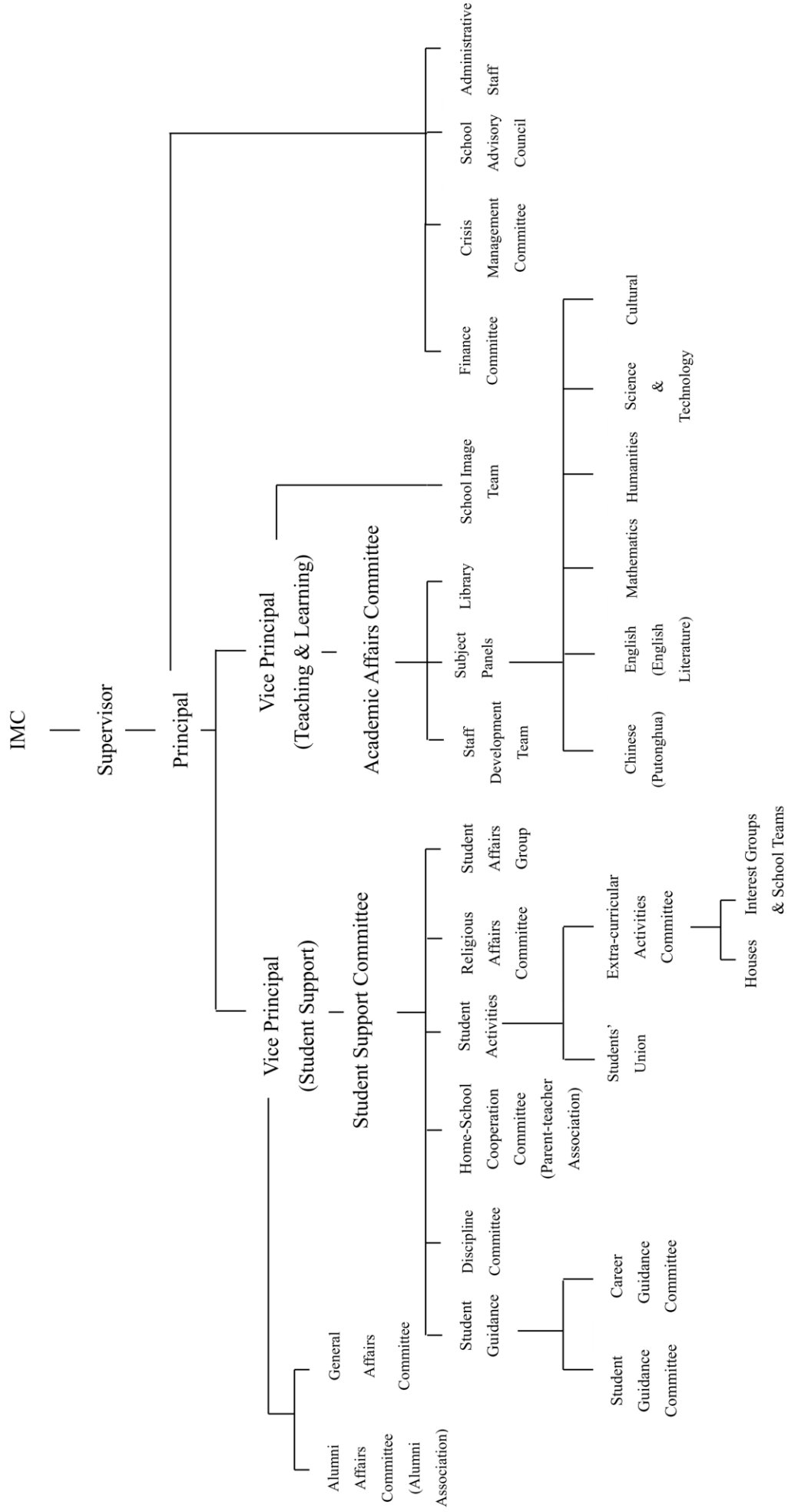


Contents	Page
1. School Organization Chart	P.1
2. Administrative Duties List	P.2–8
3. Teaching-time Allocation Table	P.9
4. School Calendar	P.10-13
5. Implementation Plan of “Capacity Enhancement Grant”	P.14-15
6. Mission Statements & School Aims	P.16
7. School Development Plan	P.17-20
8. Annual School Plan	P.21-28
9. Academic Affairs Committee	P.29-31
Staff Development Team	P.32-33
10. Student Support Committee	P.34-36
Student Affairs Team	P.37-39
11. Discipline Committee	P.40-42
12. Student Guidance Committee	P.43-45
13. Career Guidance Committee	P.46-48
14. Extra-curricular Activities Committee	P.49-51
15. Students’ Union	P.52-54
16. Religious Affairs Committee	P.55-56
17. Home-school Cooperation Committee	P.57-58
18. Alumni Affairs Committee	P.59-60
19. General Affairs Committee	P.61-62

20. Chinese	P.63-65
21. Putonghua	P.66-67
22. English	P.68-70
23. Mathematics	P.71-73
24. Humanities Subjects	P.74-76
25. Christian Education	P.77-78
26. Chinese History	P.79-80
27. Economics and BAFS	P.81-83
28. Geography	P.84-86
29. History	P.87-89
30. Liberal Studies	P.90-92
31. Science and Technology Subjects	P.93-94
32. Biology	P.95-97
33. Chemistry	P.98-100
34. Integrated Science	P.101-102
35. Physics	P.103-105
36. Technology	P.106-108
37. Cultural Subjects	P.109-110
38. Arts-in-life	P.111-113
39. Physical Education	P.114-117
40. Visual Arts	P.118-120

41. Budget Summaries	P.121
42. Diversity Learning Grant	P.122
43. Life-wide Learning Grant	P.123-127
44. Plan on Sister School Exchanges	P.128-130
45. Plan on the Use of the Promotion of Reading Grant	P.131
46. School-based After-school Learning & Support Programmes	P.132

SHATIN TSUNG TSIN SECONDARY SCHOOL
Organization Chart



SHATIN TSUNG TSIN SECONDARY SCHOOL

Administrative Duties List 2019 - 2020

I. School Advisory Council

Chairperson : Ms. Leung Kit Yin
Members : Ms. Pun King Min
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. 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
Ms. Pun King Min
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
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
Mr. Cheung Wong
Ms. Lam Uen Tung
Ms. Mak Lai Ching (Student Affairs)
Ms. Yip Po Chun

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. Tsang Yuk Mei
Ms. Wong Hoi Lee
Mr. Wong King Sing
Mr. Wu Yan Ha
Mr. Yu Mu Hau

Administration

Person-in-charge : Mr. Mak Shing Chit

Members : Mr. Ho Chung Wa (in-charge of SAS)
Ms. Wong Hoi Lee
Mr. Wong King Sing (in-charge of WEBSAMS)
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
Ms. Tsang Yuk Mei

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
Mr. Yu Mu Hau

Staff Development

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

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. Au Wan Yin (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
Mr. Lee Wai Kok (Assistant)
Mr. Man Ho Fai (Assistant)

Science & Technology Subjects : Mr. Yu Mu Hau

Biology : Ms. Chan Fung Yi

Chemistry : Mr. Wong King Sing

Integrated Science : Mr. Chan Kwok Hung

Physics : Mr. Yu Mu Hau

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)
Ms. Chung So Sum
Ms. Lo Mei Ling
Mr. Man Ho Fai (Prefect Team)
Mr. Tai Ka Tung
Ms. Tsang Wan Mei
Ms. Tsang Yuk Mei

- VI. Religious Activities
Religious Affairs Committee
Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Choi Wai Man
Members : Ms. Kuo Jeannie Zoe
Mr. Lau Ho Yin
Mr. Lo Chun Ming
Ms. Luk Wai Kiu
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. Chan Sai Chung
Mr. Cheng Chu Hin
Ms. Choy Kit Ping
Ms. Lau Chin Wai
Ms. Louie Fung Yiu
Ms. Man Wing Yu
Ms. Wong May Sum

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.)
Mr. Ling Ricky (Y.W.C.A.)
Ms. Tsim Yuen Chuen (Y.W.C.A.)
Educational Psychologist : Ms. Cheung Wai Lam
Speech Therapist : Ms. Lau Suet Lai

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

Adviser : Mr. Tai Kin Fai
Chairperson : Mr. Lee Wai Kok
Member : Ms. Wong Ka Man
Mr. Yu Mu Hau

X. Student Activities

Students' Union

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

Extra-curricular Activities Committee

Chairperson : 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. Fabric Arts Club : Ms. Li See Chun / External tutor

b) Sports

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

- c) Music Class (Arts)
- | | | | |
|-----|-----------------------------------|---|---|
| 9. | Music Class - Viola | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 10. | Music Class - Cello | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 11. | Music Class - Double Bass | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 12. | Music Class - Piccolo | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 13. | Music Class - Flute | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 14. | Music Class - Clarinet | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 15. | Music Class - Oboe | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 16. | Music Class - Bassoon | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 17. | Music Class - Trumpet | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 18. | Music Class - Trombone | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 19. | Music Class - Cornet | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 20. | Music Class - French Horn | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 21. | Music Class - Euphonium | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 22. | Music Class - Tuba | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 23. | Music Class - Tenor Saxophone | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 24. | Music Class - Western Percussion: | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 25. | Music Class - Chinese Percussion: | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 26. | Music Class - Erhu | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 27. | Music Class – Ruan | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 28. | Music Class – Liu Ye Gin | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 29. | Music Class – Di | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 30. | Music Class - Yanqin | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 31. | Music Class - Pipa | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 32. | Music Class – Sheng | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
| 33. | Music Class – Suo-na | : | Ms. Chan Yuen Kok /Ms. Louie Fung Yiu /
External Tutor |
- d) Service
- | | | | |
|-----|----------------|---|----------------|
| 34. | First Aid Team | : | Mr. Lo Pun Kei |
|-----|----------------|---|----------------|

e) Others

35. Bridge Club : Mr. Leung Kin San
36. Rubik's Cube Club (student initiated) : Mr. Chan Chun Yin
37. Japanese Culture Club (student initiated) : Ms. Hung Tsui Ying

C. School Team

a) Academic

1. Chinese Recital Group : Ms. Au Wan Yin (also as co-ordinator) /
Ms. Chan Yuk Ha / Ms. Yip Po Chun
2. Putonghua Recital Group : Ms. Au Wan Yin (co-ordinator) /
Ms. Leung Shuk Yee / Ms. Wong Ka Man
3. English Recital Group : Mr. Chan Sai Chung (also as co-ordinator) /
Ms. Chow Po Yi / Ms. Gaughan Tara Jean /
Mr. Koo Kwong Yiu / Ms. Lo Mei Ling /
Ms. Tsang Wan Mei / Ms. Wong May Sum
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. Ho Chung Wa / 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. Hung Tsui Ying / External Tutor
Athletic 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 Chun Yin / External Tutor
Table Tennis Team (Girls) : Mr. Chan Chun Yin / External Tutor
23. Volleyball Team (Boys) : Ms. Hung Tsui Ying / External Tutor
Volleyball Team (Girls) : Ms. Hung Tsui Ying / External Tutor
24. Archery Team : Mr. Chan Kwong Man / External Tutor

- XI. General Affairs Committee
 Adviser : Mr. Tai Kin Fai
 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. Chau Ming Yan
- XIII. Tuck Shop Management Team
 Person-in-charge : Ms. Mak Lai Ching
 Members : Mr. Chan Kwong Man
 Ms. Suen Yee Hang
- XIV. School Image Team
 Adviser : Ms. Pun King Min
 Person-in-charge : Ms. Chan Yuen Kok
- XV. Administrative Staff
 Person-in-charge : Ms. Leung Kit Yin
 School Executive Officer : Ms. Suen Yee Hang (also as TRR Co-ordinator)
 Clerks in Office : Ms. Chau Ming Yan (Accounting Clerk)
 Ms. Chiu Siu Wai
 Ms. Leung Fung Kuen
 Ms. Lun Wai Man (Library Assistant)
 Ms. Mo Ngai Shun
 Ms. Yiu Yuk Ming (Office Co-ordinator)
 Mr. Yung Kwok Kuen
 Administrative Assistants : Ms. Pang Yeuk Ling
 Ms. Wong Ka Wai
 IT Technician : Mr. Luk Pui
- XVI. Laboratory Staff
 Laboratory Technicians : Mr. Lo Pun Kei (Chemistry)(Co-ordinator)
 Ms. Hung Suet Kan (Biology & I.S.)
 Ms. Kwok Fung Ying (Physics & I.S.)
- XVII. Chinese Secretary : Mr. Lau Chung Kwong
 English Secretary : Ms. Gaughan Tara Jean
- XVIII. 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 2019-2020

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 SUBJECT	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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	2	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*
STEM	1																				
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*
P.E. (HKDSE ELECTIVE SUBJECT)				5*	5*	5*	5*	5*	5*	6*	6*	6*	6*	6*	6*	5*	5*	5*	5*	5*	5*
P.E.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
ARTS-IN-LIFE	4	4	4																		
C.E.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
FORM TEACHER PERIOD	1	1	1	1	1	1	1	1	1	1	1	1	1	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 2019-2020

2019-2020 年度校曆表

	S	M	T	W*	T	F	S	
Sep	1	2	#3/1a	4/b	5/c	6/d	7	i. 開學禮 Thanksgiving Service & Commencement Ceremony 2/9 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 show for S1 to S3 iii. 處理班務 Managing class business
								3/9 i. 處理班務 Managing class business ii. 學生領袖就職禮 Inauguration of Student Leaders
								3/9-18/9 休整時間表 Lightened timetable
								4/9 中一紀律簡介會 Discipline briefing for S1
								5/9-6/9 社員大會 General House Meeting
								6/9 學生購買夏季及冬季體育服 Purchasing summer and winter PE uniform
	8	9/e	10/f	11/2a	12/b	13/c	14	9/9-13/9 社際籃球比賽 Inter-house basketball match 14/9 中秋節翌日假期 The day following Mid-Autumn Festival
	15	16/d	17/e	18/f	#19/3a	20/b	21	15/9 深水埗崇真堂教育主日 Education Sunday Service of Shamshuiipo Tsung Tsin Church 19/9 常規時間表開始 Commencement of normal timetable
22	23/c	24/d	25/e	26/f	27/4a	28		
29	30/b							
Oct			1	2/c	3/d	4/e	5	1/10 國慶日假期 National Day 3/10-5/10 中一生命教育營 Life Education Camp for S1 4/10 藝術小組活動開始 Commencement of interest group activities
	6	7	8/f	#9/5a	10/b	11/c	12	7/10 重陽節假期 Chung Yeung Festival
	13	14/d	15/e	16/f	17/6a	18/b	19	
	20	21/c	22/d	23/e	24/f	25/7a	26	24/10-30/10 福音週 Gospel Week 25/10 學生購買冬季校服及毛衣 Purchasing winter uniform and sweater
	27	28/b	29/c	30/d	31/e			27/10 新翠崇真堂教育主日 Education Sunday Service of Sun Chui Tsung Tsin Church
						1/f	2	2/11 家長教師日 Parent-Teacher Day
Nov	3	4	5	#6/8a	7/b	8/c	9	4/11 旅行日 School Picnic 5/11 特別假期 Special Holiday
	10	11/d	12/e	13/f	14/9a	15/b	16	
	17	18/c	19/d	20/e	21/f	#22/10a	23	22/11 上學期興趣小組活動完結 (中一至中五) Last day of extracurricular activities in First Term (S1 to S5)
	24	25/b	26/c	27/d	28/e	29/f	30	

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.

* 逢星期三採用休整時間表 Lightened timetable is adopted on Wednesdays.

SCHOOL CALENDAR FOR 2019-2020

2019-2020 年度校曆表

	S	M	T	W*	T	F	S	
Dec								2/12 須更換冬季校服 Compulsory change to winter uniform
	1	2/11a	3/b	4/c	5/d	6	7	5/12 i. 畢業班拍照 Photo-taking of graduation classes ii. 休整時間表 Lightened timetable
								6/12 教師活動日 Teacher Activity Day
								6/12-19/12 中三至中五考試 First Exam for S3 to S5
	8	9/e	10/f	11/12a	12/b	13/c	14	9/12-19/12 中一、中二考試 First Exam for S1 & S2
	15	16/d	17/e	18/f	19/13a	20	21	20/12 聖誕崇拜及聯歡 Christmas Service & Celebration
	22	23	24	25	26	27	28	23/12-31/21 聖誕節及新年假期 Christmas & New Year Holiday
29	30	31						
Jan				1	2	3/b	4	1/1 小六升中講座 Talk for Prospective S1 Students 2/1 特別假期 Special Holiday 3/1 中六預備考試 S6 students prepare mock exam
	5	6/c	7/d	8/e	9/f	10/14a	11	6/1-5/2 中六畢業試 S6 Mock Exam
	12	13/b	14/c	15/d	16/e	17/f	18	16/1-17/1 輔導日 (下午) Counselling Day (afternoon) 18/1 家長日 Parents' Day
	19	20	21	22	23	24	25	20/1 家長日 Parents' Day 21/1-31/1 農曆年假 Lunar New Year Holiday
	26	27	28	29	30	31		
							1	
Feb	2	#3/15a	4/b	5/c	6	7	8	6/2-7/2 運動會 Sports Day
	9	10/d	11/e	12/f	13/16a	14/b	15	10/2-14/2 中六核對試卷 S6 students checking exam answer scripts 14/2 中六最後上課日 Last school day for S6
	16	17/c	18/d	19/e	20/f	*21/17a	22	
	23	24/b	25/c	26/d	27/e	28/f	29	26/2 長跑日 Long Distance Running Day
								1
Mar	1	2/18a	3/b	4/c	5/d	6	7	5/3 派發中六成績表 (初稿) Distribution of S6 student reports (draft) 6/3 教師活動日 Teacher Activity Day 7/3 校友日 Alumni Homecoming Day
	8	9/e	10/f	*11/19a	12/b	13/c	14	12/3-26/3 中三興趣小組活動暫停 Suspension of extracurricular activities for S3
	15	16/d	17/e	18/f	19/20a	20/b	21	18/3 中三預備測驗 S3 students prepare U.T. 19/3-26/3 中一、中二興趣小組活動暫停 Suspension of extracurricular activities for S1 and S2 19/3-27/3 中三統一測驗 Uniform Test for S3
	22	23/c	24/d	25/e	26/f	*27/21a	28	25/3 中一、中二預備測驗 S1 and S2 students prepare U.T. 26/3-27/3 中一、中二統一測驗 Uniform Test for S1 and S2 27/3 非畢業班拍照 Photo-taking of non-graduation classes
	29	30/b	31/c					

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.

* 逢星期三採用休整時間表 Lightened timetable is adopted on Wednesdays.

SCHOOL CALENDAR FOR 2019-2020

2019-2020 年度校曆表

	S	M	T	W*	T	F	S		
Apr				1/d	2/e	3/f	4	4/4 清明節假期 Ching Ming Festival	
	5	6	7	8	9	10	11	6/4-18/4 復活節假期 Easter Holiday	
	12	13	14	15	16	17	18		
	19	20/22a	21/b	22/c	23/d	24/e	25	20/4 須更換夏季校服 Compulsory change to summer uniform	
								20/4-24/4 初中班際籃球比賽 Junior form inter-class basketball match	
								21/4-22/4 中三全港性系統評估口試 S3 T.S.A. (Oral Exam)	
23/4 捐血日 Blood Donation Day									
24/4	i. 派發統一測驗成績表 (於午間閱讀時間派發) Distribution of U.T. student reports (during the reading period) ii. 中三全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam.)								
26	27/f	*28/23a	29/b	30			30/4 佛誕節假期 Buddha's Birthday		
May						1	2	1/5 勞動節假期 Labour Day	
	3	4/c	5/d	6/e	7/f	8/24a	9		
	10	11/b	12/c	13/d	14/e	15/f	16	15/5 下學期興趣小組活動完結 (中一至中五) Last day of extracurricular activities in Second Term (S1 to S5)	
	17	*18/25a	19/b	20/c	21/d	22/e	23		
	24	25/f	*26/26a	27/b	28/c	29/d	30	29/5-30/5 畢業生福音營 Graduate Gospel Camp	
	31								
Jun		1/e	2/f	3/27a	4/b	5/c	6		
	7	8	9	10	11	12	13	8/6 教師活動日 Teacher Activity Day	
								8/6-19/6 中一、中二級期終考試 Final Exam for S1 and S2	
								8/6-22/6 中三至中五級期終考試 Final Exam for S3 to S5	
	14	15	16	17	18	19	20	16/6-17/6 中三級全港性系統評估 S3 T.S.A.	
								19/6 中三級全港性系統評估後補日 Fallback date for S3 T.S.A.	
	21	22	23	24	25	26	27	23/6	i. 中一至中五級期終考試後補日 Fallback date for Final Exam of S1 to S5 ii. 水運會 (下午) Swimming Gala (PM)
								24/6	i. 核對試卷 Checking exam answer scripts ii. 社員大會 General House Meeting
								25/6	端午節假期 Tuen Ng Festival
								26/6	i. 核對試卷 Checking exam answer scripts ii. 社員大會 General House Meeting
28	29	30					29/6 學生會答問大會 The Students' Union Consultative Forum		
							30/6-1/7 中一福音營 S1 Gospel Camp		

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.

* 逢星期三採用休整時間表 Lightened timetable is adopted on Wednesdays.

SCHOOL CALENDAR FOR 2019-2020

2019-2020 年度校曆表

	S	M	T	W*	T	F	S	
Jul								1/7 香港特別行政區成立紀念日 HKSAR Establishment Day
				1	2	3	4	2/7 i. 學生會日 Students' Union Day ii. 學生會投票日 Students' Union Election Day iii. 派發中三至中五成績表初稿 Delivery of draft report cards for S3 to S5
								3/7 中三升中四講座 Talk for prospective S4 students
								4/7 i. 畢業禮 Speech Day ii. 香港中學文憑試放榜前講座 (派發中六成績表) Talk on the Preparation for the Release of HKDSE Results (Distribution of S6 student reports)
	5	6	7	8	9	10	11	7/7 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
								8/7 香港中學文憑考試放榜 HKDSE Results Release Day
								8/7-22/7 中四補考 S4 Supplementary Exam
								9/7-22/7 2020/21 中六學生補課 Supplementary lessons for S6 students in 2020/21
	12	13	14	15	16	17	18	15/7-31/8 暑假 Summer Holidays
	19	20	21	22	23	24	25	
	26	27	28	29	30	31		
	Aug							1
							2	
							3	
							4	
							5	
							6	
							7	
							8	
							9	10/8-20/8 2020/21 中五學生補課 Supplementary lessons for S5 students in 2020/21
							10	
							11	
							12	
							13	
							14	
							15	
							16	17/8-27/8 中六學科測驗 S6 Term Test
							17	
							18	
							19	
							20	
							21	
							22	
							23	
							24	
							25	
							26	
							27	
							28	
							29	
							30	
							31	

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.

* 逢星期三採用休整時間表 Lightened timetable is adopted on Wednesdays.

備註 (Remarks)

○ 學生假期 (Holiday for students)

○ 學校假期 (School holiday)

△ 特別上課日 (Special day)

SHATIN TSUNG TSIN SECONDARY SCHOOL
2019-2020
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	2018-2019 Expenditure	2019-2020 Estimate
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)	\$86,893.35	\$100,000.00
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)	\$38,319.75	\$370,209.00
3. Employment of assistant coaches / coaches for sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$3,300.00	\$160,000.00
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	\$13,815.00	\$12,410.00
		\$142,328.10	\$642,619.00

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 <ul 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 	✓	✓
		1.4 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>	<p>Students' well-being is enhanced :</p> <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 	<p>2.1 Expert sharing on relevant topic on Staff Development Day</p> <p>2.2 Sharing among teachers about adopting positive education strategies in teaching and class building</p> <p>2.3 Incorporating elements of positive education into Life Education lessons</p> <p>2.4 Sharing the message of “well-being” or elements of positive education in morning assemblies and “Message to Shatin Tsung-Tsiners”</p> <p>2.5 Provision of a checklist of elements of the chosen domains of positive education</p> <p>2.6 Teacher choice of practicing elements from the chosen domains of positive education in teaching</p>	✓	✓	✓

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	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 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 (2019/20)

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	8/2019-6/2020	More than 70% of the teachers find the content useful	Teacher survey conducted by the AAC	Staff Development Team	Financial support if speakers are invited
	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	9/2019-6/2020	<ul style="list-style-type: none"> ● At least one collaboration is held in each panel ● More than 70% 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.
	1.4 Lesson observation within subject panels	9/2019-6/2020	<ul style="list-style-type: none"> ● Self-regulated learning is enhanced in more than 70% of the lessons observed 	<ul style="list-style-type: none"> ● Record of the post-lesson evaluation in the minutes of subject panels 	All subjects	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.5 Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies /panel head	9/2019-5/2020	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 students for the main teaching content of the lesson ● Pre-laboratory work of Science subjects ● Project-based or problem-based learning 	9/2019-6/2020	<ul style="list-style-type: none"> ● Self-regulated learning tactics are practised in at least five 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 70% of the students are aware of their role and ability to construct knowledge 	<ul style="list-style-type: none"> ● Record in the minutes of the AAC meetings ● Student survey conducted by the AAC 	All subjects	N.A.

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
<p>Students' well-being is enhanced :</p> <ul style="list-style-type: none"> ● Students have a more positive relationship with others ● Students respect others more and are more empathetic 	2.1 Expert sharing on relevant topic on Staff Development Day	8/2019-6/2020	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	9/2019-7/2020	More than 65% 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	9/2019-6/2020	More than 65% 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 Support Committee) 	Student Support Committee, Student Guidance Committee and Career Guidance Committee	Financial support if external parties are invited
	2.4 Sharing the message of “well-being” or elements of positive education in morning assemblies and “Message to Shatin Tsung-Tsiners”	9/2019-6/2020	More than 65% 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	8/2019	A checklist is produced	Record in the minutes of the relevant	Student Support Committee	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	2.6 Teacher choice of practicing elements from the chosen domains of positive education in teaching or school life	9/2019-6/2020	More than 75% of the teachers practise at least one element and 65% of the students have a more positive relationship with others	committee ● 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	9/2019-6/2020	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 “Joyful@School” with YWCA	9/2019-8/2020	More than 60% of the students concerned find it helpful in developing a positive relationship with others so as to strengthen their resilience	Student survey conducted by the Student Support Committee	Student Guidance Committee and YWCA	QEF
	2.9 Arranging parent talks on positive education	9/2019-6/2020	More than 65% of the 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
<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. 	<p>3.1 Providing the platform to hold more types of activities to enrich students' school lives</p>	9/2019-7/2020	<ul style="list-style-type: none"> ● There are new activities initiated by subjects or students 	<ul style="list-style-type: none"> ● Records in the minutes of the ECA Committee 	<ul style="list-style-type: none"> ● ECA Committee 	Financial and human resources for running the activities
	<p>3.2 Providing theme-related activities for respective forms of students</p>	9/2019-7/2020	<ul style="list-style-type: none"> ● Two activities that can train the life skills of S1 & S2 students are held ● Two theme- related whole- form activities are arranged for S1 to S5 ● 65% of the students agree that the activities can widen their exposure 	<ul style="list-style-type: none"> ● Records in the minutes of the ECA Committee ● Records in the minutes of the Student Support Committee ● Student survey conducted by the relevant committee 	<ul style="list-style-type: none"> ● ECA Committee ● Career Guidance Committee, ● Student Guidance Committee, ● Student Support Committee and ● the English Language Department ● The aforesaid Committees 	Financial and human resources for running the activities
	<p>3.3 Arranging leadership training for students</p>	9/2019-8/2020	<ul style="list-style-type: none"> ● 200 students join a leadership training programme ● 65% of the participants agree that the school training programmes can help to equip them as leaders. 	<ul style="list-style-type: none"> ● Statistics ● Student survey conducted by the relevant committee 	<ul style="list-style-type: none"> ● Discipline Committee, ECA Committee, Student Guidance Committee, ● Religious Affairs Committee and ● Student Support Committee 	Financial resources for running the school-based leadership training programmes

Intended outcomes	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	3.5 Promoting voluntary service	9/2019-8/2020	160 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.
	3.6 Holding subject activities that provide students with opportunities to know more about their community, society and the social issues related to their service	9/2019-6/2020	<ul style="list-style-type: none"> ● At least two subjects will hold relevant subject activities 	<ul style="list-style-type: none"> ● Record in minutes of relevant subjects 	Chinese Language Department and LS Department	
	3.7 Helping students to learn more about different careers	9/2019-6/2020	<ul style="list-style-type: none"> ● Each S5 student can learn more about five types of career in the Career Expo ● 70% of the participants agree that it can widen their exposure to different careers 	<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
	3.8 Sharing of class teachers on their experiences on respective themes	9/2019-6/2020	<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.
	3.9 Encouraging students to join the theme-related activities for relevant forms	9/2019-7/2020	<ul style="list-style-type: none"> ● 50% of the students in S1-S5 join one more activity of any theme or a study tour ● At least 65% of the students concerned agree that their exposure to different growth and life experiences has been expanded 	<ul style="list-style-type: none"> ● Statistics ● Student survey conducted by the Student Support Committee 	Student Support Committee	N.A.
	3.10 Arranging debriefing for students after some theme-related activities	9/2019-7/2020	There is debriefing in all theme-related activities	Teachers' evaluation conducted by relevant committees	Committees concerned	N.A.
	3.11 Arranging for participants to	9/2019-6/2020	<ul style="list-style-type: none"> ● There are ten public sharings, either in 	<ul style="list-style-type: none"> ● Records in the minutes of the 	Student Support Committee	N.A.

Intended outcomes	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p>have public sharing after some theme-related activities</p>		<p>verbal or written form</p> <ul style="list-style-type: none"> ● 65% of the students agree that it can widen their exposure 	<p>relevant committee</p> <ul style="list-style-type: none"> ● Student survey conducted by the Student Support Committee 	<p>(coordination)</p>	
	<p>3.12 Organizing and arranging for students to join study tours</p>	<p>9/2019-7/2020</p>	<p>There is at least one new study tour in terms of the destination or the theme</p>	<p>Statistics</p>	<p>Student Support Committee and/or subject panels concerned</p>	<p>Human resources for organizing the tours and financial resources for providing subsidies</p>
	<p>3.13 Arranging class visits based on suggestions from students</p>	<p>9/2019-7/2020</p>	<p>There are at least three class visits based on suggestions from students</p>	<p>Records in the minutes of the relevant committee</p>	<p>Student Guidance Committee</p>	<p>Financial resources for running the activity</p>

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 interaction 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-being 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 other major concerns into some subject content	2	✓	✓	✓
10	Review of the student policy to make it align with the school's major concerns	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 2,3,4,5,6,9,11 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

Tsang Yuk Mei

Wong Hoi Lee

Wong King Sing

Wu Yan Ha

Yu Mu Hau

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 concerns
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
Tsang Yuk Mei
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 for promoting positive education (18/19: Positive health, 19/20: Positive relationships, 20/21: Positive purpose)	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
4. Conducting a student survey at the end of the activities for tasks 4 and 9

VI. TEAM MEMBERS

Tai Kin Fai (Chairperson)
Yu Mu Hau
Chan Kwok Hung
Chang Wing Kay
Cheung Cheuk Nga (Working Group)
Cheung Wong (Working Group)
Fok Wang Chung
Lam Uen Tung (Working Group)
Lee Kin Chung
Lee Mei King
Mak Lai Ching (Student Affairs Group)
Wong Kai Sze
Yip Po Chun (Working Group)

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

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 drink 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 the 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. Recording 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' horizons 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 provide assistance to students or teachers to help them deal with discipline matters or 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 a ‘three-steps’ approach based on the positive teacher-student relationship 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	Set up various awards to give students recognition and classes recognition for their good conduct and performance	1,3	✓	✓	✓
6	Implement Junior Secondary Discipline Training or other discipline training programmes to foster positive student relationships.	1,3,4	✓	✓	✓
7	Arrange various activities for the prefect team to enhance their personal exploration and team spirit	2	✓	✓	✓
8	Conduct the Strive-for-Improvement Class	3	✓	✓	✓
9	Form and train the prefect team to assist teachers in keeping order	3,4	✓	✓	✓
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	3,4	✓	✓	✓
11	Attend class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building	3,4	✓	✓	✓
12	Discuss class misbehavior and ways of improvement with the class teacher	3,4	✓	✓	✓

V. EVALUATION

1. Conducting a 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 WanYin

Chung So Sum

Lo Mei Ling

Man Ho Fai

Tai Ka Tung

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, speech therapist 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' horizons 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 related to the chosen domains of positive education and widen students' horizons.	1,2	✓	✓	✓
2	Coordinate morning sharing sessions to promote positive education and widen students' horizons	1,2	✓	✓	✓
3	Coordinate "Messages to Shatin Tsung-Tsiners" to promote positive education and widen students' horizons	1,2	✓	✓	✓
4	Implement life education lessons	1,2,3	✓	✓	✓
5	Promote voluntary service	1,2,4	✓	✓	✓
6	Replenish the resource bank for positive education and life education	1,2,5	✓	✓	✓
7	Implement the project "Joyful @ School" with the YWCA	1,3		✓	✓
8	Organize the Counselling Days to promote understanding between teachers and students	1,3	✓	✓	✓
9	Arrange debriefing for students after some theme-related activities	2	✓	✓	✓
10	Arrange leadership training for students	2,3	✓	✓	✓
11	Provide theme-related activities for respective forms of students	2,3,5	✓	✓	✓
12	Form student sharing and growth groups	3,4	✓	✓	✓
13	Support SEN students by joining the EDB programme	4,5	✓		
14	Develop school-based speech therapy service	4,5		✓	✓
15	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 forms 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; SEN coordinator)

Au Yeung Hoi Ming

Chow Po Yi

Fung Kwok Leung

Koo Kwong Yiu

Leung Kin San (SEN resource teacher)

Li See Chun

Chiu Yeuk Wah (School Social Worker)

Tsim Yuen Chuen (School Social Worker)

Ling Ricky (School Social Worker)

Cheung Wai Lam (Educational Psychologist)

Lau Suet Lai (Speech Therapist)

**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 students to make their career plans
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 Sai Chung Stanley

Cheng Chu Hin

Choy Kit Ping

Lau Chin Wai

Louie Fung Yiu

Man Wing Yu

Wong May Sum

**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, science and technology 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 Blood Donation Day	1,3	✓	✓	✓
4	Implement the STTSS Award Scheme to encourage students to participate enthusiastically in inter-class activities to enhance class building	1,3,4,6,7	✓	✓	✓
5	Appreciate students’ efforts in internal and external competitions	1,4,7	✓	✓	✓
6	Promote activities organized by external organizations	2,3	✓	✓	✓
7	Organize large scale functions	2,3,4,6	✓	✓	✓
8	Co-ordinate and supervise the operation of interest groups and school teams	2,3,5,6	✓	✓	✓
9	Provide new activities initiated by students	2,3,5,6	✓	✓	
10	Arrange leadership training for students	2,3,5,6	✓	✓	✓
11	Organize house meetings and inter-house activities	3,4,5,6	✓	✓	✓

V. EVALUATION

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

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 give an annual working report to the whole school during the Consultative Forum of the Students' Union in July b) Encourage students to question the work of the committee and have the committee give responses	5	✓	✓	✓
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 (Tasks 2,5)
 - b. the effectiveness of developing students' civic mindedness and social responsibility (Task 3)
 - c. the willingness of students to serve (Tasks 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 (Tasks 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 (Tasks 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 (Tasks 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 assistance in planning and implementing the work of the Students' Union (Tasks 2,5)
 - b. the power of decision making and managing financial resources (Tasks 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 knowledge of the Bible
- 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 has been 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 students' horizons
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	Sing hymns in some of the hall assemblies which helps students more easily devote their attention to the worship of God and promote their positive emotions	1,2,4	✓	✓	✓
2	Support Christian Education to run fellowships in junior forms to promote positive relationships with others and willingness to serve	1,2,4,6	✓	✓	✓
3	Convey Christian values and the gospel to students and promote positive education elements (1819 Positive emotion and positive health, 1920 Positive relationships, 2021 Positive purpose) through different means like prayer, singing hymns (S1-S3) and Bible sharing in morning assemblies	1,2,4,6	✓	✓	✓
4	Convey Christian values and the gospel to teachers and promote positive health and emotions through running retreat and fellowship for teachers	1,4	✓	✓	✓
5	Run the Gospel Week (whole school) and Gospel Camp (S1 and S6)	1,4,6	✓	✓	✓
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
 Kuo Jeannie Zoe
 Lau Ho Yin

Lo Chun Ming
 Luk Wai Kiu
 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

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	Promote positive learning environment through different plantings in the campus	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	Manage all IT rooms	3	✓	✓	✓
10	Maintain proper functioning of the school network and servers	3	✓	✓	
11	Provide e-booking system for teachers to reserve the venues	4	✓	✓	✓

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. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧
6. 加強教師間的教學交流，促進專業成長

IV. 施行計劃

	工作項目	目標	日程		
			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	優化中國語文科及文學科中五級選 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	✓ 中二	✓ 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	於中二級加入「地景文學」單元，讓 學生閱讀更多本地文學作品，加深 對周邊社區的認識；同時安排相關 課業讓學生走進社區，擴闊學生視 野，認識社會	3	✓	✓	✓
8	於課業內加入正向教育元素	4	✓ 中六	✓ 中六	✓ 中六
9	安排學生在早會分享與中國文化有 關的主題	5	✓	✓	✓
10	各級同工於備課節中，討論教學問 題	6	✓	✓	✓
11	跨科協作，觀摩學習其他科的教學 策略	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、2、3、5、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 及 7）
 - iv. 觀課紀錄表（項目 1、4、5、6、10）
 - v. 相關課業（項目 6）
 - vi. 相關早會分享文件（項目 9）
 - vii. 備課節會議紀錄（項目 10）
 - 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
 - ix. 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
 - x. 會議記錄（項目 11）

VI. 科成員

劉仲光（科主任）

歐韻賢

歐陽凱明

陳玉霞

張妙怡

蔡潔萍

郭靜怡

林苑侗

梁淑儀

李麗芬

文穎瑜

吳焯婷

黃嘉敏

葉寶津

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	於課堂融入正向教育元素	4	✓ 中一	✓ 中一 中二	✓ 中一 中二 中三

V. 評估

4. 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）
5. 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）
6. 科會文件（項目 1、2）

VI. 科成員

劉仲光（科主任）
歐韻賢
梁淑儀

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 nurture students' thinking skills and increase their awareness in applying these skills in daily life
5. To align with the school's major concerns
6. To ensure quality in teaching and further enhance teachers' professionalism in English teaching

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of 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 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 incorporate elements of positive education into the curriculum
3. To enhance students' capability in mastering the content and skills needed for attempting public examinations
4. To promote a rich English learning environment
5. To reflect the effectiveness of teaching and learning
6. 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	To revise and evaluate the curriculum by incorporating elements of positive education and self-regulated learning	1,2,3		✓	✓
2	To implement different self-regulated learning tactics (Construction of knowledge by students in lessons)	1,3	✓ (S.1, S.3, S.4, S.5)	✓ (S.1, S.3, S.5)	✓ (S.2, S.4)
3	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	1,5,6	✓	✓	✓
4	To conduct collaborative teaching and open class (only 19/20) focusing on enhancing students' self-regulated learning	1,6	✓	✓	✓
5	To apply for funding from QEF for curriculum development in S1 – S3	3		✓	
6	To carry out English activities and to enroll students in various inter-school activities	3,4	✓	✓	✓
7	To review internal school examination results and HKDSE examination results	5	✓	✓	✓

V. EVALUATION

1. Documents:
 - Form level and panel meeting minutes (tasks 1, 5 and 6)
 - Lesson observation reports (task 3)
 - Collaborative teaching/open class materials and minutes (task 4)
 - Reports of different intra- and inter-school English activities (task 6)
 - Reports of performance of students in assessments (both internal and external exams) (task 7)
2. Subject teachers' opinions (discussed in panel meetings) on the newly established curriculum (task 5) and 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)
3. Student questionnaire on the feedback of the English activities (task 6) and the effectiveness of using small-class teaching to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning (task 2)

VI. TEAM MEMBERS

Gaughan Tara Jean (Panel Chairperson)

Chan Sai Chung

Cheng Chu Hin

Chow Po Yi

Koo Kwong Yiu

Kuo Jeannie Zoe

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 modes
- 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 reflect the effectiveness of teaching and learning
5. To strengthen the professional development of teachers

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	1,2,5	✓	✓	✓
5	Reviewing the assignment policy to align with the school's major concerns of self-regulated learning and positive education	2,3	✓		

6	Implementating 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	2,5		✓	
8	Reviewing internal school examination results and HKDSE examination results	4	✓	✓	✓

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 Tasks 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 Tasks 2,3,4,7
 - collaborative teaching material and minutes for Tasks 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)

Chan Chun Yin

Chang Wing Kay

Choi Wai Man

Chung So Sum

Fung Kwok Leung

Ho Chung Wa

Kwok Yim 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	Sharing with Humanities subjects on the learning and teaching effectiveness under self-regulated learning	1,2,4			✓
3	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	✓	✓	✓
4	Implement assignment inspection (Note 1)	2,4		✓	✓
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

1. Subject panel heads' sharing on the effectiveness of Tasks 1,2,5
2. Documents
 - minutes of meetings recording the discussion of teachers on the tasks 1,2,5
 - paper blueprints for Humanities subjects for task 3
 - assignment inspection reports for task 4
 - reports of performance of students in assessments for task 5
 - appraisal reports for task 6

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，鼓勵同學決志及參與教會活動／聚會
2. 增加對學生的個別關顧
3. 優化課程
4. 配合學校目標（正向教育）
5. 促進本科同工的專業發展

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	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）	4	✓	✓	✓
7	科內同工間分享小班教學的經驗 / 策略 / 方法	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6）
- 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7）

VI. 科成員

蔡偉民（科主任）
歐陽凱明
陳國雄
陳圓覺
程永基
張卓雅
馮國良
何仲華

郭靜怡
郭芷然
林宛侗
劉皓然
李淑儀
梁健燊
陸蔚菽
盧晉銘

文穎瑜
吳綽婷
戴嘉彤
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 中五	中二 中四 中六
4	推廣 / 安排校外活動，擴闊學生視野	2		✓	✓

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，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
 劉皓然

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 - Students-Teaching-Students in lessons - 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 iii. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or iv. 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 (Tasks 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 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 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 cultivate students' interest in learning Geography
5. 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* - Project-based or problem-based learning - Self-learning of knowledge - Presentations	1	✓	✓	✓
			-	-	S1
			-	S4	S4
			S5	-	-
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	1,5	✓	✓	✓
3	Lesson observation within subject panel	1,5	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,5	✓		✓
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	2,4	✓		
8	Organizing the following local activities for S4 – S6 students : a. Apply Field Study Centre Course every school year b. Conduct at least one field trip related to Hong Kong geology	2,4	✓ ✓	✓ ✓	✓ ✓
9	Organising one visit on selected topic (e.g. urban/natural hazards in Hong Kong) for S.1-3 students.	4	✓	✓	✓

*Note: -Project-based or problem based learning : S.1 (Urban land use study: Tai Wai)
 -Self-learning of knowledge : S4 (Evaluate one of the natural hazard mitigation measures)
 -Presentation : S.5 (Field-based enquiry)

V. EVALUATION

1. Documents
 - lesson observation for tasks 1,2,3
 - 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 3,7,8,9
2. Subject teachers' opinions (discussed in meeting) 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 1-4)
3. 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 (Task 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	Review of the existing pre-lesson preparation tasks	2,3	✓	✓	✓
7	Evaluation of the results of internal school assessment and public examination	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)
 - b. whether pre-lesson preparation material can facilitate students' self-regulated learning (Task 6)
2. Records of teacher sharing will be conducted on whether students' self-regulated learning is enhanced under small-class teaching (Tasks 1,2,4,6)
3. Records of review of pre-lesson preparation worksheets, which aim at facilitating students' self-regulated learning (Tasks 1,6)
4. Records of lesson observation within panel (Tasks 1,2,4)
5. Records of sharing across subject panels focusing on enhancing students' self-regulated learning (if applicable) (Tasks 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 7)

VI. TEAM MEMBERS

Fok Wang Chung (Panel Chairperson)
Cheung Wong

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議題內容	2,3			✓
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、5 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

張往

劉皓然

李維覺

李淑儀

盧晉銘

陸蔚岐

文浩輝

袁潔菁

**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 the junior form STEM curriculum	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	✓	✓	✓
6.	Evaluate the junior form STEM curriculum	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. STEM would help students understand more about science and technology in daily life, and hence arouse their interest in learning science and technology (Tasks 1, 6)
2. Evaluation form filled in by students after each science activity and attendance recorded for each science activity (Task 4)
3. Teachers' sharing on the effectiveness of the Science Society (Task 4)
4. Documentation of
 - a. the coordination of activities (Task 5)
 - b. the STEM curriculum (Task 1)

VI. TEAM MEMBERS

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 Ka Tung
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 the 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 of 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)

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 the academic development of students

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

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 help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry
3. 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	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	Implementing of reading Chemistry books in S3	1,2	✓	✓	✓
3	Reviewing and evaluating the “Reading Chemistry books” scheme	1,2		✓	
4	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 	1,3	✓	✓	✓
5	Observing lessons within subject panels	1,3	✓	✓	✓
6	Observing lessons by panel head	1,3	✓	✓	✓
7	Sharing across subject panels (open class focusing on enhancing students’ self-regulated learning)	1,3			✓
8	Implementing STEM elements in junior form curriculum	2	✓	✓	✓
9	Reviewing internal school examination and HKDSE results	2	✓	✓	✓

V. EVALUATION

1. Document
 - minutes of meeting recording the discussion of teachers (tasks 1-8)
 - collaborative teaching materials (tasks 1,4)
 - 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 1,7)
 - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 2,8)
3. Students' survey
 - the effectiveness of pre-lesson preparation tasks and tactics favoured by small-class teaching to enhance students' self-regulated learning (task 1)
 - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students' interest in science (tasks 2,8)

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 help students develop curiosity and interest in science
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	1,3,4	✓	✓	✓

	- Peer discussion - Presentations - Project-based or problem-based learning				
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. Subject teachers' opinions (discussed in panel 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)
- the effectiveness of activities and visits (Task 5)

3. Documentation

- report in the minutes of meetings (Tasks 2,6)
- collaborative teaching materials and minutes (Tasks 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	Peer checking, re-working errors and reflecting upon mistakes through discussion for self-regulated learning (srl)	1,2,3	✓	✓*	✓*
2	Pre-laboratory work before SBA for S5 and S6	1,2,3	✓	✓	✓
3	Pre-lesson preparation tasks which have close linkage with the main teaching focus of the lessons for S2 and S3	1,2,3	✓	✓	✓
4	Project-based learning for S3 (tower or bridge building in alternating years)	1,2,3	✓	✓	✓
5	Lesson observation within subject panels and conducted by the panel head	1,2,3	✓	✓	✓
6	Collaborative teaching	1,2,3	✓	✓	✓

* Peer discussion on errors or mistakes after S5 and S6 SBA

V. EVALUATION

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

2. Teachers' sharing on
 - a. the performance of students in self-regulated learning (Tasks 1,2)
 - b. the performance of students in SBA (Task 2)
 - c. the effectiveness of students' lesson preparation (Task 3)
 - d. the performance of students in bridge / tower building before and on the Science Day (Task 4)

3. Documentation of
 - a. Lesson observation (Task 5)
 - b. Collaborative teaching (Task 6)

VI. TEAM MEMBERS

Yu Mu Hau (Panel Chairperson)
Tai Ka Tung
Tsang Shing Wai
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 reflect the effectiveness of teaching and learning

3. To widen students' horizons by enriching their exposure to different growth and life experiences
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	Implementating different self-regulated learning tactics depending on panels' choice : <ul style="list-style-type: none"> ● Construction of knowledge by students in lessons : <ul style="list-style-type: none"> - 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	1,4	✓	✓	✓
3	Lesson observation within subject panels	1,4	✓	✓	✓
4	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,4			✓
5	Reviewing S1 curriculum	1,4	✓		
6	Reviewing S2 curriculum	1,4	✓		
7	Reviewing S3 curriculum	1,4	✓		
8	Reviewing internal school examination results	2	✓	✓	✓
9	Reviewing HKDSE examination results	2	✓	✓	✓
10	Arranging for students to participate in external competitions and activities	3	✓	✓	✓

V. EVALUATION

1. Documentation
 - minutes of meetings recording the discussion of teachers about tasks 1,5,6,7
 - lesson observation reports for tasks 2,3
 - collaborative teaching material and report for tasks 2,4
 - reports of performance of students in assessments, competitions and activities for tasks 8,9,10
2. 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)
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 Ka Tung

Tai Kin Fai

Wong King Sing

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 project learning teaching tactics among the cultural subjects
3. To strengthen teachers' professional development

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 (STTSS V shows in 2019 & 2021)	2	✓		✓
3	Monitor the cultural subjects' teacher involvement in open-classes of other subjects	3	✓	✓	✓

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)

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 completely 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 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. Teachers' opinions and students' survey on the effectiveness of Tasks 1, 2 and 3 to promote students' self-regulated learning skills and other generic skills.
2. Documents:
 - Record of incorporation of positive and healthy ideas in projects. (Task 4)
 - 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 (Tasks 1-5)
 - Record of participation shown in subject minutes (Tasks 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

- f. The EDB provides detailed teaching content and resources, which help us to arrange the teaching schedule
- g. Most sports are structurally organized in the curriculum within the school year
- h. Students are interested in sports, which help students to enhance their physical fitness
- i. 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
- j. PE teachers are professionally trained and are enthusiastic in their teaching, also in promoting various sports activities
- k. Relationship between teachers and students is good
- l. Sports equipment and venues are adequate
- m. School supports the promotion and development of physical activities and sports
- n. School provides a wide range of physical activities to match students' interests
- o. There is liaison with community groups to promote physical activities in school
- p. 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

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

III. OBJECTIVES

5. 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
6. To address students' learning diversity
7. To develop students' good health with physical exercise and to enhance their physical fitness
8. To cultivate students' active lifestyle through motivating students to participate in various kinds of sport activities
9. To enhance students' appreciation and knowledge of sports
10. To strengthen the sense of belonging to the class through participating in the competitions during PE lessons
11. To train student leaders
12. To improve students' thinking and organizing skills
13. To help students to understand and utilize the sports facilities in our community
14. 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 self-regulated learning 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	<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 cycles in 1st term) 	1,4,5,7,8	✓	✓	✓
5	Increase attention paid to individual learning differences	1,10	✓	✓	✓
6	Strengthen physical fitness training and tests through the “Secondary School Physical Fitness Scheme”	3	✓	✓	✓
7	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	✓	✓	✓
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 (Tasks 3 and 4)
 - whether learning effectiveness is enhanced under small-class teaching (if applicable) (Tasks 3 and 4)
 - whether there is increasing attention paid to individual learning differences by teachers (Tasks 3 and 5)
 - whether there is increasing practice of student-centered and interactive learning approach (Tasks 3,4 and 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" and 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,(Tasks 1,3 and 4)
 - 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 review internal and external examination results which reflects the effectiveness of teaching and learning
6. To advance teacher's professional development

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	1,6	✓	✓	✓
3	Sharing across subject panels (open class focusing on enhancing students' self-regulated learning)	1,6			✓
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 six 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	5	✓	✓	✓
9	Review of HKDSE examination results	5	✓	✓	✓

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 tasks 2,3
 - collaborative teaching material and minutes for tasks 2,3
 - reports of performance of students in assessments for tasks 8,9 (both internal and public exams)
3. Teacher's opinions
 - teachers' observations and comments on the effectiveness of using self-regulated learning tactics to enhance teaching and learning. (Task 1)

VI. TEAM MEMBERS

Li See Chun (Chairperson)

SHATIN TSUNG TSIN SECONDARY SCHOOL
Budget Summaries 2019-2020

Income		Expenditure	
EOEBG		EOEBG	
Basic Provision/Baseline Reference	2,408,200.42	Running Cost (Electricity, water, etc.)	806,534.80
		Furniture & Equipment	155,140.00
		Lift Maintenance	100,000.00
		Repairs	233,000.00
		Teaching & Curriculum	211,845.00
		Activities	195,318.00
		Teacher's Training and Development Activities	56,000.00
		WS Approach to Guid. And Dis. Expenses	21,300.00
		WS Approach to Integrated Education	-
		Contingency	300,000.00
Administration Grant - Ordinary (IMC)	4,845,600.00	Admin & Clerical Staff Salaries	3,805,773.00
		Admin Grant - Cleaning Contract	50,000.00
Air-conditioning Grant	597,794.00	Air-conditioning Grant	589,075.20
Capacity Enhancement Grant	634,017.00	Capacity Enhancement Grant	642,619.00
Composite Information Technology Grant	532,138.00	Composite Information Technology	520,500.00
School-based Management Top-up Grant	50,000.00	School-based Management Top-up Grant	50,000.00
Sch-based Speech Therapy Admin Grant	8,000.00	Sch-based Speech Therapy Admin Grant	8,000.00
Sub-total (A)	9,075,749.42	Sub-total (E)	7,745,105.00
Others			
Home-School Cooperation	25,633.00	Home-School Cooperation	25,633.00
Sch-based After School Learning & Support	100,800.00	Sch-based After School Learning & Support	100,800.00
School Executive Officer Grant	507,960.00	School Executive Officer Grant	552,636.00
Life-wide Learning Grant	1,410,000.00	Life-wide Learning Grant	1,195,235.00
Student Activities Support Grant	87,750.00	Student Activities Support Grant	87,750.00
Diviersity Learning Grant	117,000.00	Diviersity Learning Grant	107,000.00
Teacher Relief Grant (Annual)	286,920.00	Teacher Relief Grant (Annual)	214,000.00
Teacher Relief Grant (Optional)	5,546,253.60	Teacher Relief Grant (Optional)	5,546,799.00
One-off Sch-based Speech Therapy Set-up Grant	20,000.00	One-off Sch-based Speech Therapy Set-up Grant	20,000.00
Learning Support Grant	261,114.00	Learning Support Grant	231,900.00
Promotion of Reading Scheme	72,310.00	Promotion of Reading Scheme	72,310.00
Grant for the Sister School Scheme	154,950.00	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	6,420.00
Extra Recurrent Grant under ITE4	84,940.00	Extra Recurrent Grant under ITE4	84,940.00
Information Technology Staffing Support Grant	317,338.00	Information Technology Staffing Support Grant	221,580.00
One-off Grant for the Promotion of Chinese History & Culture	-	One-off Grant for the Promotion of Chinese History & Culture	113,380.00
Sub-total (B)	8,992,968.60	Sub-total (F)	8,730,383.00
Subscription Fund			
Tong Fai	148,920.00	Insurance	20,000.00
Rent from Tuck Shop	195,000.00	ORSO Expenses	4,000.00
Hire of Accommodation	30,000.00	Bank charges	1,500.00
Others	10,000.00	Activities	97,000.00
		Wreath, flower basket & similar tributes	2,000.00
		Repairs/Maintenance Fee	40,000.00
Donations	125,000.00	Donations (Scholarships, Religious activities, etc)	166,925.00
Students' Union - Sales	30,000.00	Students' Union - Purchases	40,000.00
Students' Union - Services	250,000.00	Students' Union - Expenses on Services	250,600.00
Sub-total (C)	788,920.00	Sub-total (G)	622,025.00
Other Income			
Approved Collection for Specific Charges	254,100.00	Campus Embellishment	60,000.00
Approved Collection for Small-class Teaching	1,110,910.00	Small-class Teaching	1,296,220.00
Approved Collection for SU Membership Fee	18,340.00	Expenses on Students' Union	56,200.00
Sub-total (D)	1,383,350.00	Sub-total (H)	1,412,420.00
Grand Total	20,240,988.02	Grand Total	18,509,933.00

Surplus/(Deficit) = (A+B+C+D) - (E+F+G+H) = 1,731,055.02

Shatin Tsung Tsin Secondary School
Diversity Learning Grant – Gifted Education (GE) Programmes (2019-20)

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
1	Outward Bound	Outward Bound training for S4 student leaders (prefect, house, SU, sport committee ex-co members, school team leader, etc.)	(24/S4/Student Leaders, e.g. prefect, house, SU, sport committee ex-co-members, school team leader etc.)	Jan – Mar 2019	Photos recorded the training process	Commissioned to Outward Bound School as coordinated by TKF	\$28,000
2	Leadership Training programmes	Leadership training program for S4-S5 student leaders (prefect, house, SU, sport committee ex-co members, school team leader, etc.)	(50/S4-S5/Student Leaders, e.g. prefect, house, SU, sport committee ex-co-members, school team leader etc.)	July-Aug 2019	Photos recorded the training process	Commissioned to external organizations and coordinated by TKF	\$20,000
3	Sports training tour	To broaden students' perspective in PE	20 S.4 students gifted in sports	June – Aug 2019	The experience students gained in the tour	CKM	\$12,000
4	Sports Training (Athletic Team)	To broaden elite senior form students' perspective in different competitions	30 S.4 – S.6 students gifted in sports	Sept 2018 – July 2019	The skills and perspective of students enhanced after joining the competitions	CKM	\$51,000
5	To subsidize students to join competitions or education programs held by external organizations.	To broaden elite senior form students' perspective in different disciplines	Elite senior form students nominated by different departments	Sept 2018 – Aug 2019	The knowledge and experience of students enhanced after joining the programs or competitions	PKM	\$6,000
						Total:	\$117,000

沙田崇真中學
全方位學習津貼
津貼運用計劃
2019-2020 學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支 (\$)	基本學習經歷 (請於適用方格加上✓號， 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
第 1 項	舉辦/參加全方位學習活動										
1.1	在不同學科/跨學科/課程範疇組織全方位學習活動，提升學習效能（例如：實地考察、藝術賞析、參觀企業、主題學習日）										
英文科	英語主題學習週	提升學生對英語學習的興趣	10/2/2020- 14/2/2020	中一至中三	學生問卷	2400	✓				
中史科	本地考察或參與專題報告比賽	提升學生對中史的興趣	Sept2019- May2020	中三	學生問卷/學生作品	300	✓				
地理科	地理野外考察	認識香港郊野地貌	Sept2019- May2020	中四至中六	學生問卷	800	✓				
美術科	向校外機構借用展品在校內展覽 參與聯校視藝展覽或比賽	提升學生對藝術作品的賞析	Sept2019- May2020	中一至中六	學生問卷	2800	✓				
1.2	按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）										
生命 教育課	中一級體驗活動(生命歷程體驗館)	增加成長體驗	Sept2019- May2020	中一全級	學生問卷	16500				✓	

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
生命教育課	中二級體驗活動(黑暗中對話體驗館)	增加成長體驗	Sept2019- May2020	中二全級	學生問卷	14610	✓				
生命教育課	中二級體驗活動(長者農場體驗活動)	增加成長體驗	Sept2019- May2020	中二全級	學生問卷	24400	✓				
生命教育課	中三級社會服務活動	增加成長體驗	21/2/2020	中三全級	學生問卷	16400	✓		✓		
生命教育課	MBTI 工作坊	提升學生對自我的認識, 幫助學生加強生涯規劃	3/2/2020	中四全級	學生問卷	30000				✓	
生命教育課	職業體驗遊戲	讓學生體驗不同職業範疇, 幫助學生加強生涯規劃	9/10/2019 6/11/2019	中四全級	學生問卷	27000				✓	
生命教育課	校內、外活動(大學系講座、模擬面試工作坊、沙龍職業博覽、其他)	生涯規劃課程	Sept2019- May2020	全校學生	學生問卷	3750				✓	
生命教育課	中五級生命故事集計劃	認識長者需要	Apr-May 2020	中五全級	學生問卷	47250	✓			✓	
生命教育營	中一生命教育營	培養中一學生合作精神及成長素質	3/10/2019- 5/10/2019	中一全級	學生問卷	44650	✓				
德育活動	中三級義工服務	鼓勵義工服務	Sept2019- May2020	中三全級	學生問卷	10000	✓			✓	
德育活動	中四級探訪劏房	關心社會不同階層	Apr-May 2020	中四全級	學生問卷	14575	✓			✓	
領袖訓練	領袖生團隊訓練	提升領袖生團隊精神及領袖才能	Dec 2019 Apr 2020	全校領袖生	參加人數	11300 9800	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號， 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
領袖訓練	領袖訓練課程(初級) 領袖訓練課程(進深)	提升學生領袖才能	Oct2019 July2020	學生領袖	學生問卷	20000 10000	✓				
體驗活動	露營活動	增加學生成長體驗	Dec2019	中二至中五	學生問卷	7200			✓		
校隊訓練	中文辯論培訓	發展學生多元智能	Sept2019- May2020	中文辯論隊	參加人數	77220	✓				
校隊訓練	英文辯論培訓	發展學生多元智能	Sept2019- May2020	英文辯論隊	參加人數	95360	✓				
校隊訓練	舞蹈培訓	發展學生多元智能	Sept2019- May2020	舞蹈校隊	參加人數	26120			✓		
校隊訓練	英語話劇培訓	發展學生多元智能	Sept2019- May2020	英語話劇校 隊	參加人數	29800			✓		
校隊訓練	羽毛球培訓 女子籃球培訓 男子足球培訓 女子手球培訓 男子籃球培訓 男子手球培訓 射箭培訓 排球培訓 乒乓球培訓	發展學生多元智能	Sept2019- May2020	羽毛球校隊 女子籃球校隊 男子足球校隊 女子手球校隊 男子籃球校隊 男子手球校隊 射箭校隊 排球校隊 乒乓球校隊	參加人數	27000 19000 33000 54000 12000 63000 5000 123000 77000				✓	

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支 (S)	基要學習經歷 (請於適用方格加上✓ 號,可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.3 舉辦或參加境外交流活動或比賽, 擴闊學生視野											
交流團	English Exchange Tour	海外交流體驗	7/2020	S2	學生問卷	69000	✓				
交流團	台灣藝遊團	海外交流體驗	4/2020	VA students	學生問卷	30000	✓		✓		
交流團	體育訓練交流團	海外交流體驗	7/2020	Sport Team	學生問卷	116000	✓		✓		
境外比賽	莫斯科學術交流暨數學建模比賽	海外交流體驗及比賽	27/10/2019 to 4/11/2019	Elite students in Mathematics	學生問卷	25000	✓				
1.4 其他											
第 1 項預算總開支						1,195,235					

範疇	項目	用途	預算開支 (\$)
第 2 項	購買推行全方位學習所需的設備、消耗品、學習資源		
STEM			
體育			
藝術			
其他			
		第 2 項預算總開支	
		第 1 及第 2 項預算總開支	

預期受惠學生人數

全校學生人數：	918
預期受惠學生人數：	827
預期受惠學生人數佔全校學生人數百分比 (%)：	90.1%

姊妹學校交流計劃書
2019 /2020 學年

學校名稱：	沙田崇真中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	戴建輝副校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	北京市懷柔區第四中學
2.	廣州市江南外國語學校
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☐	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (~~*擬舉辦~~ / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$117,000.0
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ 30,000.0
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$ 3,000.0
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$ 150,000.0
N10	<input type="checkbox"/>	沒有任何開支	不適用

SHATIN TSUNG TSIN SECONDARY SCHOOL
2019-2020
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	2018-2019 Expenditure	2019-2020 Estimate
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)	\$86,893.35	\$100,000.00
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)	\$38,319.75	\$370,209.00
3. Employment of assistant coaches / coaches for sports school teams	To free up more teachers’ time for the 4 items mentioned in (2)	\$3,300.00	\$160,000.00
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	\$13,815.00	\$12,410.00
		\$142,328.10	\$642,619.00

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