparation tasks)	1,2,5			✓
6	Increase students' involvement in doing experiments	1,3,4	✓	✓	✓
7	Review the pre-lesson preparation tasks to ensure close linkage with the main teaching focus of the lesson	2,3	✓	✓	✓
8	Review S1 curriculum	2,3		✓	

V. EVALUATION

1. Students survey will be conducted to collect information on :
 - a. the time of returning marked assignments by teachers
 - b. whether learning effectiveness is enhanced under small-class teaching
 - c. whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - d. whether there is increasing attention paid to individual learning differences by teachers
2. Pre-lesson preparation worksheets will be reviewed
3. Lesson observation will be carried out to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
4. Sharing within the subject panel (focusing on small-class teaching strategies and the effectiveness of the pre-lesson preparation tasks) will be done
5. Sharing across subject panels (focusing on small-class teaching strategies and the effectiveness of the pre-lesson preparation tasks) will be done (2017-2018)
6. S1 curriculum will be reviewed (2016-2017)

VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson)
Yip Yee Ling
Yu Cheuk Kuen

Hung Suet Kan
Kwok Fung Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICS
THREE-YEAR PLAN (2015-2018)

I. AIMS

1. To align with the school aims to develop students' abilities
2. To help students acquire different skills 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
- g. Small-class teaching is implemented in junior forms

2. Weaknesses

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

III. OBJECTIVES

1. To promote small class teaching if applicable
2. To promote active learning and help students acquire good learning habits
3. To motivate students in Physics learning
4. To address students' diversity

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Promote more peer-peer interaction in lessons	1,2,3	✓	✓	✓
2	Implement more teacher-student interaction in lessons	1,2,3,4	✓	✓	✓
3	Limit the size of small groups to encourage peer-peer interaction	1,2,4	✓	✓	✓
4	Conduct class visits to observe the use of small-class teaching strategy	1,2,4	✓	✓	✓
5	Prepare and implement lesson preparation	2,3	✓	✓	✓
6	Incorporate more videos in lesson preparation and after each unit	2,3	✓	✓	✓
7	Implement the reading of Physics books in S2	2,3		✓	✓
8	Implement the reading of Physics books in S3	2,3			✓
9	Increase individual attention to weak students	4	✓	✓	✓

V. EVALUATION

1. Carry out on-line students' survey to collect data on :
 - a. whether the number of S3 students per group could encourage / facilitate their discussions
 - b. whether the frequency of Q and A would help them understand subject concepts
 - c. whether small-class teaching could help them learn Physics
 - d. whether the lesson preparation could help them prepare for the lesson and hence enhance their learning effectiveness
 - e. whether the worksheets after each unit could arouse their interest in learning Physics
 - f. whether the videos in lesson preparation and after the unit could consolidate their learning
 - g. whether the reading of Physics books would help them understand more Physics in daily life and hence arouse their interest in learning Physics
 - h. whether internal or external competitions could arouse their interest in learning Physics
2. Interview weak students and see if students receive frequent help from teacher in class

3. Teachers' sharing on
 - a. the performance of students in various competitions
 - b. the performance of students in various assessments
 - c. the performance of students in public examinations
 - d. the effectiveness of students' lesson preparation
 - e. the effectiveness of small-class teaching approach
 - f. the effectiveness of forming Physics School Team

VI. TEAM MEMBERS

Yu Cheuk Kuen (Panel Chairperson)

Yip Yee Ling

Yu Mu Hau

Kwok Fung Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL
TECHNOLOGY
THREE-YEAR PLAN (2015-2018)**

I. AIMS

1. To impart basic knowledge of computer studies, information technology, communication technology and their daily application required by CDC
2. To equip students with a wide range of IT skills to communicate effectively
3. To help students develop problem-solving skills using IT
4. To encourage students and arouse their interest in using different aspects of computer application in daily life
5. To equip teachers with professional and updated knowledge
6. To align with the school's major concerns

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. E-class for teaching and learning is being developed

2. Weaknesses

- a. Teachers have to make a great effort in learning new technology to cope with the rapidly-changing computer technological development
- b. Teaching resources for the small class teaching are inadequate, so teachers have to make extra effort to prepare new teaching materials
- c. Some students are weak in higher order thinking
- d. The learning diversity of senior secondary students is great
- e. Teachers' workload is very heavy

III. OBJECTIVES

1. To make use of the advantages of small-class teaching (School's major concern in teaching and learning)

2. To strengthen students' abilities in self-regulated learning
3. To enhance students' capability in mastering the content and skills in attempting public examinations
4. To address students' learning diversity
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Shortening the time of returning marked assignments under small-class teaching (if applicable)	1	✓	✓	✓
2	Increasing attention paid to individual learning differences	1,2,3,4	✓	✓	✓
3	Lesson observation to evaluate a. the good use of small-class teaching (if applicable), b. the effectiveness of using pre-lesson preparation materials which help students to learn the main teaching focus of the lesson, c. the effectiveness of using a student-centered and interactive learning strategy, d. teachers' catering for individual learning differences	1,2,3,4	✓	✓	✓
4	Increasing practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1,2,3,4	✓	✓	✓
5	Sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1,5	✓	✓	✓
6	Sharing across subject panels (focusing on small-class teaching strategies if applicable)	1,5			✓
7	Review of the existing pre-lesson preparation tasks (which we now use every chapter) to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3,4	✓	✓	✓
8	Review of the S1 curriculum	2,3,4	✓		
9	Review of the S2 curriculum	2,3,4		✓	

V. EVALUATION

1. Students' survey conducted to collect information on :
 - a. the time of returning marked assignments by teachers (if small-class teaching is applicable)
 - b. whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - whether there is increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
 - (other relevant perspectives)
2. Teachers' survey conducted to get feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning, have been reviewed
4. Panel head and members observe lessons to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) has been done
6. Sharing across subject panels (focusing on small-class teaching strategies) will be done (2017-2018)
7. Teachers evaluate the results of internal school assessments
8. Teachers evaluate the results of public examinations
9. S1 Technology curriculum has been reviewed (2015-2016)
10. S2 Technology curriculum will be reviewed (2016-2017)

VI. TEAM MEMBERS

Wong Hoi Lee (Panel Chairperson)

Tai Kin Fai

Tsang Shing Wai

SHATIN TSUNG TSIN SECONDARY SCHOOL
CULTURAL SUBJECTS
THREE-YEAR PLAN (2015-2018)

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. Under the new school policy of small class arrangement, to further reinforce and develop students' generic skills by allowing more individual participation in class activities
2. Further promote self-learning habits and problem-solving skills through various cultural extra-curricular activities
3. To promote a collaborative teaching atmosphere among the cultural subjects

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Encourage each panel to help each student actively engage in various performances, presentations, demonstrations and discussions in class activities under a smaller group-size	1	✓	✓	✓
2	To put forward more integrated cultural projects like exhibitions, variety shows, competitions or creative projects	2	✓	✓	✓
3	Monitor each teacher to be involved in collaborative teaching once a year to enhance interaction and teaching effectiveness (focusing on small-class teaching)	3	✓	✓	✓
4	Monitor each teacher to take part in an open class observation of another subject once every two years (focusing on small-class teaching)	3			✓

V. EVALUATION

1. Record the progress of Tasks 1 to 4 in the minutes

VI. TEAM MEMBERS

Chan Yuen Kok (Convenor)
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 (2015-2018)

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. Diversified and well-established arts activities act as a good supplement to the curriculum
- d. Students are well-behaved and obedient and this 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 with other schools as reference

III. OBJECTIVES

1. Under the new school policy of small class arrangement, to further reinforce and develop students' creativity, communicative and collaborative skills by allowing better individual participation in group activities
2. To promote self-learning habits and problem-solving skills through project-based art work production with pre-lesson research
3. To enhance students' I.T. skills by introducing Mac application in creative work
4. To widen students' musical and performing experience through participation in various performances
5. To enhance and improve teaching effectiveness through collaborative teaching

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Each student should actively engage in various performances, presentations and discussions in class activities with a smaller group-size or a fewer number of groups	1	✓	✓	✓
2	The student-centered and interactive learning approach under small-class teaching is further enhanced	1	✓	✓	✓
3	There is increasing attention paid to individual learning differences	1	✓	✓	✓
4	Each student should work in a group of 4 to 6 and complete three big-scale art projects from S1-S3	1,2,3,4,	✓	✓	✓
5	Teachers bring into play the pre-lesson preparation in daily teaching	2	✓	✓	✓
6	Students should take part in external concerts, drama shows, dancing shows, exhibitions, etc. at least 6 times from S1-3	2,4	✓	✓	✓
7	More updated iMac software in art creative work is introduced	3	✓	✓	✓
8	Each teacher should take part in the subject collaborative teaching once a year	5	✓	✓	✓
9	Each teacher should sit in an open lesson arranged by other subjects once every alternate year	5			✓
10	There is sharing within the subject panel about the small-class teaching strategies	5	✓	✓	✓
11	There is sharing with other subject panels on the small-class teaching strategies	5			✓

V. EVALUATION

1. Learning atmosphere : teachers' perceptions and students' feedback
2. Teaching and learning effectiveness : self-assessment and teacher-assessment, final art products, student surveys
3. Activities: Frequency of activities, standard of performances/exhibitions, students' feedback and attendance
4. Records showing the progress of tasks 7 to 11

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 (2015-2018)

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 a diversified curriculum, so that students can choose their interest in different kinds of sports and establish an active lifestyle

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The EDB provides detailed teaching content 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. Relationship between teachers and students is good
- 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 students' interests
- j. There is liaison with community groups to promote physical activities in school
- k. School provides an excellent gym room, which helps students to enhance physical fitness and health

2. Weaknesses

- a. Swimming lessons cannot be arranged at all levels due to the cycle day planning and they can only be offered in junior levels
- b. Students' physical fitness is unsatisfactory
- c. There are insufficient theory lessons
- d. Teachers' workload is very heavy because various sports team training all depends on the PE teachers

III. OBJECTIVES

1. To make use of the advantages of small-class teaching (School's major concern in teaching and learning)
2. To strengthen students abilities in self-regulated learning
3. To address students' learning diversity
4. To develop students' good health with physical exercise and to enhance their physical fitness
5. To cultivate students' active lifestyle through motivating students to participate in various kinds of sport activities
6. To enhance students' appreciation and knowledge of sports
7. To strengthen the sense of belonging to the class through participating in the competitions during PE lessons (class building)
8. To train student leaders
9. To improve students' thinking and organizing skills
10. To nurture the traits expected of a healthy Shatin Tsung-Tsiner
11. To help students to understand and utilize the sports facilities in our community

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Conduct sharing with the subject panel (focusing on small-class teaching strategies if applicable)	1	✓	✓	✓
2	Conduct sharing across subject panels (focusing on small-class teaching strategies if applicable)	1			✓
3	Increase practice of student-centered and interactive learning approach under small-class teaching (if applicable)	1-3	✓	✓	✓
4	Introduce "Sport Education Model" to S4 and S5 students	1-3,6-9	✓	✓	✓
5	Encourage students to participate in and organize competitions during PE lessons	1,2,4-10	✓	✓	✓

6	Increase attention paid to individual learning differences	1,3	✓	✓	✓
7	Train students to plan various events and act as referees during PE lessons	2,6,8,9,10	✓	✓	✓
8	Teach a wide range of sports to senior students whose learning ability is higher; such as tennis, bowling, rope skipping, golf, netball, etc.	3,4,5,10,11	✓	✓	✓
9	Strengthen physical fitness training and tests through the “Secondary School Physical Fitness Scheme”	4	✓	✓	✓
10	Rent and borrow off-campus facilities for PE lessons and school teams training	10	✓	✓	✓

V. EVALUATION

1. Physical fitness test results
2. The percentage of students obtaining an award in “Secondary School Physical Fitness Award Scheme”
3. The Body Mass Index (BMI) of S3 and S4 students
4. Students’ survey conducted to collect information on :
 - a. the opinion of PE teachers and PE curriculum
 - b. whether learning effectiveness is enhanced under small-class teaching (if applicable)
 - c. whether there is increasing attention paid to individual learning differences by teachers
 - d. whether there is increasing practice of student-centered and interactive learning approach
5. Sharing within the subject panel (focusing on small-class teaching strategies if applicable) has been done
6. Sharing across subject panels (focusing on small-class teaching strategies) will be done

VI. TEAM MEMBERS

Chan Hiu Ying (Panel Chairperson)
Chan Kwong Man

SHATIN TSUNG TSIN SECONDARY SCHOOL
VISUAL ARTS
THREE-YEAR PLAN (2015-2018)

I. AIMS

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

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 visual arts clubs, such as Mini Craft Club, Ceramics Throwing Club, Fashion Design Workshop, Anime Club, Chinese Painting Club, Painting Club, Leather Craft 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 for 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 less time doing the Visual Arts work

- c. Students' participation in internal and external competitions needs to be more active

III. OBJECTIVES

1. To make use of the advantages of small-class teaching (school's major concern in teaching and learning)
2. To strengthen students' abilities in self-regulated learning and problem-solving skills through the school-based assessment (SBA) projects and small-scale individual art projects
3. To address students' learning diversity
4. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			15/16	16/17	17/18
1	Increasing practice of student-centered and interactive learning approach under small-class teaching	1	✓	✓	✓
2	Increasing attention paid to individual learning differences	1,2,3	✓	✓	✓
3	Lesson observation to evaluate (a) the good use of small-class teaching, (b) the effectiveness of using pre-lesson preparation materials (which help students to learn the main teaching focus of the lesson), (c) the effectiveness of using a student-centered and interactive learning strategy, (d) teachers' catering for individual learning differences	1,2,3	✓	✓	✓
4	Sharing across subject panels (focusing on small-class teaching strategies)	1,4			✓
5	Arranging students to finish at least 2-3 individual art projects a year	2	✓	✓	✓
6	Arranging students to have pre-lesson preparation in some learning topics	2	✓	✓	✓

7	Review of the existing pre-lesson preparation tasks to ensure a. close linkage with the main teaching focus of the lesson b. students' self-regulated learning is facilitated	2,3	✓	✓	✓
8	Review of the Visual Arts curriculum	2,3		✓	

V. EVALUATION

1. Students' survey will be conducted to collect information on whether learning effectiveness is enhanced under small-class teaching
 - whether pre-lesson preparation materials can facilitate students' self-regulated learning
 - whether there is increasing attention paid to individual learning differences by teachers
 - whether there is increasing practice of student-centered and interactive learning approach
 - (other relevant perspectives)
2. Teachers' survey conducted to get feedback on whether learning and teaching effectiveness are enhanced under small-class teaching (e.g. whether students' abilities in self-regulated learning are strengthened, whether there is increasing attention paid to individual learning differences by teachers, whether there is increasing practice of student-centered and interactive learning approach, etc.)
3. Pre-lesson preparation design which aims at facilitating students' self-regulated learning has been reviewed
4. Teacher observes lesson to see whether pre-lesson preparation tasks can facilitate students' self-regulated learning
5. Sharing across subject panels (focusing on small-class teaching strategies) will be completed (2017-2018)
6. Teacher evaluates the results of internal school assessments
7. Teacher evaluates the results of public examinations
8. Visual Arts curriculum will be reviewed (2016-2017)

VI. TEAM MEMBERS

Li See Chun (Chairperson)

SHATIN TSUNG TSIN SECONDARY SCHOOL
Budget Summaries 2015-16

Income		Expenditure	
EOEBG		EOEBG	
Basic Provision/Baseline Reference	2,216,284.44	Running Cost (Electricity, water, etc.)	1,048,770.00
Administration Grant - Ordinary (IMC)	4,390,098.00	Teaching & Curriculum	151,305.00
Capacity Enhancement Grant	574,415.00	Activities	627,536.00
Composite Information Technology Grant	482,114.00	Admin & Clerical Staff Salaries	3,233,719.00
WS Approach to Integrated Education	17,864.00	Admin Grant - Cleaning Contract	24,000.00
		CEG (Employment of Additional Staff)	599,948.00
		Teacher's Training and Development Activities	15,000.00
		Composite Information Technology	700,280.00
		WS Approach to Guid. And Dis. Expenses	12,400.00
		WS Approach to Integrated Education	11,500.00
		Furniture & Equipment	192,780.00
		Repairs	351,000.00
		Lift Maintenance	140,000.00
		Contingency	300,000.00
Sub-total (A)	7,680,775.44	Sub-total (E)	7,408,238.00
Others			
Home-School Cooperation	15,129.00	Home-School Cooperation	15,129.00
Sch-based After School Learning & Support	115,800.00	Sch-based After School Learning & Support	115,800.00
Jockey Club LWL Fund	65,205.00	Jockey Club LWL Fund	65,205.00
Diversity Learning Grant	105,000.00	Diversity Learning Grant	172,020.00
Senior Sec. Curr. Support Grant	812,340.00	Senior Sec. Curr. Support Grant	905,045.00
Teacher Relief Grant (Annual)	204,142.50	Teacher Relief Grant (Annual)	219,061.24
Teacher Relief Grant (Optional)	3,860,108.40	Teacher Relief Grant (Optional)	5,149,399.75
Pilot Project on Student with Autism	-	Pilot Project on Student with Autism	187,200.00
Career and Life Planning Grant	541,560.00	Career and Life Planning Grant	541,560.00
One-off Gr. for Intensive Support for Int. Edu.	90,877.50	One-off Gr. for Intensive Support for Int. Edu.	90,877.50
Sub-total (B)	5,810,162.40	Sub-total (F)	7,461,297.49
Subscription Fund			
Tong Fai	158,080.00	Hang Lung Maths Award	27,820.00
Rent from Tuck Shop	185,000.00	Insurance	50,000.00
Hire of Accommodation	30,000.00	ORSO Expenses	4,000.00
Donations	85,700.00	Bank charges	1,200.00
Others	10,000.00	Donations	98,450.00
		Activities	78,100.00
		Wreath, flower basket & similar tributes	3,000.00
		Repairs/Maintenance Fee	30,000.00
Sub-total (C)	468,780.00	Sub-total (G)	292,570.00
Other Income			
Approved Collection for Specific Charges	369,000.00	Campus Embellishment	35,000.00
Approved Collection for Small-class Teaching	1,211,400.00	Electricity & Maintenance	340,000.00
Sub-total (D)	1,580,400.00	Sub-total (H)	375,000.00
Grand Total	15,540,117.84	Grand Total	15,537,105.49

Surplus/(Deficit) = (A+B+C+D) - (E+F+G+H) = 3,012.35

SHATIN TSUNG TSIN SECONDARY SCHOOL
2015-2016
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 (\$40/per hour for internal exams. \$100/per hour for public exams.)	To free up more teachers’ time for the 4 items mentioned in (2)	\$80,840
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)	\$329,868
3. Employment of assistant instructors / coaches for the Dancing Team, the Drama Team, art clubs, various music and sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$156,000

4. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students' language competency	\$33,240
	(ii) To cater for individual learner's needs	
		\$599,948

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 into 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

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