

2010-2011 Annual School Plan 校務計劃書

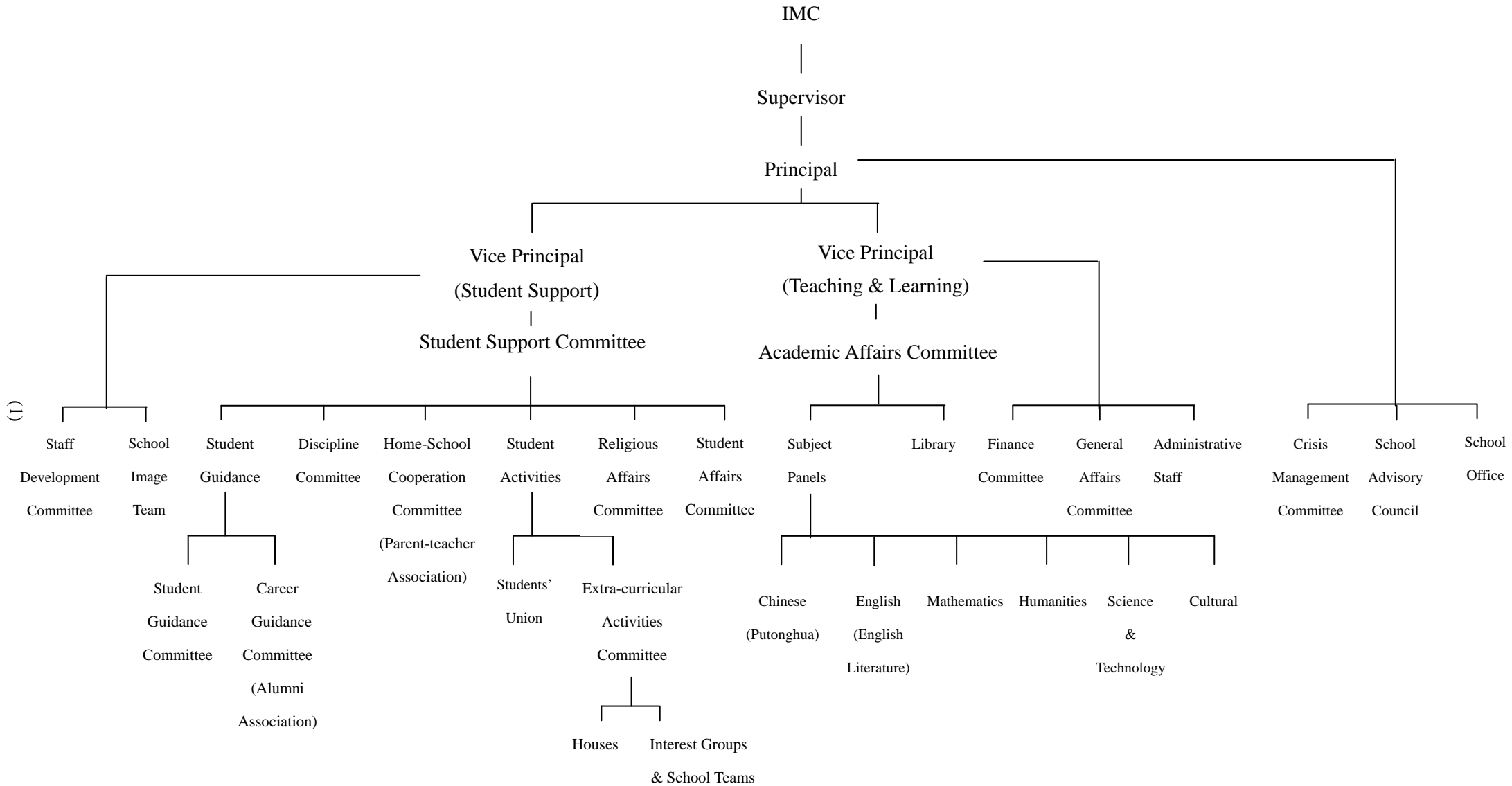


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SHATIN TSUNG TSIN SECONDARY SCHOOL

Organization Chart



SHATIN TSUNG TSIN SECONDARY SCHOOL

Administrative Duties List 2010 - 2011

I. School Advisory Council

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

II. Crisis Management Committee

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

III. Student Support Committee

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

IV. Academic Duties

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

Administration

Person-in-charge : Mr. Mak Shing Chit
Members : Ms. Wong Hoi Lee (in-charge SAS)
Mr. Yu Cheuk Kuen (in-charge SAMS)
Mr. Chung Chung Man
Mr. Lo Pun Kei (Assistant)

Ms. Hung Suet Kan (Assistant)
Ms. Kwok Fung Ying (Assistant)

Admission & Ceremony

Person-in-charge : Ms. Chan Yuen Kok
Members : Mr. Ho Chung Wa

Teaching & Learning

Person-in-charge : Mr. Leung Wing Tak
Members : Ms. Pun King Min
Mr. Mak Shing Chit
Ms. Leung Kit Yin
Ms. Wong Hoi Lee
Ms. Cheng Po Luen
Ms. Cheng Yin Yan

Information Technology

Person-in-charge : Ms. Wong Hoi Lee
Mr. Chung Chung Man

Advisory Basis : All Subject Convenors

Subject Convenors

English Language : Ms. Leung Kit Yin (co-ordinator)
Ms. Chu Fung Chu (Assistant)
Ms. Gaughan Tara Jean (Assistant)

Chinese Language : Ms. Cheng Po Luen
Ms. Cheng Yin Yan (Assistant)

Putonghua : Ms. Wong Ka Man

Mathematics : Mr. Mak Shing Chit
Mr. Chang Wing Kay (Assistant)
Mr. Fung Kwok Leung (Assistant)

Humanities Subjects : Ms. Pun King Min

History : Ms. Yung Yee Har

Economics : Ms. Pun King Min

Geography : Ms. Cheng Ka Fung

Chinese History : Ms. Wong Kai Sze

Liberal Studies : Mr. Fok Wang Chung (Acting)
Mr. Wu Yan Ha (Acting)
Ms. Lee Shuk Yi (Assistant)

Christian Education : Mr. Chang Wing Kay

Science & Technology Subjects : Mr. Yu Cheuk Kuen
Mr. Tai Kin Fai (Assistant)

Physics : Mr. Yu Cheuk Kuen

Chemistry : Mr. Wong King Sing

Biology : Ms. Chan Fung Yi

Integrated Science : Mr. Chan Kwok Hung

Technology : Ms. Wong Hoi Lee (Acting)

Cultural Subjects : Ms. Chan Yuen Kok

Physical Education : Ms. Chan Hiu Ying

Arts-in-life : Ms. Chan Yuen Kok

Visual Arts : Ms. Li See Chun

Teacher Librarian : Ms. Wong Hoi Lee
Ms. Louie Fung Yiu (Assistant)

V. Discipline

Discipline Master : Mr. Yu Mu Hau

Discipline Committee

Chairperson : Mr. Yu Mu Hau
Vice-chairperson : Mr. Chan Kwok Hung
Members : Mr. Wong King Sing
Ms. Yip Yee May
Ms. Chung So Sum
Ms. Yue Po Ting (Prefect Team)
Mr. Luk Chung Ho (Prefect Team)
Ms. Wong Ka Man (Prefect Team)

VI. Religious Activities

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Ms. Cheng Ka Fung
Mr. Tsang Shing Wai
Ms. Sun Lai Na

Christian Fellowship Advisers (Senior / Junior)

Senior : Mr. Chang Wing Kay (in-charge)
Junior : Mr. Choi Wai Man (in-charge)
Ms. Sun Lai Na
Ms. Lee Shuk Yi
Mr. Lee Kin Chung

VII. Student Guidance

Career Guidance Committee

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

Alumni Association Representatives

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

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung
Vice-chairperson : Mr. Fung Kwok Leung
Members : Ms. Li See Chun
Ms. Louie Fung Yiu
Ms. Ho Mo Lan
Mr. Wu Yan Ha
Ms. Lee Shuk Ling
School Social Worker : Ms. Wu Yik Lan (Y.W.C.A.)

VIII. Home-School Cooperation Committee

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

IX. Staff Development Committee

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

X. Student Activities

Students' Union

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

Extra-curricular Activities Committee

Chairperson : Ms. Yung Yee Har
Vice-chairperson : Mr. Fok Wang Chung
Members : Ms. Chan Hiu Ying
Mr. Chan Kwong Man
Ms. Kwong Ka Yan
Mr. Lau Chung Kwong
Advisory Basis : House Advisers
Interest Group Advisers

A. School House

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

B. Interest-group

a) Academic

1. Chinese Society : Ms. Chan Yuk Ha / Ms. Li Lai Fan
2. Putonghua Society : Ms. Ku Mei Lun
3. English Society : Ms. Kwong Ka Yan
4. Geography Society : Ms. Lee Mei King / Ms. Cheng Ka Fung
5. History Society : Ms. Yung Yee Har / Ms. Au Yeung Yin Yee
6. Mathematics Society : Mr. Mak Shing Chit / Mr. Ho Chung Wa
7. Science Society : Mr. Leung Wing Tak / Ms. Chan Fung Yi
(Biology)
8. Science Society : Ms. Mak Lai Ching / Mr. Tsang Shing Wai
(Chemistry)
9. Science Society : Ms. Wong Hoi Lee / Mr. Yu Mu Hau
(Computer & Robotics)
10. Science Society : Ms. Yue Po Ting / Mr. Chung Chung Man
(Games Factory)
11. Science Society : Mr. Chan Kwok Hung
(Integrated Science)

- | | | | |
|-----|------------------------------|---|-------------------|
| 12. | Science Society
(Physics) | : | Mr. Yu Cheuk Kuen |
| 13. | Chinese History Society | : | Ms. Wong Kai Sze |
| 14. | Economics Society | : | Ms. Pun King Min |
- b) Arts
- | | | | |
|-----|---------------------------|---|------------------------------------|
| 15. | Visual Arts Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 16. | Ceramics Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 17. | Elementary Comics Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 18. | Jewellery DIY Workshop | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 19. | Anime Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 20. | Chinese Calligraphy Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 21. | Chinese Painting Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 22. | Drawing and Painting Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 23. | Photography Club | : | Ms. Li See Chun / Ms. Kan Wai Shan |
| 24. | Art Café Club | : | Ms. Tsang Yuk Mei |
| 25. | Arts Technology Club | : | Ms. Louie Fung Yiu |
- c) Interest
- | | | | |
|-----|-------------------|---|---|
| 26. | Broadcasting Club | : | Mr. Koo Kwong Yiu / Ms. Gaughan Tara Jean |
| 27. | Campus TV Club | : | Mr. Tai Kin Fai |
| 28. | 'Go' Club | : | Mr. Yu Mu Hau |
- d) Service
- | | | | |
|-----|--|---|--------------------------------------|
| 29. | Social Service | | |
| | a. Ching Tsung Elderly Academy Student Voluntary Service Group | : | Ms. Leung Kit Yin /
Mr. Wu Yan Ha |
| | b. Mainland | : | Ms. Chu Fung Chu |
| 30. | First Aid Team | : | Mr. Lo Pun Kei / Ms. Chung So Sum |
| 31. | Scout | : | Mr. Wong King Sing |
- e) Sports
- | | | | |
|-----|-----------------------------|--|--------------------|
| 32. | Long Distance Running Club: | | Mr. Chan Kwong Man |
|-----|-----------------------------|--|--------------------|
- f) Music Class (Arts)
- | | | | |
|-----|-----------------------------------|---|--------------------------------------|
| 33. | Music Class - Violin | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 34. | Music Class - Viola | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 35. | Music Class - Cello | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 36. | Music Class - Double Bass | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 37. | Music Class - Piccolo | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 38. | Music Class - Flute | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 39. | Music Class - Clarinet | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 40. | Music Class - Oboe | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 41. | Music Class - Bassoon | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 42. | Music Class - Trumpet | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 43. | Music Class - Trombone | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 44. | Music Class - Cornet | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 45. | Music Class - French Horn | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 46. | Music Class - Euphonium | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 47. | Music Class - Tuba | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 48. | Music Class - Tenor Saxophone | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 49. | Music Class - Western Percussion: | | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 50. | Music Class - Chinese Percussion: | | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 51. | Music Class - Erhu | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 52. | Music Class - Ruan | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |

- | | | | |
|-----|--------------------------|---|--------------------------------------|
| 53. | Music Class – Liu Ye Gin | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 54. | Music Class – Di | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 55. | Music Class - Yanqin | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 56. | Music Class - Pipa | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 57. | Music Class – Sheng | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 58. | Music Class – Suo-na | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |

C. School Team

a) Academic

- | | | | |
|----|-------------------------|---|---|
| 1. | Chinese Recital Group | : | Ms. Cheng Po Luen / Ms. Choy Kit Ping /
Ms. Ho Mo Lan |
| 2. | Putonghua Recital Group | : | Ms. Leung Suk Yee / Ms. Wong Ka Man |
| 3. | English Recital Group | : | Ms. Yip Yee May / Ms. Choi Ying Ying /
Ms. Chan Mei Hing / Ms. Gaughan Tara Jean |

b) Arts

- | | | | |
|-----|----------------------------|---|--|
| 4. | School Choir | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 5. | Chinese Orchestra | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 6. | School Band | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 7. | School Symphonic Orchestra | : | Ms. Chan Yuen Kok / Ms. Kan Wai Shan |
| 8. | School Dancing Team | : | Ms. Lee Shuk Ling |
| 9. | School Drama Team | : | Mr. Fung Kwok Leung |
| 10. | School English Drama Team | : | Ms. Wong May Sum / Ms. Gaughan Tara Jean |

c) Sports

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

XI. Student Affairs Committee

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

XII. General Affairs Committee

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

XIII. Finance Committee

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

XIV. Tuck Shop Management Team

Person-in-charge : Ms. Mak Lai Ching
Members : Mr. Tai Kin Fai
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
Secretary & Accounting Clerk : Ms. Ko Kwai Fan
Clerks : Ms. Cheng Wai Kuen
Ms. Yiu Yuk Ming
Mr. Yung Kwok Kuen
Ms. Lun Wai Man
Ms. Chiu Siu Wai

XVII. Administrative Staff

Person-in-charge : Mr. Leung Wing Tak
Administrative Executive : Ms. Leung Ming Oi
Administrative Assistants : Ms. Koo Wing Fong
Ms. Suen Yee Hang
Ms. Kan Wai Shan
IT Technician : Mr. Chung Chung Man

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 : Ms. Cheng Po Luen / Ms. Cheng Yin Yan / Ms. Koo Wing Fong
English Secretary : Ms. Wong May Sum / Ms. Gaughan Tara Jean / Ms. Chu Fung Chu
Mr. Koo Kwong Yiu
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 2010-2011

Level	1	2	3	4A	4B	4C	4D	4E	5A	5B	5C	5D	5E	6A	6S	7A	7S
No. of Classes	5	5	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Subject																	
CHINESE	8	8	7	7	7	7	7	7	7	7	7	7	7	6.5	6.5	6.5	6.5
CHINESE LITERATURE				5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	10		10	
PUTONGHUA	1	1	1														
ENGLISH	9	9	8	9	9	9	9	9	7	7	7	8	8	7.5	7.5	8.5	8.5
ENGLISH LITERATURE	1	1	1														
MATHEMATICS	7	7	7	7	7	7	7	7	7	7	7	6	6				
APP. MATHS.															5		5
PURE MATHS.															10		10
MATHS. & STAT.														5		5	
I.S.	4	5															
TECHNOLOGY / ICT	3	3 (2)	3	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*				
PHYSICS			2	5*	5	5*	5*	5*	6*	6	6*	6*	6*		10		10
CHEMISTRY			2	5	5*	5*	5*	5*	6	6*	6*	6*	6*		10		10
BIOLOGY			2	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*		10		10
CHINESE HISTORY	2	2	2	5*	5*	5*	5*	5	6*	6*	6*	6*	6	10		10	
HISTORY	1	1	1	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	10		10	
ECONOMICS			1	5*	5*	5	5*	5*	6*	6*	6	6*	6*	10		10	
GEOGRAPHY	2	1	1	5*	5*	5*	5	5*	6*	6*	6*	6	6*	10		10	
LIBERAL STUDIES	2	2 (2)	2	6	6	6	6	6	5	5	5	5	5	6		5	
VISUAL ARTS				5*	5*	5*	5*	5*	6*	6*	6*	6*	6*				
ARTS-IN-LIFE	4 (2)	4 (1)	4														
P.E.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
C.E.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
FORM TEACHER PERIOD	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
GRAND TOTAL	240	240	240	48	48	48	48	48	48	48	48	48	48	48	48	48	48

SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
Sep				1	2	#3/1a	4	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. 第十九屆學生會諮詢大會The 19th Students' Union Consultative Forum iii. 中一紀律訓練Discipline Training for S1
	5	6/b	7/c	8/d	9/e	10/f	11	6/9 i. 全年大型活動一覽表交校務處Submission of the Year-round Activity Schedule to the Office ii. 暑期工作程序及檢討交校務處Submission of working procedures and evaluation of summer duties iii. 學生購買夏季及冬季體育服Purchasing summer and winter PE uniform
								9/9 第十九屆學生會投票日The 19th Students' Union Election Day
	12	13/2a	14/b	15/c	16/d	17/e	18	13/9 興趣小組甄選名單交課外活動組Submission of screened lists for interest groups to the ECA committee 13/9-15/9 社員大會General House Meeting 16/9-4/10 社際籃球比賽Inter-house basketball match 17/9 i. 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 ii. 第一次火警演習First fire drill
	19	20/f	#21/3a	22/b	23	24/c	25	22/9-24/9 興趣小組網上報名Registration days for interest groups 23/9 中秋節翌日假期The day following Chinese Mid-Autumn Festival
	26	27/d	28/e	29/f	30			30/9 沙崇匯演STTSS Variety Show
Oct						1	2	1/10 國慶節假期National Day
	3	4/4a	5/b	6/c	7/d	8/e	9	4/10 冬令時間開始Commencement of wintertime 7/10 興趣小組活動開始Commencement of interest-group activities 8/10 學生購買冬季校服及毛衣Purchasing winter uniform and sweater
	10	11/f	#12/5a	13/b	14/c	15/d	16	16/10 重陽節假期Chung Yeung Festival
	17	18/e	19/f	#20/6a	21/b	22/c	23	18/10-5/11 第二次科及委員會會議議期Second panel & committee meeting 21/10-23/10 中一生命教育營Life Education Camp for S1
	24	25/d	26/e	27/f	28/7a	29/b	30	30/10 畢業禮Speech Day
	31							
Legend	Special Day	No School for Students				Exam or UT	Statutory Holiday	School Holiday

#中一至中五生命教育活動於第七及第八節進行。Life Education activities for S1-5 in the 7th-8th periods.

*五月後之校曆安排會因應遷校需要而作出調節。The school calendar items from May onward may change accordingly with the move to the new school premises.

SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S		
Nov		1	2/c	3/d	4/e	5/f	6	1/11	畢業禮善後Speech Day Follow Up
	7	#8/8a	9/b	10/c	11/d	12	13	11/11	中一、二考試範圍交校務處Submission of the exam revision guide (S1& S2) to the office
								12/11	崇真會聯校教師活動日Tsung Tsin Mission Joint Activity Day
								13/11	家長教師日Parent-Teacher Day
	14	15	16	17/e	18/f	19/9a	20	15/11	旅行日School Picnic
								16/11	特別假期Special Holiday
								17/11	期考試卷交校務處打印Submission of first exam papers to the office for typing
								19/11	校政諮議會會議School Advisory Council Meeting
	21	22/b	23/c	24/d	25/e	26/f	27	22/11	教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office
								23/11	捐血日Blood Donation Day
Dec								24/11	期考試卷交校務處印刷Submission of first exam papers to the office for printing
								26/11	i. 第二次科及委員會會議紀錄交校長 Submission of the second panel and committee minutes to the principal ii. 第二次教師會議Second Staff Meeting
	28	#29/10a	30/b						
								1/12	須更換冬季校服Compulsory change to winter uniform
				1/c	2/d	3/e	4	2/12	i. 畢業班拍照Photo-taking of graduating classes ii. 中四及中五同學家中預備考試S4 & S5 students' study leave
								3/12	課外活動資料(A6-A12, B1-B4)交校務處 Submission of ECA details (A6-A12, B1-B4) to the office
								3/12-16/12	中四及中五考試First Exam for S4 & S5
	5	6/f	7/11a	8/b	9/c	10/d	11	6/12-16/12	中一至中三及中六考試First Exam for S1 to S3 and S6
	12	13/e	14/f	15/12a	16/b	17	18	17/12	聖誕崇拜及聖誕聯歡Christmas Service & Celebration
	19	20	21	22	23	24	25	20/12-1/1	聖誕節及新年假期Christmas & New Year Holiday
Legend	26	27	28	29	30	31			
	Special Day	No School for Students				Exam or UT	Statutory Holiday	School Holiday	

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SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
Jan							1	1/1 小六升中講座Talk for prospective S1 students
	2	3/c	4/d	5/e	6/f	7/13a	8	5/1 i. 交上學期常分紙(中一至中六)Submission of first term daily marks (S1 to S6) ii. 派發操行評定表(中一至中六)Distribution of Conduct Assessment Forms (S1 to S6)
	9	10	11	12	13/b	14/c	15	10/1-11/1 運動會Sports Day 12/1 特別假期Special Holiday 13/1 i. 交上學期考試分紙(中一至中六)Submission of first exam mark sheets (S1 to S6) ii. 交回操行評定表Submission of Conduct Assessment Forms iii. 中七試卷交校務處打印Submission of S7 Mock Exam papers to the office for typing
	16	17/d	18/e	19/f	20/14a	21/b	22	17/1 統計資料給科主任及評定等第Statistics to panel heads & setting grade boundaries 17/1-21/1 福音週Gospel Week 20/1 中七試卷交校務處印刷Submission of S7 Mock Exam papers to the office for printing 21/1 第二次科主任聯席會議Second Joint Panel Meeting
	23	24/c	25/d	26/e	27/f	28/15a	29	24/1 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) 27/1-28/1 輔導日(下午)Counselling Day (afternoon) 29/1 家長日Parents' Day
	30	31						31/1 家長日Parents' Day
Feb			1	2	3	4	5	1/2-9/2 農曆年假假期Lunar New Year Holiday
	6	7	8	9	10/b	11/c	12	10/2 課外活動資料(A6-A12, B1-B4)交校務處Submission of ECA details (A6-A12, B1-B4) to the office 10/2-22/2 中七畢業試S7 Mock Exam 10/2-25/2 第三次科及委員會會議議期Third panel and committee meeting
	13	14/d	15/e	16/f	#17/16a	18/b	19	
	20	21/c	22/d	23/e	24/f	25/17a	26	23/2-25/2 中七核對試卷S7 students checking exam answer scripts 25/2 i. 長跑日Long Distance Running Day ii. 中七最後上課天Last school day for S7
	27	28/b						28/2 中一、二測驗範圍交校務處Submission of the U.T. revision guide (S1-S2) to the office
Legend	Special Day		No School for Students			Exam or UT		Statutory Holiday School Holiday

#中一至中五生命教育活動於第七及第八節進行。Life Education activities for S1-5 in the 7th-8th periods.

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SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
Mar			1/c	2/d	3/e	4/f	5	2/3 i. 統一測驗試卷交校務處打印Submission of U.T. papers to the office for typing ii. 交中七常分及考試分紙Submission of S7 daily and exam mark sheets
	6	#7/18a	8/b	9/c	10/d	11/e	12	9/3 統一測驗試卷交校務處印刷Submission of U.T. papers to the office for printing
	13	14/f	15/19a	16/b	17/c	18/d	19	
	20	<u>21/e</u>	<u>22/f</u>	<u>23/20a</u>	24	<u>25/b</u>	26	21/3-29/3 中三統一測驗Uniform Test for S3 21/3-7/4 第四次科及委員會會議議期Fourth panel and committee meeting 23/3 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 24/3 教師活動日Teacher Activity Day 25/3-29/3 中一、二統一測驗Uniform Test for S1 and S2
	27	<u>28/c</u>	<u>29/d</u>	30/e	31/f			29/3 非畢業班拍照Photo-taking of non-graduation classes
						1/21a	2	
Apr	3	4/b	5	6/c	7/d	8/e	9	5/4 清明節假期Ching Ming Festival 8/4 校政諮議會會議School Advisory Council Meeting
	10	11/f	#12/22a	13/b	14/c	15/d	16	11/4 i. 教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office ii. 交統一測驗分紙Submission of U.T. mark sheets 12/4-13/4 中三全港性系統評估口試S3 T.S.A. (Oral Exam) 15/4 i. 第三次教師會議Third Staff Meeting ii. 統一測驗成績表給班主任U.T. student reports distributed to form teachers iii. 中三級全港性系統評估口試後補日Fallback date for S3 T.S.A. (Oral Exam.)
	17	18/e	19/f	#20/23a	21/b	22	23	18/4 i. 班主任交已簽署統一測驗成績表到校務處(中午十二時正前)Submission of signed U.T. student reports to the office (before 12:00 noon) ii. 須更換夏季校服Compulsory change to summer uniform 21/4 派發統一測驗成績表(於午間閱讀時段派發) Distribution of U.T. student reports (during the reading period) 22/4-3/5 復活節及勞動節假期Easter Festival & Labour Day Holiday
	24	25	26	27	28	29	30	
Legend	Special Day		No School for Students			Exam or UT		Statutory Holiday School Holiday

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SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
May	1	2	3	4/c	5/d	6/e	7	4/5 i. 課外活動資料(A6-A12, B1-B4)交校務處 Submission of ECA details (A6-A12, B1-B4) to the office ii. 派發表現與記功評定表Distribution of Performance Assessment Form
								6/5 i. 第二次火警演習Second fire drill ii. 中一、二考試範圍交校務處Submission of the exam revision guide (S1-S2) to the office
	8	9/f	10	#11/24a	12/b	13/c	14	9/5-20/5 訂定中七獎學金名單Finalizing awardees for scholarships (S7) 10/5 佛誕節假期Buddha's Birthday 11/5 派發操行評定表(中七)Distribution of Conduct Assessment Form (S7)
	15	16/d	17/e	18/f	19/25a	20/b	21	16/5 i. 交回表現與記功評定表Submission of Performance Assessment Form ii. 交回操行評定表(中七)Submission of Conduct Assessment Form (S7) 20/5 期終試卷交校務處打印Submission of Final Exam papers to the office for typing
	22	23/c	24/d	25/e	26/f	#27/26a	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. 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 iii. 課外活動資料(A6-A12, B1-B4)交校務處 Submission of ECA details (A6-A12, B1-B4) to the office
	29	30/b	31/c					
Legend	Special Day	No School for Students				Exam or UT	Statutory Holiday	School Holiday

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SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
				1/d	2/e	3/f	4	3/6 畢業生福音營Graduate Gospel Camp
								6/6 端午節假期Tuen Ng Festival
								7/6-20/6 中三至中五級期終考試Final Exam for S3 to S5
								9/6 i. 派中七成績表與班主任Distribution of S7 student reports to form teachers ii. 教師活動日Teacher Activity Day
								10/6 交常分紙(中一至中六)Submission of daily mark sheets (S1-S6)
								10/6-20/6 中一、中二及中六級期終考試Final Exam for S1, S2 & S6
								13/6 派發操行評定表(中一至中六)Distribution of Conduct Assessment Form (S1-S6)
								16/6 中七班主任交具評語成績表到校務處Submission of S7 student reports with teacher's comments to the office
								17/6 交回操行評定表(中一至中六)Submission of Conduct Assessment Form (S1-S6)
								21/6 閱卷日Marking Day
								22/6-23/6 中四至中六級期終考試(口試)Final Exam for S4 to S6 (Oral Exam)
								22/6-23/6 中三級全港性系統評估S.3 T.S.A.
								24/6 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
								27/6 i. 核對試卷Checking exam answer scripts ii. 社員大會General House Meeting iii. 分紙須於下午四時前交校務處Submission of exam mark sheets (before 4:00 p.m.) iv. 中三級全港性系統評估後補日Fallback date for S3 T.S.A.
								28/6 i. 教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office ii. 第五次委員會會議Fifth committee meeting iii. 訂定中四至中六成績等第(正午十二時前交校務處)Finalizing grade boundaries for S4 to S6 (before 12:00 noon)
								29/6 i. 校政諮議會會議School Advisory Council Meeting ii. 中一至中三升留級會議Promotion Meeting (S1-S3) iii. 第廿屆學生會答問大會The 20th Students' Union Consultative Forum
								30/6 i. 高級程度會考放榜(派發中七成績表)A-level Result Release Day ii. 中四至中六升留級會議Promotion Meeting (S4 to S6)
Jun	5	6	#7/27a	8/b	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30			
Legend	Special Day	No School for Students				Exam or UT		Statutory Holiday School Holiday

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SCHOOL CALENDAR FOR 2010-2011

2010-2011年度校曆表

	S	M	T	W	T	F	S	
						1	2	1/7 香港特別行政區成立紀念假期HKSAR Establishment Day Holiday
								4/7 i. 第四次教師會議Fourth Staff Meeting ii. 訂定獎學金名單Finalizing awardees for scholarships iii. 中一至中三班主任交具評語成績表到校務處 (上午九時前)Submission of student reports (S1-S3) with teacher's comments to the office (before 9:00 a.m.)
								5/7 i. 第三次科主任聯席會議Third Joint Panel Meeting ii. 中四至中六班主任交具評語成績表到校務處 (上午九時前)Submission of student reports (S4 to S6) with teacher's comments to the office (before 9:00 a.m.) iii. 中學學位分配結果公佈Release of S1 allocation results
	3	4	5	6	7	8	9	6/7 第五次科務會議Fifth panel meeting
								7/7-8/7 中一新生註冊Registration of prospective S1 students
								8/7 i. 全年大型活動一覽表核實後交校務處 Submission of the Year-round Activity Schedule to the office after confirmation ii. 告別校園 (I)Farewell Old Campus (I) iii. 第廿屆學生會投票日The 20th Students' Union Election Day
								9/7 告別校園 (II)Farewell Old Campus (II)
								11/7 結業禮及派發成績表Thanksgiving Service & End-of-Term Ceremony and distribution of student reports
								12/7 i. 註冊日Registration Day ii. 舊生拍照Photo-taking for current students iii. 呈交下列文件給校長Submission of the following to the principal: 1)委員會工作報告Committee Progress Report 2)教師基本法修訂稿Amendment(s) to the Teacher Basic Laws iv. 入學前香港學科測驗Pre-S1 HKAT
	10	11	12	13	14	15	16	13/7-31/8 暑假Summer Holidays
								15/7 第五次科及委員會會議記錄交校長 Submission of the fifth panel and committee minutes to the principal
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
	31							
Legend	Special Day	No School for Students				Exam or UT	Statutory Holiday	School Holiday

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2010-2011年度校曆表

	S	M	T	W	T	F	S	
Aug		1	2	3	4	5	6	5/8 i. 科及委員會財政報告(10-11)及申請表(11-12)交校長Submission of Departmental & Committee Financial Report (10-11) & application form (11-12) to the principal ii. 科及委員會五年計劃書交校長Submission of 5-year plan to the principal (All panels & committees)
	7	8	9	10	11	12	13	12/8 校務會議報告稿交校務處Submission of reports for the Staff Meeting to the office
	14	15	16	17	18	19	20	17/8 校政諮議會會議School Advisory Council Meeting 18/8 教職員退修會Staff Retreat 19/8 校務會議及科主任聯席會議General Staff Meeting & Joint Panel Meeting 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 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 23/8 科務會議Panel meeting 24/8-25/8 分級科務會議Form meeting (for each department)
	28	29	30	31				31/8 各科/委員會交固定資產紀錄給校長 Submission of CAR to the principal by all departments and committees
Legend	Special Day	No School for Students			Exam or UT		Statutory Holiday School Holiday	

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SHATIN TSUNG TSIN SECONDARY SCHOOL
2010-2011
Implementation Plan of “Capacity Enhancement Grant”

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

Methods	Rationale / Value	Expenditure
1. Recruitment of graduates as invigilators (\$45/per hour for internal exams. \$100/per hour for public exams.)	To free up more teachers’ time for the 4 items mentioned in (2)	\$100000
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)	\$238140
3. Employment of assistant instructors / coaches for the Dancing Team, the School Band, art clubs and school teams including basketball, football & volleyball teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$349772

4. Hiring part-time teachers for Enhancement & Remedial classes at various levels	(i) To enhance students' language competency	\$77211
	(ii) To cater for individual learner's needs	
		\$765123

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

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

5. Assessment Methods

School-based questionnaire to evaluate

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

SHATIN TSUNG TSIN SECONDARY SCHOOL

SCHOOL MISSION

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

SCHOOL AIMS

After a lot of deliberation and consultation, the School Advisory Council has established the school development direction for the academic years 2007-2012. It is hoped that all Shatin Tsung-tsiners will possess the following traits and abilities :

Traits : Self-disciplined
Thoughtful
Trustworthy
Self-motivated
Willing to Serve

Abilities : Communication Skills
Problem-solving Skills
Self-learning Skills

To achieve the goals, all departments and committees will enact a 5-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
FIVE-YEAR PLAN (2007-2012)

I. SITUATIONAL ANALYSIS

Our Strengths

- The school will have a new campus with well-structured facilities in 2011
- The school has a sound administrative hierarchy
- Information technology devices have been upgraded
- Teachers are experienced, well qualified and professional
- Adequate support and training are provided for new teachers to refine their teaching skills
- There is a strong collaborative culture among teachers
- Relationship between teachers and students is good
- Students have a high moral standard, a high level of willingness to learn and a strong sense of belonging to the school
- There is strong support for student development
- The school offers a wide variety of NSS subject choices for students

Our Weaknesses

- Space and facilities are currently insufficient
- There are only two form six classes
- Teachers have a heavy workload and insufficient rest
- There is a need for students to be more self-motivated

Our Opportunities

- The school will receive more funding as an IMC School
- The government provides financial support to the school

Our Threats

- The New MOI Policy exerts uncertainties
- Administrative workload for teachers is getting heavier under the education reform. This in turn lessens the time for teaching and counseling work and hinders their professional development

Major Concerns for 2007-2012

1. To enhance students' self-learning & problem-solving skills
2. To enhance students' communication skills
3. To nurture the personality traits of Shatin Tsung-tsiners

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCHOOL DEVELOPMENT PLAN (2007/08 – 2011/12)

Major Concerns	Intended Outcomes/Targets	Strategies/Tasks	Time Scale				
			07/08	08/09	09/10	10/11	11/12
1. To enhance students' self-learning skills & problem-solving skills	<ul style="list-style-type: none"> Students become equipped with higher order thinking (HOT) skills, as well as the ability to conduct lesson preparation, reflective learning and to self-construct a mode of learning Teachers become more effective, efficient & systematic in lesson planning and delivery Teachers become more competent in developing students' self-learning & problem-solving skills 	1.1 Progressively infuse HOT elements (including problem-solving elements) across disciplines in teaching	✓	✓	✓	✓	✓
		1.2 Stipulate, at junior levels, the proportion of exam questions requiring HOT elements in academic subjects other than the two language subjects	✓	✓	✓	✓	✓
		1.3 Teach problem-solving & self-learning skills through the Liberal Studies subject	✓	✓	✓	✓	✓
		1.4 Teach generic skills including problem-solving & self-learning through the "Cross-curricular Project-based Learning Programmes"	✓	✓	✓	✓	✓
		1.5 Promote students' problem-solving skills through debating activities		✓	✓	✓	✓
		1.6 Promote students' lesson preparation to nurture self-learning skills	✓	✓	✓	✓	✓
		1.7 Promote reflective learning to nurture self-learning skills	✓	✓	✓	✓	✓
		1.8 Organize staff development activities to promote teaching strategies for developing students' self-learning & problem-solving skills	✓	✓			

Major Concerns	Intended Outcomes/Targets	Strategies/Tasks	Time Scale				
			07/08	08/09	09/10	10/11	11/12
2. To enhance students' communication skills	<ul style="list-style-type: none"> Students become biliterate and trilingual Students are equipped with good I.T. skills Students can develop good communication skills 	2.1 Implement policies regarding the use of English	✓	✓	✓	✓	✓
		2.2 Implement policies regarding the use of Putonghua	✓	✓	✓	✓	✓
		2.3 Encourage students to participate in the HK Schools Speech Festival	✓	✓	✓	✓	✓
		2.4 Implement the Afternoon Reading Scheme & the Junior-form Reading Award Scheme to enhance students' language proficiency	✓	✓	✓	✓	✓
		2.5 Provide junior-form students with basic knowledge & skills in using IT for connecting to the world	✓	✓	✓	✓	✓
		2.6 Provide training on communication skills for senior-form students		✓	✓	✓	✓

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCHOOL DEVELOPMENT PLAN (2007/08 – 2011/12)

Major Concerns	Intended Outcomes/Targets	Strategies/Tasks	Time Scale				
			07/08	08/09	09/10	10/11	11/12
3. To nurture the five personality traits of Shatin Tsung-tsiners (foci of 09/10 : self-motivated & willing to serve)	<ul style="list-style-type: none"> Students have a deeper understanding of the five personality traits of Shatin Tsung-tsiners Students pursue the personality traits of Shatin Tsung-tsiners as their development goals Students pursue the five personality traits of Shatin Tsung-tsiners Self-disciplined : Students have good conduct and performance, and are able to observe school regulations and other rules Thoughtful : Students are thoughtful towards others and are willing to care for others Trustworthy : Students can carry out their duties well on their own Self-motivated : Students are active in participating in activities and planning for their future Willing to Serve : Students are willing to serve inside and outside school 	3.1 Design and implement relevant formal curricula which mainly include (i) the school-based curriculum on Life Education (ii) Christian Education	✓	✓ (S3)	✓ (S4)	✓ (S5)	✓ (S6)
		3.2 Teach and promote the five personality traits through various sharing channels	✓	✓	✓	✓	✓
		3.3 Encourage students to participate actively in various extra-curricular activities, internal and external competitions	✓	✓	✓	✓	✓
		3.4 Encourage students to participate actively in school services and community services	✓	✓	✓	✓	✓
		3.5 Provide leadership training to students	✓	✓	✓	✓	✓
		3.6 Refine the leadership training system			✓	✓	
		3.7 Delegate more decision making, financial management and school affairs to students (i) promoting students' welfare (ii) running extra-curricular activities and class associations (iii) managing school campus	✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
		3.8 Implement various schemes, awards and competitions	✓	✓	✓	✓	✓

Major Concerns	Intended Outcomes/Targets	Strategies/Tasks	Time Scale				
			07/08	08/09	09/10	10/11	11/12
3. To nurture the five personality traits of Shatin Tsung-tsiners (foci of 09/10 : self-motivated & willing to serve) (cont'd)		3.9 Teachers become actively involved in developing students' personality traits	✓	✓	✓		
		3.10 Coordination between relevant committees to implement additional strategies regarding the two foci of the current year	✓	✓	✓	✓	✓

SHATIN TSUNG TSIN SECONDARY SCHOOL

ANNUAL SCHOOL PLAN

2010-2011

Contents

Major Concerns

1. To enhance students' self-learning & problem-solving skills
2. To enhance students' communication skills
3. To nurture the personality traits of Shatin Tsung-tsiners

SHATIN TSUNG TSIN SECONDARY SCHOOL
ANNUAL SCHOOL PLAN (2010-2011)

Major Concern 1 : Enhancing students' self-learning & problem-solving skills

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Students become equipped with higher order thinking(HOT) skills, as well as the ability to conduct lesson preparation, reflective learning and self-construct modes of learning Teachers become more effective, efficient & systematic in lesson planning and delivery Teachers become more competent in developing students' self-learning & problem-solving skills 	1.1 Progressively infuse HOT elements (including problem-solving elements across disciplines in teaching	9/2010 – 6/2011	Teachers can infuse problem-solving skills into their teaching	Opinion surveys from teachers & students	AAC	1.2 million dollars needs to be spent on employing 2.5 additional teachers & 4 administrative staff to create time & space for our teachers to address the school's major concerns
	1.2 Stipulate, at junior levels, the proportion of exam questions requiring HOT elements in academic subjects other than the two language subjects : 20% for S1, 35% for S2 and 50% for S3		HOT elements are included in exam paper setting according to school requirement	Examination of assessment papers	AAC	
	1.3 Teach problem-solving & self-learning skills through Liberal Studies		<ul style="list-style-type: none"> Most students grasp the skills learnt in the formal curricula Teachers develop course materials for teaching the skills 	<ul style="list-style-type: none"> Opinion surveys from teachers & students Examination of course materials developed by teachers 	Panel head of Liberal Studies	
	1.4 Teach generic skills including problem-solving & self-learning through the "Cross-curricular Project-based Learning Programmes"				Panel heads of AIL, Liberal Studies, Technology & IS	

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(cont'd)	1.5 Promote students' problem-solving skills through debating activities		Debating activities are organized		Panel heads of Chinese & English subjects	
	1.6 Implement lesson preparation in S1-7 to nurture self-learning skills		Most students develop the self-learning skills through lesson preparation (S1-7) & reflective learning (S1-3)		AAC	
	1.7 Implement reflective learning in S1-3 through the AIL, Liberal Studies subjects to nurture self-learning skills				Panel heads of AIL & Liberal Studies	

Major Concern 2 : Enhancing students' communication skills

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • Students become biliterate and trilingual • Students are equipped with good I.T. skills • Students can develop good communication skills 	2.1 Implement policies regarding the use of English 2.1.1 Enforce the MOI policy in classrooms 2.1.2 Enforce cross-curriculum language policies 2.1.3 Run the after-school English enhancement classes & Summer English bridging programmes at junior levels 2.1.4 Create a better English environment by organizing activities such as the English Week & Lunchtime English Activities	9/2010 – 6/2011	<ul style="list-style-type: none"> • English is used as the medium for both teaching & learning • English programmes are effectively implemented • Measures are effective to create an English environment which is conducive to English learning 	<ul style="list-style-type: none"> • Opinion surveys from teachers & students • Statistics on the number of students participating in the HK Schools Speech Festival 	AAC (EMI Group)	1.2 million dollars needs to be spent on employing 2.5 additional teachers & 4 administrative staff to create time & space for our teachers to address the school's major concerns

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(cont'd)	2.2 Implement policies regarding the use of Putonghua		Putonghua is used effectively as the MOI for Chinese subject in some of the classes in each junior form		Panel heads of Chinese & Putonghua subjects	
	2.2.1 Prescribe the use of Putonghua as the MOI for Chinese subjects in some of the classes in each junior form					
	2.2.2 Hold the Putonghua Week					
	2.3 Encourage students to participate in the HK Schools Speech Festival		150 students voluntarily participate in the HK Schools Speech Festival		AAC	
	2.4 Implement the Afternoon Reading Scheme & the Junior-form Reading Award Scheme to enhance students' language proficiency		Junior-form students develop the reading habit through the reading schemes		AAC (Teacher Librarian)	

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(cont'd)	2.5 Provide junior-form students with basic knowledge & skills in using IT for connecting to the world		Most students are competent in using IT		Panel head of Technology subject	
	2.6 Provide training on communication skills for senior form students – listening skills, group discussion skills, presentation skills, meeting skills and interviewing skills through both formal & informal curricula		<ul style="list-style-type: none"> • Students develop both confidence & competence in communication • Development & sharing of teaching materials 		<ul style="list-style-type: none"> • Panel heads of Chinese & English subjects (listening skills, group discussion skills, presentation skills) • Students' Union (meeting skills) • Career Guidance Committee (interviewing skills) 	

Major Concern 3 : Nurturing the five personality traits of Shatin Tsung-tsiners (Grow with an Aspiration ; Serve with your Heart)

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students have a deeper understanding of the five personality traits of Shatin Tsung-tsiners and are willing to pursue these personality traits as their development goals	3.1 Design and implement relevant formal curricula					
	3.1.1 Implement and review the school-based curriculum of Life Education (S1-S4)	9/2010 – 7/2011	More than 50% of the students found that these curricula could help them have a deeper understanding of the five personality traits and motivate them to pursue these traits as their development goals	<ul style="list-style-type: none"> Teachers' evaluation Students' evaluation 	Teacher-in-charge of Life Education and an ad hoc group responsible for designing the curriculum	Resources on Life Education
	3.1.2 Design and implement the school-based curriculum on Life Education (S5)					
	3.1.3 Review the coordination of the themes of Christian Education at various levels	9/2010	There is a clear coordination of themes with those of Life Education	<ul style="list-style-type: none"> Teachers' evaluation 	Panel Chairperson of Christian Education and the Chairman of the Student Support Committee	Resources on Christian Education

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(cont'd)	3.2 Teach and promote the five personality traits through various sharing channels					
	3.2.1 Conduct morning sharing sessions	9/2010 – 7/2011	More than 50% of the students found that the message delivered through these channels could help	<ul style="list-style-type: none"> Teachers' evaluation Students' evaluation 	Student Guidance Committee (coordinator)	Resources on value education
	3.2.2 Publish "Messages to Shatin Tsung-Tsiners"					
	3.2.3 Organize gospel activities like Gospel Week and gospel camp		them have a deeper understanding of the five personality traits and motivate them to pursue these traits as their development goals		Religious Affairs Committee	Financial support
	3.2.4 Organize the S1 Life Education Camp	21/10/2010 – 23/10/2010	More than 50% of the students can grasp and identify with the theme of the camp	<ul style="list-style-type: none"> Teachers' evaluation Students' evaluation 	An ad hoc group under the Student Support Committee	Financial support
	3.2.5 Form student sharing and growth groups led by teachers and the social worker	9/2010 – 7/2011	More than 50% of the participants can get support and advice in relation to the five personality traits of Shatin Tsung-tniners from these groups	<ul style="list-style-type: none"> Students' evaluation 	Student Guidance Committee	N.A.
	3.2.6 Implement the Peer Mentoring Scheme					

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(cont'd)	3.2.7 Students are encouraged to plan for their own future through form teacher periods and life education lessons	9/2010 – 7/2011	A related activity is held for each class and the importance of being self-motivated is promoted	<ul style="list-style-type: none"> • Records of activities • Teachers' evaluation 	Teacher-in-charge of Life Education and Career Guidance Committee	Resources on career or life planning
	3.2.8 Introduce the other learning experiences (OLE) of the New Senior Secondary System to the students and parents concerned	7/2011	A briefing session is held and the importance of being self-motivated is promoted		The Chairman of the Student Support Committee and Career Guidance Committee	N.A.

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students pursue the five personality traits of Shatin Tsung-tsiners 3.3 Self-motivated	3.3 Encourage students to participate actively in various extra-curricular activities, internal and external competitions					
	3.3.1 Encourage students to participate actively in Sports Day	10/1/2011 – 11/1/2011	More than 60% of the students take part in Sports Day in any one of the events or cheering teams	• Statistics on the no. of students taking part in Sports Day	Extra-curricular Activities Committee	N.A.
	3.3.2 Encourage students to participate actively in inter-house competitions	9/2010 - 7/2011	More than 40% of the students take part in any one of the inter-house competitions	• Statistics on the no. of students taking part in inter-house competitions		
3.4 Thoughtful and willing to serve	3.4 Encourage students to participate actively in school services and community services					
	3.4.1 Promote blood donation	11/2010	More than 25% of eligible students take part in blood donation	• Statistics on the no. of blood donors	Extra-curricular Activities Committee	Financial Support, Red Cross Staff and janitors
	3.4.2 Arrange for all S3 students to participate in social services	9/2010 – 7/2011	Students are enthusiastic in serving. More than 50% of participants are willing to join the service again next year	• Teachers' evaluation • Students' evaluation	Student Guidance Committee	Financial Support & external agencies
	3.4.3 Encourage students to serve in the school-based elderly learning scheme		Students are enthusiastic in serving. More than 50% of participants are willing to join a similar service in the future.	• Teachers' evaluation • Students' evaluation	Related teacher-in-charge	Financial Support & external agencies

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.4 Thoughtful and willing to serve (cont'd)	3.4.4 Encourage students to participate in social services in Mainland China	9/2010 – 7/2011	More than 50% of the students are more aware of the services and willing to take part in the services	<ul style="list-style-type: none">• Students' evaluation• Statistics on the no. of students taking part in social services in Mainland China	Student Guidance Committee (collecting information and promotion) and the Student Support Committee (organizing tours if any)	Financial Support & external agencies
	3.4.5 Recognize school and student performance in Volunteer Movement		Students are active in taking part in social service	<ul style="list-style-type: none">• no. of awardees• total no. of service hours• percentage of students taking part in community services	Student Guidance Committee	N.A.
3.5 to 3.7 Self-motivated & trustworthy	3.5 Provide leadership training to students					
	3.5.1 Emphasize the personality traits in the inauguration ceremony of student leaders	12/10/2010	The personality traits are promoted in the inauguration ceremony of student leaders	<ul style="list-style-type: none">• Teachers' evaluation	Teacher-in-charge of the ceremony (Students' Union)	N.A.
	3.5.2 Provide various types of leadership training	9/2010 – 7/2011	Different types of leadership training are provided to different types and levels of student leaders	<ul style="list-style-type: none">• Records of activities• Teachers' evaluation	Extra-curricular Activities Committee, Students' Union and Discipline Committee (Prefect Team)	Financial Support

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.5 to 3.7 Self-motivated & trustworthy	3.6 Refine the leadership training system					
	3.6.1 Refine and confirm the contents and targets of different leadership training programmes provided by different committees	9/2010 – 7/2011	Core elements within the same level and different elements across levels are confirmed. The targets of different programmes are not overlapping	• Teachers' evaluation	The Chairman of the Student Support Committee and related committee heads	N.A.
	3.7 Delegate more power of decision making and financial management and school affairs to students					
	3.7.1 Involving students when making decisions concerning student welfare like uniform, tuck shop and catering service	9/2010 – 7/2011	More than 40% of the students concerned are observed to be “trustworthy” and “self-motivated” and they feel trusted	• Teachers' evaluation • Students' evaluation	Student Affairs Committee	N.A.
	3.7.2 Delegate more power of decision making and financial management to students running extra-curricular activities				Extra-curricular Activities Committee	

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.8.1 – 3.8.4 Self-disciplined	3.8 Implement various schemes, awards and competitions					
	3.8.1 Set up various discipline awards to give students recognition for their good conduct and performance	9/2010 – 7/2011	Students have good conduct and performance, and are able to observe school regulations and other rules	• Teachers' evaluation	Discipline Committee	Financial Support
	3.8.2 Provide discipline training to junior form students					
	3.8.3 Implement the New Identity Scheme					
	3.8.4 Conduct the Strive-for-improvement Class					

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.8.5 – 3.8.8 All traits	3.8.5 Encourage students to set up personal goals at the beginning of the school year and assess their own personality traits at the end of the school year	9/2010 – 7/2011	Students show improvement in at least one personality trait	<ul style="list-style-type: none"> Teachers' evaluation Students' evaluation 	Student Guidance Committee	N.A.
	3.8.6 Implement Strive-for-excellence Award Scheme		Students are enthusiastic in taking part in the activities	<ul style="list-style-type: none"> Scores of students 		Financial Support
	3.8.7 Implement the class-based STTSS Award		Students in each class are observed to be active in taking part in any one of the events counted for the STTSS Award	<ul style="list-style-type: none"> Teachers' evaluation 	Extra-curricular Activities Committee	Financial Support

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To nurture among students
 - a. good communication skills
 - b. good problem-solving skills and
 - c. self-learning skills
2. To cater for learning differences among students
3. To raise teachers' professional standard
4. To facilitate administrative affairs

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. There are insufficient external resources
- b. There is a serious space constraint

III. OBJECTIVES

1. to nurture among students the spirit of self-learning and problem-solving skills
2. to create a better English ethos and raise students' English competency
3. to promote a reading atmosphere
4. to strengthen I.T. education for students
5. to advance teachers' professional knowledge and promote exchange among teaching professionals
6. to improve teaching resources
7. to strengthen departmental management
8. to review curriculum at each level to meet students' needs arising from the changes in the general environment
9. to enhance administrative efficiency

10. to design new senior form curricula and reallocate human resources
11. to cater for learning problems of students
12. to enhance the provision of gifted programmes

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Progressively infuse HOT elements across disciplines in S1-S3 and S6	1	✓	✓	✓	✓	✓
2	Stipulate, at junior levels, the proportion of examination questions requiring HOT elements in academic subjects other than the two languages : 20% for S1, 35% for S2 and 50% for S3	1	✓	✓	✓	✓	✓
3	Review cross-curricular project-based learning programmes	1	✓			✓	
4	Offer enhancement and remedial classes (nourishing class) for junior form students	1	✓	✓	✓	✓	✓
5	Implement small-class teaching	1	✓	✓	✓	✓	✓
6	Compile resources to provide gifted programmes	1		✓	✓	✓	✓
7	Promote pre-lesson preparation and assess effectiveness	1	✓	✓			
8	Promote reflective learning in pilot subjects and assess effectiveness	1	✓	✓			
9	Provide study room service	1	✓	✓	✓	✓	✓
10	Implement Early Bird Scheme	1	✓	✓	✓	✓	✓
11	Request work plans (from each panel) showing goals and strategies geared to classes of various ability bands in junior forms	1,2,4	✓				
12	Achieve a conglomeration of on-line resources in the library	1,3,4,6	✓				
13	Review the junior-form Liberal Studies and Thinking Skills Curriculum to fit in with the new 3-3-4 system	1,10	✓	✓			
14	Arrange small class teaching for S1 students who are weak in English	2			✓	✓	✓

15	Request the inclusion of communication assessment (language expression) elements which should account for 5% of the total subject marks across all academic subjects in junior forms	2	✓	✓			
16	Request bridging programmes for all English-medium subjects	2	✓	✓			
17	Enforce cross-curricular language policies	2	✓				
18	Run after-school English enhancement classes at all levels and assess effectiveness	2	✓				
19	Assess effectiveness of Summer English bridging courses at various levels	2	✓		✓		✓
20	Enforce the MOI policy in classrooms	2	✓	✓			
21	Promote better English ethos	2	✓	✓	✓		
22	Widen the range of English-medium subjects	2	✓	✓	✓		
23	Collaborate with Student Support Committee to provide training on communication skills for senior-form students	2		✓	✓	✓	✓
24	Encourage students to participate in the HK Schools Speech Festival	2			✓	✓	✓
25	Expand the English self-study corner in the library	2,3,6	✓	✓			
26	Implement the Afternoon Reading Scheme	3	✓	✓	✓	✓	✓
27	Implement the Junior-form Reading Award Scheme	3	✓	✓	✓	✓	✓
28	Develop students' IT skills	4	✓	✓	✓	✓	✓
29	Request the development of an IT plan from each panel	4	✓				
30	Offer IT course options to teachers	4,5	✓				
31	Provide IT support for teaching whenever necessary	4,5	✓				
32	Provide a notebook computer loan service for teachers	4,5,6	✓	✓	✓	✓	✓
33	Encourage on-line e-learning platform in each subject (new platform, eClass, introduced in 10/11)	4,5,6	✓	✓		✓	✓
34	Manage the schools' intranet and internet system	4,6	✓	✓	✓	✓	✓

35	Procure new computer systems and relevant software items	4,6	✓				
36	Provide assistance for the development of on-line teaching and evaluation	4,6	✓	✓			
37	Encourage formative assessment across disciplines	5	✓				
38	Request subject-based staff development activities to improve teaching pedagogies so that students' communication skills, self-study skills and problem-solving skills can be enhanced	5	✓	✓	✓	✓	✓
39	Encourage teachers to enhance teaching effectiveness through the Change Theorem and Classroom Learning Study	5	✓	✓	✓	✓	✓
40	Promote exchange among panel heads	5	✓	✓	✓		
41	Implement teaching evaluations (by students)	5	✓				
42	Conduct class observations for Mathematics and Science Subjects	5	✓				
43	Encourage cross-curricular class visits (open classes)	5	✓				
44	Promote collaborative teaching (through the Library)	5,6	✓				
45	Promote subject-based collaborative teaching	5,6	✓	✓	✓	✓	✓
46	Manage a wealth of enrichment resources in the Teachers' Resources Room	6	✓				
47	Implement assignment inspection policies	7	✓				
48	Provide comments / opinions on various five-year plans submitted by different departments	7	✓	✓	✓	✓	✓
49	Review public examination results	7	✓	✓	✓	✓	✓
50	Review internal test and examination results	7	✓	✓	✓	✓	✓
51	Ascertain the role of remedial classes and assess their effectiveness	7	✓	✓	✓		

52	Provide web-based homework	7	✓	✓	✓	✓	✓
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	check for junior-form students to aid students' learning and strengthen home-school communication						
53	Review the streaming policy	8	✓	✓			✓
54	Review the S4 curriculum composition	8	✓			✓	✓
55	Coordinate form activities (for academic purposes)	9	✓	✓	✓	✓	✓
56	Review and amend procedures for various ceremonies	9	✓	✓	✓	✓	✓
57	Review and implement intake policies at each level	9	✓	✓	✓	✓	✓
58	Improve computer programming to enhance administrative efficiency	9	✓	✓	✓	✓	✓
59	Review and publish Student Basic Law	9	✓	✓	✓	✓	✓
60	Review and utilize the Web SAMS system	9	✓	✓	✓	✓	✓
61	Finalize the new senior-form curriculum and provide training for the teachers concerned	10	✓	✓			
62	Develop the Student Learning Profile for the new 3-3-4 system	10	✓	✓			
63	Develop various measures (like flexible timetabling & staff deployment, coordination of tests & supplementary lessons, arrangement for SBA, etc.) to cater for the transition to an NSS academic structure	10			✓	✓	✓
64	Arrange level coordinators to address learning problems of students	11				✓	✓
65	Promote students' participation in gifted programmes through formulation of effective measures	12				✓	✓

V. EVALUATION

- | | |
|--|--|
| 1. Self-learning ability | - Questionnaire (appraisal by students and teachers) |
| 2. Effectiveness of MOI policy | - Questionnaire (appraisal by students and teachers) |
| 3. Effectiveness of reading schemes | - Questionnaire (appraisal by students) |
| 4. Library work | - Questionnaire (appraisal by teachers) on whether the performance pledge is met |
| 5. Assessment on the extent of professional knowledge enhancement | - Questionnaire (appraisal by teachers) To be conducted by the Staff Development Committee |
| 6. Evaluation of the extent of improvement of the teaching resources | - Whether the relevant goals can be accomplished by a set date |
| 7. Strengthening of management of panel duties | - Questionnaire (appraisal by panel heads) |
| 8. Enhancement of administrative efficiency | - Questionnaire (appraisal by teachers) |
| 9. Evaluation of NSS measures | - Questionnaire (appraisal by teachers) |

VI. TEAM MEMBERS

Cheung Man Wai (Adviser)
 Leung Wing Tak (Chairperson)
 Mak Shing Chit
 Pun King Min
 Cheng Po Luen
 Cheng Yin Yan
 Chan Yuen Kok
 Yu Cheuk Kuen
 Wong Hoi Lee
 Leung Kit Yin
 Ho Chung Wa

SHATIN TSUNG TSIN SECONDARY SCHOOL
DISCIPLINE COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To help students develop the personality traits of Shatin Tsung-tsiners, in particular
 - a. to be self-disciplined
 - b. to be thoughtful and
 - c. to be trustworthy
2. To help students distinguish right from wrong, take the blame for their mistakes and learn from their mistakes

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To help students develop the personality traits of Shatin Tsung-tsiners
2. To encourage and help students observe school regulations and other rules within the school campus
3. To help students admit their mistakes, take the blame for their mistakes, and correct and learn from their mistakes
4. To identify the problems of the students and provide them with necessary and appropriate assistance
5. To provide immediate assistance to students or teachers to help them deal with discipline matters
6. To collect the opinions of different stakeholders (including students, parents and

- teachers) on the content and implementation of various regulations and schemes
7. To enhance students' crisis awareness and management skills

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Set up various awards to give students recognition for their good conduct and performance	1,2	✓	✓	✓	✓	✓
2	Remind students of proper behavior whenever necessary	1,2,3,4	✓	✓	✓	✓	✓
3	Implement Junior Secondary Discipline Training or other discipline training programmes	1,2,3,4	✓	✓	✓	✓	✓
4	Carry out duties at the main entrance	1,2,3,4	✓	✓	✓	✓	✓
5	Patrol within the school campus	1,2,3,4,5	✓				
6	Form and train the prefect team to assist teachers in keeping order	1,2,3,4,5	✓	✓	✓	✓	✓
7	Arrange meetings with form teachers and relevant subject teachers on demand to address students' discipline problems	1,2,4,5	✓	✓	✓	✓	✓
8	Co-organize activities with other committees / departments	1,2,4,7	✓				
9	Implement the New Identity Scheme	1,3	✓	✓	✓	✓	✓
10	Conduct the Strive-for-Improvement Class	1,3,4	✓	✓	✓	✓	✓
11	Execute school regulations and punish offenders according to stated guidelines	1,3,4	✓	✓	✓	✓	✓
12	Discuss with parents their children's misbehavior at school and ways of improvement	1,3,4	✓	✓	✓	✓	✓
13	Invite relevant department(s) of the HKSAR to give talks	1,7	✓	✓	✓	✓	✓
14	Carry out duties at the Discipline Office	5	✓	✓	✓	✓	✓
15	Evaluate and revise the guidelines for giving conduct grades	6	✓		✓		✓
16	Review and revise school regulations and the demerit system	6	✓		✓		✓
17	Attend parents' or students' meetings to answer inquiries about the Discipline Committee whenever necessary	6	✓	✓	✓	✓	✓

18	Make use of the web page to deliver information to parents and students	6	✓	✓	✓	✓	✓
19	Arrange regular fire drills	7	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Yu Mu Hau (Chairperson)

Chan Kwok Hung

Chung So Sum

Luk Chung Ho

Wong Ka Man

Wong King Sing

Yip Yee May

Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT GUIDANCE COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To equip students with the personality traits and abilities of Shatin Tsung-Tsiners
2. To build a team of guidance teachers with professional knowledge in counselling and guidance
3. To hold preventive and developmental activities, and encourage students to explore their potential
4. To provide counselling and guidance to students
5. To cultivate students' sense of belonging to the school and improve teacher-student relationship

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To train students to be self-disciplined
2. To nurture students to be thoughtful
3. To nurture students to be trustworthy
4. To nurture students to be self-motivated
5. To motivate students to be willing to serve
6. To promote the whole school counselling approach by involving all teachers in the work of the guidance team
7. To encourage professional training of teachers in the Committee
8. To hold preventive and developmental activities, and encourage students to explore their potential
9. To provide counselling and guidance to students
10. To cultivate students' sense of belonging to the school and improve teacher-student relationship
11. To replenish the resources in the resource bank and resources for Life Education
12. To cooperate with different subject panels and administrative committees to promote internal and external Life Education activities
13. To cultivate students' tolerance in accepting differences

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Encourage students to set up personal goals	1-5		✓	✓	✓	✓
2	Put up mottoes with meaningful messages	1-5,6	✓	✓	✓	✓	✓
3	Organize board design competition	1-5,6	✓	✓	✓	✓	✓
4	Implement the Strive-for-Excellence Award Scheme	1-5,8	✓	✓	✓	✓	✓
5	Organize hall assemblies	1-5,8,10	✓	✓	✓	✓	✓
6	Encourage each class to construct their class pledge	1-5,10		✓	✓	✓	✓
7	Conduct morning sharing sessions	1-5,10	✓	✓	✓	✓	✓
8	Publish "Messages to Shatin Tsung-tsiners"	1-5,10	✓	✓		✓	✓
9	Set up student guidance programmes and activities	2,4,5,6,9	✓	✓	✓	✓	✓
10	Promote integrated education	2,10,13	✓	✓	✓	✓	✓
11	Organize Teacher Appreciation activities	4,10	✓	✓	✓	✓	✓
12	Recognize students' performance in the Volunteer Movement	5		✓	✓	✓	✓
13	Encourage students to join external social services	5,8	✓	✓	✓	✓	✓
14	Implement the Peer Mentoring Scheme	5,8	✓	✓	✓	✓	✓
15	Implement the campus cleaning scheme	5,10	✓	✓			

16	Strengthen the cooperation among class teachers in the same form	6	✓	✓	✓	✓	✓
17	Organize the life education periods	6,10	✓	✓	✓	✓	✓
18	Maintain and update the guidance web page	6,10,12	✓	✓	✓	✓	✓
19	Encourage further education and communication among members in the Committee	7	✓	✓	✓	✓	✓
20	Form student sharing and growth groups	8,10		✓	✓	✓	✓
21	Promote the work of the Committee and introduce teachers and social worker of the committee to students	9	✓	✓	✓	✓	✓
22	Provide counselling and guidance services to students in need	9	✓	✓	✓	✓	✓
23	Introduce supporting network from the internet and external organizations to students	9	✓	✓	✓	✓	✓
24	Organize the Counselling Days	9,10	✓	✓	✓	✓	✓
25	Replenish the Life Education resource bank	11	✓	✓	✓	✓	✓

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' response to different discussion topics through the evaluation form of life education periods
3. To evaluate the training of peer mentors through the training records
4. To evaluate the support of students to the Committee through the number of participants in various activities
5. To evaluate the condition of students through the case records
6. To evaluate the effectiveness of assemblies through evaluation forms/questionnaires
7. To evaluate the effectiveness of activities through collecting members' opinions in meetings

VI. TEAM MEMBERS

Lee Kin Chung (Chairperson)
 Fung Kwok Leung
 Ho Mo Lan
 Li See Chun
 Louie Fung Yiu
 Wu Yan Ha

Lee Shuk Ling
 Wu Yik Lan (School Social Worker)

SHATIN TSUNG TSIN SECONDARY SCHOOL
CAREER GUIDANCE COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To provide information about studies and careers
2. To provide professional guidance and assistance to help students make appropriate education and career choices
3. To equip students to adapt to the changing society
4. To develop the Alumni Association

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. Junior-form students are relatively less willing to search for educational or career information in order to plan for their future
- b. Alumni are busy with their studies or careers. It is quite difficult to arrange programmes that suit their convenience

III. OBJECTIVES

1. To collect, update and disseminate information on further education and careers
2. To motivate students to search and ask for updated education and career information actively
3. To provide professional guidance and counselling to assist students to understand their interest, abilities, needs and priorities in relation to further education and careers
4. To equip students with skills, a positive attitude and values to facilitate their future educational and career plan
5. To facilitate students and graduates application for schools or jobs
6. To collaborate with the Alumni Association and strengthen the link between the school and alumni

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Collect educational and career information from newspaper, magazines and the internet, etc.	1	✓	✓	✓	✓	✓
2	Compile statistics on graduates' future paths	1	✓	✓	✓	✓	✓
3	Develop Career Guidance Committee's homepage	1		✓	✓		
4	Provide easily accessible and updated educational and career information in the library and on the notice board	1,2	✓	✓	✓	✓	✓
5	Organize activities for students to visit colleges, universities or companies	1,2	✓	✓	✓	✓	✓
6	Arrange talks to educate students on skills and a correct attitude towards work, alert students on the possible traps and promote the awareness of safety at work	1,2,4	✓	✓	✓	✓	✓
7	Invite senior-form students, alumni or successful people to share their study or work experience with students	1,2,4,6	✓	✓	✓	✓	✓
8	Encourage S1 to S7 students to develop career-planning	2	✓	✓	✓	✓	✓
9	Counsel students who encounter problems over career and studies	3	✓	✓	✓	✓	✓
10	Encourage colleagues to attend courses concerning career guidance	3	✓	✓	✓	✓	✓
11	Provide training course on interview techniques for senior students	4	✓	✓	✓	✓	✓
12	Provide training course on writing formal application letter and resume for senior students	4	✓	✓	✓	✓	✓
13	Organize documents (including testimonial and JUPAS application form, etc.) which assist students to apply for schools, universities and jobs	5	✓	✓	✓	✓	✓
14	Hold activities for graduates / alumni	6	✓	✓	✓	✓	✓

15	Increase the number of alumni and strengthen the link among them	6	✓	✓	✓	✓	✓
16	Develop Alumni Association's homepage	6	✓	✓	✓	✓	

V. EVALUATION

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

VI. TEAM MEMBERS

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

**SHATIN TSUNG TSIN SECONDARY SCHOOL
EXTRA-CURRICULAR ACTIVITIES COMMITTEE
FIVE-YEAR PLAN (2007-2012)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. There are not enough venues for sports activities
- b. Some student leaders lack experience / skill in organizing activities
- c. Some students cannot join all the activity groups they want to because of heavy academic workload

III. OBJECTIVES

1. To encourage students to participate actively in extra-curricular activities and to actualize the spirit of 'Shatin Tsung-tsiners'
2. To help students enhance their sense of belonging to the school
3. To offer a wide range of diversified activities
4. To balance the variety of activity types and the number of participants in each type
5. To arouse general awareness towards safety precautions in organizing activities
6. To help students strengthen their self-confidence and abilities in leadership
7. To broaden students' horizons by encouraging them to participate actively in activities and to enhance their appreciation towards arts
8. To provide leadership training for student leaders

9. To enhance students' social consciousness and sense of responsibility through participation in social service activities
10. To help the transition of activities from being teacher-centred to student-centred
11. To promote team spirit and co-operation
12. To facilitate the smooth running of extra-curricular activities
13. To bring in and utilize external resources
14. To encourage students to participate more actively in external competitions and to enhance the school prestige
15. To promote commendation of student performance in activities
16. To encourage students to join activities actively
17. To provide opportunities for students to become self-disciplined and well-managed

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Implement S4 "One-student-one-art" policy	1,2,3,4,6,7 8,11,14,16,17			✓	✓	✓
2	Implement S2-S3 'One-student-one-art/sport' policy	1,2,3,4,7 11,16,17	✓	✓	✓	✓	✓
3	Implement the STTSS Award Scheme	1,2,3,4,11	✓	✓	✓	✓	✓
4	Organize large scale functions and competitions	1,2,3,6,7	✓	✓	✓	✓	✓
5	Promote summer holiday activities	1,2,3,6,7 9,11	✓	✓	✓	✓	✓
6	Encourage students to participate in social services	1,2,6,8,9 11,17	✓	✓	✓	✓	✓
7	Organize leadership training for junior form students	1,2,6,8 10,11,17	✓	✓	✓	✓	✓
8	Organize and co-ordinate end-term activities	1,2,7,8,11,12	✓	✓	✓	✓	✓
9	Exhibit students' competition awards	1,2,11,14,15	✓	✓	✓	✓	✓
10	Organize Prize Presentation Ceremony	1,2,11,14,15	✓	✓	✓	✓	✓
11	Encourage and recommend students to participate in various kinds of activities	1,3,4,7,11 13,17	✓	✓	✓	✓	✓
12	Organize on-line interest group registration and provide activity guides	1,3,5,12,16	✓	✓	✓	✓	✓
13	Organize House meetings	1,4,7,11,17	✓	✓	✓	✓	✓
14	Execute daily administrative work relating to ECA	1,4,11,12	✓	✓	✓	✓	✓

15	Appoint House captains and committee members	2,6,12,10,17	✓	✓	✓	✓	✓
16	Introduce external bodies to provide training / performance	3,6,7,13	✓	✓	✓	✓	✓
17	Support House advisers	12	✓	✓	✓	✓	✓
18	Oversee interest-group activities and financial subsidies	12	✓	✓	✓	✓	✓
19	Collect data on students' activities, attendance rates, merit awards and competition results	12	✓	✓	✓	✓	✓
20	Design and analyse questionnaires on student activities	12	✓	✓	✓	✓	✓
21	Set up a data bank storing student activity details	12,15	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Yung Yee Har (Chairperson)
Fok Wang Chung
Chan Hiu Ying
Chan Kwong Man
Kwong Ka Yan
Lau Chung Kwong

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENTS' UNION
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Attend every teacher-student meeting	1	✓	✓	✓	✓	✓
2	Examine and publish the working reports and the financial reports of the committee regularly	2,3	✓	✓	✓	✓	✓
3	a) Arrange for the committee to give an annual working report to the whole school	2,6	✓	✓	✓	✓	✓
	b) Encourage students to question the work of the committee and have the committee give responses		✓	✓	✓	✓	✓
4	Delegate the power of managing financial resources to the committee	3	✓	✓	✓	✓	✓
5	Encourage the committee to take part in external activities	4					
	a) Participate in joint-school or external activities		✓	✓	✓	✓	✓
	b) Organize joint-school or external activities		✓	✓	✓	✓	✓
6	Arrange for the SU committee head to join leadership training courses, seminars or programmes	5	✓	✓	✓	✓	✓

7	Arrange for the SU committee to join workshops, seminars or programmes to enhance leadership skills like organising meetings, managing time or building team spirit	5		✓	✓	✓	✓
8	Arrange leadership training sharing sessions for committee of other student leaders in school	5			✓	✓	✓
9	Encourage S3 and S4 students to join the Students' Union as committee members as a preparation for the NSS	6		✓	✓	✓	✓
10	Encourage fellow students to express their opinions on the performance of the committee through questionnaire or interview	7	✓	✓	✓	✓	✓
11	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. consider the possibility of setting up a Democratic Wall in school 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 d) to respond to social affairs e.g. encourage students to respond to current news or special events in society	8	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
12	Encourage other students to help with the work of the Students' Union e.g. recruit junior-form students as helpers in the SU Day	9	✓	✓	✓	✓	✓

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 the attitudes towards the work and performance of the Students' Union
3. Conducting a survey at the end of the academic year to collect teachers' opinions on the work of the Students' Union
4. Assessing the effectiveness of one-year training through a self-evaluation done by all committee members at the end of the term of service

VI. TEAM MEMBERS

Wong May Sum (Chairperson)

Chan Yuk Ha

Lee Shuk Yi

Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
RELIGIOUS AFFAIRS COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To align with the school aims to nurture the personality traits of students
2. To foster the spiritual growth of Christian teachers and students by promoting and organizing different religious activities
3. To introduce the Gospel to the non-Christian students through various kinds of religious activities and offer spiritual care and guidance to the students who have just committed to God

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Put up the yearly scripture and the school motto on the campus	1	✓	✓	✓	✓	✓
2	Sing hymns in some of the morning assemblies so that students can easily devote their attention to worship God	1	✓	✓	✓		
3	Instill Christian faith and strengthen Christian values through hymn singing, testimony sharing and prayers in the hall assembly	1,2	✓	✓	✓	✓	✓
4	Run retreat and prayer meetings for teachers	1,2,5,7	✓	✓	✓	✓	✓
5	Teachers do scripture sharing in the morning assembly on Wednesdays to encourage teachers and students to walk with Jesus every day	2,7	✓	✓	✓	✓	✓
6	Run the Gospel Week and Gospel Camp (Day or night)	3	✓	✓	✓	✓	✓
7	Run Gospel sport activities such as setting up Gospel football team, Gospel basketball team and Gospel volleyball team	3	✓	✓	✓	✓	✓
8	Invite Sun Chui Tsung Tsin Church to assist in running Gospel activities and student fellowship	3,4	✓	✓	✓	✓	✓
9	Form student Christian groups such as student fellowship and cell groups	5	✓	✓	✓	✓	✓
10	Invite students to serve in the student fellowship and Gospel activities	6,7	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Chang Wing Kay (Chairperson)

Choi Wai Man

Tsang Shing Wai

Sun Lai Na

Cheng Ka Fung

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT AFFAIRS COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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 and the Information Technology Group of the school
- c. Teachers are willing to give opinions and suggestions to the committee which help improve our service

2. Weakness

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Process subsidies and allowances	1,2	✓	✓	✓	✓	✓
2	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	1,2,3,8	✓	✓	✓	✓	✓
3	Handle all businesses and external contacts related to the provision of all services specified in Item#2	1,2,3,8,10	✓	✓	✓	✓	✓
4	Nominate eligible students to apply for scholarships i. External scholarships ii. Internal scholarships iii. Scholarships awarded on Speech Day iv. Scholarships awarded in End-of-year Ceremony	1,2,4	✓	✓	✓	✓	✓
5	Encourage and nominate eligible students for exchange programmes	1,2,5	✓	✓	✓	✓	✓
6	Hold meetings with student representatives and parent representatives when necessary and conduct surveys to collect students' opinions on various services	1,2,6	✓	✓	✓	✓	✓
7	Handle, process and follow up students' and parents' requests and complaints related to student affairs	1,2,7	✓	✓	✓	✓	✓
8	Devise guidelines and policies with the tuck shop on providing healthy food and drinks to students	1,2,8,9,10	✓	✓	✓	✓	✓
9	Hold informal meetings with teachers of other departments and committees when necessary	2,6,9,11	✓	✓	✓	✓	✓

10	Monitor the variety, quality,	2,8,9,10	✓	✓	✓	✓	✓
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	prices, nutritional value, hygiene and taste of food sold by the tuck shop						
11	Handle all businesses related to the bidding for running the tuck shop	2,8,9,10	✓	✓	✓	✓	✓
12	Explore the possibilities of providing more services for students after the re-provisioning of the school	3	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

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

**SHATIN TSUNG TSIN SECONDARY SCHOOL
HOME-SCHOOL COOPERATION COMMITTEE
FIVE-YEAR PLAN (2007-2012)**

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 reflect parents' concerns to school management
4. To provide the school with a reliable feedback mechanism in policy-making
5. To enhance bilateral communication between parents and the school
6. To motivate parents to participate in their children's education
7. To harness parents' support on the school's developmental concerns
8. To answer the needs of society in creating healthy family relationships
9. To enhance parenting effectiveness
10. To connect the school's PTA with the neighbourhood communities and other related organizations

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To carry out the policies of the Education Bureau
2. To implement the policies of the school
3. To maintain the existing communication channels between school and parents
4. To develop new forms of linkages for effective home-school cooperation
5. To promote liaison and develop effective communication networks for both parents and other school committees
6. To aid the committee members of the school's PTA to fulfill their routine duties
7. To promote effective parenting for parents
8. To foster students' interest in home-school cooperation and healthy family relationships
9. To complement the promotion of the school image
10. To contribute to the students' welfare in school
11. To follow up the application for external funds for the committee and the school's PTA
12. To promote functions and activities organized by the related organizations outside school

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Assist with the election of the parent manager for the school governance	1,2,3,6	✓	✓	✓	✓	✓
2	Assist the PTA to recruit parent volunteers	1,6	✓	✓	✓	✓	✓
3	Apply for the Home-school Cooperation Grants and other available funds	1,6,11	✓	✓	✓	✓	✓
4	Coordinate the activities of the Parents' Day	2,3,5	✓	✓	✓	✓	✓
5	Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents	2,3,5,6,9	✓	✓	✓	✓	✓
6	Assist other school committees to organize activities for parents	2,3,5,9	✓	✓	✓	✓	✓
7	Publish "Parents' Basic Law", the new edition	2,3,5,9		✓			✓
8	Amend the current "Parents' Basic Law"	2,3,5,9	✓		✓	✓	
9	Coordinate the activities for the parents on the "S1 Orientation Day"	2,3,5,9	✓	✓	✓	✓	✓
10	Supervise the operation of the Ching Tsung Elderly Academy Student Voluntary Service Group	2,3,5,9		✓			

11	Organize parent activities on students' career planning	2,3,5,9		✓	✓	✓	✓
12	Assist school and the PTA to organize surveys on parents' opinions	2,6	✓	✓	✓	✓	✓
13	Attend the meetings of the PTA Executive Committee	2,6	✓	✓	✓	✓	✓
14	Follow up parents' incoming hot-line phone calls and e-mails	3,4,5,6	✓	✓	✓	✓	✓
15	Coordinate the activities of the Parent-Teacher Day	3,5,6,7,8,9	✓	✓	✓	✓	✓
16	Assist the parent-groups to plan and organize activities	6,7	✓	✓	✓	✓	✓
17	Assist with the implementation of the scheduled activities of the PTA	6,7,8	✓	✓	✓	✓	✓
18	Assist with the management of the Parents' Resource Centre	6,7,8,9	✓	✓	✓	✓	✓
19	Manage the operations of various funds and scholarship elections of the PTA	6,8,10	✓	✓	✓	✓	✓
20	Represent the school's PTA at meetings and activities held by external organizations	6,12	✓	✓	✓	✓	✓
21	Do sharing in the morning assembly or the "Messages to Shatin Tsung-tsiners"	8	✓	✓	✓	✓	✓
22	Promote the functions and activities held by external organizations	12	✓	✓	✓	✓	✓
23	Follow up the activities of the Shatin Joint Schools PTAs	12	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

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

SHATIN TSUNG TSIN SECONDARY SCHOOL
STAFF DEVELOPMENT COMMITTEE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To facilitate teachers' professional development through enhancing teachers'
 - a. pedagogical knowledge and skills
 - b. competence and effectiveness in teaching
 - c. passion towards teaching
 - d. adaptability to the education reforms and initiatives
2. To provide professional training for teachers to achieve school aims and future plans
3. To provide a clearer picture of teachers' needs and concerns through appraisal at various levels and across departments, so as to promote the school's overall development
4. To implement mentorship scheme that helps the new teaching staff to adapt to our school culture

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weakness

- a. Teachers are always overloaded, especially under the stress arising from frequent education reforms which exhaust their capacity and slow down their progress in professional development
- b. Our teachers are heterogeneous in needs and have concerns in different aspects of professional development. Hence our committee may not be able to arrange programmes that can cater for all teaching staff
- c. There are always constraints and difficulties in organizing appropriate staff training activities. These include :
 - i. searching for appropriate guest speakers or trainers
 - ii. time clash between different school activities
 - iii. a tight budget

III. OBJECTIVES

1. To organize professional training to advance teachers' pedagogical knowledge, competence and skills
2. To organize activities for teachers to achieve school aims
3. To organize activities for teachers to adapt to the upcoming education reforms
4. To place new teaching staff under the mentorship scheme that helps them to adapt to our school culture

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Provide workshops / sharing sessions for teachers to a. promote effective teaching strategies b. fuel teachers' passion and enhance their competence in developing students' positive values	1-3	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
2	Collect information from the panel heads about individual staff members' needs regarding appropriate staff training programmes	1-3	✓	✓	✓	✓	✓
3	Liaise with external bodies for seminars or workshops providing professional advice	1-3	✓	✓	✓	✓	✓
4	Provide up-to-date information on in-service training offered by EDB or other institutions	1-3	✓	✓	✓	✓	✓
5	Provide useful resources for teachers' professional development	1-3	✓	✓	✓	✓	✓
6	Organize visits to other schools	1-3	✓			✓	✓
7	Organize tours to other countries for exchange of education ideas	1-3				✓	
8	Organize Staff Development Days to a. enhance teachers' pedagogical knowledge, competence and skills b. facilitate teachers' comprehension of school aims c. raise teachers' awareness of the latest educational trends	1-4	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓

	d.heighten teachers' awareness of the importance of a balanced lifestyle(e.g. stress management, health talk)			✓	✓	✓	✓
9	Sustain the mentorship scheme	4	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

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

**SHATIN TSUNG TSIN SECONDARY SCHOOL
GENERAL AFFAIRS COMMITTEE
FIVE-YEAR PLAN (2007-2012)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Most management staff can use the computer to run routine work
- b. The school campus is relatively small and easy to manage
- c. Most staff members have a good working attitude
- d. The school and staff members are supportive
- e. The teacher-in-charge is open-minded and receptive to ideas from other colleagues
- f. The school will have a new school campus in 2011/2012
- g. There is a sound IT network and a good supply of equipment to support teachers

2. Weaknesses

- a. The school campus is too small to provide space for development
- b. Not enough resources are provided to satisfy the needs of all teachers and staff
- c. General bureaucracy of government departments causes delays which slow down the school's development

III. OBJECTIVES

- 1. To renovate the school campus
- 2. To improve the school facilities
- 3. To re-enforce the school security system
- 4. To keep the school clean
- 5. To improve the working efficiency of the committee
- 6. To provide sufficient IT equipment for teachers
- 7. To prepare to move to the new school premises

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Put more pot plants on the campus	1	✓	✓	✓		
2	Set up a flower-bed to nurse young plants	1	✓	✓			

3	Maintain the flower-beds on the playground and replant some of the flowers	1	✓	✓	✓		
4	Renew the characters forming the school name at the entrance and on the wall of the school building	1,2	✓				
5	Renovate the front door and renew the door frame by using stainless steel	1,2	✓				
6	Plan to move to the new school campus	1,2			✓	✓	
7	Furnish the new school campus	1,2,3				✓	✓
8	Replace old air conditioners in rooms 401, 402 and 501	2	✓				
9	Change the worn-out curtains and the rails in Room 401 (Physics lab.)	2	✓				
10	Replace all taps and renew the table surface in Room 501 (Chemistry lab.)	2	✓				
11	Replace all taps in Room 401 (Physics lab.)	2	✓				
12	Renovate the school campus regularly	2	✓	✓	✓	✓	
13	Replace old furniture	2	✓	✓	✓	✓	
14	Re-paint some walls of the school campus	2	✓	✓	✓	✓	
15	Launch the whole school cleaning campaign once a term	2	✓	✓	✓	✓	✓
16	Renew all tiles on the floor and on the wall on each floor, entrance hall, toilets and changing rooms	2,3,4	✓	✓			
17	Contact the police to improve the security system before holidays	3	✓	✓	✓	✓	✓
18	Conduct pest control once a year	4	✓	✓	✓	✓	✓
19	Conduct janitor appraisal system	5	✓	✓	✓	✓	✓
20	Work out the roster for janitor duties and monitor its operation	5	✓	✓	✓	✓	✓
21	Recruit new janitors	5	✓	✓	✓	✓	✓
22	To monitor the quality of work of janitors	5	✓	✓	✓	✓	✓
23	Manage all IT rooms : the Computer-Assisted Instruction Room, Teachers' Resource Room, the MMLC and all pieces of IT equipment in the classrooms	6	✓	✓	✓	✓	✓
24	Provide notebook computer loan service for teachers	6	✓	✓	✓	✓	✓
25	Maintain proper functioning of	6	✓	✓	✓	✓	✓

	school network and servers						
26	Procure new computer systems & relevant software items	6	✓	✓	✓	✓	✓
27	Prepare a stock list and transport arrangement to move to the new school premises	7			✓	✓	

V. EVALUATION

1. Questionnaire and oral feedback by teachers, staff and students
2. Comments from the Housing Department

VI. TEAM MEMBERS

Tai Kin Fai (Chairperson)

Yuen Kit Ching

Yung Kwok Kuen

Hung Suet Kan

Lo Pun Kei

Kwok Fung Ying

Chung Chung Man

沙田崇真中學
中國語文科
五年計劃書(2007-2012)

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. 加強學習文學及中華文化，培養品德情意
4. 開放學習材料，拓寬閱讀面、增加閱讀量
5. 為配合本校思維中學的特色，本科著重啟發及訓練學生思維

II. 現況分析

1. 優點

- a. 校方對本科的課程剪裁、設計及閱讀風氣的推廣一向支持
- b. 非本科同工對中文科老師的課程改革甚表欣賞，故更易於調配資源，供中文科發展新課程
- c. 普遍學生具有中等語文水平，無論在中學會考及高級程度會考中，合格率及優良率均高於全港平均水平
- d. 本科老師具有專業的精神，經常討論教學問題、參加相關的研討會及工作坊，以提升本科的教學素質
- e. 面對課程改革，本科老師態度積極開放，具團隊合作精神

2. 弱點

- a. 礙於教節不足，未能為學生提供足夠之聆聽及說話訓練
- b. 中文教師工作量較多，再要騰出空間去推行新高中課程，工作壓力尤重
- c. 學生對文言文的理解能力不足

III. 目標

1. 加強推廣閱讀風氣，培養學生的閱讀習慣，擴闊學生的眼界，提高語文能力
2. 讓學生掌握各種文體的特點、結構和作法，以提高閱讀能力
3. 提升學生的寫作能力
4. 推廣寫作風氣，培養學生的寫作興趣
5. 讓學生掌握常用實用文的寫法、用途，以應付日常需要
6. 提高學生的聆聽能力
7. 提高學生的說話能力
8. 提高學生的普通話聽說能力
9. 加強學生對中國文學的認識，培養興趣，並提高欣賞能力
10. 加強學生對中國文化的認識
11. 培養學生的自學能力

12. 配合學校靈育目標，在課程內增加靈育內容，提升學生的品德
13. 培養學生思考及分析能力
14. 加強教師間的教學交流，促進專業成長

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
閱讀方面（讀文教學）							
1	於中一至中三級全面推行校本單元課程	1,2	✓	✓	✓	✓	✓
2	於中四、五級全面推行中文新課程	1,2	✓	✓			
3	檢視及整理初中與新高中課程的銜接性	1,2	✓	✓	✓	✓	
4	於中四級推行新高中中文課程	1,2			✓	✓	✓
5	於中五級推行新高中中文課程	1,2				✓	✓
6	於中六級推行新高中中文課程	1,2					✓
7	檢視中四、中五級文學課程與新高中文學課程的銜接性	1,3,9		✓	✓		
8	於中四級推行新高中中國文學課程	1,3,9			✓	✓	✓
9	於中五級推行新高中中國文學課程	1,3,9				✓	✓
10	於中六級推行新高中中國文學課程	1,3,9					✓
11	於中六、七級推行中國文學新課程	1,3,9	✓	✓	✓	✓	✓
12	於中一、二級試行以普通話授課	3,8	✓	✓	✓	✓	✓
13	於中三級試行以普通話授課	3,8		✓	✓	✓	✓
14	檢討以普通話授課的成效	3,8		✓	✓		
閱讀方面（推廣風氣）							
15	安排老師及學生在早會或課堂推介課外書籍	1	✓	✓	✓	✓	✓
16	舉辦推廣閱讀風氣的活動，如作家講座等	1	✓	✓	✓	✓	✓
17	提供適切課外讀物供學生於假期選購及閱讀	1,2	✓	✓	✓	✓	✓
18	在中一至中三級推行中文廣泛閱讀計劃	1,2,3,9,10	✓	✓	✓	✓	✓
19	在高中加強閱讀風氣	1,2,3,9,10	✓	✓	✓	✓	✓
20	參加網上中文閱讀計劃	1,9,10,11		✓	✓	✓	
寫作方面							
21	推行文體單元寫作教學	2,3,4	✓	✓	✓	✓	✓
22	推行創意寫作教學	2,3,4	✓	✓	✓	✓	✓

23	檢討寫作教學設計及成效	2,3,4	✓	✓	✓		
24	鼓勵學生投稿、參加徵文比賽	2,3,4	✓	✓	✓	✓	✓
25	提供作品發表機會，如在班上誦讀及貼出佳作、舉辦優秀作品展	2,3,4	✓	✓	✓	✓	✓
26	鼓勵老師利用符號、量表重點批改作文，好讓學生有機會思考、推敲自己的文章，改正寫作的毛病	2,3,4	✓	✓	✓	✓	✓
27	增購有關寫作教學的工具書	2,3,4	✓	✓	✓	✓	✓
28	設不同類型的寫作班	2,3,4	✓	✓	✓	✓	
29	檢討及整理實用文分段寫作教學	5	✓	✓	✓		
聆聽方面							
30	加入聆聽訓練教學	6	✓	✓	✓	✓	✓
31	檢討及整理聆聽訓練教學	6		✓	✓	✓	
說話方面							
32	加入說話訓練教學	7	✓	✓	✓	✓	✓
33	檢討及整理說話訓練教學	7		✓	✓	✓	
34	鼓勵及訓練學生參與校內或校外辯論、演講、朗讀等活動	7	✓	✓	✓	✓	✓
鞏固學科知識							
35	通過補充教材鞏固初中學生文學及文化知識	8,9,11	✓	✓	✓	✓	✓
36	通過考察活動，鼓勵學生認識祖國文化	10	✓	✓			
自學方面							
37	鼓勵學生翻查字典、詞典等工具書	11	✓	✓	✓	✓	✓
38	鼓勵學生自擬筆記、劄記，方便平日溫習	11	✓	✓	✓	✓	✓
39	提供有關中文教學網址，讓學生上網自學	11	✓	✓	✓	✓	✓
品德及靈育方面							
40	鼓勵基督徒老師在有關課題中分享自己信仰的經歷	12	✓	✓	✓	✓	✓
41	於新課程中加入情意教育，幫助學生建立良好品德	12	✓	✓	✓	✓	✓
思維方面							
42	於課業題目、練習及工作紙上加強學生思維訓練	13	✓	✓	✓	✓	✓
43	於考核中擬設思考性題目，並作出檢討	13	✓	✓	✓	✓	✓
44	鼓勵運用各種教學模式，如小組討論、腦圖等引發學生思考	13	✓	✓	✓	✓	✓

專業發展						
45	參與專業發展學校計劃，與友校交流教學經驗，促進專業成長	14	✓			
46	就寫作教學問題召開組內研討會，交流教學經驗，並探討寫作教學的新趨勢	14	✓	✓		
47	開展教學觀課及課業審視	14	✓	✓	✓	✓
48	鼓勵同工參加各類教學研討會和課程	14	✓	✓	✓	✓
49	邀請講者作教學分享	14	✓	✓		
50	各級同工於備課節中，討論教學問題	14	✓	✓	✓	✓
51	就新高中課程教學問題召開組內研討會，加強裝備以迎接三三四學制	14	✓	✓	✓	

V. 評估

1. 評鑑公開考試的表現
 - a. 中學會考
 - ◆合格率
 - ◆優良率
 - b. 高級程度會考
 - ◆合格率
 - ◆優良率
2. 通過學生平日的功課，校內測驗及考試成績評估學生的程度及學習表現
3. 通過老師的觀察，評估學生的語文表達能力
4. 通過參加各類活動的人數、成績等，評估學生的表現
5. 通過參加研討會、平日觀課及討論等，評估同事的專業成長情況

VI. 科成員

鄭寶鑾（科主任）
 蔡潔萍
 鄭燕欣
 陳玉霞
 張妙怡
 劉仲光
 何慕蘭
 谷美倫
 李麗芬
 梁淑儀
 黃嘉敏

沙田崇真中學
普通話科
五年計劃書(2007-2012)

I. 目的

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

II. 現況分析

1. 優點

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

2. 弱點

- a. 在日常生活中，普通話的語言環境依然不足
- b. 部份學生學習態度仍較被動，加上自信心不足，不敢大聲說話朗讀，影響學習成效
- c. 部份學生對本科持輕視態度，上課時態度不大認真，回家亦疏於練習，以致未能培養自學能力
- d. 部份同學忽視學習語言知識的重要性，不肯在學習聲母、韻母、聲調等方面下功夫，以致未能培養自學能力
- e. 每循環周只有一教節，未能配合新課程要求（教育局建議每周 2-3 節），教學時間嚴重不足

III. 目標

1. 培養學生學習普通話的興趣
2. 提高學生說聽普通話的能力
3. 提高學生自學能力
4. 剪裁一套適合本校使用的教材
5. 多應用多媒體教學工具，提高教學效能
6. 鼓勵同工專業發展，持續學習

7. 推行協作教學計劃，提高教學效能

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
1	鼓勵學生參與校外的普通話活動	1	✓	✓	✓	✓	✓
2	參加香港學校朗誦節比賽，並提供訓練	1,2	✓	✓	✓	✓	✓
3	舉辦普通話日	1,2	✓	✓	✓	✓	
4	舉辦班內普通話活動	1,2		✓	✓	✓	✓
5	介紹並鼓勵學生欣賞各種普通話節目	1,2,3	✓	✓	✓	✓	✓
6	要求學生聆聽課文及課外錄音帶，培養自學精神及能力	1,2,3	✓	✓	✓	✓	✓
7	利用多媒體電腦教學	1,2,5		✓	✓	✓	✓
8	同工參與校外講座、研討會，學習使用資訊科技教學	1,5	✓	✓	✓	✓	✓
9	鼓勵普通話已有一定水平的學生參與校外認受性高的考核試	2,3			✓	✓	✓
10	設計加強高層次思維之教學活動及作業	3	✓	✓	✓	✓	✓
11	整理應用練習，鞏固學生所學	4	✓	✓	✓	✓	✓
12	配合本校學生程度及教節，裁剪課程	4	✓	✓	✓	✓	✓
13	鼓勵校內同工修讀普通話課程，為增加教學人手作準備	6	✓	✓	✓	✓	✓
14	推行集體備課，提高教學成效	7	✓	✓	✓	✓	✓

V. 評估

1. 由老師觀察及成績表現評估學生學習成效
2. 校外比賽參加人數及成績表現
3. 同工自我評估使用多媒體教學工具的熟習程度

VI. 科成員

黃嘉敏（科主任）
谷美倫
劉仲光

SHATIN TSUNG TSIN SECONDARY SCHOOL
ENGLISH
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To develop a language rich environment for students
2. To design and improve the curriculum to improve students' English proficiency
3. To help better-able students obtain high grades in public examinations
4. To increase students' interest in learning English and spontaneity in communicating in English
5. To nurture students' self-learning skills
6. To ensure quality in teaching and further enhance teachers' professionalism in English teaching

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of experienced and dedicated teachers who have sound subject knowledge and are keen to learn and improve
- b. Teachers are opened-minded and willing to share ideas and resources and an effective mechanism has been set up to facilitate the exchange of ideas
- c. Some teachers have been public examination markers or oral examiners
- d. The teaching methods used in our school have been proven to be effective
- e. The intake of S1 students has been good over the past few years
- f. IT resources have been modernized to facilitate English teaching
- g. Greater financial support has been received for conducting enhancement and remedial programmes in recent years

2. Weaknesses

- a. Students lack determination and perseverance to achieve higher goals
- b. Students are passive in thinking and lack ideas for productive output
- c. Students lack exposure to English outside the school environment
- d. Teachers' workload is very heavy and they need time to adapt to the rapid changes in education

III. OBJECTIVES

1. To develop the English syllabuses in order to improve students' results as a whole and help better-able students to obtain credits and distinctions in public examination
2. To develop the English syllabuses in order to cater to the different learning needs of students

3. To hold enhancement and remedial programmes for students with different learning needs
4. To employ interesting and student-centred ways of teaching English
5. To strengthen teaching of pronunciation in junior forms
6. To promote reading and improve students' reading skills through English lessons and reading programmes
7. To enhance students' communication skills through English outside classroom and increase their exposure to English
8. To integrate the use of IT in English teaching in line with the school policy of promoting IT
9. To enhance students' problem-solving skills
10. To promote self-access learning through conducting web-based learning and e-learning
11. To facilitate interaction among teachers in order to share teaching ideas, experience and resources and conduct collaborative teaching in all levels
12. To help teachers improve their skills in teaching English
13. To equip teachers for the New Senior Secondary Curriculum

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Revise the English syllabuses	1,2	✓	✓	✓	✓	✓
2	Include different elements in S1-3 syllabuses for elite classes and weaker students	1,2	✓	✓	✓	✓	✓
3	Teach English Literature in S1, S2 and S3 (08-09 onwards) for Language Arts of NSS	1,2,4,5,6,9	✓	✓	✓	✓	✓
4	Hold SBA activities	1,4,9	✓	✓	✓	✓	✓
5	Assign homework requiring preparation for lessons	1,9	✓	✓	✓	✓	✓
6	Hold cross level meetings	1,11,12	✓	✓	✓	✓	✓
7	Compile teaching materials like unit plans, worksheets, quizzes, language games, news articles, etc.	1,12	✓	✓	✓	✓	✓
8	Study the elective modules of the new English syllabus for the NSS	1,12,13	✓	✓	✓	✓	✓
9	Run bridging courses and remedial and enhancement programmes in summer holidays for S1-3	3	✓	✓	✓	✓	✓
10	Conduct after-school remedial grammar classes for S1 and S2 students	3	✓	✓	✓	✓	✓
11	Set up an English Broadcast Club and an English Drama Team to train better-able students	3,7	✓	✓	✓	✓	✓

12	Train student announcers for morning assemblies, helpers for English activities and M.C. for the Speech Day	3,7	✓	✓	✓	✓	✓
13	Organise form activities outside classroom	4,7	✓	✓	✓	✓	✓
14	Enhance the English-speaking environment of the school by i. Organising an English Week ii. Holding regular English activities iii. Holding English book fairs iv. Holding English competitions v. Putting up English exhibitions vi. Broadcasting short English programmes during lunch time	4,7	✓	✓	✓	✓	✓
15	Assign S1 or S2 students mini-projects every year	4,9	✓	✓	✓	✓	✓
16	Develop the English section of the school homepage by putting in useful web sites, video clips and photos	4,10	✓	✓	✓	✓	✓
17	Organize activities which are funded by the Scheme on Additional Support for EMI Schools i. Employing a professional organization to conduct drama lessons for S.1 and S.2 students ii. Purchasing English audio and visual resources and setting up a resource bank for students to borrow and use these materials iii. Employing a part-time native English speaking instructor for conducting activity-based lessons and after-school activities and sharing expertise and materials with our teachers iv. Arranging for English teachers to attend IPA courses v. Purchasing reference books and non-print resources for NSS for teachers' self-study	4 4,7,10 4,7,11 5,12 12,13		✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓		
18	Teach phonics in S1 and S2	5	✓	✓	✓	✓	✓
19	Replenish ERS book boxes and conduct reading activities in ERS classes	6	✓	✓	✓	✓	✓

20	Encourage and train students to join external competitions such as writing competitions and the School Speech Festival	7	✓	✓	✓	✓	✓
21	Invite NET, English teachers, exchange student and better-able students to do sharing in morning assemblies	7	✓	✓	✓	✓	✓
22	Indicate the development of HOT in schemes of work	9	✓	✓	✓	✓	✓
23	Organise debating activities like workshop and competition	9			✓	✓	✓
24	Publish students' work on the school's web page	10	✓	✓	✓	✓	✓
25	Upload resources onto e-learning platform for students' learning outside class time	10	✓	✓	✓	✓	✓
26	Hold formal and informal form meetings and coordinators' meetings	11,12	✓	✓	✓	✓	✓
27	Conduct collaborative teaching (S1-S7) with open classes in one form	11,12	✓	✓	✓	✓	✓
28	Conduct assignment inspection in at least 2 forms a year	11,12	✓	✓	✓	✓	✓
29	Conduct staff appraisal and encourage informal class observation	11,12	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Leung Kit Yin (Coordinator)

Chu Fung Chu

Gaughan Tara Jean

Tsang Choi Har

Wong May Sum

Chan Mei Hing

Choi Ying Ying

Ip Chi Hung

Koo Kwong Yiu

Kwong Ka Yan

Lam Suet Fong

Lee Shuk Ling

Yip Yee May

SHATIN TSUNG TSIN SECONDARY SCHOOL
MATHEMATICS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To align with the school aims to develop students' abilities
2. To teach Mathematics according to the purposes laid down by the CDC CE Mathematics syllabus :
 - 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
3. To ensure quality education

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
Mentor system and professional development							
1	Appoint suitable mentor(s) on voluntary basis to take care of new Mathematics teachers	1	✓	✓		✓	✓
2	Conduct collaborative teaching with discussion of student weaknesses, teaching plan and strategy, preparation of teaching material, mutual lesson observation and follow up discussion	1	✓	✓	✓	✓	✓

3	Conduct mutual exercise inspection for newly appointed teachers and for staff appraisal	1	✓	✓		✓	✓
4	Inspect Uniform Test or Examination Papers by Panel and Assistant Panel Chairpersons, as well as by Checkers	1	✓	✓	✓	✓	✓
5	Promote sharing of teaching experiences, notes and test papers among all panel members	1	✓	✓	✓	✓	✓
6	Encourage teachers to read “How to Solve It” written by Polya	1	✓				
7	Encourage teachers to attend seminars, workshops, training sessions, briefing sessions and professional development courses like PGDE, courses on NSS curriculum and assessment	1,20	✓	✓	✓	✓	✓
Teaching Methods							
8	Improve teaching and learning by collaborative teaching	1,7	✓	✓	✓	✓	✓
9	Arrange group discussions or presentations in class at least five times a year	5,6,7,8,13	✓	✓	✓	✓	✓
10	Use IT in teaching whenever necessary	5,6,7,11,15	✓	✓	✓	✓	✓
11	Assign incoming S6 students one to two chapters for self-study during summer holiday	6,14	✓	✓	✓	✓	
12	Attempt small scale action research in teaching if possible	7	✓	✓	✓	✓	✓
13	Monitor teaching and learning by filing assessment papers and evaluation results	7	✓	✓	✓	✓	✓
14	Enhance students’ language ability by following school’s EMI policy	8	✓	✓	✓	✓	✓
15	Request some teachers prepare evaluation of assessment, notes of common weaknesses or mistakes and follow-up exercises for students after UT and exam.	12	✓	✓	✓	✓	✓
16	Teach problem solving skills to S1 to S3 students and allow more individual thinking time for problem solving at all levels	13	✓	✓	✓	✓	✓
17	Assign pre-lesson preparation material to students before lesson	19	✓	✓	✓	✓	✓

Curriculum							
18	Select and adopt suitable reference materials and textbooks to enhance teaching and learning with interesting stories, histories, puzzles, games, activities, test bank, teaching aids like transparencies, models, pictures, etc.	1-14	✓	✓			✓
19	Decide the objectives and schedule of NSS curriculum for core and extended modules	1,7	✓	✓	✓	✓	✓
20	Incorporate Christian Value Education into Pure Mathematics teaching	4	✓				
21	Run bridging courses for new S1 students	12	✓	✓	✓	✓	✓
22	Run summer courses for S1 to S4 students	12	✓			✓	✓
Enhancement and remedial classes							
23	Run remedial classes for less able but voluntary lower form students	2	✓	✓	✓	✓	✓
24	Run compulsory remedial classes for the least able S1 and S2 students after first exam.	2	✓	✓	✓	✓	✓
25	Run voluntary enhancement classes for all students to revise or to do homework	2	✓	✓			
26	Run Shatin Tsung Tsin Mathematics Olympiad Training programme and assess its effectiveness	3,13	✓	✓	✓	✓	✓
Assessment							
27	Decide and review assessment policy by all panel members to cater for “assessment for learning”	1-14,17	✓	✓	✓	✓	✓
28	Assess S1 students’ Arithmetic manipulation skills and arrange follow up action	7	✓	✓	✓	✓	✓
29	Request students of elite classes in S1 to S3 do Maths book reading report	7, 9-11	✓	✓	✓	✓	✓
30	Prepare supplementary exercise on common weaknesses or mistakes	12	✓	✓	✓	✓	✓
31	Assign some open-ended problems or projects to students	13	✓	✓	✓	✓	✓

32	Encourage students to take external Maths. examination like ICAS (Mathematics) and Australian Mathematics Competition (AMC)	16	✓	✓	✓	✓	✓
33	Monitor the Internet assessment of students with the help of Administration Assistant	18	✓				
Extra-curricular activities							
34	Hold extra-curricular activities relevant to learning Mathematics (e.g. HKIED Mathematics Day) by Mathematics Panel and Mathematics Society	7,10,11	✓	✓	✓	✓	✓
35	Encourage students to join school team and take inter-school contests like HKMO, HKMHASC, IMO, Pui Ching Mathematics Contests, etc.	13,16	✓	✓	✓	✓	✓
Awards							
36	Apply for budget for awarding S1 to S5 students who obtain the top three scores in Internet Assessment System “Top Three Mathematics Learners”	5-7,18	✓				
37	Apply for budget for awarding students who take the initiative to answer and ask questions “The Most Active Mathematics Learner in Class”	5-8	✓	✓	✓		
38	Apply for budget for awarding students with outstanding performance in competitions	5-8	✓	✓	✓	✓	✓
Teaching Aids							
39	Purchase and use references / library books, teaching aids, CD ROMS, ETV, games and computer software to enhance teaching and learning with interesting stories, histories, puzzles, games and activities	1-14	✓	✓	✓	✓	✓
Evaluation of teaching and learning							
40	Evaluate teaching and learning effectiveness through student questionnaire survey	1	✓	✓	✓	✓	✓

41	Evaluate teaching effectiveness through mentor system, professional development and staff appraisal	1	✓	✓		✓	✓
42	Study the performance of S1 students in HKAT and of S3 students in TSA	12	✓	✓	✓	✓	✓
43	Study performance of S1 to S7 students in uniform tests or examinations	12	✓	✓	✓	✓	✓
44	Study students' performance in public examinations by using SVAIS, KPM and comparing Hong Kong's absolute credit rates and passing rates with our school's in the past	12	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Mak Shing Chit (Panel Chairperson)

Chan Kwok Hung

Chang Wing Kay

Choi Wai Man

Chung So Sum

Fung Kwok Leung

Kwok Yim Chu

Ho Chung Wa

Lee Kin Chung

Mak Lai Ching

Yip Yee Ling

Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
HUMANITIES SUBJECTS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

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 extra-curricular activities
- c. Although students can grasp different thinking skills, they are still weak in applying those skills
- d. Under the NSS, each panel is going to face curriculum change and mismatch of manpower. The workload and pressure confronting the committee members may mount when they cope with the above situations

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Monitor the appropriateness of uniform test and exam papers of each subject (including checking if they meet the ratio of marks allocated to questions requiring high- order thinking skills)	1	✓	✓	✓	✓	✓
2	Participate in each panel's collaborative teaching process	1,2,5	✓	✓		✓	✓
3	Practise assignment inspection (Note 1)	1,2,5,6	✓	✓		✓	✓
4	Organize internal school activities or participate in external activities & competitions	3	✓	✓	✓	✓	✓
5	Encourage and arrange lesson observation and sharing of teaching among teachers	3,4,5,7	✓	✓	✓	✓	✓
6	Evaluate public exam results and take follow-up action if necessary	4,5	✓	✓	✓	✓	✓
7	Appraise panel chairpersons (Note 2)	5	✓	✓		✓	✓
8	Collect and organize cross-curricular information	5	✓	✓	✓	✓	✓
9	Hold meetings regularly	5,6	✓	✓	✓	✓	✓
10	Disseminate information and encourage teachers to take various external training courses	5,7	✓	✓	✓	✓	✓
11	Help teachers to understand the curriculum and teaching methodology of Liberal Studies	5,7	✓	✓			
12	Collect each panel's minutes	6	✓	✓	✓	✓	✓
13	Explore the manpower allocation for each related panel under NSS during the transition	7	✓	✓			

Note 1 : Schedule of assignment inspection

07/08	Economics Panel and Christian Education Panel
08/09	Chinese History Panel and History Panel
09/10	Suspended
10/11	Geography Panel and Liberal Studies Panel
11/12	Economics Panel and Christian Education Panel

Note 2 : Schedule of appraisal of panel chairpersons

07/08	Economics Panel and Christian Education Panel
08/09	Chinese History Panel and History Panel
09/10	Suspended
10/11	Geography Panel and Liberal Studies Panel
11/12	Economics Panel and Christian Education Panel

V. EVALUATION

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

VI. TEAM MEMBERS

Pun King Min (Humanities subjects teacher-in-charge)
Wong Kai Sze
Fok Wang Chung
Wu Yan Ha
Chang Wing Kay
Cheng Ka Fung
Yung Yee Har

沙田崇真中學
基督教教育科
五年計劃書（2007-2012）

I. 目的

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

II. 現況分析

1. 優點

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

2. 弱點

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

III. 目標

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

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
1	編排及設計課程以配合學校生命教育的目標	1,2,4	✓	✓			
2	舉辦課堂以外的宗教性活動	1,2,5	✓	✓	✓	✓	✓
3	在福音周期間，基督教教育科於課堂上安排學生參觀福音書展	1,3,5	✓	✓	✓	✓	✓
4	採用分組的教學法	1,4	✓	✓	✓	✓	✓
5	要求同學做課前預習	1,5,8	✓	✓	✓	✓	✓
6	邀請新翠崇真堂同工協助設計部份基督教教育科的課堂	3	✓	✓	✓	✓	✓
7	透過課堂介紹每年宗教組主題、主題經文及主題歌曲	3,4	✓	✓	✓	✓	✓
8	透過課堂宣傳團契、細胞小組及福音周的活動	3,4,5	✓	✓	✓	✓	✓
9	推行協作教學（集體討論及預備教案）	6	✓	✓	✓	✓	✓

V. 評估

1. 學生問卷
2. 老師評鑑

VI. 科成員

程永基(科主任)
陳圓覺
曾玉美

沙田崇真中學
中國歷史科
五年計劃書(2007-2012)

I. 目的

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

II. 現況分析

1. 優點

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

2. 弱點

- a. 中一至中五上課節數不足，課程內容緊迫
- b. 部份中四、中五學生認定本科為要大量背誦之科目，不願花時間學習

III. 目標

1. 增加學生對國家的了解和歸屬感
2. 配合學校「沙崇人」三大才華發展之目標，舉辦以學生為主之互動式教學活動，加強培養學生之溝通能力、解難能力及自學能力
3. 配合學校「沙崇人」五大特質發展之目標，透過評論歷史人物及事件等活動，加強培養學生自律、為人設想、可靠、主動及樂於服務的精神
4. 舉辦多元化活動，以提升學生的學習興趣
5. 增添教學資源以支援同工
6. 加強同工之間的溝通與合作，以提升教學成效

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
1	協助生命教育課推行國情教育，增加學生對祖國的認識	1	✓	✓	✓	✓	✓
2	介紹中國重要紀念日或事件，加強學生對祖國的認識	1	✓	✓			

3	與學生討論時事，以加強學生對祖國之關心，發掘歷史與生活的關係	1,2,3	✓	✓	✓	✓	✓
4	透過香港或境外考察以提高學生學習之主動性、提升分析力及加深他們對國家之了解	1,2,4	✓	✓	✓	✓	✓
5	各級測考設高階思維考核方式，鼓勵學生獨立思考，抒發個人見解	2	✓	✓	✓	✓	✓
6	初中考核教學內容時，語文表達分不少於問答題分數之5%，鼓勵學生以自己文字表達，減少背誦	2	✓	✓	✓	✓	✓
7	要求各級學生課前預習，培養自學習慣	2	✓	✓	✓	✓	✓
8	於初中課程中推行分階段高階思維訓練，加強學生之分析能力	2,3	✓	✓	✓	✓	✓
9	於課堂安排小組討論、口頭報告等活動，提供機會予學生發表意見	2,3,4	✓	✓	✓	✓	✓
10	剪裁初中課程，以增加教學的空間	2,5	✓	✓			
11	舉辦大型活動，誘發學生學習興趣	4	✓	✓	✓	✓	
12	整理資源室及教材，為同工提供教學支援	5	✓	✓	✓	✓	✓
13	鼓勵同工集體備課，集思廣益，以提升教學成效	6	✓	✓	✓	✓	✓
14	要求同工進行科內非評鑑性觀課，以交流教學心得	6	✓	✓	✓	✓	✓
15	鼓勵同工進行跨學科觀課，與別科同工交流教學心得	6	✓	✓	✓	✓	✓
16	鼓勵同工參加各項有關中史教學之研討會	6	✓	✓	✓	✓	✓

V. 評估

1. 通過老師的觀察及交流，評估學生的學習成效
2. 老師在學期末評估學生的表現，包括學習興趣及思考能力
3. 老師安排學生填寫網上問卷，讓學生自行評估學習成效
4. 評鑑公開試的表現
 - 高級程度會考
 - i. 合格率
 - ii. 優良率

VI. 科成員

黃啓思（科主任）
陸仲豪
胡欣夏

SHATIN TSUNG TSIN SECONDARY SCHOOL
ECONOMICS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

- 1 To align with the school aims to develop students' abilities
2. To develop in students curiosity and interest in economic problems and issues facing individuals, societies, countries and the world as a whole
3. 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
4. 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
5. To develop in students the ability to communicate through the effective use of economic terminology, data, concepts and principles
6. To enable students to understand controversies over economic issues, respect private property rights and exercise responsible citizenship

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The learning ability of students is improving
- b. Teachers are diligent and enthusiastic in teaching
- c. There is good communication and co-operation among panel members
- d. Teachers are creative and willing to accept new ideas
- e. The promotion of high order thinking skills facilitates the change of teaching approach
- f. The emphasis on using information technology in teaching helps teachers to conduct their lessons more effectively

2. Weaknesses

- a. Language barrier affects a few students' comprehension of the text and questions
- b. There is insufficient time to cover the HKCEE and HKALE syllabuses; therefore, extra lessons are always conducted
- c. Students are not aware of current news and issues; therefore they may misinterpret the scenerio in questions in examinations

III. OBJECTIVES

1. To enhance students' capability of mastering various skills in the subject, including problem-solving skills and communicative skills
2. To develop a positive learning atmosphere and encourage active learning
3. To foster students' reading habit in the area of economic issues or comments.
4. To arouse students' interest in social issues and consolidate their learning through class activities and extra-curricular activities
5. To enhance students' independent learning and confidence
6. To make students' learning meaningful and pleasurable
7. To strengthen teachers' professional development
8. To raise students' credit rate in public examinations
9. To carry out and enforce the school policies
10. To encourage students to use IT in learning Economics
11. To prepare for the New Senior Secondary Curriculum

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
Teaching and learning							
1	Give awards to active and good learners	1,2,3	✓	✓	✓	✓	✓
2	Arrange group discussions or presentations in class for each topic	1,2,5,6	✓	✓	✓	✓	✓
3	Homework inspection	1,2,5,6,9				✓	✓
4	Incorporate HOT skills into the curriculum	1,8,9	✓	✓	✓	✓	✓
5	Require students to do preparation before lessons	2	✓	✓	✓	✓	✓
6	Conduct enhancement study groups for elite students of S.4 and S.5	2,8	✓	✓	✓		
7	Introduce the new library books to students	3,6	✓	✓	✓	✓	✓
8	Apply economics theories and concepts to analysis of daily news or current events	4,6	✓	✓	✓	✓	✓
9	Prepare supplementary exercises to remedy students' common weaknesses or mistakes according to their assessment performance	8	✓	✓	✓	✓	✓
10	Evaluate each test or examination, and give verbal or written feedback to students	8	✓	✓	✓	✓	✓
11	Evaluate new textbooks / teaching references	8,9	✓	✓	✓	✓	✓

12	Decide upon and review homework policy	9	✓	✓	✓	✓	✓
13	Implement spiritual education	9	✓	✓	✓	✓	✓
IT development							
14	Update useful website links on school subject website	2,4,10	✓		✓		✓
15	Distribute reference materials to students through e-learning	2,10	✓	✓	✓	✓	✓
16	Use IT to facilitate classroom teaching	2,10	✓	✓	✓	✓	✓
17	Keep electronic files of subject notes and assessment papers	7,8	✓	✓	✓	✓	✓
Extra-curricular activities							
18	Arrange internal competitions, join external contests, visit external institutions, or attend external seminars relevant to learning Economics	1,4,5,6,8	✓	✓	✓	✓	✓
Professional development							
19	Conduct collaborative teaching and mutual lesson observation	7	✓	✓	✓	✓	✓
20	Conduct peer inspection of the same level	7		✓	✓	✓	✓
21	Inspect assessment paper by panel chairperson	7	✓	✓	✓	✓	✓
22	Organize collaborative teaching on selected topics for teachers of the same level	7	✓	✓	✓	✓	✓
23	Conduct panel member appraisal	7	✓			✓	
24	Teachers attend seminars, workshops or courses related to the discipline or new senior secondary curriculum	7,11	✓	✓	✓	✓	✓

V. EVALUATION

1. Teachers' observation of students' performance in lessons
2. Results of internal school assessment
3. Results of public examinations (passing rates and credit rates)
4. Students' participation in extra-curricular activities
5. Participation rate and students' feedback on study groups

VI. TEAM MEMBERS

Pun King Min (Panel Chairperson)
Yuen Kit Ching

SHATIN TSUNG TSIN SECONDARY SCHOOL
GEOGRAPHY
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The learning ability of students is generally improving
- b. Teachers teaching this subject are cooperative and willing to learn
- c. The promotion of high order thinking skills in the whole school facilitates the teaching approach in this subject
- d. The improvement in physical conditions of normal classrooms as well as Geography Room increases the flexibility in geography teaching
- e. The emphasis on using information technology in teaching helps teachers to conduct their lessons in more effective ways

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. Due to the changes in Junior Geography curriculum in 2012, it is difficult to connect the NSS Geography curriculum

III. OBJECTIVES

1. To incorporate the policies of the Curriculum Development Institute
2. To carry out and enforce the school policies
3. To strengthen students' competence in learning through English
4. To strengthen students' self-learning and high-order-thinking abilities
5. To develop a school-based curriculum for lower form geography lessons
6. To enhance students' capability of mastering various geographical skills
7. To develop various learning environments to supplement classroom teaching
8. To increase students' exposure to global interactions
9. To encourage students' participation in activities outside school
10. To develop new teaching resources
11. To maintain a good teaching environment in the Geography Room
12. To facilitate multi-media teaching in Geography
13. To facilitate the use of the available teaching aids and equipment across panels
14. To enhance teachers' professional development
15. To equip the teachers for the NSS academic structure
16. To provide information on future studies in this subject

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
Teaching and Learning							
1	Maintain a progressive curriculum in teaching techniques and skills in all forms	1,4,5,6	✓	✓	✓	✓	✓
2	Evaluate the adopted textbooks/teaching references : a. S1-S3	1,5			✓	✓	✓
	b. NSS			✓			✓
3	Evaluate the adopted school Atlas	1,5	✓			✓	
4	Implement lesson studies and collaborative teaching within the subject	2	✓	✓	✓	✓	✓
5	Incorporate HOT skills (20%) into S1,S2,S3,S6 curriculum	2	✓	✓	✓	✓	✓
6	Evaluate homework policy	2		✓	✓	✓	✓
7	Tailor S.1 – 3 curriculum to suit the new 334 curriculum	2,3,5	✓	✓	✓		✓
IT Development							
8	Develop the GIS for the new 334 curriculum	2,4,7,10,12 14			✓	✓	✓
9	Maintain the use of the e-learning platform & e-class in the school intranet system	2,4,7,10,12 14	✓	✓	✓	✓	✓

10	Maintain the web page for the subject in the school internet system	2,4,7,10,12 14	✓	✓	✓	✓	✓
11	Maintain a digital data base of photo images	6,10,12	✓	✓			
Academic Activities							
12	Participate in the joint school academic bodies in Geography for students	2,4,7,9	✓	✓	✓	✓	✓
13	Promote activities organized by local universities and other geographical & environmental protection organizations	2,4,7,9,16	✓	✓	✓	✓	✓
14	Organize activities on map reading skills for students with lower learning ability	4,6,7	✓	✓			
15	Organize the following local activities for S.4-7 students : a. Visits to major natural reserves / conservation organizations in HK b. Field trips to study river system / woodland ecosystem in HK c. Field trips to study settlement hierarchy, agricultural and industrial landscapes in HK	4,6,7	✓	✓	✓	✓	✓
16	Develop a news corner in GR	4,7,8	✓	✓	✓	✓	✓
17	Organize activities through the Geography Society	7	✓	✓	✓	✓	✓
18	Organize cross-boundary study trips on selected topics in Geography	7,8				✓	
Teaching aids , teachers' references, facilities and equipment							
19	Enrich IT teaching software / platforms	10,12	✓	✓	✓	✓	✓
20	Replace written-off standard equipment and teaching aids, and apply for non-recurrent grants	11			✓	✓	✓
21	Revise departmental resource list : Standard equipment and resources on environmental education	12,13	✓	✓	✓	✓	✓
Maintenance of Geography Room							
22	Make major repairs to furniture	11	✓				
23	Maintain the use of multi-media teaching equipment	11,12	✓	✓	✓	✓	✓

Professional Development

24	Attend related seminars, workshops and courses held outside school	14	✓	✓	✓	✓	✓
25	Renew membership of the Hong Kong Geographical Association (H.K.G.A., for teachers)	14	✓	✓	✓	✓	✓
26	Mark examination papers in HKDSE	14					✓
27	Intra-panel appraisal	14			✓	✓	
28	Humanities Subjects Appraisal	14				✓	
29	Attend training course on the teaching of liberal studies	15	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson)
 Lee Mei King
 Sun Lai Na

SHATIN TSUNG TSIN SECONDARY SCHOOL
HISTORY
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To help students build up a general awareness of mankind's cultural heritage as well as political and social-economic evolution for a clear understanding of the world in which they live
2. To help students develop the ability to acquire knowledge independently
3. To help students develop the ability to think critically, make sound judgement and communicate effectively
4. To promote students' ability to develop personal and social values through heightening students' awareness and appreciation of the past
5. To help carry out the school aims and the goals set by the AAC

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Communication among panel members is easy and effective
- b. The panel has experienced and diligent teachers
- c. The panel keeps a stock of teaching materials including video tapes, VCDs, photos, maps, past papers, worksheets and textbooks
- d. Teachers can utilize the present teaching aids and resources
- e. The quality of students is improving. They have become more willing to learn and display improved discipline in class
- f. Panel members are well-prepared for the embarkation of NSS in 2009

2. Weaknesses

- a. There is too little space for storing reference materials and teaching aids
- b. Students are weak in analytical thinking and comprehension of data
- c. Students are quite weak in spelling some historical terms
- d. The teaching time is limited

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
Teaching and learning							
1	Encourage students to read history reference books and daily news and web sources	1-10	✓	✓	✓	✓	✓
2	Organise inter-class activities	1-10	✓	✓	✓	✓	✓
3	Make use of the skills of narration and questioning to encourage students to think and analyse	1-8 10,11,13	✓	✓	✓	✓	✓
4	Discuss with students the issues of current affairs and their relation to history	1-8 11,13	✓	✓	✓	✓	✓
5	Prepare reference booklists and articles for senior form students	1-8,13	✓	✓	✓	✓	✓
6	Promote the use of student-centred teaching methods and activities in teaching e.g. oral presentation and group discussion	1-10,13	✓	✓	✓	✓	✓
7	Purchase more history-based theme-related library books, video-tapes, VCDs/DVDs etc. for all forms	1,2,4,6,7,8 9,11,13	✓	✓	✓	✓	✓
8	Introduce Bridging Programme in S1	1,2,4,7,10	✓	✓	✓	✓	✓
9	Encourage students to prepare for lessons	1,2,4,10	✓	✓	✓	✓	✓

10	Carry out school-based assessment in HKCEE S5 and HKDSE S4 to S6	1-6,13	✓	✓	✓	✓	✓
11	Encourage students to attend talks and seminars	1,4	✓	✓	✓	✓	✓
12	Encourage students to visit museums, exhibitions or the local historical sites	1,4,6,7,8 11,13	✓	✓	✓	✓	✓
13	Encourage students to participate in external competitions	1,4,10	✓	✓	✓	✓	✓
14	Maintain the use of information technology in promoting history teaching	1,9,11	✓	✓	✓	✓	✓
15	Assign essay writing practices to senior form students	2,3,4,5,8	✓	✓	✓	✓	✓
16	Follow and support the EMI policy	2,10	✓	✓	✓	✓	✓
17	Follow the HOT policy	3,4,5,6,7,8 10,11	✓	✓	✓	✓	✓
18	Enforce the element of HOT skills in the setting of tests and examination papers	3,4,5,10	✓	✓	✓	✓	✓
19	Prepare more data-based question exercises for students	3,4,8,11,13	✓	✓	✓	✓	✓
20	Prepare more worksheets for students to enhance critical thinking	3,4,5,11	✓	✓	✓	✓	✓
21	Conduct discussions after tests and examinations on examination skills	2,3,5,13	✓	✓	✓	✓	✓
22	Panel Chairperson and members set out programme plans on teaching schedules, homework policy, test time-tables and evaluation	10,11,12	✓	✓	✓	✓	✓
23	File examination papers and keep evaluation forms	10,11,12	✓	✓	✓	✓	✓
24	Prepare for the New SS Curriculum to be taught in English	10,13	✓	✓	✓	✓	✓
Professional Development							
25	Conduct collaborative teaching – collaborative lesson planning, peer lesson observation and reflection as well as open class arrangement	10,11,12	✓	✓	✓	✓	✓
26	Carry out History Panel Appraisal	10,11,12	✓	✓			✓
27	Attend related seminars, workshops and courses held outside school	10,11,12,13	✓	✓	✓	✓	✓

V. EVALUATION

1. Evaluating students' performance in Public Examination (passing rate & credit rate)
2. Evaluating students' performance in internal examinations
3. Evaluating students' learning and thinking abilities through teachers' observation
4. Evaluating students' preference according to the number of students choosing History in S4 (NSS) & S6 (HKAL)
5. Evaluating teacher development through the record of teachers attending seminars and talks
6. Evaluating teacher development through the questionnaires done by students (for teacher reference only)

VI. TEAM MEMBERS

Yung Yee Har (Panel Chairperson)

Au-yeung Yin Yee

Fok Wang Chung

沙田崇真中學
通識教育科
五年計劃書 (2007-2012)

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，能互相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. 本科由不同老師負責教授不同的論題/單元，各老師可以教授自己較熟悉的論題，亦能恰當地選取教學資料，遠勝由一位老師負責整個課程
- 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

- 科任同工工作量繁重，未能經常安排集體備課
- 為迎接新高中學制，科任老師將要編寫新課程，工作量亦將隨之增加
- 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，時間頗緊迫
- 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

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

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
1	安排學生參加與本科有關的研討會、展覽或講座	1	✓	✓	✓	✓	✓
2	與其他科目 / 組別合辦或自行舉辦大型活動	1	✓	✓	✓	✓	✓
3	每循環周於課堂內舉行一次時事問答比賽，由學生預備題目	1,2	✓	✓	✓	✓	✓
4	指導學生完成專題研究報告	1,2,3,4,5,6	✓	✓	✓	✓	✓
5	於課堂上討論時事或與學生有切身關係的論題，學生分成小組，輪流作口頭報告	1,3,4,5,6	✓	✓	✓	✓	✓
6	學生定時做剪報習作	1,3,4,5,6	✓	✓	✓	✓	✓
7	學生定時呈交短文（essay）（中六、中七適用）	1,3,4,5,6	✓	✓	✓	✓	✓
8	要求學生預備論題之背景資料（中六、中七適用）	2	✓	✓	✓	✓	✓

9	於課堂上教授分析技巧（學生需掌握的分析技巧可參閱各級課程綱要）	3,4,5	✓	✓	✓	✓	✓
10	編印或修訂「學生答題技巧須知」，以助學生掌握作答不同類型題目的方法（中三、中四、中六、中七適用）	3,4,6	✓		✓	✓	
11	同工集體討論教案，交流心得	7	✓	✓	✓	✓	✓
12	從不同途徑收集與本科有關的教學資料（例如：聯絡其他學校、在互聯網上找尋有關資訊等）	7	✓	✓	✓	✓	✓
13	整理教學資料，把有關的資料分類存檔	7	✓	✓	✓	✓	✓
14	推行科內評鑑（包括課業審視及觀課）	7	✓	✓	✓	✓	✓
15	鼓勵同工參與研討會、講座及接受在職培訓	7,8	✓	✓	✓	✓	✓
16	由經驗豐富同工協助新同工掌握本科課程及教學法	7,8	✓	✓	✓		
17	與學務委員會合作探討新高中學制下之課程銜接	8	✓				
18	與學務委員會合作探討培訓通識教育科老師之安排	8	✓				
19	編寫新高中學制之通識教育科課程	8	✓	✓	✓	✓	✓
20	為銜接新高中學制之通識教育科課程，修訂初中各級課程	8	✓	✓	✓	✓	

V. 評估

1. 學生對香港和世界感興趣和關注的程度——問卷（學生自評）、學生的課堂及課業表現（老師評鑑）
2. 學生的分析及表達能力——問卷（學生自評）、學生的課堂及課業表現（老師評鑑）
3. 學生的自學能力——問卷（學生自評）、學生的課堂及課業表現（老師評鑑）
4. 公開考試表現（合格率及優良率）——老師評鑑
5. 教學質素及效率——問卷（學生評鑑）、進修情況及科內評鑑（老師評鑑）
6. 能否成功增加本科的教學資源——老師評鑑
7. 儲存教學資料方法的效用——老師評鑑

VI. 科成員

霍弘忠（科主任）

胡欣夏（科主任）

梁潔妍

李淑儀

王淑玲

袁潔菁

鄭嘉鳳

孫麗娜

馮國良

梁榮德

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE AND TECHNOLOGY SUBJECTS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. We have developed uniformity in administrative practices like assignment policy, assignment inspection, centralization of resources and laboratory management, etc. Such practices enhance administrative efficiency and order of departmental work
- b. The coordination among departments and the relation between teachers and supporting staff is good. This facilitates the implementation of departmental work towards common goals
- c. The stable composition of our committee members favours the smooth implementation of tasks and continuity of policies
- d. Teachers are experienced and open to improving their teaching
- e. More teachers have joined our department to enhance teachers' capacity to prepare for the New Senior Secondary Curriculum
- f. Laboratory technicians provide helpful logistic support in both teaching and management of laboratory resources
- g. We have well-equipped laboratories to facilitate teaching
- h. The overall ability of students is high

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Convene regular meetings to discuss issues of common interest	1	✓	✓	✓	✓	✓
2	Plan for NSS (curriculum arrangement, teacher training and deployment)	1	✓	✓	✓	✓	✓
3	Evaluate the laboratory safety plan	1	✓		✓		
4	Conduct Science Week	1,7	✓	✓	✓	✓	✓
5	Organise students to join various external competitions (Joint School Science Exhibition, Robot Olympiad, etc.)	1,7	✓	✓	✓	✓	✓
6	Conduct Elite Classes to motivate students' learning	1,7	✓	✓	✓	✓	
7	Share the experience in writing the Programme Plan	2	✓	✓	✓	✓	✓
8	Review minutes books of subject panels	2	✓	✓	✓	✓	✓
9	Organise assignment inspection, discussion of assignment policy and class observation	2,3,4	✓	✓	✓	✓	✓
10	Evaluate students' performance in public examinations to inform teaching	2,3,4	✓	✓	✓	✓	✓
11	Evaluate students' performance in internal assessment to inform teaching	2,3,4	✓	✓	✓	✓	✓
12	Evaluate teaching effectiveness through students' feedback	2,3,4	✓	✓	✓	✓	✓
13	Observe school language policy with consistent use of English by teachers, students and supporting staff	2,3,5	✓	✓	✓	✓	✓

14	Promote collaborative teaching	4	✓	✓	✓	✓	✓
15	Promote pre-lesson preparation	6	✓	✓	✓	✓	✓
16	Organize study tour	6,7			✓	✓	✓

V. EVALUATION

1. Oral feedback on quality of coordination of departmental work
2. Survey to evaluate effectiveness of teaching and activities
3. Analysis of students' performance in public examinations and internal assessment to evaluate teaching effectiveness
4. Inspection of documents (minutes, assignment, etc.) and survey data to review the planning and implementation of departmental work

VI. TEAM MEMBERS

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

Tai Kin Fai

Chan Fung Yi

Chan Kwok Hung

Hung Suet Kan

Kwok Fung Ying

Lee Kin Chung

Leung Wing Tak

Lo Pun Kei

Mak Lai Ching

Tsang Shing Wai

Wong Hoi Lee

Wong King Sing

Wong Shuk Ling

Yip Yee Ling

Yu Mu Hau

Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
BIOLOGY
FIVE-YEAR PLAN (2007-2012)

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 by taking short or full-day courses or attending seminars
- 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

2. Weaknesses

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

III. OBJECTIVES

1. To promote active learning and help students acquire good learning habits
2. To sustain the use of English in class time and enhance communication skills of students
3. To enhance our students' cognitive understanding of knowledge
4. To improve teaching effectiveness of subject teachers
5. To plan for New Senior Secondary Curriculum (NSS)

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Organize extra-curricular activities for students	1	✓	✓	✓	✓	✓
2	Develop subject web-page as platform for self-access learning	1	✓				
3	Sustain lesson preparation	1,3,4	✓	✓	✓	✓	✓
4	Strengthen performance assessment	1,3,4	✓	✓	✓	✓	✓
5	Organize study groups for students with learning difficulties	1,3,4	✓	✓	✓	✓	✓
6	Observe the school's language policy with consistent use of English by teachers, students and supporting staff	2	✓	✓	✓	✓	✓
7	Teach subject-specific language patterns	2		✓	✓	✓	✓
8	Strengthen discussion of laboratory results	3	✓	✓	✓	✓	✓
9	Set data-based questions in assignments and assessment papers	3	✓	✓	✓	✓	✓
10	Systematically teach and drill students in examination skills	3	✓	✓	✓	✓	✓
11	Evaluate teaching effectiveness through student surveys as a means of professional development	4	✓	✓	✓	✓	✓
12	Sustain collaborative teaching	4	✓	✓	✓	✓	✓
13	Plan for NSS curriculum arrangement, teacher training and deployment	5	✓	✓	✓	✓	✓

V. EVALUATION

1. Active learning and learning habits : quality of students' lesson preparation
2. Cognitive achievement of students : result of internal and external assessments
3. Use of English in class time : whether students use English spontaneously in class
4. Teaching effectiveness : evaluation by students
5. Planning for the NSS : whether such plan is developed

VI. TEAM MEMBERS

Chan Fung Yi (Panel Chairperson)

Leung Wing Tak

Wong Shuk Ling

Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
CHEMISTRY
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The chemistry laboratory technician is experienced and can work independently
- b. The chemistry laboratory is well-equipped
- c. The relationship among all panel members is good. They are cooperative and helpful
- d. Current teaching members in the panel are experienced in teaching the subject (with over 5 years of experience)
- e. Teachers teaching senior forms (S.6 and S.7) are familiar with the TAS (Teacher Assessment Scheme)

2. Weaknesses

- a. Some S3, S4 and S5 students are not self-motivated
- b. Some students are weak in English which affects their comprehension of public examination questions

III. OBJECTIVES

1. To cultivate a proper learning atmosphere and develop students' interest in learning Chemistry
2. To help students develop higher cognitive understanding of the subject and greater ability in solving problems independently
3. To develop a higher level of teaching skills among members of the panel
4. To meet the teaching effectiveness index of CE and AL classes as prescribed by AAC
5. To improve students' comprehension power and their ability to present Chemistry topics in English
6. To promote active learning and help students acquire good learning habits
7. To have teaching activities focused on the domain of learning
8. To help students acquire thinking and learning skills

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	SCHEDULE				
			07/08	08/09	09/10	10/11	11/12
1	Conduct Science Activities : Outdoor visit	1	✓	✓	✓	✓	✓
2	Join the Science Week	1,2	✓	✓	✓	✓	✓
3	Join the "Joint School Science Exhibition"	1,2	✓	✓	✓	✓	✓
4	Join the "HK Chemistry Olympiad for Secondary School"	1,2	✓	✓	✓	✓	✓
5	Introduce high-order thinking in teaching	1,2,3	✓	✓	✓	✓	✓
6	Run S3 elite enhancement class	1,2,4	✓	✓	✓		
7	Establish learning programs for the elite and the weak students in S4	1,2,4	✓	✓	✓	✓	
8	Establish learning programs for the elite and the weak students in S5	1,2,4	✓	✓	✓	✓	
9	Organise presentations on Chemistry topics by S6 students	1,2,5	✓	✓	✓	✓	✓
10	Organise titration experiment tutorial for S5 students	1,2,5	✓	✓	✓	✓	✓
11	Make use of the IT equipment in routine teaching	1,3	✓	✓	✓	✓	✓
12	Adopt a student-centered instead of teacher-centered teaching style for the subject teachers in teaching	1,3,6,7,8	✓				
13	Promote lesson preparation and reflective learning	2,3,6,8	✓	✓	✓	✓	
14	Revise the S3 Syllabus (and notes)	3	✓		✓	✓	

15	Organise lesson observations among science panel members	3	✓	✓	✓	✓	✓
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16	Conduct subject-based student assignment checking	3	✓	✓	✓	✓	✓
17	Conduct collaborative teaching	3	✓	✓	✓	✓	✓
18	Arrange that subject teachers join training for the new syllabus (NSS)	3	✓	✓	✓	✓	
19	Follow the school's language policy with consistent use of English by teachers, students and supporting staff	3,5	✓	✓	✓	✓	
20	Conduct long-holiday supplementary lessons for S4 to S7 classes	4	✓	✓	✓	✓	✓
21	Infuse HOT elements in uniform test and examinations - use of blueprint	8	✓	✓	✓	✓	✓

V. EVALUATION

1. Questionnaire by students, oral feedback by subject teachers in the panel meetings
2. Evaluation of student performance in internal examinations and tests
3. Passing rates and credit rates achieved in public examinations (AL)
4. Routine reports of student performance in lessons by subject teachers

VI. TEAM MEMBERS

Wong King Sing (Panel Chairperson)

Mak Lai Ching

Tsang Shing Wai

Lo Pun Kei

SHATIN TSUNG TSIN SECONDARY SCHOOL
INTEGRATED SCIENCE
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To align with the school aims to develop students' abilities
2. To pass on the knowledge of science and basic experimental skills to students

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There are sufficient logistic resources
- b. There is good cooperation between teachers and laboratory technicians
- c. Teachers are knowledgeable in science and are eager to improve themselves
- d. Most students are well-disciplined
- e. There are different sources from which students can learn more about science

2. Weaknesses

- a. Teachers have much administrative work and that reduces the possibility of providing greater individual attention after school
- b. Teachers need to put effort into tailoring the curriculum
- c. Students are weak in experimental techniques and logical thinking
- d. Some students' grasp of science concepts is greatly hindered by their weakness in English

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Promote reading habit in S1 and S2	1,3,4	✓	✓	✓	✓	✓
2	Organize post-examination remedial classes	1,3,4,5,6	✓	✓	✓	✓	✓
3	Organize International Competitions Assessment for Schools (ICAS) for S1 and S2 top students	1,3,4,5,6	✓	✓	✓	✓	✓
4	Assign pre-lesson preparation exercises	1,3,6	✓	✓	✓	✓	✓
5	Organize post-examination activity	1,3,4,5,6			✓		
6	Assign comprehension exercises on science topics	1,4	✓	✓	✓	✓	✓
7	Organize competitions for S1 and S2 students	1,4,5,6	✓	✓	✓	✓	✓
8	Conduct practical tests for S1 and S2 students	2	✓	✓	✓	✓	✓
9	Organize science elite classes for S2 students	2,3,4,5,7	✓	✓	✓	✓	✓
10	Assign project work for S1	2,3,4,5,7		✓	✓	✓	
11	Assign bridging course language exercise to S1 students	3	✓	✓	✓	✓	✓
12	Organize visits for students	4		✓		✓	
13	Organize Science Week	4,5	✓	✓	✓	✓	✓
14	Implement scientific investigation in lessons	4,5	✓	✓	✓	✓	✓
15	Develop students' 'HOT' skills in lessons	5,7	✓	✓	✓	✓	✓
16	Make use of IT in lessons	8	✓	✓	✓	✓	✓
17	Implement collaborative teaching	8	✓	✓	✓	✓	✓
18	Attend relevant courses, seminars, workshops, etc. for staff development	8	✓	✓	✓	✓	✓

V. EVALUATION

1. Analysis of students' performance in the assignment and project work
2. Feedback by students
3. Analysis of the results of practical tests
4. Analysis of the results of tests and examinations
5. Attendance of students in courses and seminars

VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson)

Tsang Shing Wai

Yip Yee Ling

Hung Suet Kan

Kwok Fung Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The majority of the teachers are well-equipped and experienced
- b. All 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. Teachers are very adaptive to up-to-date teaching methods
- g. Teachers are IT competent
- h. The school provides reasonably enough resources to facilitate interactive and active learning

2. Weaknesses

- a. Students' self-motivation is low
- b. Students are weak in logical thinking
- c. The English comprehension and presentation ability of some students are weak, which may result from too many technical terms in the subject
- d. Students lack common sense and awareness of life experiences

III. OBJECTIVES

1. To help students develop analytical power in handling subject knowledge and solving different problems
2. To help students discover and strengthen their ability in studying Physics through assessments and various kinds of activities
3. To train students, with the use of IT, to gather and analyse data and to perform assessments by themselves

4. To provide an interactive learning environment for students through the use of IT
5. To promote students' self-assessment through on-line / internet assessment
6. To encourage students' group learning through the use of the Internet
7. To strengthen students' English comprehension and presentation skills
8. To promote students' appreciation of the applications of Physics in daily life
9. To equip students for acquiring new knowledge
10. To help students consolidate their learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Run supplementary courses for S4 students	1,2	✓	✓			✓
2	Evaluate supplementary courses for S4 students	1,2	✓	✓			✓
3	Assign long holiday projects to students (S3)	1,2	✓	✓	✓	✓	✓
4	Organise Physics Olympiad	1,2	✓	✓		✓	✓
5	Organise external visits to various industries	1,2	✓	✓		✓	✓
6	Evaluate the Boat Model Design Competition	1,2,3,4	✓	✓	✓		✓
7	Evaluate the Egg Falling Competition	1,2,3,4	✓	✓	✓	✓	✓
8	Promote Holiday Exercise System	1,2,3,4,5,6	✓				
9	Practise collaborative teaching within Physics and with IS also	1,2,3,4,6,7	✓	✓		✓	✓
10	Evaluate collaborative teaching	1,2,3,4,6,7	✓	✓		✓	✓
11	Hold the Boat Model Design Competition	1,2,3,4,8	✓	✓	✓		✓
12	Promote and evaluate Bridge Model Competition	1,2,3,4,8		✓	✓	✓	✓
13	Hold the Egg Falling Competition	1,2,3,4,8	✓	✓	✓	✓	✓
14	Conduct collaborative teaching	1,2,4,9,10	✓	✓		✓	✓
15	Organise assignment inspection, discussion on assignment policy and class observation	1,2,5,10	✓	✓	✓	✓	✓
16	Introduce more classroom assessments in lower forms	1,2,5,8,9,10	✓	✓	✓	✓	✓
17	Plan for NSS (decision of the two electives)	1,2,8,9,10	✓	✓			
18	Organise external competition	1,2,8,9,10	✓	✓	✓	✓	✓
19	Create interactive and interesting classroom atmosphere with small scale activities	1,2,8,9,10	✓	✓	✓	✓	✓

20	Use information technology in teaching by applying CAI / CAL in lesson	1,3,4,5	✓	✓	✓	✓	✓
21	Review the S3 syllabus	1,3,4,5,6,7,8,10	✓	✓			✓
22	Evaluate the S3 syllabus	1,3,4,5,6,7,8,10	✓	✓			✓
23	Organise science talk	2,8,9,10	✓	✓	✓		✓
24	Create a high order thinking teaching environment by introducing various activities in lessons such as group discussions, etc.	3,4,10	✓	✓	✓	✓	✓
25	Evaluate students' performance in public examinations	4,10	✓	✓	✓	✓	✓
26	Promote assessment for learning	4,10	✓	✓	✓	✓	✓
27	Observe school language policy with consistent use of English by both teachers and students	7	✓	✓	✓	✓	✓
28	Organise and evaluate the Science Society (Physics)	8,9,10	✓	✓	✓	✓	✓
29	Visit the Science Museum (S5,S6)	8,9,10	✓	✓	✓	✓	✓
30	Promote lesson preparation and self-learning	9,10	✓	✓	✓	✓	✓

V. EVALUATION

1. Inspection of classwork and homework
2. Feedback from students on different activities, such as study groups, visits, etc.
3. Inspection of tests and examinations
4. Feedback from students on extra-curricular activities, including numbers of participants in the activities
5. Observation of lessons
6. Analysis of students' performance in public examinations
7. Questionnaires

VI. TEAM MEMBERS

Yu Cheuk Kuen (Panel Chairperson)
Yu Mu Hau
Kwok Fung Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
✧SCIENCE AND TECHNOLOGY
FIVE-YEAR PLAN (2007-2012)

I. AIMS

1. To align with the school aims to develop students' abilities
2. To develop students' ability to acquire knowledge of science and technology, and understand the relation between science, technology and society so that students are capable of making informed decisions in science and technology issues.

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers have a shared vision in developing the new curriculum and work collaboratively in preparing curriculum materials. The working relationship among panel members (teachers and laboratory technician) is good
- b. Teachers are well-equipped with subject and pedagogic knowledge
- c. Teachers are open to the use of various teaching methods
- d. Teachers are eager to update their knowledge in teaching by taking courses or seminars
- e. Laboratory support (technician and resources) is adequate. Resources can be shared among different science subjects

2. Weaknesses

- a. Students from arts classes are relatively weak in science subjects
- b. Students' enthusiasm for the subject is relatively low
- c. Science and Technology subject is a new subject in our school. Much effort is required for teachers to prepare curriculum materials and explore suitable pedagogic methods

III. OBJECTIVES

1. to foster active participation of our students in learning and arouse students' interest in the subject
2. to develop curriculum materials
3. to improve teaching effectiveness of subject teachers
4. to enhance the communication skills of students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Strengthen performance assessments	1	✓	✓	✓		
2	Develop project learning through independent study module	1	✓	✓	✓		
3	Organise class activities like debates, discussions & students' presentations	1,4	✓	✓	✓		
4	Develop curriculum package	2	✓	✓			
5	Evaluate teaching effectiveness by student surveys as a means of professional development	3	✓	✓	✓		
6	Develop collaborative teaching	3	✓	✓	✓		

* The curriculum will end in 09/10

V. EVALUATION

1. Learning atmosphere : teachers' perception and students' evaluation
2. Development of teaching materials : whether the materials are produced
3. To improve teaching effectiveness of subject teachers : students' evaluation

VI. TEAM MEMBERS

Chan Fung Yi (Panel chairperson)
 Leung Wing Tak
 Wong Shuk Ling
 Hung Suet Kan

※ The Science and Technology Department ended in 09/10 with the last S5 cohort attending the HKCEE.

SHATIN TSUNG TSIN SECONDARY SCHOOL
TECHNOLOGY
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	Adopt project learning in S3	1,2,3,9	✓	✓	✓		
2	Develop and evaluate the tailored junior Technology curriculum	1,2,10	✓	✓	✓		
3	Integrate HOT skills into junior Technology curriculum	1,4	✓	✓	✓	✓	✓
4	Adopt collaborative teaching including mutual lesson observation among panel members in different forms	1,10	✓	✓	✓	✓	✓
5	Adopt teacher and course evaluation by students	1,10	✓	✓	✓	✓	✓
6	Evaluate assignment policy	1,10	✓	✓	✓	✓	✓
7	Conduct form meeting to evaluate the performance of students and the test paper after examination or uniform test	1,10	✓	✓	✓	✓	✓
8	Evaluate the teaching progress and modify teaching approach according to the performance of students in examination or uniform test	1,10	✓	✓	✓	✓	✓
9	Maintain subject homepage and e-Learning platform for sharing the teaching resources, students' work and conduct online test	2,5,6,9	✓	✓	✓	✓	✓

10	Execute IT project in Education Partnership Incentive Scheme with HKUST – Integrative Multimedia Virtual Campus	2,5,6,9	✓	✓			
11	Encourage students in presenting their coursework in lesson	3		✓	✓	✓	✓
12	Adopt group discussion and various classroom activities in lesson	4		✓	✓	✓	✓
13	Arrange for students to participate in external competition	4,7,8,9	✓	✓	✓	✓	✓
14	Organize S2 interclass homepage design competition	4,7,8,9	✓	✓			
15	Collect computer assisted learning material	5	✓	✓			
16	Build up S3 to S5 question bank	5	✓	✓	✓	✓	✓
17	Store outstanding students' work	5	✓	✓	✓	✓	✓
18	Post the latest information about computer technology on the computer notice board	5,8	✓	✓	✓	✓	✓
19	Promote students' lesson preparation	6	✓	✓	✓	✓	✓
20	Nominate outstanding students to attend gifted program (e.g. IT course offered by HKUST)	7,8,9	✓	✓	✓	✓	✓
21	Conduct lesson inspection and assignment inspection by panel chairman	10	✓	✓	✓	✓	✓
22	Share the teaching materials, experiences and curriculum with other teachers	10	✓	✓			
23	Attend NSS curriculum seminar or workshop	10	✓	✓			

V. EVALUATION

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

VI. TEAM MEMBERS

Wong Hoi Lee (Panel Chairperson)
 Tai Kin Fai
 Wong King Sing

Lee Kin Chung
 Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
CULTURAL SUBJECTS
FIVE-YEAR PLAN (2007-2012)

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
1	To revise the 5-year plan yearly	1,2,4	✓	✓	✓	✓	✓
2	To sit in meetings concerning cultural matters	1,2,4,6	✓	✓	✓	✓	✓
3	To encourage collaborative teaching to enhance interaction and teaching effectiveness	1,3	✓	✓	✓	✓	✓
4	To carry out more integrated cultural projects like : exhibition, variety show, competitions or creative projects	1,3,5	✓	✓	✓	✓	✓
5	To formulate a set of school's cultural development policy aligning with the direction of the formal curriculum	1,4	✓	✓	✓	✓	✓
6	To apply for outside funding for improving facilities and resources	1,4,5	✓	✓	✓	✓	✓
7	To co-ordinate the development of different cultural activities as a supportive informal curriculum	1,6	✓	✓	✓	✓	✓
8	To develop project learning as a school-based curriculum	2,5	✓	✓	✓	✓	✓
9	To encourage an active involvement in external competitions with evaluation report at year end	4,5	✓	✓	✓	✓	✓
10	To implement the 'One life, one art / sports' Scheme of the school, and evaluate yearly	4,6	✓	✓	✓	✓	✓
11	To encourage more outing activities and district services	5,6	✓	✓	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Chan Yuen Kok (Teacher-in-charge)

Chan Hiu Ying

Chan Kwong Man

Li See Chun

Louie Fung Yiu

Tsang Yuk Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
ARTS-IN-LIFE
FIVE-YEAR PLAN (2007-2012)

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

2. Weaknesses

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

III. OBJECTIVES

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

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
The development of a school-based curriculum							
1	To carry out the project-based learning approach in S1-3 curriculum	1-10	✓	✓	✓	✓	✓
2	To develop a school-based, curriculum and revise yearly based on evaluation	1-10	✓	✓	✓	✓	✓
3	To introduce new art forms into the syllabus	1-11			✓	✓	✓
4	To formulate an evaluation system including self, peer and teacher assessment	2,3,7,8,10	✓	✓	✓	✓	✓
5	To apply iMac computers and other electronic devices into arts activities	5	✓	✓	✓	✓	✓
Organizing arts activities supplement to the curriculum							
6	To organize outings or visits for students	1,3,7,9	✓	✓	✓	✓	✓
7	To encourage students to take part in external concerts, drama shows, dancing shows, exhibitions, etc.	2,3,6,9	✓	✓	✓	✓	✓
8	To invite different performing groups or organizations to visit our school	2,6,7,9	✓	✓	✓	✓	✓
9	To implement the ‘One musical instrument for each student’ scheme in junior form	3,4,6,8-11	✓	✓	✓	✓	✓
10	To encourage more students to participate in external competitions or performances	3,4,8,9,11	✓	✓	✓	✓	✓
11	To organize joint activities with other KLA and committees	3,6,7	✓	✓	✓	✓	✓

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

V. EVALUATION

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

VI. TEAM MEMBERS

Chan Yuen Kok (Panel Chairperson)

Li See Chun

Louie Fung Yiu

Tsang Yuk Mei

沙田崇真中學
體育科
五年計劃書(2007-2012)

I. 目的

1. 提高學生對體育活動的興趣，養成經常做運動的習慣
2. 促進身體協調能力和增強體能，以保持身體健康
3. 培養良好的品德及行爲
4. 在群體中建立與別人合作的良好關係
5. 增強判斷能力
6. 掌握基本運動技能和知識
7. 加強對美的欣賞能力
8. 加強對所屬群體的歸屬感

II. 現況分析

1. 優點

- a. 教育局編定的體育科教學資料，提供詳盡教學內容，有助編定課程
- b. 大部份運動項目均編排於學年課程內
- c. 學生喜愛球類運動，有助學生增強體質
- d. 校內有很多社際活動及比賽，使學生有機會發揮已學會之運動技巧
- e. 體育科老師熱心推動各項體育活動
- f. 老師與學生關係良好
- g. 校內體育設備齊全
- h. 校方支持體育科發展
- i. 配合學生興趣，校方樂於提供多元化活動讓學生參與
- j. 能配合社區團體合作推動校內體育活動

2. 弱點

- a. 場地不敷應用
- b. 由於課堂採用循環日上課，故未能將游泳課編入課程
- c. 學生體能未如理想
- d. 理論課不足
- e. 各項校隊訓練工作多倚重體育科老師

III. 目標

1. 鍛鍊身體，增強體能
2. 推動學生參加競賽，從而培養公民道德及團隊精神
3. 推動學生參與各類運動，培養恆常運動之習慣
4. 增進運動技能，提高安全與自衛等生活之適應能力

5. 培養學生對運動的欣賞能力
6. 透過參予校外競賽，加強學生對學校的歸屬感
7. 增加學生對體育常識及體育新聞的認識
8. 培訓學生領袖
9. 提高學生閱讀及思考能力
10. 配合及推動資訊科技教學
11. 培養學生具備健康「沙崇人」特質
12. 認識及使用社區體育設施

IV. 施行計劃

	工作項目	目標	日程				
			07/08	08/09	09/10	10/11	11/12
1	租用及借用校外設施作為學生上課及校隊訓練場地	1-4,12	✓	✓	✓	✓	✓
2	配合體適能獎勵計劃，加強體能訓練和測驗	1-4	✓	✓	✓	✓	✓
3	舉辦「跳繩強心」籌款活動（中一級）	1,2,3,4,8	✓	✓	✓		
4	訓練學生策劃各項比賽及擔任裁判工作	1-5,8,9	✓	✓	✓	✓	✓
5	聘請福音體育事工的同工負責部份校隊訓練工作	1-6	✓	✓	✓	✓	✓
6	鼓勵學生參與校內課外活動及比賽	1-8	✓	✓	✓	✓	✓
7	鼓勵學生參加各項校際比賽	1-8,12					
	(一) 田徑（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(二) 越野（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(三) 長跑（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(四) 籃球（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(五) 足球（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	(六) 排球（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(七) 羽毛球（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(八) 乒乓球（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(九) 游泳（男子甲、乙、丙組）		✓	✓	✓	✓	✓
	（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	(十) 手球（女子甲、乙、丙組）		✓	✓	✓	✓	✓
	（男子甲、乙、丙組）					✓	✓

	(十一)投球（女子甲、乙組）					✓	✓
8	按教育局課程發展處提供的課程，編寫低年級課程(單元課程)	1-10	✓	✓	✓	✓	✓
9	高年級學生學習程度較高，可教授多元化之運動項目：網球、壘球、曲棍球、足毽、保齡球、跳繩、高爾夫球、草地滾球、投球等	1-10	✓	✓	✓	✓	✓
10	每節體育課安排明確的教學目標，而教學程序則分為四部份：(一)熱身運動(二)動作及技術的指導和訓練(三)分組活動(四)調整運動	1-10	✓	✓	✓	✓	✓
11	鼓勵學生參加校外裁判和領袖訓練	2,6,8,9	✓	✓	✓	✓	✓
12	透過「運動與健康」展覽，使學生認識「運動與健康」的常識	3,5,7,9,11	✓	✓	✓		
13	參觀體育設施（運動場地、醫學博物館）	3,12	✓	✓	✓		
14	鼓勵學生多閱讀有關體育的書籍，增加知識	7,9,10	✓	✓	✓	✓	✓
15	課堂中訓練學生帶領熱身運動	8	✓	✓	✓	✓	✓
16	課堂中灌輸運動規則、運動安全、運動創傷處理及體適能活動安排原則等常識	9,10	✓	✓	✓	✓	✓
17	進行學生對體育教師及體育課程意見調查	9,10	✓	✓	✓	✓	✓
18	與電腦組同工研討如何有效地利用資訊科技，編排陸運會賽程及計分	10	✓	✓	✓	✓	✓

V. 評估

1. 校內及校外各項比賽成績紀錄
2. 觀察及紀錄學生參加校外比賽行為表現
3. 透過筆試評估學生對體育常識的認識
4. 學生於課堂體適能測驗結果
5. 以問卷形式調查學生對體育教師及體育課程的意見
6. 中三級學生體適能測試所獲的平均分數
7. 中三級學生身體質量指數（BMI）於可接受重量範圍內之百分比
8. 全校參與中學體適能獎勵計劃，獲得各級獎章之百分比

VI. 科成員

陳曉瑩（科主任）
陳廣文

SHATIN TSUNG TSIN SECONDARY SCHOOL
VISUAL ARTS
FIVE-YEAR PLAN (2007-2012)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Visual Arts is a very interesting and creative subject. The learning atmosphere is joyful so most students are willing to learn
- b. The Visual Arts Room is well-equipped and the newly established Arts and Technology Room has been set up as a Macintosh computer room so as to facilitate students in the learning of computer art
- c. The subject teacher is professional and rich in teaching experience, and she is willing to learn and improve her teaching
- d. This is an elective subject so all students taking this subject have a certain level of interest and ability
- e. There is a number of extra-curricular visual arts school clubs, such as Visual Arts Club, Ceramics Club, Comics Club, Chinese Painting 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 junior level, the teaching time of Visual Arts in 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

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE				
			07/08	08/09	09/10	10/11	11/12
Curriculum Development							
1	Curriculum includes the teaching of art knowledge, art making and art appreciation & criticism in context, so that students can learn and master different art making media and techniques and grasp a certain amount of art knowledge in order to enhance their ability of visual arts appreciation and criticism	1,2,3,4,6,7	✓	✓	✓	✓	✓
2	Encourage students to make use of the internet to search for useful materials for art making	1,2,3,6,7,8,12	✓	✓	✓	✓	✓
3	Assign students to make a visual diary to record daily visual impressions and experiences and personal feelings	1,2,3,6,7,8,11,12	✓	✓	✓	✓	✓
4	Assign students to make portfolios to record their idea development and art making process	1,2,3,6,11,12	✓	✓	✓	✓	✓

5	Use daily life events as creation themes, so that students will be concerned more about the people and things around them	1,2,4,8	✓	✓	✓	✓	✓
6	Include the School Aims as one of the creation themes in the curriculum	4	✓	✓	✓	✓	✓
7	Include self-learning element in the scheme of work	7,10,12			✓	✓	✓
8	Use thematic approach to deepen students' learning through investigation, analysis and comparison	8	✓	✓	✓	✓	✓
9	Revise our school-based Visual Arts Curriculum in co-ordination with the latest Proposed New Senior Secondary Curriculum and Assessment Framework drafted by the CDC & the HK Examination and Assessment Authority	10	✓	✓	✓	✓	✓
10	Evaluate the curriculum adopted and make amendments	10	✓	✓	✓	✓	✓
11	Compile our school-based five-year plan in co-ordination with the latest Proposed New Senior Secondary Curriculum and Assessment Framework	10	✓	✓	✓	✓	✓
12	Design a multi-dimensional and interdisciplinary curriculum in co-ordination with the Educational Development Reform	10	✓	✓	✓	✓	✓
13	Compile school-based assessment methods and standards	10	✓	✓	✓	✓	✓
14	Evaluate the teaching effectiveness, scheme and development approach regularly	10	✓	✓	✓	✓	✓
15	Subject teachers regularly attend seminars or workshops so as to understand and master the latest art-education development trends	10	✓	✓	✓	✓	✓
Promotion of Visual Arts Activities							
16	Produce an S5 Visual Arts Graduation Memorial Mural	1,2,3,4,5,6 8,9	✓	✓	✓		
17	Organize different types of Visual Arts Extra-curricular Activities	1,2,3,5,8,9	✓	✓	✓	✓	✓

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

33	Invite artists to hold extra-curricular activities	10	✓	✓	✓	✓	✓
Teacher Professional Development							
34	Subject teacher participates in seminars and workshops frequently to enhance her professional knowledge	10	✓	✓	✓	✓	✓
35	Carry out lesson observation with colleagues	10	✓	✓	✓		
36	Use questionnaires to evaluate the effectiveness of teaching	10	✓	✓		✓	
37	Visit other schools or schools in foreign countries to enhance the quality of teaching	10	✓			✓	
38	Subject teachers conduct introspection by filling in the self evaluation form	10	✓	✓	✓	✓	✓
Information & Technology Teaching Aspect							
39	Encourage students to make use of different I.T. software in design	1,2,3,4,7,8	✓	✓	✓	✓	✓
40	Encourage students to collect visual arts information through the internet	6,7	✓	✓	✓	✓	✓
41	Up-date the subject web page regularly	7,9	✓	✓	✓	✓	✓
42	Announce the latest art news through the web page	7,9	✓	✓	✓	✓	✓
43	Up-load our students' art work to create a virtual art gallery and encourage students to post their work on it	7,9	✓	✓	✓	✓	✓
44	Display the teaching aids or demonstrate the art making techniques through computers or other I.T. equipment	7,10	✓	✓	✓	✓	✓
45	Use multi-media to create art	7,10	✓	✓	✓	✓	✓
46	Save the teaching materials through the intranet and share them with colleagues	10	✓	✓	✓	✓	✓

V. EVALUATION

1. By analysing the questionnaires filled in by the students, amend the teaching method and content
2. Evaluate the value-added situation by comparing and recording the number and results of students participating in external visual arts competitions
3. Evaluate the value-added situation by comparing and recording the number of students participating in external visual arts activities

4. Evaluate the effectiveness of teaching by observing the students' performance in class
5. Evaluate the value-added situation and the effectiveness of teaching by comparing the territory results of the Hong Kong Certificate of Education with the school results
6. Evaluate the effectiveness of the extra-curricular activities by recording the number of members present and the questionnaires filled in by them at the end of the term

VI. TEAM MEMBERS

Li See Chun (Chairperson)

SHATIN TSUNG TSIN SECONDARY SCHOOL
Budget Summaries 2010-2011

Income		Expenditure	
EOEBG		EOEBG	
Basic Provision/Baseline Reference	1,673,287.38	Running Cost (Electricity, water, etc.)	854,570.00
Administration Grant - Ordinary (IMC)	3,006,781.00	Teaching & Curriculum	217,000.00
Capacity Enhancement Grant	471,771.00	Activities	331,035.00
Composite Information Technology Grant	395,948.00	Noise Abatement	275,000.00
Noise Abatement Grant	407,040.00	Lift Maintenance	58,900.00
WS Approach to Integrated Education	6,288.00	Admin & Clerical Staff Salaries	2,708,185.00
		Additional CA Salaries	138,600.00
		Staff Salaries	289,380.00
		CEG (Employment of Additional Staff)	765,123.00
		Teacher's Training and Development Activities	10,600.00
		Composite Information Technology	417,200.00
		WS Approach to Guid. And Dis. Expenses	13,900.00
		WS Approach to Integrated Education	9,000.00
		Furniture & Equipment	42,730.00
		Repairs	170,000.00
		Contingency	300,000.00
Sub-total (A)	5,961,115.38	Sub-total (E)	6,601,223.00
Others			
Home-School Cooperation	9,224.00	Home-School Cooperation	9,224.00
Sch-based After School Learning & Support	65,200.00	New Senior Sec. Curriculum Migration Grant	9,000.00
Jockey Club LWL Fund	53,400.00	Sch-based After School Learning & Support	65,200.00
Diversity Learning Grant	70,000.00	Jockey Club LWL Fund	53,400.00
Enhanced Senior Sec Curr. Support Grant	421,140.00	Teacher Professional Preparation Grant	527,556.73
Teacher Relief Grant (Annual)	171,000.00	Enhanced Senior Sec. Curr. Support Grant	421,140.00
Teacher Relief Grant (Optional)	487,008.00	Teacher Relief Grant (Annual)	171,000.00
One-off Gt for Procure. of e-learning Resource	58,940.00	Teacher Relief Grant (Optional)	370,000.00
Support Measures for NSS LS Curriculum	320,000.00	Diversity Learning Grant	99,840.00
Sub-total (B)	1,655,912.00	Sub-total (F)	1,726,360.73
Subscription Fund			
Tong Fai	136,000.00	Hang Lung Maths Award	38,168.00
Rent from Tuck Shop	145,000.00	Insurance	42,000.00
Hire of Accommodation	62,000.00	ORSO Expenses	3,500.00
Donations	78,700.00	Bank charges	1,800.00
Others	10,000.00	Donations	73,000.00
		Activities	90,000.00
		Wreath, flower basket & similar tributes	4,000.00
		Farewell Old Campus	300,000.00
		Miscellaneous Expenses	3,000.00
Sub-total (C)	431,700.00	Sub-total (G)	555,468.00
Other Income			
Approved Collection for Specific Charges	279,000.00	Electricity of Air-cond. In Hall	10,000.00
		Maintenance fee of Air-cond. In Hall	50,000.00
		Upgrading the equipments	312,000.00
		Campus Embellishment	30,000.00
Sub-total (D)	279,000.00	Sub-total (H)	402,000.00
Grand Total	8,327,727.38	Grand Total	9,285,051.73

Surplus/(Deficit) = (A+B+C+D) - (E+F+G+H) = - 957,324.35

SHATIN TSUNG TSIN SECONDARY SCHOOL
2010-2011
Implementation Plan of "Capacity Enhancement Grant"

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

Methods	Rationale / Value	Expenditure
1. Recruitment of graduates as invigilators (\$45/per hour for internal exams. \$100/per hour for public exams.)	To free up more teachers' time for the 4 items mentioned in (2)	\$100000
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)	\$238140
3. Employment of assistant instructors / coaches for the Dancing Team, the School Band, art clubs and school teams including basketball, football & volleyball teams	To free up more teachers' time for the 4 items mentioned in (2)	\$349772

4. Hiring part-time teachers for Enhancement & Remedial classes at various levels	(i) To enhance students' language competency	\$77211
	(ii) To cater for individual learner's needs	-
		\$765123

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

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

5. Assessment Methods

School-based questionnaire to evaluate

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