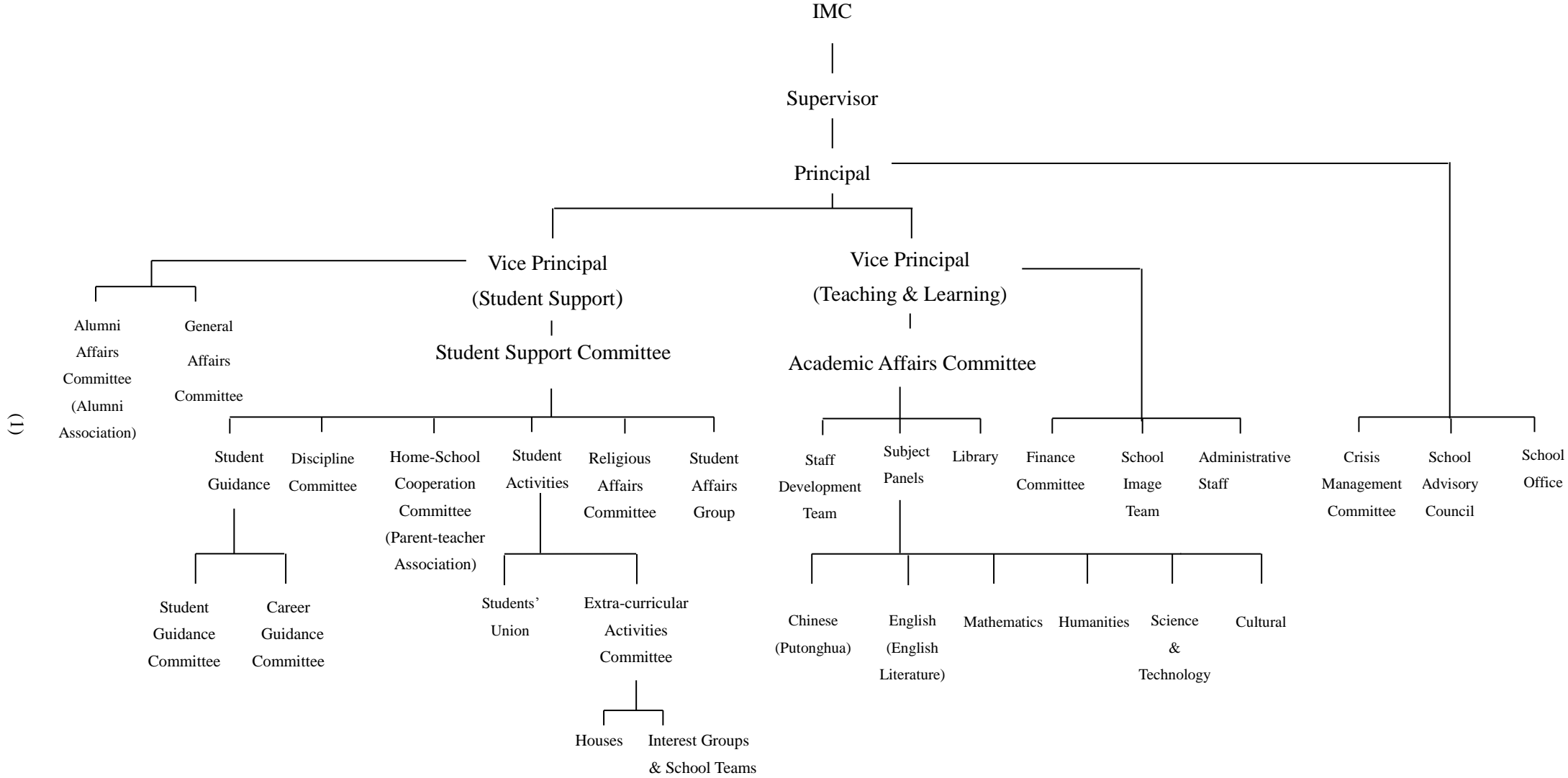


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SHATIN TSUNG TSIN SECONDARY SCHOOL
Organization Chart



(1)

SHATIN TSUNG TSIN SECONDARY SCHOOL
Administrative Duties List 2018 - 2019

I. School Advisory Council

Chairperson : Ms. Leung Kit Yin
Members : Mr. Tai Kin Fai
Mr. Chan Kwok Hung
Mr. Chang Wing Kay
Mr. Fok Wang Chung
Mr. Lee Kin Chung
Ms. Lee Mei King
Ms. Pun King Min
Ms. Wong Kai Sze
Mr Yu Mu Hau
4 Representatives from teachers
Hon. Secretary : Ms. Suen Yee Hang

II. Crisis Management Committee

Chairperson : Ms. Leung Kit Yin
Mr. Tai Kin Fai
Mr. Lee Kin Chung
Mr. Yu Mu Hau

III. Student Support Committee

Adviser : Ms Leung Kit Yin
Chairperson : Mr. Tai Kin Fai
Vice-chairperson : Mr. Yu Mu Hau
Members : Mr. Chan Kwok Hung
Mr. Chang Wing Kay
Mr. Fok Wang Chung
Mr. Lee Kin Chung
Ms. Lee Mei King
Ms. Wong Kai Sze
Working group : Ms. Cheung Cheuk Nga
Ms. Mak Lai Ching (Student Affairs)
Ms. Man Wing Yu
Mr. Pang Kap Lun

IV. Academic Duties

Adviser : Ms. Leung Kit Yin
Prefect of Studies : Ms. Pun King Min
Deputy Prefect of Studies : Mr. Mak Shing Chit
Members : Ms. Chan Yuen Kok
Mr. Ho Chung Wa
Mr. Lau Chung Kwong
Ms. Louie Fung Yiu
Ms. Tsang Hoi Yee
Ms. Wong Hoi Lee
Mr. Wong King Sing
Mr. Wu Yan Ha
Mr. Yu Cheuk Kuen

Administration

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

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

Admission & Ceremony

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

Teaching & Learning

Person-in-charge : Ms. Pun King Min
Members : Mr. Mak Shing Chit
Mr. Lau Chung Kwong
Ms. Tsang Hoi Yee
Mr. Wong King Sing
Mr. Wu Yan Ha

Staff Development

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

Subject Convenors

English Language : Ms. Gaughan Tara Jean
Mr. Chan Sai Chung (Assistant)
Ms. Tsang Hoi Yee (Assistant)
Chinese Language & Putonghua : Mr. Lau Chung Kwong
Ms. Ng Cheuk Ting (Assistant)
Mathematics : Mr. Mak Shing Chit
Mr. Fung Kwok Leung (Assistant)
Mr. Ho Chung Wa (Assistant)
Humanities Subjects : Mr. Wu Yan Ha
Chinese History : Ms. Wong Kai Sze
Christian Education : Mr. Choi Wai Man
Economics : Ms. Pun King Min
Geography : Ms. Cheng Ka Fung
History : Mr. Fok Wang Chung
Liberal Studies : Mr. Wu Yan Ha
Ms. Lee Shuk Yi (Assistant)
Science & Technology Subjects : Mr. Yu Cheuk Kuen (Administration & Activities)
Mr. Yu Mu Hau (Curriculum)
Biology : Ms. Chan Fung Yi
Chemistry : Mr. Wong King Sing
Integrated Science : Mr. Chan Kwok Hung
Physics : Mr. Yu Cheuk Kuen
Technology : Ms Wong Hoi Lee
Cultural Subjects : Ms. Chan Yuen Kok
Arts-in-life : Ms. Chan Yuen Kok
Physical Education : Mr. Chan Kwong Man
Visual Arts : Ms. Li See Chun
Teacher Librarian : Ms. Louie Fung Yiu

V. Discipline

Discipline Committee

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

Mr. Chan Sai Chung
Ms. Chung So Sum
Ms. Lo Mei Ling
Mr. Man Ho Fai (Prefect Team)
Ms. Tsang Wan Mei
Ms. Tsang Yuk Mei

VI. Religious Activities

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Mr. Lo Chun Ming
Ms. Lau Tik Yan
Ms. Luk Wai Kiu
Ms. Ma Yin Ting
Ms. Ng Cheuk Ting

Christian Fellowship Advisers

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Ms. Luk Wai Kiu
Ms. Ng Cheuk Ting
Rev. Petra Hao (Sun Chui Church)

VII. Student Guidance

Career Guidance Committee

Career Mistress : Ms. Wong Kai Sze
Members : Mr. Cheng Chu Hin
Ms. Chan Mei Hing
Ms. Choy Kit Ping
Ms. Lau Chin Wai
Ms. Wong May Sum
Ms. Wong Shuk Ming

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung
Vice-chairperson : Mr. Fung Kwok Leung
Members : Ms. Au Yeung Hoi Ming
Ms. Chow Po Yi
Mr. Koo Kwong Yiu
Mr. Leung Kin San
Ms. Li See Chun
School Social Worker : Ms. Chiu Yeuk Wah (Y.W.C.A.)
Ms. Tsim Yuen Chuen (Y.W.C.A.)
Ms. Tam Wai Yan (Y.W.C.A.)
Mr. Ng King Shun
Educational Psychologist : Ms. Cheung Wai Lam

VIII. Home-School Cooperation Committee

Chairperson : Ms. Lee Mei King
Vice-chairperson : Ms. Li Lai Fan
Members : Ms. Leung Suk Yee
Mr. Tan Sin Pat

IX. Alumni Affairs Committee

Chairperson : Mr. Lee Wai Kok
Member : Mr. Yu Mu Hau
Ms. Wong Ka Man

X. Student Activities

Students' Union

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

Extra-curricular Activities Committee

Chairperson : Mr. Fok Wang Chung
Members : Mr. Chan Chun Yin
Ms. Chan Fung Yi
Ms. Cheng Ka Fung
Ms. Hung Tsui Ying
Mr. Tsang Shing Wai
Advisory Basis : House Advisers
Interest Group Advisers

A. School House

1. Abdon House
Adviser : Ms. Kwok Fung Ying
2. Caleb House
Adviser : Ms. Lau Chin Wai
3. Deborah House
Adviser : Mr. Wong King Sing
4. Elon House
Adviser : Mr. Luk Chung Ho
5. Joshua House
Adviser : Mr. Lee Wai Kok
6. Samuel House
Adviser : Mr. Lau Chung Kwong

B. Interest-group

a) Arts

1. Anime Club : Ms. Li See Chun
2. Ceramic Throwing Club : Ms. Li See Chun / External tutor
3. Chinese Calligraphy Club : Ms. Li See Chun / External tutor
4. Computer Drawing Club : Ms. Li See Chun / External tutor
5. Leather Craft Club : Ms. Li See Chun / External tutor
6. Photography Club : Ms. Li See Chun / External tutor
7. Stop Motion Animation Club : Ms. Li See Chun / External tutor
8. Fabric Arts Club : Ms. Li See Chun / External tutor

b) Sports

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

c) Music Class (Arts)

10. Music Class - Viola : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor
11. Music Class - Cello : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor

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

d) Service

35. First Aid Team : Mr. Lo Pun Kei

C. School Team

a) Academic

1. Chinese Recital Group : Ms. Au Wan Yin (also as co-ordinator) /
Ms. Choy Kit Ping / Ms. Chan Yuk Ha

2. Putonghua Recital Group : Ms. Leung Suk Yee (also as co-ordinator) /
Ms. Wong Shuk Ming
3. English Recital Group : Ms. Lam Suet Fong (also as co-ordinator)
Ms. Chan Mei Hing / Mr. Chan Sai Chung /
Ms. Gaughan Tara Jean / Mr. Koo Kwong Yiu
Ms. Lo Mei Ling / Ms. Tsang Wan Mei
4. English Debate Team : Mr. Cheng Chu Hin / Mr. Tan Sin Pat / External Tutor
5. Chinese Debate Team : Ms. Man Wing Yu / External Tutor
6. 'Go' School Team & : Mr. Yu Mu Hau
Chess School Team
7. Mathematics School Team (Senior): Mr. Ho Chung Wa
8. Mathematics School Team (Junior) : Mr. Fung Kwok Leung / External Tutor

b) Arts

9. School Choir (Senior) : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
10. School Choir (Junior) : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
11. Chinese Orchestra : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
12. School Band : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
13. School Symphonic Orchestra : Ms. Chan Yuen Kok /Ms. Louie Fung Yiu / External Tutor
14. School Dancing Team : Ms. Hung Suet Kan / External Tutor
15. School Drama Team : Ms. Tsang Hoi Yee / External Tutor
16. Visual Arts School Team (Junior) : Ms. Li See Chun / External Tutor

c) Sports

17. Athletic Team (Boys) : Mr. Chan Chun Yin / External Tutor
- Atheltic Team (Girls) : Ms. Hung Tsui Ying / External Tutor
18. Badminton Team (Boys) : Ms. Hung Tsui Ying / External Tutor
- Badminton Team (Girls) : Ms. Hung Tsui Ying / External Tutor
19. Basketball Team (Boys) : Mr. Chan Kwong Man / Mr. Chan Chun Yin
/ External Tutor
- Basketball Team (Girls) : Mr. Chan Kwong Man / External Tutor
20. Football Team : Mr. Fok Wang Chung / External Tutor
21. Handball Team (Boys) : Mr. Chan Chun Yin / External Tutor
- Handball Team (Girls) : Mr. Chan Chun Yin / External Tutor
22. Table Tennis Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Table Tennis Team (Girls) : Mr. Chan Kwong Man / External Tutor
23. Volleyball Team (Boys) : Ms. Hung Tsui Ying / External Tutor
- Volleyball Team (Girls) : Ms. Hung Tsui Ying / External Tutor

XI. General Affairs Committee

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

XII. Finance Committee

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

XIII. Tuck Shop Management Team

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

XIV. School Image Team

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

XV. Clerical Staff

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

XVI. Administrative Staff

Person-in-charge : Ms. Leung Kit Yin
Administrative Executive : Ms. Suen Yee Hang
Administrative Assistants : Ms. Pang Yeuk Ling
Mr. Siu Ka Long
Ms. Wong Ka Wai
IT Technician : Mr. Luk Pui

XVII. 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.)

XVIII. Chinese Secretary : Mr. Lau Chung Kwong
English Secretary : Ms. Gaughan Tara Jean
Library Assistant : Ms. Lun Wai Man

XIX. Miscellaneous

Person-in-charge of Films / Photos : Mr. Lo Pun Kei
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 2018-2019

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

	S	M	T	W	T	F	S		
Sep							1		
							3/9	i. 開學禮Thanksgiving Service & Commencement Ceremony ii. 初中體藝課外活動政策簡介及樂器示範 Briefing on ECA policy (art and sports) and musical instrument demonstration for S1 to iii. 處理班務Managing class business	
							4/9	i. 處理班務Managing class business ii. 學生領袖就職禮Inauguration of Student Leaders iii. 全年大型活動一覽表交SAS Submission of the Year-round Activity Schedule to SAS	
	2	3	#4/1a	5/b	6/c	7/d	8	iv. 暑期工作程序及檢討交校務處Submission of working procedures and evaluation of summer duties to the office	
							4/9-19/9	休整時間表Reduced timetable	
							5/9	中一紀律簡介會Discipline briefing for S1	
							6/9-7/9	社員大會General House Meeting	
						7/9	i. 學生購買夏季及冬季體育服Purchasing summer and winter PE uniform ii. 第一次科及委員會會議紀錄交校長 Submission of the first panel and committee minutes to the Principal		
							10/9-14/9	社際籃球比賽Inter-house basketball match	
							11/9	中六學科測驗分紙交校長Submission of S6 Term Test mark sheet to the Principal	
				12/2a	13/b	14/c	15	14/9 i. 校隊及體藝小組甄選名單交SAS Submission of screened lists for school teams and sports/artistic groups to SAS ii. 第一次火警演習First fire drill	
							14/9-21/9	中六學習會議S6 Subject teachers meeting	
							16/9	深水埗崇真堂教育主日Education Sunday	
	16	17/d	18/e	19/f	#20/3a	21/b	22	Service of Shamshuipo Tsung Tsin Church	
							20/9	常規時間表開始Commencement of normal timetable	
			25	26/d	27/e	28/f	29	25/9 中秋節翌日假期The day following Mid-Autumn Festival	
							27/9-29/9	中一生命教育營Life Education Camp for S1	
							30		
Oct		1	2/4a	3/b	4/c	5/d	6	1/10 國慶日假期National Day 2/10 藝術小組活動開始Commencement of artistic group activities	
							10/10	第二次委員會會議(非必須)Second committee meeting (optional)	
		7	8/e	9/f	#10/5a	11/b	12/c	13	12/10 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS
					17	18/f	19/6a	20	17/10 重陽節假期Chung Yeung Festival
								21/10	新翠崇真堂教育主日Education Sunday
								24/10	Service of SCTTC 第二次科會議(核心科目)(非必須)Second panel meeting (core subjects)(optional)
							25/10-31/10	福音週Gospel Week	
							26/10	學生購買冬季校服及毛衣Purchasing winter uniform and sweater	
							31/10	i. 班主任會議(高中)Class Teachers Meeting (Senior form) ii. 第二次科會議(非核心科目)(非必須)Second panel meeting (non-core subjects)(optional)	
Legend	Special Day	No School for Students				Exam or UT	General Holiday	School Holiday	Fellowship Day

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

Nov					1/d	2/e	3	3/11	家長教師日Parent-Teacher Day	
	4	5/f	#6/8a	7/b	8/c	9/d	10	7/11 9/11	班主任會議(初中)Class Teachers Meeting (Junior form) 中一、二考試範圍交校務處Submission of the exam revision guide (S1& S2) to the office	
	11	12	13	14/e	15/f	16/9a	17	12/11 13/11 16/11	旅行日School Picnic 特別假期Special Holiday 第二次科及委員會會議紀錄交校長(如適用)Submission of the second panel and committee minutes to the Principal (if applicable)	
	18	19/b	20/c	21/d	22/e	23/f	24	21/11 22/11	校政諮議會會議School Advisory Council Meeting 教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office	
	25	#26/10a	27/b	28/c	29/d	30/e		26/11 28/11	期考試卷交校務處印刷Submission of First Exam papers to the office for printing 第二次教師會議Second Staff Meeting	
Dec							1			
	2	3/f	4/11a	5/b	6/c	7	8	3/12 6/12	須更換冬季校服Compulsory change to winter uniform i. 畢業班拍照Photo-taking of graduation classes ii. 休整時間表Reduced timetable	
	9	10/d	11/e	12/f	13/12a	14/b	15	12/7 7/12-20/12	教師活動日Teacher Activity Day 中三至中五考試First Exam for S3 to S5	
	16	17/c	18/d	19/e	20/f	21	22	10/12-20/12	交上學期常分紙(中一至中五)Submission of first term daily mark sheets (S1 to S5) 中一中二考試First Exam for S1 & S2	
	23	24	25	26	27	28	29	21/12	i. 聖誕崇拜及聯歡Christmas Service & Celebration ii. 中六試卷交校務處印刷Submission of S6 Mock Exam papers to the office for printing	
	30	31							24/12-31/12	聖誕節及新年假期Christmas & New Year Holiday
	Legend	Special Day	No School for Students			Exam or UT	General Holiday	School Holiday	Fellowship Day	

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

Jan			1	2	3	4	5	1/1 小六升中講座Talk for Prospective S1 Students 2/1 特別假期Special Holiday 3/1-4/1 運動會Sports Day	
	6	7/13a	8/b	9/c	10/d	11/e	12	7/1 派發操行評定表(中一至中五)Distribution of Conduct Assessment Forms (S1 to S5) 9/1 第三次委員會會議Third committee meeting 11/1 第二次科主任聯席會議Second Joint Panel Meeting	
	13	14/f	#15/14a	16/b	17/c	18/d	19	14/1 i. 交上學期考試分紙(中一至中五)Submission of First Exam mark sheets (S1 to S5) ii. 交回操行評定表(中一至中五)Submission of Conduct Assessment Forms (S1 to S5) iii. 交中六常分紙Submission of S6 daily mark sheets 14/1-30/1 中六畢業試S6 Mock Exam 16/1 第三次科會議(核心科目)Third panel meeting (core subjects) 17/1-22/1 中五學習會議S5 subject teachers meeting	
	20	21/e	22/f	23/15a	24/b	25/c	26	21/1 中一至中五班主任交已簽署成績表到校務處(下午五時前)Submission of signed S1 to S5 student reports to the office (before 5:00 pm) 23/1 第三次科會議(非核心科目)Third panel meeting (non-core subjects) 24/1-25/1 輔導日(下午)Counselling Day (afternoon) 26/1 家長日Parents' Day	
	27	28	29/d	30/e	31			28/1 家長日Parents' Day 31/1-8/2 農曆年假假期Lunar New Year Holiday	
							1	2	
Feb	3	4	5	6	7	8	9		
	10	11/f	12/16a	13/b	14/c	15/d	16	11/2 課外活動資料(A6-A12, B1-B4)(必須交中六部份)交SAS Submission of ECA details (A6-A12, B1-B4) (must submit information about S6)to SAS 11/2-15/2 中六核對試卷S6 students checking exam answer scripts 15/2 i. 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 ii. 中六最後上課日Last school day for S6 iii. 交中六考試分紙Submission of S6 exam mark sheets	
	17	18/e	19/f	#20/17a	21/b	22/c	23	20/2 長跑日Long Distance Running Day	
	24	25/d	26/e	27/f	28/18a			25/2 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		General Holiday	School Holiday	Fellowship Day

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

Mar						1/b	2	2/3	校友日 Alumni Homecoming Day
	3	4/c	5/d	6/e	7/f	8	9	6/3	班主任會議(高中) Class Teachers Meeting (Senior form)
								7/3	i. 統一測驗試卷交校務處印刷 Submission of U.T. papers to the office for printing ii. 派發中六成績表(初稿) Distribution of S6 student reports (draft)
								8/3	教師活動日 Teacher Activity Day
	10	#11/19a	12/b	13/c	14/d	15/e	16	13/3	班主任會議(初中) Class Teachers Meeting (Junior form)
	17	18/f	19/20a	20/b	21/c	22/d	23	20/3	第四次委員會會議 Fourth committee meeting
							21/3-29/3	中三統一測驗 Uniform Test for S3	
							23/3	中一自行收生面試 S1 Discretionary Places Interview	
24	25/e	26/f	27/21a	28/b	29/c	30	28/3-29/3	中一、二統一測驗 Uniform Test for S1 and S2	
							29/3	非畢業班拍照 Photo-taking of non-graduation classes	
31									
Apr		1/d	2/e	3/f	4/22a	5	6	3/4	第四次科會議(核心科目) Fourth panel meeting (core subjects)
								5/4	清明節假期 Ching Ming Festival
	7	8/b	9/c	10/d	11/e	12/f	13	8/4-12/4	初中班際籃球比賽 Junior form inter-class basketball match
								9/4	交統一測驗分紙 Submission of U.T. mark sheets
								10/4	第四次科會議(非核心科目) Fourth panel meeting (non-core subjects)
								11/4	統一測驗成績表給班主任 U.T. student reports distributed to form teachers
							12/4	班主任交已簽署統一測驗成績表到校務處 (正午十二時前) Submission of signed U.T. student reports to the office (before 12:00 noon)	
14	15	16	17	18	19	20	15/4-26/4	復活節假期 Easter Holiday	
21	22	23	24	25	26	27			
28	#29/23a	30/b					29/4	i. 派發統一測驗成績表(於早會時間派發) Distribution of U.T. student reports (during the morning assembly) ii. 須更換夏季校服 Compulsory change to summer uniform	
							29/4-30/4	中三全港性系統評估口試 S3 T.S.A. (Oral Exam)	
							30/4	i. 捐血日 Blood Donation Day ii. 校政諮議會會議 School Advisory Council Meeting	
Legend	Special Day	No School for Students				Exam or UT	General Holiday	School Holiday	Fellowship Day

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

May				1	2/c	3/d	4	1/5 勞動節假期Labour Day 2/5 教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office 2/5-10/5 訂定中六獎學金名單Finalizing awardees for scholarships (S6) 3/5 i. 第二次火警演習Second fire drill ii. 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS iii. 派發表現與記功評定表Distribution of Performance Assessment Form iv. 中三級全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam.)
	5	6/e	7/f	8/24a	9/b	10/c	11	8/5 第三次教師會議Third Staff Meeting 10/5 i. 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 ii. 派發操行評定表(中六)Distribution of Conduct Assessment Form (S6)
	12	13	14/d	15/e	16/f	#17/25a	18	13/5 佛誕節翌日假期The day following Buddha's Birthday 14/5 i. 中一、二考試範圍交校務處Submission of the exam revision guide (S1-S2) to the office ii. 課外活動資料(A6-A12, B1-B4)交SAS Submission of ECA details (A6-A12, B1-B4) to SAS 17/5 i. 交回表現與記功評定表Submission of Performance Assessment Form ii. 交回操行評定表(中六)Submission of Conduct Assessment Form (S6)
	19	20/b	21/c	22/d	23/e	24/f	25	24/5 i. 期終試卷交校務處印刷Submission of Final Exam papers to the office for printing ii. 提供中六成績表資料予班主任Provision of S6 academic results to form teachers
	26	#27/26a	28/b	29/c	30/d	31/e		31/5-1/6 畢業生福音營Graduate Gospel Camp
Legend	Special Day	No School for Students	Exam or UT	General Holiday	School Holiday	Fellowship Day		

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

							1	
	2	3/f	4/27a	5/b	6/c	7	8	3/6 中六班主任完成輸入學生評語於SAS系統 (上午十時前)Form teachers of S6 finish entering comments of students into SAS (before 10:00 a.m.) 6/6 中六班主任交員簽署成績表到校務處 Submission of S6 student reports with teacher's signature to the office 7/6 端午節假期Tuen Ng Festival
	9	10	11	12	13	14	15	10/6 教師活動日Teacher Activity Day 10/6-21/6 中一、二級期終考試Final Exam for S1 and S2 10/6-24/6 中三至中五級期終考試Final Exam for S3 to S5 11/6 i. 交常分紙(中一至中五)Submission of daily mark sheets (S1-S5) ii. 派發操行評定表(中一至中五)Distribution of Conduct Assessment Form (S1-S5)
Jun	16	17	18	19	20	21	22	18/6 交回操行評定表(中一至中五)Submission of Conduct Assessment Form (S1-S5) 18/6-19/6 中三級全港性系統評估S.3 T.S.A. 21/6 中三級全港性系統評估後補日Fallback date for S3 T.S.A.
	23	24	25	26	27	28	29	25/6 中一至中五級期終考試後補日Fallback date for Final Exam of S1 to S5 26/6 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. 分紙交校務處(下午四時半前)Submission of exam mark sheets (before 4:30 p.m.) 28/6 i. 第五次委員會會議Fifth committee meeting ii. 提供中一至中五成績表資料予班主任 Provision of S1 - S5 academic results to form teachers iii. 訂定中四及中五成績等級(上午十時半前)Finalizing level boundaries for S4 and S5 (before 10:30 a.m.)
	30							28/6-29/6 中一福音營S1 Gospel Camp
Legend	Special Day	No School for Students	Exam or UT	General Holiday	School Holiday	Fellowship Day		

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

Jul								1/7 2/7	香港特別行政區成立紀念日HKSAR Establishment Day i. 校政諮議會會議(下午)School Advisory Council Meeting (PM) ii. 中一至中五升留級會議Promotion Meeting (S1-S5) iii. 學生會答問大會The Students' Union Consultative Forum iv. 派發中三至中五成績表初稿Delivery of draft report cards for S3 to S5 v. 中一至中五班主任完成輸入學生評語於SAS系統(中午十二時前)Form teachers of S1 to S5 finish entering comments of students into SAS (before noon)	
		1	2	3	4	5	6	3/7	i. 教師會議報告稿交校務處Submission of reports for the Staff Meeting to the office ii. 訂定獎學金名單Finalizing awardees for scholarships iii. 中三級選科講座S3 Talk on Selection of Senior Form Subjects	
								4/7	i. 學生會日Students' Union Day ii. 中一至中五班主任交具簽署成績表到校務處(中午十二時前)Submission of S1 - S5 student reports with teacher's signature to the office (before noon) iii. 第三次科主任聯席會議(下午)Third Joint Panel Meeting (PM) iv. 學生會投票日Students' Union Election Day	
								5/7 6/7	第四次教師會議Fourth Staff Meeting i. 畢業禮Speech Day ii. 香港中學文憑考試放榜前講座(派發中六成績表)Talk on the Preparation for the Release of HKDSE Results (Distribution of S6 student reports)	
		7	8	9	10	11	12	13	8/7 9/7	第五次科務會議Fifth panel meeting i. 結業禮及派發成績表Thanksgiving Service & End-of-Term Ceremony and distribution of student reports ii. 舊生拍照Photo-taking for current students iii. 中學學位分配結果公佈Release of S1 allocation results
									10/7	香港中學文憑考試放榜HKDSE Result Release Day
									10/7-24/7 11/7-12/7	中四補考S4 Supplementary Exam 中一新生註冊Registration of prospective S1 students
									12/7-31/8	暑假Summer Holidays
		14	15	16	17	18	19	20	16/7 19/7	入學前香港學科測驗Pre-S1 HKAT i. 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 ii. 科及委員會財政報告(18-19)及申請表(19-20)Submission of panel & committee financial report (18-19) & application form (19-20) iii. 第五次科及委員會會議記錄Submission of the fifth panel and committee minutes iv. 科及委員會三年計劃書Submission of 3-year plan (All panels & committees)
		21	22	23	24	25	26	27		
		28	29	30	31					
	Legend	Special Day	No School for Students			Exam or UT		General Holiday	School Holiday	Fellowship Day

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

SCHOOL CALENDAR FOR 2018-2019

2018-2019年度校曆表

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

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

SHATIN TSUNG TSIN SECONDARY SCHOOL
2018-2019
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 (\$50/per hour for internal exams. \$124/per hour for public exams.)	To free up more teachers’ time for the 4 items mentioned in (2)	\$101,050
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)	\$38,320
3. Employment of assistant coaches / coaches for sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$165,980
4. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students’ language competency (ii) To cater for individual learner’s needs	\$56,444
		\$361,794

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

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

5. Assessment Methods

School-based questionnaire to evaluate

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

SHATIN TSUNG TSIN SECONDARY SCHOOL

SCHOOL MISSION

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

SCHOOL AIMS

After a lot of deliberation and consultation, the School Advisory Council has established the school development direction for the academic years 2018-2021

During 2018/19 to 2020/21, our school aims are :

1. To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning
2. To implement positive education to promote the well-being of students
3. To widen students' horizons by enriching their exposure to different growth and life experiences

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

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

Proverbs 22:6

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

Mark 12:30

Shatin Tsung Tsin Secondary School
School Development Plan (2018/19 - 2020/21)

Major Concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
1. To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning	Students' self-regulated learning is enhanced : students take a more active part in constructing knowledge due to the adoption of an interactive learning approach in lesson or smaller class size	1.1 Expert sharing on relevant topic on Staff Development Day	✓	✓	
		1.2 Review of the lesson observation form to incorporate the main indicators reflecting self-regulated learning in small-class teaching	✓		
		1.3 Collaborative teaching within the subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	✓	✓	✓
		1.4 Lesson observation within subject panels	✓	✓	✓
		1.5 Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies/ panel head	✓	✓	✓
		1.6 Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)			✓
		1.7 Implementation of different self-regulated learning tactics depending on each panel's choice	✓	✓	✓

Major Concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
		<ul style="list-style-type: none"> ● Construction of knowledge by students in lesson: <ul style="list-style-type: none"> - Self-learning of knowledge - Students-Teaching-Students - Peer checking, re-working errors and reflecting upon mistakes through discussion - Presentation - Pre-lesson preparation tasks which prepare students for the main teaching content of the lesson ● Pre-laboratory work of Science subjects ● Project-based or problem-based learning 			
2. To implement positive education to promote the well-being of students <i>2018/19 : positive health and emotion</i> <i>2019/20 : positive relationship</i> <i>2020/21 : positive purpose</i>	Students' well-being is enhanced : <ul style="list-style-type: none"> ● Students experience more positive emotions ● Student resilience is strengthened ● Students' interpersonal relationships are improved ● Students are willing to serve something greater than themselves 	2.1 Expert sharing on relevant topic on Staff Development Day	✓	✓	✓
		2.2 Sharing among teachers about adopting positive education strategies in teaching and class building	✓	✓	
		2.3 Incorporating elements of positive education into Life Education lessons	✓	✓	✓
		2.4 Sharing the message of "well-being" or elements of positive education in morning assemblies and "Message to Shatin Tsung-Tsiners"	✓	✓	✓
		2.5 Provision of a checklist of elements of the chosen domains of positive education	✓	✓	✓
		2.6 Teacher choice of practicing elements from the chosen domains of positive education in teaching	✓	✓	✓

Major Concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
		or school life			
		2.7 Incorporating elements from the chosen domains of positive education into committee work related to students	✓	✓	✓
		2.8 Implementing the project “Joyful@School” with YWCA	✓	✓	
		2.9 Arranging parent talks on positive education	✓	✓	
3. To widen students’ horizons by enriching their exposure to different growth and life experiences	<p>Through different activities and programmes :</p> <ul style="list-style-type: none"> ● S1 and S2 students can gain more life-exploration experiences outside classroom. ● S3 and S4 students can gain more leadership training and experiences related to knowing about our society. ● S5 students can gain more experiences related to knowing about different careers. 	3.1 Providing the platform to hold more types of activities to enrich students’ school lives	✓	✓	✓
		3.2 Providing theme-related activities for respective forms of students	✓	✓	✓
		3.3 Arranging leadership training for students	✓	✓	✓
		3.4 Establishing uniform groups			✓
		3.5 Promoting voluntary service	✓	✓	✓
		3.6 Holding subject activities that provide students with opportunities to know more about their community, society and the social issues related to their service		✓	✓
		3.7 Helping students to learn more about different careers	✓	✓	✓
		3.8 Sharing of class teachers on their experiences on respective themes	✓	✓	✓
		3.9 Encouraging students to join the theme-related activities for relevant forms	✓	✓	✓

Major Concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			18/19	19/20	20/21
		3.10 Arranging debriefing for students after some theme-related activities	✓	✓	✓
		3.11 Arranging for participants to have public sharing after some theme-related activities	✓	✓	✓
		3.12 Organizing and arranging for students to join study tours	✓	✓	✓
		3.13 Arranging class visits based on suggestions from students		✓	✓

SHATIN TSUNG TSIN SECONDARY SCHOOL
ANNUAL SCHOOL PLAN (2018/19)

Major Concern 1 : To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students' self-regulated learning is enhanced : students take a more active part in constructing knowledge due to the adoption of a more interactive learning approach in lesson or smaller class size	1.1 Expert sharing on relevant topic on Staff Development Day	8/2018-6/2019	More than 60% of the teachers find the content useful	Teacher survey conducted by the AAC	Staff Development Team	Financial support if speakers are invited
	1.2 Review of the lesson observation form to incorporate the main indicators reflecting self-regulated learning in small-class teaching	8/2018-11/2018	New lesson observation form is designed	Record in the minutes of the AAC meetings	Academic Affairs Committee (AAC)	N.A.
	1.3 Collaborative teaching within the subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated	9/2018-6/2019	<ul style="list-style-type: none"> ● At least one collaboration is held in each panel ● More than 60 % of the teachers involved agree it can help them promote self-regulated learning in lesson 	<ul style="list-style-type: none"> ● Record in the minutes of subject panels ● Teacher survey conducted by the AAC 	All subjects	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	learning					
	1.4 Lesson observation within subject panels	9/2018-6/2019	Self-regulated learning is enhanced in more than 60% of the lessons observed	Record of the post-lesson evaluation in the minutes of subject panels	All subjects	N.A.
	1.5 Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies /panel head	1/2019-6/2019	Self-regulated learning is enhanced in more than 60% of the lessons observed	Debriefing after each lesson observation	Principal, Vice-principal, Prefect of Studies, panel heads	N.A.
	1.7 Implementation of different self-regulated learning tactics depending on each panel's choice <ul style="list-style-type: none"> ● Construction of knowledge by students in lesson: <ul style="list-style-type: none"> - Self-learning of knowledge - Students-Teaching-Students - Peer checking, re-working errors and reflecting upon mistakes through discussion - Presentation - Pre-lesson preparation tasks which prepare 	9/2018-6/2019	<ul style="list-style-type: none"> ● Self-regulated learning tactics are practised in at least four subjects in each level ● There are different tactics adopted at each level ● All subjects and at least half of the teachers are involved in the implementation of relevant tactics ● More than 60% of the students are aware of their role and ability to 	<ul style="list-style-type: none"> ● Record in the minutes of the AAC meetings ● Student survey conducted by the AAC 	All subjects	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	students for the main teaching content of the lesson <ul style="list-style-type: none"> ● Pre-laboratory work of Science subjects ● Project-based or problem-based learning 		construct knowledge			

Major Concern 2 : To implement positive education to promote the well-beings of students

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students' well-being is enhanced : <ul style="list-style-type: none"> ● Students experience more positive emotions ● Student resilience is strengthened 	2.1 Expert sharing on relevant topic on Staff Development Day	8/2018-6/2019	More than 60% of the teachers found the content useful	Teacher survey conducted by the AAC	Staff Development Team	Financial support if speakers are invited
	2.2 Sharing among teachers about adopting positive education strategies in teaching and class building	9/2018-7/2019	More than 60% of the teachers find it helpful in knowing how to implement the strategies of positive education	Teacher survey conducted by the Student Support Committee	Student Support Committee	N.A.
	2.3 Incorporating elements of positive education into Life Education lessons	9/2018-6/2019	More than 60% of the teachers and students concerned find it helpful in nurturing a positive attitude in students	<ul style="list-style-type: none"> ● Teacher survey ● Student survey (both conducted by the Student	Student Support Committee, Student Guidance Committee and	Financial support if external parties are invited

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
				Support Committee)	Career Guidance Committee	
	2.4 Sharing the message of “well-being” or elements of positive education in morning assemblies and “Message to Shatin Tsung-Tsiners”	9/2018-6/2019	More than 60% of the students find it helpful in motivating them to pursue their well-being	Student survey conducted by the Student Support Committee	Student Guidance Committee (coordination)	N.A
	2.5 Provision of a checklist of elements of the chosen domains of positive education	8/2018	A checklist is produced	Record in the minutes of the relevant committee	Student Support Committee	N.A.
	2.6 Teacher choice of practicing elements from the chosen domains of positive education in teaching or school life	9/2018-6/2019	More than 70% of teachers practise at least one element and 60% of the students experience more positive emotions	<ul style="list-style-type: none"> ● Teacher survey ● Student survey (both conducted by the Student Support Committee)	All teachers	N.A.
	2.7 Incorporating elements from the chosen domains of positive education into committee work related to students	9/2018-6/2019	Each committee has incorporated relevant elements from the chosen domains into their work	Record in the minutes of the relevant committees	All committees	Financial support for running the relevant work
	2.8 Implementing the project	11/2018-8/2019	More than 60% of	Student survey	Student	QEF

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	“Joyful@School” with YWCA		students concerned find it helpful in strengthening their resilience	conducted by the Student Support Committee	Guidance Committee and YWCA	
	2.9 Arranging parent talks on positive education	9/2018-6/2019	More than 60% of participants agree it can help them know more about positive education	Survey conducted by relevant committee	Home-school Cooperation Committee	Financial support if speakers are invited

Major Concern 3 : To widen students’ horizons by enriching their exposure to different growth and life experiences

Intended outcomes	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Through different activities and programmes : ● S1 and S2 students can gain more life-exploration experiences outside classroom. ● S3 and S4 students can gain more leadership training and	3.1 Providing the platform to hold more types of activities to enrich students’ school lives	9/2018-7/2019	● There are new activities initiated by subjects or students	● Records in the minutes of the ECA Committee	● ECA Committee	Financial and human resources for running the activities
	3.2 Providing theme-related activities for respective forms of students	9/2018-7/2019	● Two activities that can train the life skills of S1 & S2 students are held ● Two theme-related whole-form activities are arranged for	● Records in the minutes of the ECA Committee ● Records in the minutes of the Student Support Committee	● ECA Committee ● Career Guidance Committee, Student Guidance Committee, Student	Financial and human resources for running the activities

Intended outcomes	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
experiences related to knowing about our society. ● S5 students can gain more experiences related to knowing about different careers.			each form.		Support Committee and the English Department	
	3.3 Arranging leadership training for students	9/2018-8/2019	200 students join a leadership training programme	Statistics	Discipline Committee, ECA Committee, Student Guidance Committee, Religious Affairs Committee and Student Support Committee	Financial resources for running the school-based leadership training programmes
	3.4 Promoting voluntary service	9/2018-8/2019	150 students join voluntary service on a purely voluntary basis	<ul style="list-style-type: none"> ● Statistics ● Student survey conducted by the Student Support Committee 	Student Guidance Committee	N.A.
	3.5 Helping students to learn more about different careers	3/2019	<ul style="list-style-type: none"> ● Each S5 student can learn more about five types of career in the Career Expo ● 60% of the participants agree 	<ul style="list-style-type: none"> ● Teacher evaluation ● Student survey conducted by the relevant committee 	Career Guidance Committee	Financial resources for running the activity

Intended outcomes	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
			that it can widen their exposure to different careers			
	3.6 Sharing of class teachers on their experiences on respective themes	9/2018-6/2019	<ul style="list-style-type: none"> ● 80% of the class teachers share three times with their class in this year 	<ul style="list-style-type: none"> ● Teacher survey ● Student survey (both conducted by the Student Support Committee)	Class teachers	N.A.
	3.7 Encouraging students to join the theme-related activities for relevant forms	9/2018-7/2019	<ul style="list-style-type: none"> ● 50% of students in S1-S5 join one more activity of any theme or a study tour ● At least 60% of the students concerned agree that their exposure to different growth and life experiences has expanded 	<ul style="list-style-type: none"> ● Statistics ● Student survey conducted by the Student Support Committee 	Student Support Committee	N.A.
	3.8 Arranging debriefing for students after some theme-related activities	9/2018-7/2019	There is debriefing in all theme-related activities	Teachers' evaluation conducted by relevant committees	Committees concerned	N.A.

Intended outcomes	Strategies /Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	3.9 Arranging for participants to have public sharing after some theme-related activities	10/2018-6/2019	There are ten public sharings, either in verbal or written form	Records in the minutes of the relevant committee	Student Support Committee (coordination)	N.A.
	3.10 Organizing and arranging for students to join study tours	9/2018-7/2019	There is at least one new study tour in terms of the destination or the theme	Statistics	Student Support Committee and/or subject panels concerned	Human resources for organizing the tours and financial resources for providing subsidies

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills
- e. There is a long-established and effective plan to develop students' reading habit and interest
- f. The school has a wide range of measures to cater for learners' diversity, including the enhancement classes for high achievers, remedial classes for the less able students, tailored teaching materials, etc.

2. Weaknesses

- a. Some students lack the initiative or confidence in learning.
- b. Despite a very slight increase in the manpower within the establishment, teachers' workload is still heavy. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To incorporate elements of positive education into committee work to promote the well-beings of students
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To review committee policies to meet students' needs arising from changes in the education environment
5. To reflect the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Review of the lesson observation form to incorporate the main indicators reflecting self-regulated learning in small-class teaching	1	✓		
2	Implementation of different self-regulated learning tactics depending on panels' choices: <ul style="list-style-type: none"> ● Construction of knowledge by students in lesson: <ul style="list-style-type: none"> - Self-learning of knowledge - Students-Teaching-Students - Peer checking, re-working errors and reflecting upon mistakes through discussion - Presentation - Pre-lesson preparation tasks which prepare students to construct the main teaching content of the lesson ● Pre-laboratory work of Science subjects ● Project-based or problem-based learning 	1	✓	✓	✓
3	Collaborative teaching within the subject panel focusing on <ol style="list-style-type: none"> i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning 	1,3	✓	✓	✓
4	Lesson observation within subject panels	1,3	✓	✓	✓
5	Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies/ panel head	1,3	✓	✓	✓
6	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,3		✓	✓

7	Review of the student questionnaire to incorporate the main indicators reflecting self-regulated learning in small-class teaching for subjects' reference	1,4	✓		
8	Purchase of student library books related to the chosen domains of positive education	2	✓	✓	✓
9	Incorporation of elements of the chosen domains of positive education into the subject content of Chinese Language, English Language and Visual Arts	2	✓	✓	✓
10	Review of the student policy to make it align with the school major concern	2, 4	✓		
11	Review of internal school examination results	5	✓	✓	✓
12	Review of HKDSE examination results	5	✓	✓	✓

V. EVALUATION

1. Documentation
 - Record of Tasks 1, 5, 7, 8, 10,11 and 12 in AAC meeting minutes
 - Record of Tasks 2, 3, 4, 5, 9, 11 and 12 in meeting minutes of subject panels
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen students' abilities in self-regulated learning and promoting professional development (Task 2, 3, 4, 6)
3. Student survey to collect students' opinions on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 2)

VI. TEAM MEMBERS

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

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
STAFF DEVELOPMENT TEAM
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are experienced, well qualified and professional. A culture striving for continuous improvement in respect of teaching has been cultivated among them
- b. Teachers adopt a student-centered and interactive learning approach. They provide enough opportunities for student participation and construction of their knowledge
- c. Teachers are friendly and have established a good rapport with students. They are enthusiastic about helping students to solve their learning problems after lessons

2. Weaknesses

- a. As our teachers are heterogeneous in needs and have concerns about different aspects of professional development, it is not easy to arrange programmes that can cater for all teaching staff
- b. There are always constraints and difficulties in searching for appropriate guest speakers or trainers
- c. Despite a very slight increase in the manpower within the establishment, teachers' workload is still heavy. This makes teachers physically and psychologically tired

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Arrange expert sharing on relevant topic on Staff Activity Day concerning a. Self-regulated learning and/or b. Positive education	1,2	✓	✓	✓
2	Sustain the Staff Appraisal System	2	✓	✓	✓
3	Sustain the Teacher Commendation Scheme	3	✓	✓	✓
4	Conduct the Mentorship Scheme	4	✓	✓	✓

V. EVALUATION

1. Documentation
 - Record of Tasks 1-4 in AAC meeting minutes
2. Teacher survey to collect teachers' opinions on the Staff Activity Day and mentorship scheme (Task 1 and 4)

VI. TEAM MEMBERS

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

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
THREE-YEAR PLAN (2018-2021)

I. AIMS

To promote students' growth and to actualize the school's major concerns that are related to student support

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To implement necessary strategies so as to help teachers to implement positive education to promote the well-being of students
2. To implement necessary strategies to widen the horizon of students by enriching their exposure to different growth and life experiences
3. To coordinate and monitor the work of relevant committees so as to actualize the school's major concerns that are related to student support
4. To implement necessary strategies to promote students' personal development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Share teaching and class building strategies related to positive education among teachers	1	✓	✓	✓
2	Collect strategies on positive education adopted by teachers	1	✓	✓	✓
3	Set the expectations for teachers regarding the use of different strategies for implementing the chosen domains of positive education in teaching or school life (18/19: Positive health and positive emotion. 19/20: Positive relationship. 20/21: Positive purpose)	1	✓	✓	✓
4	Run an ad hoc group which is responsible for organizing the S1 Life Education Camp	1,2,4	✓	✓	✓
5	Incorporate elements of positive education into the Life Education Lesson	1,4	✓	✓	✓
6	Run a working group which is responsible for organizing study tours	2	✓	✓	✓
7	Nominate students to join different external leadership training programmes	2	✓	✓	✓
8	Arrange for students to give a public sharing about their experience after participating in different activities	2	✓	✓	✓
9	Organize S1 and S2 experiential activities	2,4	✓	✓	✓
10	Organize Student Support Committee meetings	3,4	✓	✓	✓
11	Organize class teacher meetings with form discipline teachers and form guidance teachers three times a year to discuss the student performance	4	✓	✓	✓

V. EVALUATION

1. Conducting a survey at the end of the academic year to collect students' opinions on the effectiveness of various strategies related to student support
2. Collecting teachers' opinions on the effectiveness of various strategies related to student support at the end of each school year
3. Record of tasks 2,3,6,7,8,10 in minutes of staff meeting, Student Support Committee meeting or form teacher meeting

VI. TEAM MEMBERS

Tai Kin Fai (Chairperson)

Yu Mu Hau

Chan Kwok Hung

Chang Wing Kay

Cheung Cheuk Nga (Working Group)

Fok Wang Chung

Lee Kin Chung

Lee Mei King

Mak Lai Ching (Student Affairs Group)

Man Wing Yu (Working Group)

Pang Kap Lun (Working Group)

Wong Kai Sze

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
STUDENT AFFAIRS GROUP
THREE-YEAR PLAN (2018-2021)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weakness

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Process subsidies and allowances	1,2	✓	✓	✓
2	Handle all business and external contacts related to the provision of all services specified in Task 3	1,2,3,6	✓	✓	✓

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

V. EVALUATION

1. Monitoring 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 Tuck Shop Monitoring Group through tri-monthly inspections and observations recorded in minutes book
2. Surveys conducted among teachers and students and teachers' observations on the variety, taste, quality, hygiene, nutritional value and prices of food and drinks offered
3. Surveys conducted among students and teachers and teachers' observations on the manner and attitude of the staff of the tuck shop and their willingness to accept suggestions for improvement
4. Surveys conducted among students on the quality and prices of student photos and the punctuality of the delivery of photos to students
5. Surveys conducted among students on the quality of school uniforms and sports uniforms and how well the companies can meet students' needs in manufacturing the uniforms
6. Numbers of students participating in Health Service and Flu Immunization programme
7. Surveys conducted among students on the service provided by the book company responsible for selling school textbooks as included in the agreement between the school and the company
8. Record the number of subsidies, nominations and provided services in minutes book and report

VI. TEAM MEMBERS

Mak Lai Ching (Chairperson)

Lo Pun Kei

Hung Suet Kan

Kwok Fung Ying

**SHATIN TSUNG TSIN SECONDARY SCHOOL
DISCIPLINE COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Most students are gentle, kind-hearted and are willing to follow teachers' instructions
- b. Most students are capable of obeying the school rules
- c. Committee members attach great importance to communication and cooperation with parents
- d. Committee members are energetic and cooperative
- e. The Principal, Vice-principal 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 incorporate elements of positive education into committee work to promote the well-being of students
2. To widen students' horizon by enriching their exposure to different growth and life experiences
3. 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
4. To encourage and help students observe school regulations and other rules within the school campus
5. To provide immediate assistance to students or teachers to help them deal with discipline matters

6. To support class teachers in providing more care to students and conduct class building

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Review the impact brought by the modified school regulations	1	✓		
2	Implement ‘three-steps’ approach for handling disciplinary cases: i. understanding without blaming ii. guiding students to fix problems iii. encouraging students to reflect on the issue	1	✓		
3	Revise the ‘case record sheet’	1	✓		
4	Implement the New Identity Scheme	1,3	✓	✓	✓
5	Conduct the Strive-for-Improvement Class	1,3	✓	✓	✓
6	Implement Junior Secondary Discipline Training or other discipline training programmes	1,3,4,5	✓	✓	✓
7	Form and train the prefect team to assist teachers in keeping order	1,3,4,5	✓	✓	✓
8	Set up various awards to give students recognition and class recognition for their good conduct and performance	1,3,4,6	✓	✓	✓
9	Arrange various activities for the prefect team to enhance their personal exploration and team spirit	2	✓	✓	✓
10	Provide updated and useful discipline information about the students to class teachers so that they can understand the students better and provide suitable care	3,5,6	✓	✓	✓
11	Attend class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building	3,5,6	✓	✓	✓
12	Discuss class misbehavior and ways of improvement with the class teacher	3,5,6	✓	✓	✓

V. EVALUATION

1. Conducting survey at the end of the academic year to collect students' opinion on the modified school regulations and the approach for handling disciplinary cases (Task 1,2)
2. Reporting the progress of the tasks in the Discipline Committee meeting (Tasks 1 to 3)
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 (Tasks 4 to 6, 8, 10 to 12)
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 (Tasks 7,9)

VI. TEAM MEMBERS

Chan Kwok Hung (Chairperson)

Luk Chung Ho

Yue Po Ting

Au Wan Yin

Chan Sai Chung

Chung So Sum

Lo Mei Ling

Man Ho Fai

Tsang Wan Mei

Tsang Yuk Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT GUIDANCE COMMITTEE
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To implement positive education to promote the well-being of students
2. To widen students' horizon by enriching their exposure to different growth and life experiences
3. To cultivate students' sense of belonging to the school and improve teacher-student relationships
4. To encourage students to accept and admire differences
5. To provide resources and assistance to teachers in nurturing students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Encourage students to set up personal goals and class goals	1,2	✓	✓	✓
2	Implement life education lessons	1,2,3	✓	✓	✓
3	Promote voluntary service	1,2,4	✓	✓	✓
4	Organize the Counselling Days to promote understanding between teachers and students	1,3	✓	✓	✓
5	Coordinate morning sharing sessions	1,3	✓	✓	✓
6	Coordinate "Messages to Shatin Tsung-Tsiners"	1,3	✓	✓	✓
7	Implement the project "Joyful @ School" with YWCA	1,3	✓	✓	
8	Replenish the resource bank for positive education and life education	1,2,5	✓	✓	✓
9	Arrange leadership training for students	2,3	✓	✓	✓
10	Provide theme-related activities for respective forms of students	2,3,5	✓	✓	✓
11	Arrange debriefing for students after some theme related activities	2,5	✓	✓	✓
12	Form student sharing and growth groups	3,4	✓	✓	✓
13	Support SEN students by joining the EDB programme	4,5	✓		
14	Conduct survey on students' stress for early identification of students in need	5	✓	✓	✓

V. EVALUATION

1. To evaluate the effectiveness of the targeted plan each year through the questionnaires filled in by teachers and students at the end of the school term
2. To evaluate teachers' responses to different discussion topics through the evaluation form on life education periods
3. To evaluate the participation of students in the Committee activities through the number of participants
4. To evaluate the effectiveness of activities through collecting members' opinions in meetings

VI. TEAM MEMBERS

Lee Kin Chung (Chairperson)
Au Yeung Hoi Ming
Chow Po Yi
Fung Kwok Leung
Koo Kwong Yiu
Leung Kin San
Li See Chun
Chiu Yeuk Wah (School Social Worker)
Chim Yuen Chuen (School Social Worker)
Tam Wai Yan (School Social Worker)
Ng King Shun (School Social Worker)
Cheung Wai Lam (Educational Psychologist)

**SHATIN TSUNG TSIN SECONDARY SCHOOL
CAREER GUIDANCE COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

1. To address the school's major concerns
2. To assist students in making their career plans
3. To assist students in preparing for the transition from school to work

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Updated and adequate educational and career information is available and accessible to committee members and students
- b. Committee members are professional and responsible. They take part in different types of training courses in order to keep up with the latest trends in study paths and career information
- c. The harmonious relationship between committee members and students is beneficial for counselling
- d. Alumni are willing to offer assistance to the school. They are often invited to be the guest speakers to share updated educational and career information
- e. Guidance Activity Room can be used for career guidance activities

2. Weaknesses

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

III. OBJECTIVES

1. To implement career education with positive education elements to assist student to make their career plan
2. To provide students with opportunities to explore their interests and abilities so as to widen their horizons and make their career plans
3. To provide information that helps students to make their career plans
4. To equip students with skills, attitude and values to facilitate their career plans
5. To build a support network that assists students in making their career plans
6. To facilitate students' and graduates' applications for schools, universities or jobs so as to aid their career plans

V. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Revamp the career education curriculum with positive education elements	1	✓	✓	
2	Arrange individual guidance sessions to consolidate (S5 & S6) students' individual career plans in accordance with their interests and abilities	1,2,3,4,5	✓	✓	✓
3	Arrange activities for S5 students to learn more types of careers	2,3,4	✓	✓	✓
4	Publicize career-related activities organized by external organizations through weekly issued CGC News and the school website	2,3,4	✓	✓	✓
5	Collaborate with alumni or external organizations to arrange activities that educate students to know the skills, attitude and values that are crucial for the implementation of a career plan and for the workplace	2,3,4,5	✓	✓	✓
6	Counsel students who have special needs on career or studies, e.g. studying abroad	2,3,4,5	✓	✓	✓
7	Collect, update and disseminate information and reference materials related to further education and careers through library or school website	3,4	✓	✓	✓
8	Organize parent talks to keep parents abreast of the latest developments in careers or studies	5	✓	✓	✓
9	Organize documents which assist students and graduates in applying for schools, universities or jobs	6	✓	✓	✓

V. EVALUATION

1. To report the progress of the tasks in the Career Guidance Committee meetings
2. To conduct a student survey to investigate the effectiveness of the programmes
3. To conduct a teacher survey to collect the opinions on the programmes
4. To evaluate the effectiveness of activities through collecting committee members' opinions in meetings
5. To evaluate effectiveness of activities through counting the participants

VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)

Chan Mei Hing

Cheng Chu Hin

Choy Kit Ping

Lau Chin Wai

Wong May Sum

Wong Shuk Ming

**SHATIN TSUNG TSIN SECONDARY SCHOOL
EXTRA-CURRICULAR ACTIVITIES COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implement S4 “One-student-one-art” policy	1,2,3	✓	✓	✓
2	Implement S2-S3 “One-student-one-art / sport” policy	1,2,3	✓	✓	✓
3	Organize large scale functions	1,2,3,4,5,6	✓	✓	✓
4	Organize and co-ordinate end-of-term activities and appreciation of achievements in internal and external competitions	1,2,3,4,7	✓	✓	✓
5	Co-ordinate and supervise the operation of interest groups and school teams	1,2,3,5,6	✓	✓	✓
6	Organize Blood Donation Day	1,3	✓	✓	✓
7	Organize house meetings and inter-house activities	1,3,4,5,6	✓	✓	✓
8	Implement the STTSS Award Scheme to encourage students to participate enthusiastically in inter-class activities to enhance class building	1,3,4,6,7	✓	✓	✓
9	Widen students’ horizons by promoting activities organized by external organizations	2,3	✓	✓	✓
10	Widen students’ horizons by providing new activities initiated by students	2,3,5,6	✓	✓	
11	Widen students’ horizons by arranging leadership training for students	2,3,5,6	✓	✓	✓
12	Support House advisers in supervising house activities and organizing elections for House Captains	3,5	✓	✓	✓

V. EVALUATION

1. A survey on students' opinions on the effectiveness of
 - a. promoting well-being of students through practising positive education (Tasks 3,8)
 - b. widening students' horizons (Tasks 9,10,11)
 - c. promoting sense of belonging to the school and cooperation among students (Tasks 4,5,7,12)
 - d. transition of activities from being teacher-centred to student-centred (Tasks 3,5,7,10,11,12)
2. A survey on teachers' opinions on the effectiveness of
 - a. promoting well-being of students through practising positive education (Tasks 3,8)
 - b. widening students' horizons (Tasks 9,10,11)
 - c. promoting sense of belonging to the school and cooperation among students (Tasks 4,5,7,12)
 - d. transition of activities from being teacher-centred to student-centred (Tasks 3,5,7,10,11,12)
3. Data collected on the membership and attendance rate of school teams, instrumental classes and interest groups (Tasks 1,2,5,10)
4. Data collected on the number of external competitions and participants of the school teams (Tasks 5,9)
5. Data collected on the number of blood donors (Task 6)
6. Data collected on the number of athletes in the annual athletic meet or the swimming gala (Task 7)
7. Data collected on the number of students taking part in the inter-house competitions (Task 7)
8. Data collected on the number of participants in leadership training (Task 11)
9. Record of progress (Tasks 1,2,3,4,8,9,10,11,12)

VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)

Chan Chun Yin

Chan Fung Yi

Cheng Ka Fung

Hung Tsui Ying

Tsang Shing Wai

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENTS' UNION
THREE-YEAR PLAN (2018-2021)**

I. AIMS

1. To address the school's major concerns which are related to student support
2. To nurture the spirit of unity, mutual help and self-governance among students
3. To help students discover and achieve their potential, and develop their leadership skills
4. To widen students' horizons
5. To help students develop their social awareness and sense of responsibility
6. To help students develop the personality traits of a healthy Shatin Tsung-Tsiner

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. Advisory teachers spend much time holding meetings with the committee so as to discuss the issues with them and help them make the most rational choices
- b. Advisory teachers have to train new committee members every year. This does not help reduce their workload
- c. It is most likely the Students' Union will be formed by S5 students. It takes time to nurture the abilities of S5 students in organizing activities and managing financial resources
- d. Each committee member has to meet the requirements of SBA (School Based Assessment) and OLE (Other Learning Experience). The committee members thus have less time to discuss and handle the work generated by the Students' Union

III. OBJECTIVES

1. To facilitate positive education to promote the well-being of students
2. To widen students' horizons
3. To give advice and assist the committee in planning and implementing the work of the Students' Union
4. To delegate the power of making decisions and managing financial resources to the committee
5. To increase the transparency of the Students' Union
6. To develop students' civic mindedness and social responsibility
7. To develop the personality trait of being willing to serve
8. To prepare junior form students for taking up leadership roles

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Encourage other students to help with the work of the Students' Union e.g. recruit junior form and senior form students as helpers on the SU Day	1,2,7,8	✓	✓	✓
2	Organize various inter-class competitions and activities for different forms of students to facilitate positive education in order to promote well-being of students	1,3,4,7	✓	✓	✓
3	Encourage students to show concern about the school and society a) to learn more about school affairs b) to respond to school affairs e.g. through the School Policy Week c) to learn more about social affairs d) to respond to social affairs	2,6	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
4	Encourage the committee to take part in external activities to widen students' horizons a. Participate in joint-school or external activities and training b. Organize joint-school or external activities and training	2,7,8	✓ ✓	✓ ✓	✓ ✓
5	Delegate more power of managing financial resources to the committee under the supervision of advisors	3,4	✓	✓	✓
6	a) Arrange for the committee to	5	✓	✓	✓

	<p>give an annual working report to the whole school during the Consultative Forum of the Students' Union in July</p> <p>b) Encourage students to question the work of the committee and have the committee give responses</p>				
7	Encourage S3 and S4 students to join the Students' Union as committee members	7,8	✓	✓	✓

V. EVALUATION

1. Record of observation and interaction over
 - a. the decision-making abilities of the committee (Task 2,5)
 - b. the effectiveness of developing students' civic mindedness and social responsibility (Task 3)
 - c. the willingness of students to serve (Task 1,4,7)
2. Collecting data on the number of helpers and participants of various activities to assess the effectiveness of promoting willingness to serve (Task 1,2,4,7)
3. A survey on teachers' opinions on
 - a. the effectiveness of promoting well-being of students (Task 2)
 - b. the effectiveness of widening students' horizons (Task 3,4)
 - c. the transparency of the Students' Union (Task 6)
 - d. the effectiveness of promoting civic mindedness and social responsibility (Task 3)
 - e. the effectiveness of promoting willingness to serve (Task 1,2,4,7)
4. Self-evaluation by the committee at the end of term of service to assess
 - a. the effectiveness of advice and assist in planning and implementing the work of the Students' Union (Task 2,5)
 - b. the power of decision making and managing financial resources (Task 2,5)

VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)
 Chan Yuk Ha
 Lee Shuk Yi
 Yip Yee Ling

**SHATIN TSUNG TSIN SECONDARY SCHOOL
RELIGIOUS AFFAIRS COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

1. To address the school's major concerns that are related to student support
2. To nurture in students the personality traits of Shatin Tsung-Tsiners
3. To foster the spiritual growth of Christian teachers and students

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To strengthen the spiritual education
2. To provide a better environment for positive education
3. To widen student horizon
4. To encourage teachers and students to have a closer relationship with God
5. To nurture trustworthy Christian student leaders
6. To cultivate the personality traits of a Shatin Tsung-Tsiner

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Support Christian Education to run fellowships in junior form to promote positive relationship with others and willingness to serve	1,2,3,4,6	✓	✓	✓

2	Singing hymns in some of the hall assemblies helps students more easily devote their attention to the worship of God and promote their positive emotions	1,2,4	✓	✓	✓
3	Convey Christian values and the gospel to students and promote positive health and emotions through different means like prayer, singing hymns (S1-S3) and Bible sharing in morning assemblies	1,2,4,6	✓	✓	✓
4	Encourage teachers to preach the gospel to students through running retreat and fellowship for teachers	1,4	✓	✓	✓
5	Run the Gospel Week (whole school) and Gospel Camp (S1 and S6)	1,4,5,6	✓	✓	✓
6	Establish the 6-year spiritual education system including the goal, content and strategies	1,4,6	✓	✓	✓
7	Run teachers' bi-weekly prayer meeting	4	✓	✓	✓
8	Provide various training courses on leadership, Bible study, prayer and worship, etc. for Christian students	5,6	✓	✓	✓
9	Arrange for Christian students to serve in different posts	5,6	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Chang Wing Kay (Chairperson)
Choi Wai Man
Lau Tik Yan
Lo Chun Ming
Luk Wai Kiu
Ma Yin Ting
Ng Cheuk Ting

**SHATIN TSUNG TSIN SECONDARY SCHOOL
HOME-SCHOOL COOPERATION COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The social demand for better cooperation between schools and parents affirms the significant role of the committee
- b. Students with improved learning ability and parents with increased concern over their 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. The currently used internet portals (e.g. eClass Parent App, WhatsApp group) help the school and the school's PTA to deliver information to parents in a more effective way

2. Weaknesses

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

III. OBJECTIVES

1. To develop and maintain communication channels between school and parents
2. To promote positive parenting through parenting education
3. To foster students' interest in home-school cooperation and healthy family relationships
4. To support the school's needs in various areas

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Organize activities for the PTA	1	✓	✓	✓
2	Assist with the election of the parent members of the PTA Ex-co	1	✓	✓	✓
3	Publish “Parents’ Basic Law”, the 8 th edition	1	✓		
4	Amend the current “Parents’ Basic Law”	1		✓	✓
5	Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents	1,2	✓	✓	✓
6	Attend the meetings of the PTA Ex-co and assist the implementation of the decisions made	1,3	✓	✓	✓
7	Follow up Parents’ Forum on the eClass Platform	1,4	✓	✓	✓
8	Follow up parents’ incoming hot-line phone calls / emails / WhatsApp messages	1,4	✓	✓	✓
9	Assist with the election of the parent manager for the school governance	1,4	✓		✓
10	Organize parenting courses / talks about positive psychology	2,3,4	✓	✓	✓

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)

VI. TEAM MEMBERS

Lee Mei King (Chairperson)
Li Lai Fan
Leung Suk Yee
Tan Sin Pat

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ALUMNI AFFAIRS COMMITTEE
THREE-YEAR PLAN (2018-2021)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. Alumni activities are not diversified
- b. Most of the committee members of the alumni association are working people. They have limited time for exchange of ideas and sharing

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Help conduct different activities for alumni (including the Alumni Association AGM, 10-year / 20-year / 30-year graduates meeting, Alumni Homecoming Day etc.)	1,2	✓	✓	✓
2	Attend meetings of the committee board of the alumni association and provide advice to the alumni association	1,2,4	✓	✓	✓
3	Collaborate with other committees to arrange activities that provide opportunity for alumni to participate in school's development	1,3		✓	✓
4	Update and complete the database of alumni	1,4	✓	✓	
5	Make use of the web page to deliver information to alumni	1,4	✓	✓	✓
6	Promote the alumni association among the S6 students	1,4	✓	✓	✓

V. EVALUATION

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

VI. TEAM MEMBERS

Lee Wai Kok (Chairperson)
Wong Ka Man
Yu Mu Hau

SHATIN TSUNG TSIN SECONDARY SCHOOL
GENERAL AFFAIRS COMMITTEE
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To assist in implementing small-class teaching and positive education in order to promote the well-being of students
2. To provide a good and healthy environment in the school campus
3. To improve the school facilities
4. To improve the working efficiency of the committee
5. To provide sufficient IT equipment for teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Arrange rooms for class teachers to hold class activities	1	✓	✓	✓
2	Launch school cleaning campaign	1,2	✓	✓	✓
3	Launch environmental protection activities	1,2	✓	✓	✓
4	Conduct pest control once a year	2	✓	✓	✓
5	Renovate the school campus regularly	2,3	✓	✓	✓
6	Replace old furniture	2,3	✓	✓	✓
7	Work out the roster for janitor duties and monitor its operation	2,4	✓	✓	✓
8	Monitor the quality of work of janitors and conduct janitor appraisal system	2,4	✓	✓	✓
9	Provide e-booking system for teachers to reserve the venues	4	✓	✓	✓
10	Maintain proper functioning of the school network and servers	5	✓	✓	
11	Manage all IT rooms	5	✓	✓	✓

V. EVALUATION

1. Questionnaire feedback by teachers and staff

VI. TEAM MEMBERS

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

沙田崇真中學
中國語文科
三年計劃書(2018-2021)

I. 目的

1. 配合學校目標，培育學生的才能
2. 豐富讀、寫、聽、說的均衡學習
3. 加強學習中國文學及中華文化，培養品德情意
4. 開放學習材料，拓寬閱讀面、增加閱讀量

II. 現況分析

1. 優點

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

2. 弱點

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

III. 目標

1. 利用小班教學的優勢強化學生自主學習的能力，從而進一步提升語文能力
2. 利用小班教學的優勢加強在課堂上的生生及師生互動
3. 擴闊學生視野，認識社會
4. 融入正向教育元素，為學生提供正能量
5. 加強教師間的教學交流，促進專業成長
6. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧

IV. 施行計劃

	工作項目	目標	日程		
			18/19	19/20	20/21
1	設計能貫串整個課堂的備課工作紙協助學生自學	1	✓	✓	✓
2	優化中國語文科中五級選修單元進展性評估以善用小班教學優勢加強學生自主學習效能	1,2	✓	✓	✓
3	修訂初中課程以善用小班教學優勢加強學生自主學習效能	1,2,3	✓ 中二	✓ 中二 中三	
4	舉行科內觀課及協作教學以評估： 1. 小班教學的課堂策略； 2. 自主學習 3. 照顧學習差異	1,2,5,6	✓	✓	✓
5	利用分組等不同課堂策略促進課堂互動以配合小班教學	2	✓	✓	✓
6	利用分組等不同課堂策略收窄學習差異以配合小班教學	2	✓	✓	✓
7	於課業內加入正向教育元素	4	✓ 中六	✓ 中六	✓ 中六
8	各級同工於備課節中，討論教學問題	5	✓	✓	✓
9	跨科協作，觀摩學習其他科的教學策略	5		✓	
10	安排學生在早會分享與中國文化有關的主題	6	✓	✓	✓

V. 評估

1. 透過學生問卷了解各項措施增加學生自主學習的機會及學習效能(項目 1、2、3、5、6)
2. 教師於會議中討論及評估各項措施增加學生自主學習的機會及學習效能(項目 1-6)
3. 相關文件
 - i. 備課學習工作紙(項目 1)
 - ii. 中五級選修單元進展性評估學生成果(項目 2)
 - iii. 相關課程修訂文件(項目 3)
 - iv. 觀課紀錄表(項目 1、4、5、6、9)
 - v. 相關早會分享文件(項目 10)
 - vi. 備課節會議紀錄(項目 8)
 - vii. 相關課業(項目 7)

- viii. 評鑑香港中學文憑考試的表現
 - A. 達三級水平的百分比
 - B. 達五級水平的百分比
- xi. 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

VI. 科成員

劉仲光（科主任）

吳綽婷

歐陽凱明

歐韻賢

陳玉霞

張妙怡

蔡潔萍

郭靜怡

梁淑儀

李麗芬

馬燕婷

文穎瑜

黃嘉敏

黃淑明

沙田崇真中學
普通話科
三年計劃書(2018-2021)

I. 目的

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

II. 現況分析

1. 優點

- a. 授課老師均曾受足夠訓練，發音正確，工作態度認真、盡責，並有教學的熱誠
- b. 本校超過九成的中一新生，在小學階段曾學習過兩至三年的普通話，對本科有基本的認識，而且尚算受教
- c. 九七回歸後，中港關係日益密切，普通話的使用比以前普遍，學懂普通話有利就業，有助誘發同學的學習動機
- d. 06 年度開始本校於初中增設每級一班普教中班別，該班學生較習慣使用普通話，於普通話課上運用普通話也較有信心

2. 弱點

- a. 在日常生活中，普通話的語言環境依然不足
- b. 部份學生學習態度仍較被動，加上自信心不足，不敢大聲說話朗讀，影響學習成效
- c. 部份學生普通話根基欠佳，導致學習差異日大，增加施教難度
- d. 部份同學忽視學習語言知識的重要性，不肯在學習聲母、韻母、聲調等方面下功夫，以致未能培養自學能力

III. 目標

1. 利用小班教學的優勢提升學生的自主學習能力
2. 利用小班教學的優勢加強在課堂上的生生及師生互動
3. 提高學生讀、寫、聽、說的綜合能力
4. 融入正向教育元素

IV. 施行計劃

	工作項目	目標	日程		
			18/19	19/20	20/21
1	科任同工檢視備課課業是否緊扣及有助拓展學習重點	1	✓	✓	✓
2	科會上共同分享小班教學的經驗	1,2	✓	✓	✓
3	在小班教學下採用更多以學生為中心的課堂活動，增加師生及生生的互動	1,2,3	✓	✓	✓
4	優化每位學生在課堂上練習個人短講的次數	3	✓	✓	✓
5	更多在課堂上向學生即時正面之回饋，增加學生自信	3,4	✓	✓	✓
6	於學生課堂分享融入正向教育元素	4	✓ 中一	✓ 中一 中二	✓ 中一 中二 中三

V. 評估

1. 透過學生問卷了解各項措施增加學生自主學習的機會及學習效能，以及於課堂增加正向教育元素的成效（項目 3、4、5、6）
2. 教師於會議中討論及評估各項措施增加學生自主學習的機會及學習效能，以及於課堂增加正向教育元素的成效（項目 1、2、3、4、5、6）
3. 科會文件（項目 1、2）

VI. 科成員

劉仲光（科主任）
 歐韻賢
 梁淑儀
 馬燕婷
 黃淑明

SHATIN TSUNG TSIN SECONDARY SCHOOL
ENGLISH
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of dedicated teachers who have sound subject knowledge
- b. Teachers are opened-minded, willing to share ideas, keen to learn and improve
- c. Some teachers have been public examination markers or oral examiners and these experiences help teachers grasp the requirements of the public exam
- d. The intake of S1 students has been good over the past few years

2. Weaknesses

- a. Many students lack exposure to English outside the school environment
- b. Introducing new teachers to the school environment and in-house curriculum requires a time investment by experienced teachers

III. OBJECTIVES

1. To make learning English effective
2. To enhance students' writing, speaking, reading and listening skills
3. To raise students' confidence in communicating in English
4. To facilitate interaction among teachers in order to share teaching ideas, experience and resources
5. To incorporate elements of positive education into the curriculum
6. To promote self-regulated learning to students
7. To reflect the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	To apply for funding from QEF for curriculum development in S1 – S3	1,2		✓	
2	To carry out English activities in order to promote a rich English learning environment a. English Week b. Form Activities c. English Morning Assembly Sharing d. Debating Competitions e. Writing Competitions f. Drama Competition g. Speech Festival	1,2,3	✓	✓	✓
3	To increase the practice of a student-centered and interactive learning approach under small-class teaching	1,2,3,6	✓	✓	✓
4	To revise and evaluate the curriculum by incorporating elements of positive education and self-regulated learning and to promote reading by students	1,2,5,6		✓	✓
5	To ensure English teachers' professional development through a. mentorship scheme b. collaborative teaching c. open class (only 19/20) d. sharing of good practice among English teachers in the same form	1,4	✓	✓	✓
6	To have lesson observation to evaluate a. the good use of small-class teaching b. the effectiveness of using pre-lesson preparation materials c. the effectiveness of using a student-centered and interactive learning strategy d. teachers' attention to individual learning differences e. the incorporation of self-regulated learning	1,4,7	✓	✓	✓
7	To review internal school examination results and HKDSE examination results	7	✓	✓	✓

V. EVALUATION

1. Lesson observation reports (tasks 1,3 and 6)

2. Collaborative teaching materials and minutes (task 5)
3. Reports of performance of students in assessments (both internal and external exams) (task 7)
4. Reports on different English activities (task 2)
5. Form level and panel meeting minutes (tasks 1, 5 and 7)
6. Student questionnaire on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning (task 4)

VI. TEAM MEMBERS

Gaughan Tara Jean (Panel Chairperson)

Chan Mei Hing

Chan Sai Chung

Cheng Chu Hin

Chow Po Yi

Koo Kwong Yiu

Lam Suet Fong

Lau Chin Wai

Lo Mei Ling

Tsang Hoi Yee

Tsang Wan Mei

Tan Sin Pat

Wong May Sum

SHATIN TSUNG TSIN SECONDARY SCHOOL
MATHEMATICS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. Some teachers need to get more experience in small-class teaching using self-regulated learning and group discussion mode
- b. The time allocated to the teaching of students studying both extended modules and the compulsory part of DSE Mathematics is not enough. Teachers need to arrange a lot of extra lessons in long holidays

III. OBJECTIVES

1. To make use of the advantages of small-class teaching to enhance learning and teaching effectiveness
2. To strengthen the ability of students in self-regulated learning to enhance learning effectiveness
3. To address the learning diversity of students
4. To strengthen the professional development of teachers
5. To reflect the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Keeping the time to return marked assignments and assessments short	1	✓	✓	✓
2	Increasing the practice of student-centered and interactive learning in class, such as questioning and students' group discussions	1,2,3	✓	✓	✓
3	Observing lessons to evaluate a. small-class teaching b. pre-lesson preparation materials c. student-centered and interactive learning strategy d. catering for individual learning differences	1,2,3,4,5	✓	✓	✓
4	Conducting collaborative teaching and/or lesson observation within subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	1,2,4	✓	✓	✓
5	Reviewing the assignment policy to align with the school's major concern of self-regulated learning and positive education	2,3	✓		

6	Implementing different self-regulated learning tactics suitable for students' learning of Math	2,3	✓	✓	✓
7	Conducting collaborative teaching (open class) focusing on students' self-regulated learning and/or STEM	2,4		✓	
8	Reviewing internal school examination results and HKDSE examination results	5	✓	✓	✓

V. EVALUATION

1. Student questionnaire survey for
 - a. the time of returning marked assignments by teachers (Task 1)
 - b. the learning effectiveness under small-class teaching : questions on the degree or effectiveness of
 - pre-lesson preparation materials to facilitate students' self-regulated learning (Task 6)
 - increasing practice of student-centered and interactive learning approach (Task 2)
 - increasing practice of self-regulated learning tactics (Task 6)
2. Teacher evaluation
 - a. the frequency of practising Task 2,6
 - b. the effectiveness of Task 3,4,7 in enhancing teaching effectiveness and professional development
3. Documents
 - minutes of meetings recording the discussion of teachers about Task 5
 - lesson observation reports for Task 2,3,4,7
 - collaborative teaching material and minutes for Task 4,7
 - reports of performance of students in assessments for Task 8 (both internal and public exams)

VI. TEAM MEMBERS

Mak Shing Chit (Panel Chairperson)
 Fung Kwok Leung
 Ho Chung Wa
 Chan Chun Yin
 Chang Wing Kay
 Choi Wai Man
 Chung So Sum

Kwok Yin Chu
 Lee Kin Chung
 Leung Kin San
 Mak Lai Ching
 Yip Yee Ling
 Yue Po Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
HUMANITIES SUBJECTS
THREE-YEAR PLAN (2018-2021)

I. AIMS

1. To help with the development of the panels concerned
 - a. to coordinate the work of the Chinese History Panel, the Christian Education Panel, the Economics and BAFS Panel, the Geography Panel, the History Panel and the Liberal Studies Panel
 - b. to enhance professional development and exchange among the committee members
2. To assist all panels concerned in realising the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. Each subject curriculum is so distinctive that it is difficult to organize cross-curricular activities in which elements of different subjects can be embedded
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities
- c. A few students are weak in applying higher-order thinking skills
- d. A few students are weak in presenting their analyses

III. OBJECTIVES

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

development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Monitor the Humanities subjects in their implementation of different self-regulated learning tactics : <ul style="list-style-type: none"> ● Construction of knowledge by students in lesson : <ul style="list-style-type: none"> - Self-learning of knowledge - Students-Teaching-Students - Peer checking, re-working errors and reflecting upon mistakes through discussion - Presentation - Pre-lesson preparation tasks which prepare students to construct the main teaching content of the lesson ● Project-based or problem-based learning 	1,2	✓	✓	✓
2	Implement assignment inspection (Note 1)	1,2,4		✓	✓
3	Sharing with Humanities subjects on the learning and teaching effectiveness under self-regulated learning	1,2,4			✓
4	Monitor the ratio of marks allocated to questions requiring higher-order thinking skills in S1-3 assessment paper (at least 20% for S1; 30% for S2 and 40% for S3)	2	✓	✓	✓
5	Evaluate public exam results and take follow-up action if necessary	3,4	✓	✓	✓
6	Appraise panel chairpersons (Note 1)	4	✓	✓	✓

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

19/20 Chinese History, Economics

20/21 History, Geography

V. EVALUATION

Documents

- minutes of meetings recording the discussion of teachers about the tasks 1,3,5
- assignment inspection reports for task 2
- paper blueprints for Humanities subjects for task 4
- appraisal reports for task 6
- reports of performance of students in assessments for task 5

VI. TEAM MEMBERS

Wu Yan Ha (Convenor)

Cheng Ka Fung

Choi Wai Man

Fok Wang Chung

Pun King Min

Wong Kai Sze

沙田崇真中學
基督教教育科
三年計劃書（2018-2021）

I. 目的

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

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. 新翠崇真堂的同工及弟兄姊妹樂意協助任教老師籌備課堂教學
- f. 近年有更多的同工願意投身任教這科目，與學生分享信仰

2. 弱點

- a. 學生對信仰較被動，未能主動提出問題及積極參與宗教活動
- b. 同學較偏重學業，未有太多空間放慢腳步，沉澱及思考信仰

III. 目標

1. 引發同學對信仰的興趣，鼓勵同學決志及返教會
2. 增加對學生的個別關顧
3. 優化課程
4. 促進本科同工的專業發展
5. 配合學校目標（正向教育）

IV. 施行計劃

	工作項目	目標	日程		
			18/19	19/20	20/21
1	增加小組討論及分享，以加強以學生為主及互動的學習	1,2	✓	✓	✓
2	中四至中六級以講座形式傳遞基督教信息	1,3	✓	✓	✓

3	基督教教育科採用團契模式擴展至中三	1,2,3	✓		
4	檢討中二級基督教教育科課程	3	✓		
5	檢討中三級基督教教育科課程	3	✓	✓	✓
6	科內同工間分享小班教學的經驗 / 策略 / 方法	4	✓	✓	✓
7	鼓勵同學藉信靠神以實踐正向教育（例如：愛心、仁慈、公義 / 公正、誠實、寬容 / 寬恕、感恩）	5	✓	✓	✓

V. 評估

1. 學生問卷

- 收集中一至中三學生對團契的觀感及看法。例如：團契是否能幫助學生增加對基督教的認識及興趣，從而更信靠神。（項目1、3、4、5）
- 收集中一至中三學生對中一至中三團契是否能幫助學生藉信靠神，以實踐正向教育（例如：愛心、仁慈、公義 / 公正、誠實、寬容 / 寬恕、感恩）的觀感及看法。（項目7）
- 收集中四至中六學生對基督教教育科的觀感及看法。例如：課堂是否能幫助學生認識基督教信仰及其價值觀。（項目1及2）

2. 老師問卷

收集有關教師對中一至中三團契的意見。例如，中一至中三團契的課堂安排、課程內容及分組安排是否能幫助學生加深對基督教的認識，從而更信靠神。教師對學生的個別關顧是否足夠、師生及生生間的互動是否足夠（項目3-5）

3. 記錄

科內同工間互相分享及交流教學之心得（項目6）

VI. 科成員

蔡偉民（科主任）
歐陽凱明
陳國雄
陳圓覺
程永基
周寶怡
馮國良
何仲華
郭靜怡
李淑儀

梁健燊
陸蔚菽
盧晉銘
文穎瑜
吳綽婷
戴建輝
曾凱儀
黃嘉慧
黃啟思
王淑玲

沙田崇真中學
中國歷史科
三年計劃書(2018-2021)

I. 目的

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

II. 現況分析

1. 優點

- a. 以母語教學，學生學習時沒有語言上的阻隔，較易掌握課程
- b. 課程內容與學生息息相關，容易引起學生認同感
- c. 本科教師具專業資格，亦有專業精神，有助提升教學質素

2. 弱點

- a. 中一至中三課節不足，教學內容相對緊迫
- b. 部份中四至中六學生認定本科為要大量背誦之科目，不願花時間學習

III. 目標

1. 發揮小班教學優勢、促進學生自主學習
2. 鼓勵學生參與校外活動，擴闊視野
3. 增加學生對國家的了解，能連繫國家歷史與今日局勢的關係
4. 訓練學生的思考能力，能多角度分析史事及人物

IV. 施行計劃

	工作項目	目標	日程		
			18/19	19/20	20/21
1	同工進行協作教學，交流教學心得(包括發揮小班教學優勢，促進學生自主學習經驗分享)	1	✓	✓	✓
2	同工跨學科觀課，與別科同工交流教學心得(包括發揮小班教學優勢，促進學生自主學習經驗分享)	1			✓
3	修訂教材，透過備課習作 / 以學生為中心的課堂活動，發揮小班教學優勢，促進學生自主學習，讓學生參與課堂	1,4	中一	中三	中二
4	推廣 / 安排校外活動，擴闊學生	2		✓	✓

	視野				
5	與學生培育會合辦考察活動，擴闊學生視野	2,3	✓		
6	與學生討論時事（如課題適合）	3	✓	✓	✓
7	於初中課程推行分階段高階思維訓練，加強學生的分析能力	4	✓	✓	✓
8	訓練高中學生應用高階思維技巧分析史事及人物以助應試	4	✓	✓	✓

V. 評估

1. 學生填寫網上問卷，自行評估學習成效
 - a. 小班教學：備課學習、課堂參與（自主學習）（工作項目3）
 - b. 其他：時事討論（如課題適合）、高階思維訓練（工作項目6,7,8）
2. 教師觀課及交流，評估學生的學習成效（本科：2018/19-2020/21年度；跨科：2020/211 年度）
 - a. 小班教學：備課學習、課堂參與（自主學習）（工作項目1,2,3）
 - b. 其他：時事討論（如課題適合）、高階思維訓練（工作項目6,7,8）
3. 文件紀錄
 - a. 各級每單元均設備課習作及以學生為中心的課堂活動（自主學習）（工作項目3）
 - b. 推廣 / 安排最少一項校外活動（2019/20-2020/21年度）（擴闊學生視野）（工作項目4）
 - c. 與學生培育委員會合辦最少一項考察活動（2018/19年度）（擴闊學生視野）（工作項目5）
 - d. 分析學生成績，評估學生的學習成效（工作項目8）
 - 中一至中五：上學期考試、統測（中三適用）及下學期考試
 - 中六：香港中學文憑考試
 - i. 達第二級水平的百分比
 - ii. 達第四級水平的百分比

VI. 科成員

黃啟思（科主任）
 張妙怡
 陸仲豪
 彭及麟

SHATIN TSUNG TSIN SECONDARY SCHOOL
ECONOMICS AND BAFS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement.
- b. Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills.
- c. Teachers are diligent and enthusiastic in teaching. There is good communication and co-operation among panel members
- d. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals.
- e. The panel keeps an ample stock of teaching materials including DVDs, past papers and a question bank

2. Weaknesses

- a. Some students are weak in presenting their analyses
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities

III. OBJECTIVES

1. To make use of the advantages of small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To enhance students' capability of mastering the content and skills in attempting public examinations
3. To reflect the effectiveness of teaching and learning
4. To advance teachers' professional knowledge and promote exchange among teaching professionals

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementation of different self-regulated learning tactics (Construction of knowledge by students in lessons): <ul style="list-style-type: none"> - Self-learning of basic knowledge - Pre-lesson preparation tasks which prepare students to construct the main teaching content of the lesson - Peer checking, re-working errors and reflecting upon mistakes through discussion 	1,2	✓	✓	✓
2	Collaborative teaching within the subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small- class teaching to enhance students' self- regulated learning	1,2,4	✓	✓	✓
3	Lesson observation within subject panels	1,2,4	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,2,4			✓
5	Review of internal school examination results	3	✓	✓	✓
6	Review of HKDSE examination results	3	✓	✓	✓

V. EVALUATION

1. Documentation
 - discussion of the lessons and worksheets designed (Task 1)
 - at least one lesson of each subject teacher will be observed each year (Task 3)
 - open-class of Economics and BAFS in 20/21 (Task 4)
 - reports and comments of students' performance (Task 5 & 6)
2. Subject teachers' opinions (discussed in meetings) on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1-4)
3. Student survey to collect students' opinions on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

VI. TEAM MEMBERS

Pun King Min (Panel Chairperson)

Lo Chun Ming

Yuen Kit Ching

SHATIN TSUNG TSIN SECONDARY SCHOOL
GEOGRAPHY
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, diligent, cooperative and display potential for further improvement.
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interactions and providing timely feedback on assignment
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. Learning activities, assignments and assessments are designed to foster students' acquisition and application of geographical knowledge and generic skills
- e. Teachers teaching this subject are cooperative and willing to learn
- f. Various training courses and seminars have become more accessible in recent years

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 generic 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 senior form 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. Some students lack the initiative or confidence in learning
- 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. The number of students per class is higher than the teacher-to-student ratio of the outdoor activities. It may pose some difficulties for teachers

III. OBJECTIVES

1. To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To enhance students' capability of mastering the content and skills (e.g. geographical skills) in attempting public examinations
3. To reflect the effectiveness of teaching and learning
4. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
Teaching and Learning					
1	Implementation of different self-regulated learning tactics in S1, S4 and S5 to facilitate the construction of knowledge by students in lessons - Self-learning of knowledge - Students-Teaching-Students - Presentations	1	✓ S4	✓ S5 S4	✓ S1 S5 S4
2	Collaborative teaching with the subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	1,4	✓	✓	✓
3	Lesson observation within subject panel	1,4	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,4	✓		✓
5	Review of internal school examination results	3	✓	✓	✓
6	Review of HKDSE examination results	3	✓	✓	✓

Academic Activities					
7	Organizing cross-boundary study trips on selected topics in Geography once every three years	2	✓		
8	Organizing the following local activities for S4 – S6 students : a. Apply Field Study Centre Course every school year b. Conduct 2 field trips related to the fieldwork based questions c. Attend academic seminars and make visits to some organisations / places	2			
			✓	✓	✓
			✓	✓	✓
			✓	✓	✓

Note : - Self-learning of knowledge : S1 (landslides or isobars or contour comparison)

- Students-Teaching-Students : S5 (Issue-based discussion on C3 or C4)

- Presentation : S4 (Evaluate one of the natural hazard mitigation measures)

V. EVALUATION

1. Documents

- lesson observation for tasks 1,2
- evaluation of the effectiveness of teaching and learning materials record for tasks 1,2,4,
- reports of the performance of students in assessments for tasks 5,6
- minutes record for tasks 3,7,8

2. Student questionnaire survey to collect students' opinion on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Tasks 1)

VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson)

Lee Mei King

SHATIN TSUNG TSIN SECONDARY SCHOOL
HISTORY
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To make use of the advantages of small-class teaching to enhance students' self-regulated learning
2. To enhance students' capability in mastering the content and skills needed for attempting public examinations
3. To address students' learning diversity
4. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementation of various tactics to enhance students' self-regulated learning a. self-learning of knowledge by students in junior forms b. peer checking and re-working on errors and reflecting upon mistakes through discussion in senior forms c. arrange pre-lesson preparation tasks which prepare students for the main teaching content of the lesson	1,2,3	✓	✓	✓
2	Lesson observation within subject panel (focusing on enhancing students' self-regulated learning)	1,2,3,4	✓	✓	✓
3	Sharing across subject panels (focusing on enhancing students' self-regulated learning)	1,3,4	✓		✓
4	Collaborative teaching within the subject panel (focusing on enhancing students' self-regulated learning)	1,3,4	✓	✓	✓
5	Review of the junior form History curriculum	2,3		✓	
6	Evaluation of the results of internal school assessment and public examination	2,3	✓	✓	✓
7	Review of the existing pre-lesson preparation tasks	2,3	✓	✓	✓

V. EVALUATION

1. Student survey will be conducted to collect information for
 - a. whether the effectiveness of students' self-regulated learning is enhanced under small-class teaching (Task 1,7)
 - b. whether pre-lesson preparation material can facilitate students' self-regulated learning (Task 1,7)
2. Records of teacher sharing will be conducted on whether students' self-regulated learning is enhanced under small-class teaching (Task 1,2,4,7)
3. Records of review of pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning (Task 1,7)
4. Records of lesson observation within panel (Task 1,2,4)
5. Records of sharing across subject panels focusing on enhancing students' self-regulated learning (if applicable) (Task 1,3)
6. Records of review of junior History curriculum (Task 5)
7. Records of evaluation of internal school assessments and public examinations during panel meetings (Task 6)

VI. TEAM MEMBERS

Fok Wang Chung (Panel Chairperson)

Lau Tik Yan

沙田崇真中學
通識教育科
三年計劃書 (2018-2021)

I. 目的

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

II. 現況分析

1. 優點

整體

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

高中

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

初中

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

2. 弱點

整體

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

III. 目標

1. 利用切合本科需要的自主學習策略，進一步提升學與教的效能
2. 鼓勵學生參與校外活動，以擴闊學生視野
3. 增加學生對社會時事的了解，成為一個有識見的公民

IV. 施行計劃

	工作項目	目標	日程		
			18/19	19/20	20/21
1	教師培訓				
	a. 科內交流（科內協作教學）	1	✓	✓	✓
	b. 跨科交流（公開課）	1		✓	
2	課堂實踐				
	a. 要求學生將課程中學懂的思考技能運用於課堂新聞彙報之中（中一級適用）	1	✓	✓	✓
	b. 在核對習作時，透過學生自行研習和於課堂討論不同等級的學生樣本，讓學生了解不同題目的評分準則、其答案的不足及可再進之處（中四及中五級適用）	1	✓	✓	✓
	c. 學生透過自主學習學習知識（學生透過準備課堂新聞彙報增加對不同新聞議題的了解）	1,3	✓	✓	✓
	d. 透過專題研習，讓學生了解時事議題（中二級適用）	1,3		✓	✓
	e. 透過課堂中的議題討論，提升學生的公民意識	3	✓	✓	✓
3	宣傳並安排學生參加至少一項校外大型活動	2	✓	✓	✓
4	為學生籌劃一次與通識科課程內容相關的遊學團	2		✓	

5	於中三和中四級的課程加入配合該級生命教育課的體驗活動的內容	2			✓
6	為中三至中六的同學於閱讀時間提供新聞閱讀建議	3	✓	✓	✓

V. 評估

1. 學生問卷

派發學生問卷，評估自主學習的學習成效，以及各種措施對增加學生對時事的了解及提升公民意識的效果（項目2及6）

- 學生能否透過準備課堂新聞彙報、專題研習、新聞閱讀建議等方式，增加對不同新聞議題的了解
- 學生能否透過自行研習和於課堂討論不同等級的學生樣本，了解不同題目的評分準則、答案的不足及可再進之處
- 學生能否將課程中學懂的思考技能運用於課堂新聞彙報之中
- 學生能否透過課堂討論提升自身的公民意識

2. 老師評估

在科務會議上向老師了解自主學習能否提升學生的學習成效（項目2）

3. 文件記錄

- 用會議記錄及檢視各項活動的籌備情況及學習成效（項目3及4）
- 用會議記錄及檢視各項課程的修訂進度和執行情況（項目5）
- 用會議記錄及相關教案記錄及檢視科內協作教學及公開課的執行情況（項目1）
- 用觀課記錄記錄各級自主學習的執行情況和學習成效（項目2）

VI. 科成員

胡欣夏（科主任）

鄭嘉鳳

劉荻茵

李維覺

李淑儀

盧晉銘

陸蔚菽

文浩輝

彭及麟

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE AND TECHNOLOGY SUBJECTS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To promote self-regulated learning and help students acquire good learning habits
2. To motivate students in learning science and technology
3. To address students' learning diversity

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implement STEM	1,2		✓	✓
2	Implement the reading of science books in S2 and S3	1,2,3	✓	✓	✓
3	Organize Science Day	1,2,3	✓	✓	✓
4	Evaluate the new mode of the Science Society	2	✓	✓	✓
5	Coordinate dates of science activities	2	✓	✓	✓

V. EVALUATION

1. Carry out on-line students' survey to collect data on whether :
 - a. The reading of science books would help students understand more about science in daily life and hence arouse their interest in learning science (Task 2)
 - b. The activities or competitions on Science Day can arouse their interest in learning science (Task 3)
 - c. Students have participated in science activities (Task 4)
2. Evaluation form filled in by students after each science activity and attendance recorded for each science activity (Task 4)
3. Teachers' sharing on :
 - a. the performance of students in various competitions (Task 3)
 - b. the effectiveness of the Science Society (Task 4)
4. Documentation of the coordination (Task 5)

VI. TEAM MEMBERS

Yu Cheuk Kuen (Convenor)
 Yu Mu Hau (Convenor)
 Chan Fung Yi
 Chan Kwok Hung
 Cheung Cheuk Nga
 Hung Suet Kan
 Kwok Fung Ying

Lo Pun Kei
 Mak Lai Ching
 Tai Kin Fai
 Tsang Shing Wai
 Wong Hoi Lee
 Wong King Sing
 Wong Shuk Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
BIOLOGY
THREE-YEAR PLAN (2018-2021)

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

2. Weaknesses

- a. Some students are rather passive when it comes to class discussions
- b. Some students are not able to regulate their own learning e.g. poor time management and ineffective learning strategies
- c. Many students adopt a surface approach to learning (rote-learning)
- d. The learning difference among students is large

III. OBJECTIVES

1. To make use of the advantages of small-class teaching and to strengthen students' abilities in self-regulated learning and teaching effectiveness
2. To widen students' horizons by enriching their exposure to different growth and life experiences
3. To address students' learning diversity
4. To enhance students practical skills in laboratory work
5. To facilitate the teaching and learning of the biology curriculum

6. To enhance students' capability of mastering the content and skills needed to attempt HKDSE
7. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementation of different self-regulated learning tactics depending on panels' choice : i. Construction of knowledge by students in lessons: - Peer discussion - Presentations - Pre-lesson preparation tasks which prepare students to construct the main teaching content of the lesson ii. Pre-laboratory work iii. Project-based or problem-based learning	1,3,4,5,6	✓	✓	✓
2	Lesson observation within subject panels	1,3,4,5,6,7	✓	✓	✓
3	Lesson observation conducted by the panel head	1,3,4,5,6,7	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,3,7	✓		✓
5	Review of the S2 Bio curriculum	1,4,5	✓	✓	✓
6	Review of the S3 Bio curriculum	1,4,5	✓	✓	✓
7	Collaborative teaching within the panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	1,5,7	✓	✓	✓
8	Arranging internal extracurricular activities	2	✓	✓	✓
9	Promoting extracurricular activities held by external bodies	2	✓	✓	✓

10	Implementation of reading Biology books in S2 and S3	2,5	✓	✓	
11	Holding study groups during lunch or after school	3,5,6	✓	✓	✓
12	Providing hands on practice to students	4	✓	✓	✓
13	STEM Project	4,5	✓	✓	✓

V. EVALUATION

1. Documentation
 - (a) record of Tasks 1-11 and 13 in meeting minutes
 - (b) learning materials for task 1
2. Students' survey conducted to collect information on the effectiveness of
 - (a) the tactics to enhance students' self-regulated learning (Task 1)
 - (b) holding study groups to address students' learning diversity (Task 11)
 - (c) encouraging the involvement in doing experiments in order to enhance students' practical skills in laboratory work (Task 12)
 - (d) arranging and promoting extracurricular activities to widen students' horizons (Tasks 8 and 9)
 - (e) implementing reading Biology books to widen students' horizons by enriching their exposure to biological knowledge (Task 10)
 - (f) holding STEM project to boost students' interest in Science and enhance their practical skills (Task 13)

VI. TEAM MEMBERS

Chan Fung Yi (Panel Chairperson)
 Chan Kwok Hung
 Cheung Cheuk Nga
 Wong Shuk Ling
 Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
CHEMISTRY
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. There is insufficient time to cover the syllabus
- b. The learning diversity of students is high. Different teaching strategies should be employed to cater for individual differences

III. OBJECTIVES

1. To use small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To advance teachers' professional knowledge and promote exchange among teaching professionals
3. To help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementing pre-lesson preparation tasks and different self-regulated learning tactics, such as <ul style="list-style-type: none"> ● self-learning of basic knowledge ● presentation in lessons ● peer checking, re-working errors and reflecting upon mistakes through discussion ● pre-laboratory work of science subjects 	1	✓	✓	✓
2	Conducting collaborative teaching within subject panel focusing on <ol style="list-style-type: none"> i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning 	1,2	✓	✓	✓
3	Observing lessons within subject panels	1,2	✓	✓	✓
4	Observing lessons by panel head	1,2	✓	✓	✓
5	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,2			✓
6	Implementing reading Chemistry books in S3	1,3	✓	✓	✓
7	Reviewing and evaluating the "Reading Chemistry books" scheme	1,3		✓	
8	Implementing STEM elements in junior form curriculum	3	✓	✓	✓
9	Reviewing internal school examination and HKDSE results	3	✓	✓	✓

V. EVALUATION

1. Document
 - minutes of meeting recording the discussion of teachers (tasks 1-8)
 - collaborative teaching materials (tasks 1,2)
 - reports of performance of students in assessments (task 9)
2. Teachers' evaluation
 - the effectiveness of pre-lesson preparation tasks and tactics favoured by small-class teaching to enhance students' self-regulated learning (tasks 1,5)
 - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 6,8)
3. Students' survey
 - the effectiveness of pre-lesson preparation tasks and tactics favoured by small-class teaching to enhance students' self-regulated learning (task 5)
 - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 6,8)

VI. TEAM MEMBERS

Wong King Sing (Panel Chairperson)

Mak Lai Ching

Tsang Shing Wai

Lo Pun Kei

SHATIN TSUNG TSIN SECONDARY SCHOOL
INTEGRATED SCIENCE
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There are sufficient logistic resources
- b. There is good cooperation between teachers and laboratory technicians
- c. Teachers are familiar with science and are eager to improve themselves
- d. Most students are well-disciplined
- e. Students can learn about science through numerous media
- f. The group setting of the laboratory favours small-class teaching

2. Weaknesses

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

III. OBJECTIVES

1. To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning
2. To widen students' horizons by enriching their exposure to different growth and life experiences
3. To address students' learning diversity
4. To help students acquire knowledge of the use of appropriate instruments in scientific experiments
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implement various tactics to enhance students' self-regulated learning: - Pre-lesson preparation tasks - Peer discussion - Presentations - Project-based or problem-based learning	1,3,4	✓	✓	✓
2	Review STEM project in current curriculum	1,3,4	✓	✓	
3	Conduct sharing within the subject panel (collaborative teaching among panelists on small-class teaching strategies / the effectiveness of the pre-lesson preparation tasks)	1,5	✓	✓	✓
4	Conduct sharing across subject panels (open class focusing on small-class teaching strategies / the effectiveness of self-regulated learning)	1,5	✓		
5	Organize organic farming activities and visits for students	2	✓	✓	✓
6	Review S1 curriculum to cope with junior form science curriculum	3	✓		

V. EVALUATION

1. Student survey to collect students' opinions on

- the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)
- the effectiveness of activities and visits (Task 5)

2. Documentation

- report in the minutes of meetings (Task 2,6)
- collaborative teaching materials and minutes (Task 3,4)

VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson)

Chan Fung Yi

Hung Suet Kan

Kwok Fung Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To promote self-regulated learning through small-class group teaching if applicable
2. To motivate students in Physics learning
3. To address students' diversity

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Pre-lesson preparation tasks which have close linkage with the main teaching focus of the lesson for S2 and S3	1,2,3	✓	✓	✓
2	Project-based learning for S3 (tower or bridge building in alternating years)	1,2,3	✓	✓	✓
3	Peer checking, re-working errors and reflecting upon mistakes through discussion (Select certain questions in M.C. for in-class practice and peer-peer interaction) for S4 for self-regulated learning	1,2,3	✓	✓	✓
4	Pre-laboratory work before SBA for S5 and S6	1,2,3	✓	✓	✓

V. EVALUATION

1. Carry out on-line students' survey to collect data on :
 - a. whether the lesson preparation helps students prepare for the lesson and hence enhance their learning effectiveness (Task 1)
 - b. whether pre-lab work helps students perform the SBA more effectively (Task 4)
 - c. whether the tower / bridge building competition arouses students' interest in learning Physics (Task 2)
 - d. whether students have enough discussion in checking, re-working errors and reflection upon mistakes during lessons (Task 3)
 - e. whether the discussion helps students understand Physics concepts (Task 3)
2. Teachers' sharing on
 - a. the performance of students in self-regulated learning (Task 1, 2,3)
 - b. the performance of students in SBA (Task 4)
 - c. the effectiveness of students' lesson preparation (Task 1)
 - d. the performance of students in bridge / tower building before and on the science day (Task 2)

VI. TEAM MEMBERS

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

**SHATIN TSUNG TSIN SECONDARY SCHOOL
TECHNOLOGY
THREE-YEAR PLAN (2018-2021)**

I. AIMS

1. To address the school's major concerns
2. To impart basic knowledge of computer studies, information technology, communication technology and their daily application required by CDC

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals
- d. The majority of teachers are well equipped and experienced. Teachers are caring, dedicated, experienced and professional. There is a strong collaborative culture among teachers
- e. Staff relationships, teacher-student relationships and student-peer relationships are good

2. Weaknesses

- a. Some students lack the initiative or confidence in learning
- b. Despite a very slight increase in the manpower within the establishment, teachers' workload is still heavy. Technology teachers have to make a great effort in learning new technology to cope with the rapidly-changing computer technological development. This makes teachers physically and psychologically tired

III. OBJECTIVES

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

2. To advance teachers' professional knowledge and promote exchange among teaching professionals
3. To reflect the effectiveness of teaching and learning
4. To widen students' horizons by enriching their exposure to different growth and life experiences

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementating different self-regulated learning tactics depending on panels' choice : ● Construction of knowledge by students in lessons : - Presentations - Pre-lesson preparation tasks which prepare students to construct the main teaching content of the lesson ● Project-based or problem-based learning	1	✓	✓	✓
2	Conducting collaborative teaching within the subject panel focusing on i. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons ii. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	1,2			✓
3	Lesson observation within subject panels	1,2	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,2			✓
5	Reviewing S1 curriculum	1,2	✓		
6	Reviewing S2 curriculum	1,2	✓		
7	Reviewing S3 curriculum	1,2			✓
8	Reviewing internal school examination results	3	✓	✓	✓
9	Reviewing HKDSE examination results	3	✓	✓	✓
10	Arranging for students to participate in external competitions and activities	4	✓	✓	✓

V. EVALUATION

1. Documentation
 - minutes of meetings recording the discussion of teachers about task 5,6,7
 - lesson observation reports for task 2,3
 - collaborative teaching material and report for task 2,4
 - reports of performance of students in assessments, competitions and activities for task 8,9,10
2. Teacher survey to collect teachers' opinions on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1,2,3,4) Record teachers opinions in panel meeting minutes
3. Student survey to collect students' opinions on the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

VI. TEAM MEMBERS

Wong Hoi Lee (Panel Chairperson)

Cheung Cheuk Nga

Tai Kin Fai

Wong King Sing

Yu Cheuk Kuen

SHATIN TSUNG TSIN SECONDARY SCHOOL
CULTURAL SUBJECTS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To promote self-regulated learning and develop students' generic skills by allowing more individual participation in small-class teaching
2. To promote a collaborative teaching atmosphere among the cultural subjects

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Encourage each panel to help each student actively engage in various performances, presentations, demonstrations and discussions in class activities to promote self-regulated learning	1	✓	✓	✓
2	To put forward more integrated cultural projects like exhibitions, variety shows, competitions or creative projects (STSS V shows in 2019 & 2021)	2	✓		✓
3	Involving each teacher in collaborative teaching once a year to enhance interaction and teaching effectiveness (focusing on self-regulated learning)	2	✓	✓	✓
4	Involving each teacher in an open class observation of another subject once every two years (focusing on self-regulated learning)	2	✓	✓	✓

V. EVALUATION

Documents :

1. Record of activities : Frequency of activities, standard of performances, students' attendance recorded in subject minutes (Task 1)
2. Evaluation reports recorded in subject minutes (Task 2)
3. Record of participation shown in subject minutes (Task 3,4)

VI. TEAM MEMBERS

Chan Yuen Kok (Convenor)
Chan Chun Yin
Chan Kwong Man
Hung Tsui Ying
Li See Chun
Louie Fung Yiu
Tsang Yuk Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
ARTS-IN-LIFE
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

1. To use small-class teaching to engage students more in class activities so as to promote their self-regulated learning skills and other generic skills in our subject
2. To incorporate elements of positive education in our project themes
3. To widen up students exposure through different activities outside the classroom
4. To enhance and improve teaching effectiveness through collaborative teaching and regular meetings

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Teachers put forward the pre-lesson preparation in daily teaching to promote self-regulated learning	1	✓	✓	✓
2	All students should finish 3 large scale arts projects from form 1-3 to promote self-regulated learning	1	✓	✓	✓
3	To construct knowledge through self-learning, or students-teaching-students tactics in some teaching modules of each form	1	✓	✓	✓
4	To incorporate positive and healthy ideas in each year's project theme	2	✓	✓	✓
5	Students should take part in external art activities or visits at least 4 times from S1-3 to widen their exposure	3	✓	✓	✓
6	Each teacher should take part in the subject collaborative teaching once a year	4	✓	✓	✓
7	Each teacher should sit in an open lesson arranged by other subjects once every alternate year	4		✓	
8	There is sharing within the subject panel about the self-regulated learning in small-class teaching	4	✓	✓	✓
9	There is sharing with other subject panels on the self-regulated learning in small-class teaching	4			✓

V. EVALUATION

1. Learning atmosphere : teachers' perceptions shared in meetings and recorded in minutes and students' feedback through student surveys (Task 1,4)
2. Teaching and learning effectiveness : self-assessment and teacher-assessment reports, final art product exhibition (Task 2)
3. Documents :
 - Record of activities: frequency of activities, standard of performances/exhibitions, students' feedback and attendance (Task 5)
 - Records showing the progress of different work tasks in subject minutes (Task 3,4,5)
 - Records of participation shown in subject minutes (Task 6,7,8,9)

VI. TEAM MEMBERS

Chan Yuen Kok (Panel Chairperson)

Li See Chun

Louie Fung Yiu

Tsang Yuk Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICAL EDUCATION
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The EDB provides detailed teaching content and resources, which help us to arrange the teaching schedule
- b. Most sports are structurally organized in the curriculum within the school year
- c. Students are interested in sports, which help students to enhance their physical fitness
- d. There are many inter-class and inter-house activities or competitions, so that students can have the opportunity to use different kinds of sport skills they have learned
- e. PE teachers are professionally trained and are enthusiastic in their teaching, also in promoting various sports activities
- f. Relationship between teachers and students is good
- g. Sports equipment and venues are adequate
- h. School supports the promotion and development of physical activities and sports
- i. School provides a wide range of physical activities to match students' interests
- j. There is liaison with community groups to promote physical activities in school
- k. This is an elective subject in the senior levels so all students taking this subject have a certain level of interest and ability

2. Weaknesses

- a. Swimming lessons cannot be arranged at all levels due to the six-day cycle and they can only be offered in junior levels
- b. Students' physical fitness is unsatisfactory
- c. Teachers' workload is very heavy because various sports team training all depends on the PE teachers
- d. Two of three teachers are freshly graduated teachers, they don't have a lot of teaching skills and experience.

III. OBJECTIVES

1. To make use of the advantages of small-class teaching and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To address students' learning diversity
3. To develop students' good health with physical exercise and to enhance their physical fitness
4. To cultivate students' active lifestyle through motivating students to participate in various kinds of sport activities
5. To enhance students' appreciation and knowledge of sports
6. To strengthen the sense of belonging to the class through participating in the competitions during PE lessons
7. To train student leaders
8. To improve students' thinking and organizing skills
9. To help students to understand and utilize the sports facilities in our community
10. To enhance students' capability of mastering the content and skills need to attempt public examinations

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Conduct sharing within the subject panel (focusing on small-class teaching strategies if applicable)	1	✓	✓	✓
2	Conduct sharing across subject panels (focusing on self-regulated learning strategies)	1			✓

3	<p>Introduce “Sport Education Model”(Project-based learning) to S4 and S5 students</p> <ul style="list-style-type: none"> ● Design pre-lesson preparation work for students to enhance students’ self-regulated learning in lessons.(2 cycles in 2nd term) ● Request students to organize activities to promote self-regulated learning in lessons(4 cycles in 2nd term) ● Train students to plan various events and act as referees during PE lessons 	1,2,5,6,8	✓	✓	✓
4	Increase attention paid to individual learning differences	1,10	✓	✓	✓
5	Strengthen physical fitness training and tests through the “Secondary School Physical Fitness Scheme”	3	✓	✓	✓
6	Teach a wide range of sports to senior students whose learning ability is higher; such as tennis, bowling, rope skipping, golf, netball, etc.	3,4,5,9	✓	✓	✓
7	<p>Introduce “Student coaching activities”(Project-based learning) to S2 and S.3 students</p> <ul style="list-style-type: none"> ● Design pre-lesson preparation work for students to enhance students’ self-learning of basic knowledge and students-teaching-students in lessons ● Request students to organize lessons to promote self-regulated learning in lessons (2 cycle in 1st term) 	4,5,7,8	✓	✓	✓
8	Rent and borrow off-campus facilities for PE lessons and school teams training	9	✓	✓	✓

V. EVALUATION

1. Students' survey conducted to collect information on:

- whether pre-lesson preparation materials can facilitate students' self-regulated learning (Task 3 and 7)
- whether learning effectiveness is enhanced under small-class teaching (if applicable) (Task 3)
- whether there is increasing attention paid to individual learning differences by teachers (Task 3 and 4)
- whether there is increasing practice of student-centered and interactive learning approach (Task 3,6,7)
- Whether students use and know more about the sports facilities in our community (Task 8)

2. Documents

- The percentage of students obtaining an award in "Secondary School Physical Fitness Award Scheme" (Task 5)
- Physical Fitness test results (Task 5)
- Subject teachers' opinions (discussed in panel meeting) on effectiveness to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness,(Task 1 and 7)
- Lesson observation record (Task 2)

VI. TEAM MEMBERS

Chan Kwong Man (Panel Chairperson)

Chan Chun Yin

Hung Chui Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
VISUAL ARTS
THREE-YEAR PLAN (2018-2021)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

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

III. OBJECTIVES

1. To make use of the advantages of small-class teaching to strengthen students' abilities in self-regulated learning
2. To incorporate elements of positive education to promote the well-being of students
3. To widen students' horizons by enriching their exposure to different growth and life experiences
4. To address students' learning diversity
5. To advance teacher's professional development
6. To review internal and external examination results which reflects the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			18/19	19/20	20/21
1	Implementation of different self-regulated learning tactics : - presentation - pre-lesson preparation - project-based or problem-based learning	1	✓	✓	✓
2	Collaborative teaching with AIL panel focusing on i. The effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or ii. The usage of the tactics favored by small-class teaching to enhance students' self-regulated learning	1,5	✓	✓	✓
3	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,5			✓
4	Incorporate elements of the chosen domains of positive education into the subject's content	2	✓	✓	✓
5	Organizing at least three visits to external art exhibitions or seminars for S4-5 Visual Arts students	3	✓	✓	✓
6	Setting up more than seven kinds of art interest clubs which students can choose to join	3,4	✓	✓	✓

7	Setting up Visual Arts School Team (Junior) to nurture those students with art talent and provide them with chances to take part in external art competitions	3,4	✓	✓	✓
8	Review of internal school examination results	6	✓	✓	✓
9	Review of HKDSE examination results	6	✓	✓	✓

V. EVALUATION

1. Student questionnaire survey for
 - a. the learning effectiveness under small-class teaching : questions on the degree or effectiveness of
 - pre-lesson preparation materials to facilitate students' self-regulated learning (Task 1)
 - increasing practice of student-centered and interactive learning approach (Task 1)
 - strengthening students' abilities in self-regulated learning to enhance learning and teaching effectiveness (Task 1)
 - b. the incorporation of the elements of positive education (Task 4)
 - c. increasing attention paid to students' learning diversity (Task 6,7)
 - d. increasing attention paid to widening students' horizons (Task 5,6,7)
2. Documents
 - lesson observation reports for task 2,3
 - collaborative teaching material and minutes for task 2,3
 - reports of performance of students in assessments for task 8,9 (both internal and public exams)
3. Teacher questionnaire survey
 - teachers' observations and comments on the implementation of school aims in the subject base

VI. TEAM MEMBERS

Li See Chun (Chairperson)

SHATIN TSUNG TSIN SECONDARY SCHOOL
Budget Summaries 2018-19

Income		Expenditure	
EOEBG		EOEBG	
Basic Provision/Baseline Reference	2,331,268.56	Running Cost (Electricity, water, etc.)	1,348,570.00
Administration Grant - Ordinary (IMC)	4,690,842.00	Teaching & Curriculum	115,890.00
Capacity Enhancement Grant	613,766.00	Activities	746,286.00
Composite Information Technology Grant	515,139.00	Admin & Clerical Staff Salaries	3,867,756.00
WS Approach to Integrated Education	13,640.00	Admin Grant - Cleaning Contract	55,000.00
Air-conditioning Grant	578,692.00	Capacity Enhancement Grant	361,794.00
		Teacher's Training and Development Activities	9,000.00
		Composite Information Technology	563,000.00
		WS Approach to Guid. And Dis. Expenses	16,300.00
		WS Approach to Integrated Education	11,500.00
		Furniture & Equipment	231,750.00
		Repairs	232,000.00
		Lift Maintenance	150,000.00
		Contingency	300,000.00
Sub-total (A)	8,743,347.56	Sub-total (E)	8,008,846.00
Others			
Home-School Cooperation	15,474.00	Home-School Cooperation	15,474.00
Sch-based After School Learning & Support	106,800.00	Sch-based After School Learning & Support	106,800.00
Jockey Club LWL Fund	59,640.00	Jockey Club LWL Fund	59,640.00
Diviversity Learning Grant	105,000.00	Diviversity Learning Grant	117,000.00
Teacher Relief Grant (Annual)	251,732.50	Teacher Relief Grant (Annual)	184,791.60
Teacher Relief Grant (Optional)	4,560,075.60	Teacher Relief Grant (Optional)	5,708,162.50
Pilot Project on Student with Autism	208,506.00	Pilot Project on Student with Autism	225,641.00
Learning Support Grant	85,930.00	Learning Support Grant	68,636.00
Promotion of Reading Scheme	70,000.00	Promotion of Reading Scheme	70,000.00
Grant for the Sister School Scheme	150,000.00	Grant for the Sister School Scheme	150,000.00
One-off Grant to Sec. Sch. For the Promotion of STEM Education	-	One-off Grant to Sec. Sch. For the Promotion of STEM Education	28,000.00
ITE4 - One-off Grant for Acquiring mobile Computer Devices	-	ITE4 - One-off Grant for Acquiring mobile Computer Devices	-
Extra Recurrent Grant under ITE4	84,940.00	Extra Recurrent Grant under ITE4	84,940.00
One-off Information Technology Grant for e-Learning in Schools	-	One-off Information Technology Grant for e-Learning in Schools	128,245.00
Information Technology Staffing Support Grant	300,000.00	Information Technology Staffing Support Grant	362,642.00
One-off Grant for the Promotion of Chinese History & Culture	-	One-off Grant for the Promotion of Chinese History & Culture	-
Sub-total (B)	5,998,098.10	Sub-total (F)	7,309,972.10
Subscription Fund			
Tong Fai	142,400.00	Insurance	50,000.00
Rent from Tuck Shop	195,000.00	ORSO Expenses	4,000.00
Hire of Accommodation	30,000.00	Bank charges	1,500.00
Donations	111,400.00	Donations (Scholarships, Religious activities, etc.)	155,750.00
Others	10,000.00	Activities	74,000.00
Students' Union - Sales	30,000.00	Wreath, flower basket & similar tributes	2,000.00
Students' Union - Services	250,000.00	Repairs/Maintenance Fee	40,000.00
		Students' Union - Purchases	40,000.00
		Students' Union - Expenses on Services	250,600.00
Sub-total (C)	768,800.00	Sub-total (G)	617,850.00
Other Income			
Approved Collection for Specific Charges	245,250.00	Campus Embellishment	50,000.00
Approved Collection for Small-class Teaching	1,081,480.00	Electricity & Maintenance	100,000.00
Approved Collection for SU Membership Fee	18,500.00	Staff cost on Small-class Teaching	421,517.00
		Expenses on Students' Union	56,200.00
Sub-total (D)	1,345,230.00	Sub-total (H)	627,717.00
Grand Total	16,855,475.66	Grand Total	16,564,385.10

Surplus/(Deficit) = (A+B+C+D) - (E+F+G+H) = **291,090.56**

SHATIN TSUNG TSIN SECONDARY SCHOOL
2018-2019
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 (\$50/per hour for internal exams. \$124/per hour for public exams.)	To free up more teachers’ time for the 4 items mentioned in (2)	\$101,050
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)	\$38,320
3. Employment of assistant coaches / coaches for sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$165,980
4. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students’ language competency (ii) To cater for individual learner’s needs	\$56,444
		\$361,794

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

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

5. Assessment Methods

School-based questionnaire to evaluate

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