



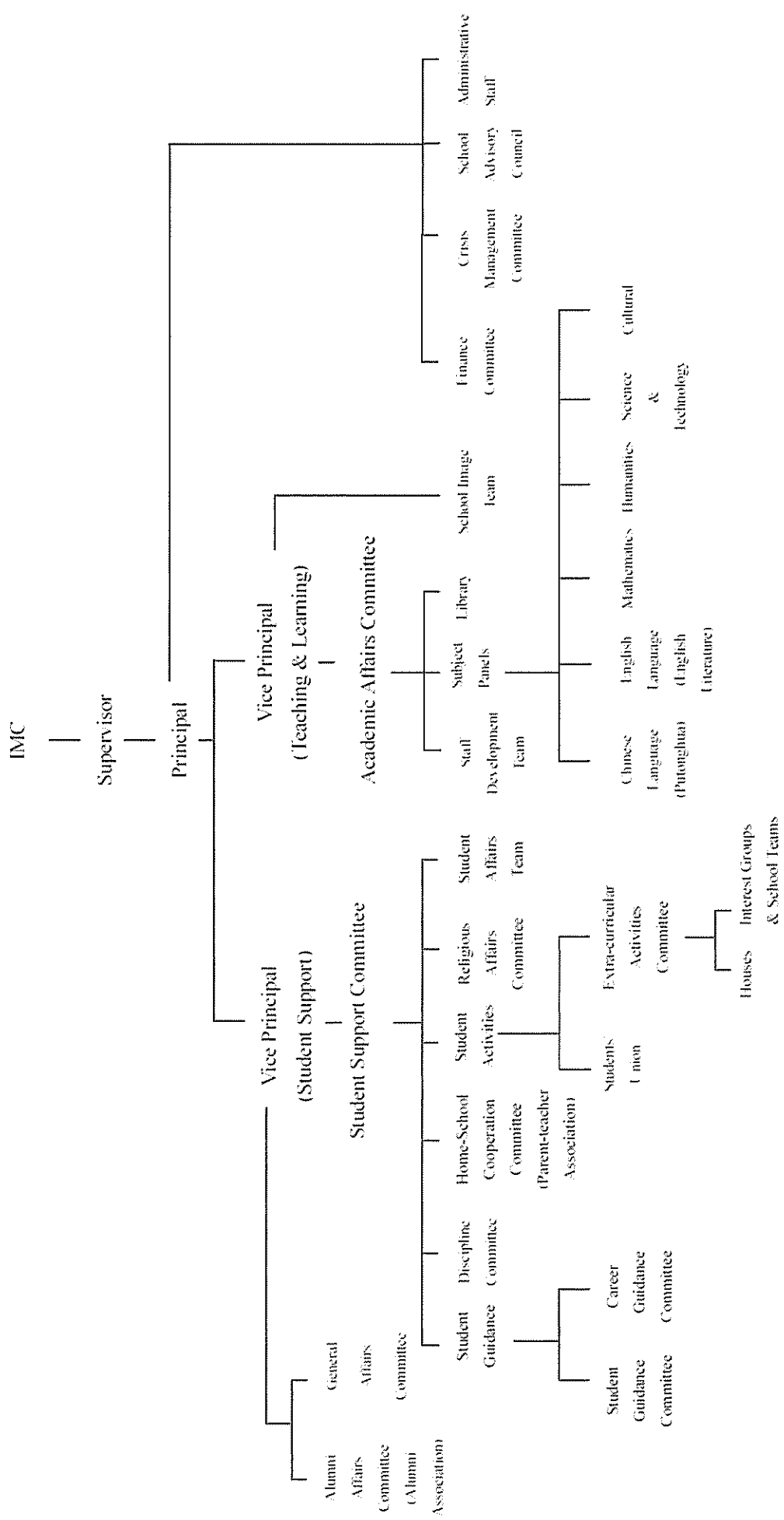
2022 / 2023



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SHATIN TSUNG TSIN SECONDARY SCHOOL Organization Chart



SHATIN TSUNG TSIN SECONDARY SCHOOL
Administrative Duties List 2022 - 2023

I. School Advisory Council

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

II. Crisis Management Committee

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

III. Student Support Committee

| | | |
|------------------|---|--|
| Adviser | : | Ms. Leung Kit Yin |
| Chairperson | : | Mr. Tai Kin Fai |
| Vice-chairperson | : | Mr. Yu Mu Hau |
| Members | : | Mr. Chan Kwok Hung Mr. Chang Wing Kay Mr. Fok Wang Chung Mr. Lee Kin Chung Ms. Lee Mei King Mr. Lee Wai Kok Ms. Wong Kai Sze |
| Working group | : | Ms. Cheung Cheuk Nga (Student Affairs) Ms. Chung Tsz Ying Mr. Hui Kai Chun Mr. Hung Fan Cho |

IV. Academic Duties

| | | |
|---------------------------------|---|---|
| Adviser | : | Ms. Leung Kit Yin |
| Prefect of Studies | : | Mr. Mak Shing Chit |
| Deputy Prefect of Studies | : | Ms. Tsang Hoi Yee Ms. Wong Hoi Lee |
| Members | : | Ms. Chan Yuen Kok Mr. Lau Chung Kwong Ms. Louie Fung Yiu Mr. Ng Ka Yiu Mr. Wong King Sing Mr. Wu Yan Ha Mr. Yu Mu Hau |
| <u>Administration</u> | | |
| Person-in-charge | : | Mr. Mak Shing Chit |
| Members | : | Ms. Wong Hoi Lee (in-charge of SAS, TSS and IT facilities) Mr. Wong King Sing (in-charge of WEBSAMS) Mr. Ng Ka Yiu Mr. Lo Pun Kei (Assistant) Ms. Hung Suet Kan (Assistant) Ms. Lam Yee Ting (Assistant) |
| <u>Admission & Ceremony</u> | | |
| Person-in-charge | : | Ms. Chan Yuen Kok |
| Member | : | Ms. Louie Fung Yiu |

Teaching & Learning

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

Staff Development

Person-in-charge : Mr. Wong King Sing
Member : Ms. Louie Fung Yiu

Subject Convenors

English Language : Ms. Tsang Hoi Yee
Chinese Language & Putonghua : Mr. Lau Chung Kwong
Ms. Au Wan Yin (Assistant)
Mathematics : Mr. Mak Shing Chit
Mr. Leung Kin San (Assistant)
Ms. Yue Po Ting (Assistant)
Humanities Subjects : Mr. Wu Yan Ha
Chinese History : Ms. Wong Kai Sze
Christian Education : Mr. Choi Wai Man
Economics and BAFS : Mr. Lo Chun Ming
Geography : Ms. Cheng Ka Fung
History : Mr. Fok Wang Chung
Citizenship and Social : Mr. Wu Yan Ha
Development /Liberal Studies : Mr. Man Ho Fai (Assistant)
Science & Technology Subjects : Mr. Yu Mu Hau
Biology : Ms. Chan Fung Yi
Chemistry : Mr. Wong King Sing
Physics : Mr. Yu Mu Hau
Science : Mr. Chan Kwok Hung
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. Louie Fung Yiu

V. Discipline

Discipline Committee

Discipline Master : Mr. Chan Kwok Hung
Vice-chairperson : Ms. Yue Po Ting
Members : Ms. Au Wan Yin (Prefect Team)
Ms. Chung So Sum
Mr. Ho Chun Him
Mr. Man Ho Fai
Mr. Ng Hung Fung (Prefect Team)
Mr. Tao Ka Chuen
Ms. Tsang Wan Mei (Prefect Team)

VI. Religious Activities

Religious Affairs Committee

Chairperson : Mr. Chang Wing Kay
Vice-chairperson : Mr. Lo Chun Ming
Members : Ms. Cheung Yan Chi
Ms. Yip Kei Yau

Christian Fellowship Advisers

Chairperson : Mr. Chang Wing Kay
Members : Ms. Cheung Yan Chi
Mr. Ng Wai Lung (Sun Chui Church)

VII. Student Guidance

Career Guidance Committee

Career Mistress : Ms. Wong Kai Sze
Members : Ms. Cheuk Chi Yan
Mr. Chow Ho Chi
Ms. Choy Kit Ping
Ms. Lau Chin Wai
Ms. Iu Man Sze
Ms. Wong May Sum

Student Guidance Committee

Chairperson : Mr. Lee Kin Chung
Vice-chairpersons : Ms. Au Yeung Hoi Ming
Mr. Leung Kin San
Members : Ms. Chan Ka Yi
Ms. Cheng Ka Fung
Mr. Choi Wai Man
Ms. Chow Po Yi
Ms. Fung Hiu Ching
Ms. Ng Cheuk Ting
School Social Worker : Ms. Cheng Hiu Yan (Y.W.C.A)
Mr. Cheung Chun Ming (Y.W.C.A)
Educational Psychologist : Mr. Wong Nok Fung
Speech Therapist : Ms. Lau Suet Lai
Student Support Assistant : Ms. Cheung Ka Hei

VIII. Home-School Cooperation Committee

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

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. Lee Wai Kok
Members : Ms. Chan Yuk Ha
Ms. Lee Shuk Yi
Ms. Yip Yee Ling

Extra-curricular Activities Committee

Chairperson : Mr. Fok Wang Chung
Members : Ms. Chan Fung Yi
Ms. Hung Tsui Ying
Mr. Kwok Yu Hang
Mr. Lai Chun Ming
Ms. Luk Wai Kiu
Mr. Tsang Shing Wai
Advisory Basis : House Advisers
Interest Group Advisers

- A. School House
1. Abdon House
Adviser : Ms. Chow Po Yi
 2. Caleb House
Adviser : Ms. Lau Chin Wai
 3. Deborah House
Adviser : Mr. Wong King Sing
 4. Elon House
Adviser : Ms. Tsang Hoi Yee
 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. Louie Fung Yiu
 2. Ceramic Throwing Club : Ms. Louie Fung Yiu / External tutor
 3. Chinese Calligraphy Club : Ms. Chan Ka Yi / External tutor
 4. Computer Drawing Club : Ms. Louie Fung Yiu / External tutor
 5. Fabric Arts Club : Ms. Louie Fung Yiu / External tutor
 6. Leather Craft Club : Ms. Chan Ka Yi / External tutor
 7. Photography Club : Ms. Chan Ka Yi / External tutor
 8. Sand Painting Club : Ms. Louie Fung Yiu / External tutor
 - b) Sports
 9. Long Distance Running Club : Ms. Hung Tsui Ying
 - c) Music Class (Arts)
 10. Music Class - Viola : Ms. Chan Yuen Kok /External Tutor
 11. Music Class - Cello : Ms. Chan Yuen Kok /External Tutor
 12. Music Class - Double Bass : Ms. Chan Yuen Kok /External Tutor
 13. Music Class - Piccolo : Ms. Chan Yuen Kok /External Tutor
 14. Music Class - Flute : Ms. Chan Yuen Kok /External Tutor
 15. Music Class - Clarinet : Ms. Chan Yuen Kok /External Tutor
 16. Music Class - Oboe : Ms. Chan Yuen Kok /External Tutor
 17. Music Class - Bassoon : Ms. Chan Yuen Kok /External Tutor
 18. Music Class - Trumpet : Ms. Chan Yuen Kok /External Tutor
 19. Music Class - Trombone : Ms. Chan Yuen Kok /External Tutor
 20. Music Class - Cornet : Ms. Chan Yuen Kok /External Tutor
 21. Music Class - French Horn : Ms. Chan Yuen Kok /External Tutor
 22. Music Class - Euphonium : Ms. Chan Yuen Kok /External Tutor
 23. Music Class - Tuba : Ms. Chan Yuen Kok /External Tutor
 24. Music Class - Tenor Saxophone : Ms. Chan Yuen Kok /External Tutor
 25. Music Class - Western Percussion:Ms. Chan Yuen Kok /External Tutor
 26. Music Class - Chinese Percussion:Ms. Chan Yuen Kok /External Tutor
 27. Music Class - Erhu : Ms. Chan Yuen Kok /External Tutor
 28. Music Class – Ruan : Ms. Chan Yuen Kok /External Tutor
 29. Music Class – Liu Ye Gin : Ms. Chan Yuen Kok /External Tutor
 30. Music Class – Di : Ms. Chan Yuen Kok /External Tutor
 31. Music Class - Yanqin : Ms. Chan Yuen Kok /External Tutor
 32. Music Class - Pipa : Ms. Chan Yuen Kok /External Tutor
 33. Music Class – Sheng : Ms. Chan Yuen Kok /External Tutor
 34. Music Class – Suo-na : Ms. Chan Yuen Kok /External Tutor
 - d) Service
 35. Red Cross Youth Unit : Mr. Ho Chun Him / Mr. Hui Kai Chun
Mr. Hung Fan Cho/ Mr. Yu Mu Hau

C. School Team

a) Academic

1. Chinese Recital Group : Ms. Au Wan Yin (also as co-ordinator) /
Ms. Chan Yuk Ha /Ms. Fung Hiu Ching /
Ms. Li Lai Fan
2. Putonghua Recital Group : Ms. Au Wan Yin (Co-ordinator) / Mr. Ng Hung Fung /
Ms. Wong Ka Man
3. English Recital Group : Ms. Lam Wan Ching (Co-ordinator) /
Ms. Cheuk Chi Yan / Mr. Chow Ho Chi
Ms. Iu Man Sze / Ms. Rochelle Jane Martin
Ms. Tsang Wan Mei / Ms. Wong May Sum
4. English Debate Team : Ms. Rochelle Jane Martin / Mr. Tan Sin Pat /
External Tutor
5. Chinese Debate Team : Ms. Man Wing Yu / External Tutor
6. Mathematics School Team (Senior) : Mr. Lai Chun Ming / Mr. Leung Kin San /
Mr. Ng Ka Yiu
7. Mathematics School Team (Junior) : Mr. Leung Kin San / External Tutor

b) Arts

8. School Choir (Senior) : Ms. Chan Yuen Kok /External Tutor
9. School Choir (Junior) : Ms. Chan Yuen Kok /External Tutor
10. Chinese Orchestra : Ms. Chan Yuen Kok /External Tutor
11. School Band : Ms. Chan Yuen Kok /External Tutor
12. School Symphonic Orchestra : Ms. Chan Yuen Kok /External Tutor
13. School Dancing Team : Ms. Hung Suet Kan / External Tutor
14. School Drama Team : Mr. Chan Chun Tung / External Tutor
15. Visual Arts School Team (Junior): Ms. Chan Ka Yi / External Tutor

c) Sports

16. Archery Team : Mr. Chan Kwong Man / External Tutor
17. Athletic Team (Boys) : Ms. 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 / External Tutor
- Basketball Team (Girls) : Mr. Chan Kwong Man / External Tutor
20. Bowling Team : Mr. Ho Chun Him
21. Football Team : Mr. Fok Wang Chung / External Tutor
22. Handball Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Handball Team (Girls) : Mr. Kwok Yu Hang / External Tutor
23. Table Tennis Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Table Tennis Team (Girls) : Mr. Kwok Yu Hang / External Tutor
24. Volleyball Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Volleyball Team (Girls) : Mr. Kwok Yu Hang / External Tutor

d) Others

25. Bridge Team : Mr. Leung Kin San / 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. Lam Yee Ting (Equipment)
Mr. Luk Pui (TSS)
Janitors

XII. Finance Committee

- Chairperson : Ms. Leung Kit Yin
- Members : Mr. Tai Kin Fai
Mr. Mak Shing Chit
Ms. Tang Siu Ling

- XIII. Tuck Shop Management Team
 Person-in-charge : Ms. Cheung Cheuk Nga
 Members : Mr. Chan Kwong Man
 Ms. Suen Yee Hang
- XIV. School Image Team
 Adviser : Ms. Leung Kit Yin
 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. Chiu Siu Wai
 Ms. Leung Fung Kuen
 Ms. Tang Siu Ling (Accounting Clerk)
 Mr. Yiu Chun Wai (Library Assistant)
 Ms. Yiu Yuk Ming (Office Co-ordinator)
 Mr. Yung Kwok Kuen
 Administrative Assistants : Mr. Chak Yu Hang
 Mr. Chan Tsz Chun (Cashier)
 Mr. Li Hok Him
 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 & Science)
 Ms. Lam Yee Ting (Physics & Science)
- XVII. Chinese Secretary : Mr. Lau Chung Kwong
 English Secretary : Ms. Rochelle Jane Martin
 Ms. Tsang Hoi Yee
- XVIII. Miscellaneous
 Person-in-charge of Films / Photos : Mr. Lo Pun Kei
 Person-in-charge of Photo-taking : Ms. Lam Yee Ting
 Person-in-charge of Video-recording : Ms. Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
Teaching-time Allocation Table 2022-2023

| LEVEL | 1 | 2 | 3 | 4A | 4B | 4C | 4D | 4E | 5A | 5B | 5C | 5D | 5E | 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 |
| CHINESE | 8 | 8 | 8 | 7 | 8 | 8 | 7 | 7 | 7.5 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 9 |
| CHINESE LITERATURE | | | | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| PUTONGHUA | 1 | 1 | 0.6 | | | | | | | | | | | | | | | | |
| ENGLISH | 9 | 9 | 8 | 8 | 8 | 8 | 9 | 9 | 7.5 | 8 | 8 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 |
| ENGLISH LITERATURE | 1 | 1 | 1 | | | | | | | | | | | | | | | | |
| MATHEMATICS | 7 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 8 | 7 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 6 | 7 |
| SCIENCE | 4 | | | | | | | | | | | | | | | | | | |
| TECHNOLOGY / ICT | 2 | 2 | 2 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| PHYSICS | | 1 | 2 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| CHEMISTRY | | 2 | 2 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| BIOLOGY | | 2 | 2 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| STEM | 1 | | | | | | | | | | | | | | | | | | |
| CHINESE HISTORY | 2 | 2 | 2 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| HISTORY | 1 | 2 | 1 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| ECONOMICS | | | 1 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| BAFS | | | 0.4 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| GEOGRAPHY | 2 | 1 | 1 | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| CSD / LIBERAL STUDIES | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 6 | 6 | 6 | 6 | 6 | 7 |
| VISUAL ARTS | | | | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 6* | 5* | 5* | 5* | 5* | 5* | 5* |
| P.E. (HKDSE ELECTIVE SUBJECT) | | | | 6* | 6* | 6* | 6* | 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 |
| 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 |
| FORM TEACHER PERIOD | 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 |
| GRAND TOTAL | 288 | 288 | 288 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 |

SCHOOL CALENDAR FOR 2022-2023

2022-2023 年度校曆表

| | S | M | T | W | T | F | S | |
|-----|----|------|--------|-------|--------|--------|----|--|
| Sep | | | | | 1 | 2 | 3 | i. 開學禮 Thanksgiving Service & Commencement Ceremony ii. 處理班務 Managing class business |
| | | | | | | | | i. 學生領袖就職禮 Inauguration of Student Leaders ii. 處理班務 Managing class business ii. 初中體藝課外活動政策簡介及儀器示範 Briefing on ECA policy (art and sports) and musical instrument demonstration show for S1 to S3 |
| | 4 | 5/1a | 6/b | 7/c | 8/d | 9/e | 10 | 5/9 中一紀律簡介會 Discipline briefing for S1 5/9-16/9 休盪時間表 Lightened timetable 6/9-7/9 社員大會 General House Meeting |
| | 11 | 12 | 13/f | 14/2a | 15/b | 16/c | 17 | 12/9 中秋節翌日假期 The day following Mid-Autumn Festival 13/9-20/9 社際籃球比賽 Inter-house basketball match |
| | 18 | 19/d | 20/e | 21/f | *22/3a | 23/b | 24 | 18/9 深水埗崇真堂教育主日 Education Sunday Service of Shamshuipo Tsung Tsin Church 19/9 常規時間表開始 Commencement of normal timetable |
| | 25 | 26/c | 27/d | 28/e | 29/f | 30/4a | | 29/9-30/9 中一生命教育日營 Life Education Day Camp for S1 |
| | | | | | | | 1 | 1/10 國慶日假期 National Day |
| | 2 | 3/b | 4 | 5/c | 6/d | 7/e | 8 | 4/10 重陽節假期 Chung Yeung Festival 7/10 興趣小組活動開始 Commencement of interest group activities |
| | 9 | 10/f | *11/5a | 12/b | 13/c | 14/d | 15 | |
| | 16 | 17/e | 18/f | 19/6a | 20/b | 21/c | 22 | 21/10 學生購買冬季校服及毛衣 Purchasing winter uniform and sweater |
| Oct | 23 | 24/d | 25/e | 26/f | *27/7a | 28/b | 29 | 23/10 新翠崇真堂教育主日 Education Sunday Service of Sun Chui Tsung Tsin Church |
| | 30 | 31/c | | | | | | |
| | | | | | | | | |
| Nov | | | 1/d | 2/e | 3/f | 4 | 5 | 4/11 教師活動日 Teacher Activity Day 5/11 家長教師日 Parent-Teacher Day |
| | 6 | 7 | 8 | 9/8a | 10/b | 11/c | 12 | 7/11 旅行日 School Picnic 8/11 特別假期 Special Holiday 10/11-16/11 福音週 Gospel Week |
| | 13 | 14/d | 15/e | 16/f | *17/9a | 18/b | 19 | 18/11 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) |
| | 20 | 21/c | 22/d | 23/e | 24/f | 25/10a | 26 | 21/11 須更換冬季校服 Compulsory change to winter uniform |
| | 27 | 28/b | 29/c | 30/d | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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

SCHOOL CALENDAR FOR 2022-2023

2022-2023 年度校曆表

| | S | M | T | W | T | F | S | |
|-----|----|--------|--------|--------|--------|-------|----|---|
| Dec | | | | | 1/e | 2/f | 3 | 2/12 畢業班拍照 Photo-taking of graduation classes |
| | 4 | 5/11a | 6/b | 7/c | 8/d | 9/e | 10 | 5/12-19/12 中三至中五考試 First Exam for S3 to S5 8/12 中一中二特別上課日 Special School Day for S1 and S2 9/12-19/12 中一中二考試 First Exam for S1 & S2 |
| | 11 | 12/f | 13/12a | 14/b | 15/c | 16/d | 17 | |
| | 18 | 19/e | 20 | 21 | 22 | 23 | 24 | 20/12 聖誕崇拜及聯歡 Christmas Service & Celebration 21/12-2/1 聖誕節及新年假期 Christmas & New Year Holiday |
| | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31/12 小六升中講座 Talk for Prospective S1 Students |
| | | | | | | | | |
| Jan | 1 | 2 | 3/f | 4/13a | 5 | 6 | 7 | 5/1-6/1 運動會 Sports Day |
| | 8 | 9/b | 10/c | 11/d | 12/e | 13/f | 14 | |
| | 15 | 16/14a | 17/b | 18/c | 19 | 20 | 21 | 16/1-14/2 中六畢業試 S6 Mock Exam 19/1-31/1 農曆年假期 Lunar New Year Holiday |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| | 29 | 30 | 31 | | | | | |
| | | | | | | | | |
| Feb | | | | 1/d | 2/e | 3/f | 4 | 2/2-3/2 輔導日 (下午) Counselling Day (afternoon) 4/2 家長日 Parents' Day |
| | 5 | 6/15a | 7/b | 8/c | 9/d | 10/e | 11 | |
| | 12 | 13/f | 14/16a | 15/b | 16/c | 17 | 18 | 15/2 長跑日 Long Distance Running Day 17/2 教師活動日 Teacher Activity Day |
| | 19 | 20/d | 21/e | 22/f | 23/17a | 24/b | 25 | 20/2-24/2 中六核對試卷 S6 students checking exam answer scripts 24/2 中六最後上課日 Last school day for S6 |
| | 26 | 27/c | 28/d | | | | | |
| | | | | | | | | |
| Mar | | | | 1/e | 2/f | 3/18a | 4 | 4/3 校友日 Alumni Homecoming Day |
| | 5 | 6/b | 7/c | 8/d | 9/e | 10/f | 11 | 9/3-20/3 中三興趣小組活動暫停 Suspension of extracurricular activities for S3 13/3 教師活動日 Teacher Activity Day |
| | | | | | | | | 14/3-21/3 中三統一測驗 Uniform Test for S3 |
| | 12 | 13 | 14/19a | 15/b | 16/c | 17/d | 18 | 15/3-20/3 中一中二興趣小組活動暫停 Suspension of extracurricular activities for S1 and S2 17/3 派發中六成績表 (初稿) Distribution of S6 student reports (draft) |
| | 19 | 20/e | 21/f | 22/20a | 23/b | 24/c | 25 | 20/3-21/3 中一中二統一測驗 Uniform Test for S1 and S2 21/3 非畢業班拍照 Photo-taking of non-graduation classes |
| | 26 | 27/d | 28/e | 29/f | 30/21a | 31/b | | |
| | | | | | | | | |

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

SCHOOL CALENDAR FOR 2022-2023

2022-2023 年度校曆表

| | S | M | T | W | T | F | S | |
|-----|----|--------|--------|--------|---------|--------|----|---|
| Apr | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 3/4-4/4 中一福音營 S1 Gospel Camp |
| | | | | | | | | 3/4-15/4 復活節假期 Easter Holiday |
| | | | | | | | | 5/4 清明節假期 Ching Ming Festival |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17/c | 18/d | 19/e | 20/f | 21/22a | 22 | 18/4-19/4 中三全港性系統評估口試 S3 T.S.A. (Oral Exam) |
| | | | | | | | | 21/4 派發統一測驗成績表 Distribution of U.T. student reports |
| | 23 | 24/b | 25/c | 26/d | 27/e | 28/f | 29 | 24/4-28/4 初中班際籃球比賽 Junior form inter-class basketball match |
| | | | | | | | | 25/4 捐血日 Blood Donation Day |
| | 30 | | | | | | | 28/4 中三全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam.) |
| May | | 1 | *2/23a | 3/b | 4/c | 5/d | 6 | 1/5 勞動節假期 Labour Day |
| | | | | | | | | 2/5 須更換夏季校服 Compulsory change to summer uniform |
| | 7 | 8/e | 9/f | 10/24a | 11/b | 12/c | 13 | |
| | 14 | 15/d | 16/e | 17/f | *18/25a | 19/b | 20 | 19/5 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) |
| | 21 | 22/c | 23/d | 24/e | 25/f | 26 | 27 | 25/5-26/5 畢業生福音營 Graduate Gospel Camp |
| | 28 | 29/26a | 30/b | 31/c | | | | 26/5 佛誕節假期 Buddha's Birthday |
| Jun | | | | | 1/d | 2/e | 3 | |
| | 4 | 5/f | 6/27a | 7/b | 8/c | 9/d | 10 | 8/6 中三至中五特別上課日 Special School Day for S3 to S5 |
| | | | | | | | | 9/6-26/6 中三至中五級期終考試 Final Exam for S3 to S5 |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12/6-23/6 中一、中二級期終考試 Final Exam for S1 and S2 |
| | | | | | | | | 14/6-15/6 中三級全港性系統評估 S3 T.S.A. |
| | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19/6 中三級全港性系統評估後補日 Fallback date for S3 T.S.A. |
| | | | | | | | | 22/6 端午節假期 Tuen Ng Festival |
| | 25 | 26 | 27 | 28 | 29 | 30 | | 27/6 開卷日 Marking Day |
| | | | | | | | | 28/6-29/6 i. 核對試卷 Checking exam answer scripts ii. 社員大會 General House Meeting |

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

SCHOOL CALENDAR FOR 2022-2023

2022-2023 年度校曆表

| | S | M | T | W | T | F | S | |
|-----|----|----|----|----|----|----|----|---|
| Jul | | | | | | | ① | 1/7 香港特別行政區成立紀念日 HKSAR Establishment Day |
| | | | | | | | | i. 學生會答問大會 The Students' Union Consultative Forum 4/7 ii. 派發中三至中五成績表初稿 Delivery of draft report cards for S3 to S5 |
| | | | | | | | | 5/7 中三升中四講座 Talk for prospective S4 students |
| | 2 | 3 | 4 | 5 | 6 | 7 | △8 | 6/7 i. 學生會日 Students' Union Day ii. 學生會投票日 Students' Union Election Day |
| | | | | | | | | 8/7 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) |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 12/7 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 |
| | | | | | | | | 13/7-21/7 中四補考 S4 Supplementary Exam |
| | | | | | | | | 13/7-26/7 中五 (2023/24 中六) 學生補課 Supplementary lessons for S5 students (2023/24 S6) |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 17/7-31/8 暑假 Summer Holidays |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 19/7 香港中學文憑考試放榜 HKDSE Results Release Day |
| | 30 | 31 | | | | | | |
| | | | 1 | 2 | 3 | 4 | 5 | |
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 7/8-18/8 中四 (2023/24 中五) 學生補課 Supplementary lessons for S4 students (2023/24 S5) |
| | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 15/8-25/8 中六學科測驗 S6 Term Test |
| Aug | 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.

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

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 2022-2025

During 2022/23 to 2024/25, our school aims are:

1. To incorporate e-learning into teaching to promote self-regulated learning
2. To promote values education to support Shatin Tsung-Tsiners' character formation and positive education
3. To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

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

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

Proverbs 22:6

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

Mark 12:30

Shatin Tsung Tsin Secondary School
School Development Plan (2022/23 - 2024/25)

| Major Concern | Intended Outcomes / Targets | Strategies / Tasks | Time Scale | | |
|---|---|---|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1. To incorporate e-learning into teaching to promote self-regulated learning | <ul style="list-style-type: none"> To adopt a variety of e-learning tools and platforms which facilitate in-class interaction, promote self-learning, foster individualized learning and support teachers to provide timely assessments To further enhance students' motivation in learning and develop students' self-regulated learning skills: students are expected to take a more active part in constructing knowledge with the use of various e-learning tools and platforms | 1.1 Teacher training about the types and use of various e-learning tools and platforms | ✓ | ✓ | ✓ |
| | | 1.2 Provision of necessary hardware and software required for e-learning | ✓ | ✓ | ✓ |
| | | 1.3 Learning circles for teachers to share their experience and knowledge of e-learning | ✓ | ✓ | ✓ |
| | | 1.4 Application of different e-learning tools and platforms to enhance self-regulated learning <ul style="list-style-type: none"> i. Level of students involved will increase over years ii. Number of periods using e-learning tools or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Type of tools or platforms applied will increase over years | ✓ | ✓ | ✓ |
| | | 1.5 Collaborative teaching within the subject panel focusing on <ul style="list-style-type: none"> i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | ✓ | ✓ | ✓ |
| | | 1.6 Lesson observation within subject panels | ✓ | ✓ | ✓ |
| | | 1.7 Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning) | | ✓ | ✓ |
| | | 1.8 Lesson observation conducted by the Principal, Vice-principal, Prefect of Studies and/or panel heads | ✓ | ✓ | ✓ |
| | | 1.9 Reviewing the lesson observation form to incorporate indicators reflecting the use of e-learning in enhancing self-regulated learning | ✓ | | |
| 2. To promote values | <ul style="list-style-type: none"> To groom students as "Shatin | 2.1 Forming a working group to give suggestions on the further | ✓ | | |

| Major Concern | Intended Outcomes / Targets | Strategies / Tasks | Time Scale | | |
|---|--|--|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| education to support Shatin Tsung-Tsiners' character formation and positive education | <p>Tsung-Tsiners''</p> <ul style="list-style-type: none"> To help students lead a flourishing life | implementation of positive education | | | |
| | | 2.2 Reviewing the existing programs run by different committees to incorporate the Shatin Tsung-Tsiners qualities and elements of positive education | ✓ | | |
| | | 2.3 Reviewing the curriculum of Life Education lessons to place more emphasis on the Shatin Tsung-Tsiners qualities and elements of positive education | ✓ | ✓ | |
| | | 2.4 Equipping students with time and stress management skills | ✓ | ✓ | ✓ |
| | | 2.5 Sharing among teachers about strategies regarding values education and class building | ✓ | ✓ | ✓ |
| | | 2.6 Renovating an activity room to facilitate counseling and sharing between teachers and students | ✓ | | |
| | | 2.7 Arranging parent talks on values education and character building | ✓ | ✓ | ✓ |
| 3. To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders | <ul style="list-style-type: none"> To ensure teachers meet the requirements set by the school regarding teaching and student support To nurture young and capable teachers to take up more administrative duties | 3.1 Enhancing team building and transmission of school values and culture | ✓ | ✓ | ✓ |
| | | 3.2 Reviewing the mentorship scheme | ✓ | | |
| | | 3.3 Principal discussing with young teachers about their career paths | ✓ | ✓ | |
| | | 3.4 Arranging young teachers to work in different committees | | ✓ | ✓ |
| | | 3.5 Providing relevant training for middle managers and potential candidates | ✓ | ✓ | ✓ |
| | | 3.6 Setting up new deputy posts in some subject departments and committees | ✓ | ✓ | |
| | | 3.7 Appointing new middle managers | ✓ | ✓ | ✓ |

SHATIN TSUNG TSIN SECONDARY SCHOOL
ANNUAL SCHOOL PLAN (2022/23)

Major Concern 1: To incorporate e-learning into teaching to promote self-regulated learning

| Intended outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---------------|--|---|--|---|
| <ul style="list-style-type: none"> To adopt a variety of e-learning tools and platforms which facilitate in-class interaction, promote self-learning, foster individualized learning and support teachers to provide timely assessments To further enhance students' motivation in learning and develop students' self-regulated learning skills: students are expected to take a more active part in constructing knowledge with the use of various e-learning tools and platforms | 1.1 Teacher training about the types and use of various e-learning tools and platforms | 8/2022-6/2023 | More than 70% of the teachers find the content useful | Teacher survey conducted by the Academic Affairs Committee | Staff Development Team | Financial support if speakers are invited |
| | 1.2 Provision of necessary hardware and software required for e-learning | 9/2022-6/2023 | More than 70% of the teachers find the hardware and software being enhanced | Teacher survey conducted by the Academic Affairs Committee | Academic Affairs Committee | Financial support |
| | 1.3 Learning circles for teachers to share their experience and knowledge of e-learning | 9/2022-6/2023 | More than 70% of the teachers involved in the learning circles find their experience and knowledge being enhanced | Teacher survey conducted by the Academic Affairs Committee | Academic Affairs Committee | N.A. |
| | 1.4 Application of different e-learning tools and platforms to enhance self-regulated learning <ul style="list-style-type: none"> i. Level of students involved will increase over years ii. Number of periods using e-learning tools will increase progressively iii. Number of panel members involved will increase over years iv. Type of tools or platforms | 9/2022-6/2023 | <ul style="list-style-type: none"> i. At least one level of students is involved ii. At least 10% of the total number of periods involve the use of e-learning tools or platforms iii. At least 30% of the panel members are involved | <ul style="list-style-type: none"> Recorded in the minutes of different subject panels Student survey conducted by the Academic Affairs Committee | All subjects, Academic Affairs Committee | N.A. |

| Intended outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|-------------------|---|----------------|--|---|--|--------------------|
| | applied will increase over years | | iv. At least 1 type of tool or platform is used | | | |
| | 1.5 Collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | 9/2022-6/2023 | <ul style="list-style-type: none"> At least one collaborative teaching is conducted by each panel More than 70 % of the teachers involved agree that the use of e-learning can enhance self-regulated learning | <ul style="list-style-type: none"> Recorded in the minutes of different subject panels Teacher survey conducted by the Academic Affairs Committee | All subjects | N.A. |
| | 1.6 Lesson observation within subject panels | 9/2022-6/2023 | <ul style="list-style-type: none"> At least one time | <ul style="list-style-type: none"> Recorded in the minutes of different subject panels | All subjects | N.A. |
| | 1.8 Lesson observation conducted by the Principal, Vice-principal, Prefect of Studies and/or panel heads | 9/2022-6/2023 | <ul style="list-style-type: none"> More than 60% of the lessons observed demonstrate that the use of e-learning enhances self-regulated learning Lesson observation form revised | <ul style="list-style-type: none"> Debriefing after each lesson observation | Principal, Vice-principal, Prefect of Studies and/or panel heads | N.A. |
| | 1.9 Reviewing the lesson observation form to incorporate indicators reflecting the use of e-learning in enhancing self-regulated learning | 9/2022-12/2022 | <ul style="list-style-type: none"> Lesson observation form revised | Recorded in the minutes of Academic Affairs Committee | Principal, Vice-principal, Prefect of Studies | N.A. |

Major Concern 2 : To promote values education to support Shatin Tsung-Tsiners' character formation and positive education

| Intended outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|--|----------------|---|---|---|---|
| <ul style="list-style-type: none"> To groom students as "Shatin Tsung-Tsiners" To help students lead a flourishing life | 2.1 Forming a working group to give suggestions on the further implementation of positive education | 8/2022-6/2023 | Suggestions are recorded | Recorded in the minutes of the Student Support Committee | Student Support Committee | N.A. |
| | 2.2 Reviewing the existing programs run by different committees to incorporate the Shatin Tsung-Tsiners qualities and elements of positive education | 8/2022-8/2023 | Reviews are done | Recorded in the minutes of different committees | All committees | N.A. |
| | 2.3 Reviewing the curriculum of Life Education lessons to place more emphasis on the Shatin Tsung-Tsiners qualities and elements of positive education | 8/2022-7/2023 | Reviews are done | Recorded in the minutes of the Student Support Committee | Student Support Committee | N.A. |
| | 2.4 Equipping students with time and stress management skills | 9/2022-6/2023 | More than 60% of the students find that they have learned time and stress management skills | Student survey conducted by the Student Support Committee | Student Support Committee, Student Guidance Committee and Career Guidance Committee | Financial support if external parties are invited |
| | 2.5 Sharing among teachers about strategies regarding values education and class building | 9/2022-8/2023 | More than 60% of the teachers find it helpful in knowing the relevant strategies | Teacher survey conducted by the Student Support Committee | Student Support Committee | N.A. |
| | 2.6 Renovating an activity room to facilitate counseling and sharing between teachers and students | 9/2022-12/2022 | An activity room is set up | Recorded in the minutes of Student Guidance Committee | Student Guidance Committee | Financial support for relevant renovation work and purchasing necessary items |

| Intended outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|-------------------|---|---------------|--|--|-----------------------------------|---|
| | 2.7 Arranging parent talks on values education and character building | 9/2022-6/2023 | More than 2 parent talks are organized | Recorded in the minutes of Home-School Cooperation Committee | Home-School Cooperation Committee | Financial support if external parties are invited |

Major Concern 3 : To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

| Intended outcomes | Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|--|--|---------------|--|---|-----------------------------------|--|
| <ul style="list-style-type: none"> To ensure teachers meet the requirements set by the school regarding teaching and student support To nurture young and capable teachers to take up more administrative duties | 3.1 Enhancing team building and transmission of school values and culture | 8/2022-6/2023 | More than 80% of the teachers find the task being achieved | Teacher survey (Stakeholder survey) | Academic Affairs Committee | Financial support if team building activities are held |
| | 3.2 Reviewing the mentorship scheme | 8/2022-6/2023 | The review is done | Recorded in the minutes of Academic Affairs Committee | Academic Affairs Committee | N.A. |
| | 3.3 Principal discussing with young teachers about their career paths | 8/2022-7/2023 | Meeting at least 10 young teachers | A record kept by the Principal | Principal | NA |
| | 3.5 Providing relevant training for middle managers and potential candidates | 8/2022-7/2023 | At least 10 middle managers and potential managers have joined relevant training | Staff Professional Development Record | Staff Development Team | Financial support if teachers are subsidized for taking external courses |
| | 3.6 Setting up new deputy posts in some subject departments and committees | 8/2022 | New deputy posts have been set up | Duty list of the school | Principal | N.A. |
| | 3.7 Appointing new middle managers | 6/2023 | New middle managers have been appointed | Record in Staff Meeting minutes | Incorporated Management Committee | N.A. |
| | | | | | | |

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
THREE-YEAR PLAN (2022-2025)

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. Increasing student withdrawal due to emigration or studying overseas may result in a loss of elite students.
- c. Teachers' workload is heavy. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To incorporate e-learning into teaching 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 | | |
|----|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Provision of necessary hardware and software required for e-learning | 1 | ✓ | ✓ | ✓ |
| 2 | Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years | 1 | ✓ | ✓ | ✓ |
| 3 | Review of the lesson observation form to incorporate indicators reflecting the use of e-learning in enhancing self-regulated learning | 1 | ✓ | | |
| 4 | Collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | 1,3 | ✓ | ✓ | ✓ |
| 5 | Lesson observation within subject panels | 1,3 | ✓ | ✓ | ✓ |
| 6 | Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning) | 1,3 | | ✓ | ✓ |
| 7 | Lesson observation conducted by the Principal/ Vice-principal/ Prefect of Studies/ Panel Head | 1,3 | ✓ | ✓ | ✓ |
| 8 | Review of the student questionnaire to incorporate the main indicators reflecting the use of e-learning in enhancing self-regulated learning for subjects' reference | 1,4 | ✓ | | |
| 9 | Purchase of student library books related to the chosen domains of positive education | 2 | ✓ | ✓ | ✓ |
| 10 | Incorporation of elements of other major concerns into some subject content | 2 | ✓ | ✓ | ✓ |
| 11 | Review of the student policy to make it align with the school's major concerns | 2,4 | ✓ | ✓ | ✓ |
| 12 | Review of internal school examination results | 5 | ✓ | ✓ | ✓ |
| 13 | Review of HKDSE examination results | 5 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Documentation
 - a. Record of Tasks 1,3,6,7,8,9,11,12 and 13 in AAC meeting minutes
 - b. Record of Tasks 2,4,5,6,7,10,12 and 13 in meeting minutes of subject panels
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen students' self-regulated learning through e-learning and promoting professional development (Task 2,4,5,6)
3. Student survey to collect students' opinions on the effectiveness of using e-learning 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)
Mak Shing Chit (Chairperson)
Tsang Hoi Yee (Vice-chairperson)
Wong Hoi Lee (Vice-chairperson)
Chan Yuen Kok
Lau Chung Kwong
Louie Fung Yiu
Ng Ka Yiu
Wong King Sing
Wu Yan Ha
Yu Mu Hau

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
STAFF DEVELOPMENT TEAM
THREE-YEAR PLAN (2022-2025)**

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. Teachers' workload is 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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Teacher training about the types and use of various e-learning tools and platform | 1,2 | ✓ | ✓ | ✓ |
| 2 | Learning circles for teachers to share their experience and knowledge in e-learning | 1,2 | ✓ | ✓ | ✓ |
| 3 | Sustain the Staff Appraisal System | 2 | ✓ | ✓ | ✓ |
| 4 | Sustain the Teacher Commendation Scheme | 3 | ✓ | ✓ | ✓ |
| 5 | Conduct the Mentorship Scheme | 4 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Documentation
 - Record of Tasks 1-5 in AAC meeting minutes
2. Teacher survey to collect teachers' opinions on the teacher training and mentorship scheme (Task 1,2,5)

VI. TEAM MEMBERS

Wong King Sing (Teacher-in-charge)
Louie Fung Yiu

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
THREE-YEAR PLAN (2022-2025)**

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 to nurture the students the personality traits of Shatin Tsung-Tsiners.
2. To implement necessary strategies so as to help teachers to implement positive education to promote the well-being of students
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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Review the curriculum of Life Education lessons to place more emphasis on the personality traits and elements of positive education | 1,2 | ✓ | ✓ | |
| 2 | Share strategies regarding values education and class building among teachers | 1,2 | ✓ | ✓ | ✓ |
| 3 | Review the existing programmes run by different committees to incorporate the | 1,2,3 | ✓ | | |

| | | | | | |
|----|--|-------|---|---|---|
| | focal personality traits and elements of positive education | | | | |
| 4 | Run an ad hoc group which is responsible for organizing the S1 Life Education Camp for promoting the personality traits of Shatin Tsung-Tsiners and positive education | 1,2,4 | ✓ | ✓ | ✓ |
| 5 | Collect strategies on values education and class building adopted by teachers | 2 | ✓ | ✓ | ✓ |
| 6 | Form a working group to give suggestions on the further implementation of positive education at school | 2 | ✓ | | |
| 7 | Equip students with time and stress management skills through Life Education lessons and morning assemblies | 2,4 | ✓ | ✓ | ✓ |
| 8 | Organize Student Support Committee meetings | 3,4 | ✓ | ✓ | ✓ |
| 9 | Organize class teacher meetings with form discipline teachers and form guidance teachers three times a year to discuss the student performance | 4 | ✓ | ✓ | ✓ |
| 10 | Nominate students to join different external leadership training programmes | 4 | ✓ | ✓ | ✓ |
| 11 | Run a working group which is responsible for organizing study tours | 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. Recording the above tasks in the minutes of staff meeting, different committee meetings or class teacher meeting
4. Conducting a student survey at the end of the activities for tasks 4 and 11

VI. TEAM MEMBERS

Tai Kin Fai (Chairperson)
 Yu Mu Hau (Vice-chairperson)
 Chan Kwok Hung
 Chang Wing Kay
 Cheung Cheuk Nga (Student Affairs Group)
 Chung Tsz Ying (Working Group)

Fok Wang Chung
 Hui Kai Chun (Working Group)
 Hung Fan Cho (Working Group)
 Lee Kin Chung
 Lee Mei King
 Lee Wai Kok
 Wong Kai Sze

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
STUDENT AFFAIRS TEAM
THREE-YEAR PLAN (2022-2025)

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 supporting 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 | | |
|----|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 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

Cheung Cheuk Nga (Teacher-in-charge)
Lo Pun Kei
Hung Suet Kan
Lam Yee Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
DISCIPLINE COMMITTEE
THREE-YEAR PLAN (2022-2025)

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 help students develop the personality traits of Shatin Tsung-Tsiners, in particular
 - a. to be self-disciplined
 - b. to be thoughtful and
 - c. to be trustworthy
2. To incorporate elements of positive education into committee work to promote the well-being of students
3. To widen students' horizons by enriching their exposure to different growth and life experiences
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 | | |
|----|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Review the school regulations | 1 | ✓ | ✓ | ✓ |
| 2 | Conduct the Strive-for-Improvement Class | 1 | ✓ | ✓ | ✓ |
| 3 | Implement the New Identity Scheme | 1,2 | ✓ | ✓ | ✓ |
| 4 | Set up various awards to give students recognition and classes recognition for their good conduct and performance | 1,2 | ✓ | ✓ | ✓ |
| 5 | Review the existing discipline programmes to incorporate the personality traits of Shatin Tsung-Tsiners and elements of positive education | 1,2 | ✓ | | |
| 6 | Implement Junior Secondary Discipline Training or other discipline training programmes to foster positive student relationships. | 1,2,4 | ✓ | ✓ | ✓ |
| 7 | Form and train the prefect team to assist teachers in keeping order | 1,4 | ✓ | ✓ | ✓ |
| 8 | Provide updated and useful discipline information about the students to class teachers so that they can understand the students better and provide suitable care | 1,4 | ✓ | ✓ | ✓ |
| 9 | Attend class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building | 1,4 | ✓ | ✓ | ✓ |
| 10 | Discuss class misbehavior and ways of improvement with the class teacher | 1,4 | ✓ | ✓ | ✓ |
| 11 | 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 | 2 | ✓ | ✓ | ✓ |
| 12 | Arrange various activities for the prefect team to enhance their personal exploration and team spirit | 3 | ✓ | ✓ | ✓ |

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 1,11)
2. Reporting the progress of the tasks in the Discipline Committee meeting (Tasks 1,5,11)
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 2-4,6,8-10)
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 7,12)

VI. TEAM MEMBERS

Chan Kwok Hung (Chairperson)

Yue Po Ting (Vice-chairperson)

Au WanYin

Chung So Sum

Ho Chun Him

Man Ho Fai

Ng Hung Fung

Tao Ka Chuen

Tsang Wan Mei

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT GUIDANCE COMMITTEE
THREE-YEAR PLAN (2022-2025)

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 enhance values education by nurturing in students the personality traits of Shatin Tsung-Tsiners and promoting positive education
2. To equip students with stress and time management skills
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 | | |
|----|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Encourage students to set up personal goals and class goals | 1 | ✓ | ✓ | ✓ |
| 2 | Coordinate morning sharing sessions to promote positive education and nurture personality traits | 1 | ✓ | ✓ | ✓ |
| 3 | Review the programs of the Committee to incorporate the focal personality traits and positive education | 1 | ✓ | ✓ | |
| 4 | Implement life education lessons | 1,2,3,4 | ✓ | ✓ | ✓ |
| 5 | Replenish the resource bank for positive education and life education | 1,2,5 | ✓ | ✓ | ✓ |
| 6 | Coordinate “Messages to Shatin Tsung-Tsiners” to promote positive education and nurture personality traits | 1,3 | ✓ | ✓ | ✓ |
| 7 | Organize the Counselling Days to promote understanding between teachers and students | 1,3 | ✓ | ✓ | ✓ |
| 8 | Provide theme-related activities for respective forms of students | 1,3,5 | ✓ | ✓ | ✓ |
| 9 | Promote voluntary service | 1,4 | ✓ | ✓ | ✓ |
| 10 | Equip students with stress and time management skills through morning sharing and Life Education lessons | 2 | ✓ | ✓ | ✓ |
| 11 | Conduct survey on students’ stress for early identification of students in need | 2,5 | ✓ | ✓ | ✓ |
| 12 | Renovate an activity room to facilitate sharing and counselling between teachers and students | 2,5 | ✓ | | |
| 13 | Join the Hi-Five Student Engagement Award Scheme | 3 | | ✓ | |
| 14 | Form student sharing and growth groups | 3,4 | ✓ | ✓ | ✓ |
| 15 | Develop school-based speech therapy service | 4,5 | ✓ | | |

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; SENCO)
Au Yeung Hoi Ming (Vice-chairperson)
Leung Kin San (Vice-chairperson ; SENST)
Chan Ka Yi
Cheng Ka Fung
Choi Wai Man
Chow Po Yi
Fung Hiu Ching
Ng Cheuk Ting
Cheng Hiu Yan (School Social Worker)
Cheung Chun Ming (School Social Worker)
Wong Nok Fung (Educational Psychologist)
Lau Suet Lai (Speech Therapist)
Cheung Ka Hei (Student Support Assistant)

SHATIN TSUNG TSIN SECONDARY SCHOOL

CAREER GUIDANCE COMMITTEE

THREE-YEAR PLAN (2022-2025)

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 elements of positive education and personality traits of Shatin Tsung-Tsiners
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

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Join the working group under Student Support Committee to give suggestions on the further | 1 | ✓ | | |

| | | | | | |
|----|--|-----------|---|---|---|
| | implementation of positive education at school | | | | |
| 2 | Review the career education curriculum to incorporate the focal personality traits and elements of positive education | 1 | | ✓ | |
| 3 | Arrange individual guidance sessions to consolidate (S5 & S6) students' individual career plans in accordance with their interests and abilities | 1,2,3,4,5 | ✓ | ✓ | ✓ |
| 4 | Equip students with time management skills to facilitate the implementation of career plans | 1,4 | ✓ | ✓ | ✓ |
| 5 | Arrange activities for senior form students to learn more types of careers | 2,3,4 | ✓ | ✓ | ✓ |
| 6 | Publicize career-related activities organized by external organizations through weekly issued CGC News | 2,3,4 | ✓ | ✓ | ✓ |
| 7 | 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 | ✓ | ✓ | ✓ |
| 8 | Counsel students who have special needs on career or studies, e.g. studying abroad | 2,3,4,5 | ✓ | ✓ | ✓ |
| 9 | Collect, update and disseminate information and reference materials related to further education and careers through library or school website | 3,4 | ✓ | ✓ | ✓ |
| 10 | Organize parent talks to keep parents abreast of the latest developments in careers or studies | 5 | ✓ | ✓ | ✓ |
| 11 | 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)
 Cheuk Chi Yan
 Chow Ho Chi
 Choy Kit Ping

Iu Man Sze
 Lau Chin Wai
 Wong May Sum

**SHATIN TSUNG TSIN SECONDARY SCHOOL
EXTRA-CURRICULAR ACTIVITIES COMMITTEE
THREE-YEAR PLAN (2022-2025)**

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 personality traits 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 encourage students to participate actively in various extra-curricular activities and to embody the personality traits of "Shatin Tsung-Tsiners"
2. To incorporate the elements of positive education to promote the well-being of students
3. To widen students' horizons
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 | | |
|---|---|-------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Review the activities organized by the committee to incorporate the focal personality traits and elements of positive education | 1,2 | ✓ | | |
| 2 | Organize Blood Donation Day | 1,2 | ✓ | ✓ | ✓ |
| 3 | Implement S4 "One-student-one-art" policy | 1,2,3 | ✓ | ✓ | ✓ |
| 4 | Implement S2-S3 "One-student-one-art / sport" policy | 1,2,3 | ✓ | ✓ | ✓ |
| 5 | Co-ordinate and supervise the operation of | 1,2,3,4,5,6 | ✓ | ✓ | ✓ |

| | | | | | |
|----|--|-------------|---|---|---|
| | interest groups and school teams | | | | |
| 6 | Organize house meetings and inter-house activities | 1,2,3,4,5,6 | ✓ | ✓ | ✓ |
| 7 | Organize large scale functions | 1,2,3,4,6 | ✓ | ✓ | ✓ |
| 8 | Provide opportunity for new activities initiated by students | 1,2,3,5,6 | ✓ | ✓ | ✓ |
| 9 | Arrange leadership training for students | 1,2,3,5,6 | ✓ | ✓ | ✓ |
| 10 | Implement the STTSS Award Scheme to encourage students to participate enthusiastically in inter-class activities to enhance class building | 1,2,4,6,7 | ✓ | ✓ | ✓ |
| 11 | Appreciate students' efforts in internal and external competitions | 1,2,4,7 | ✓ | ✓ | ✓ |
| 12 | Promote activities organized by external organizations | 1,3 | ✓ | ✓ | ✓ |

V. EVALUATION

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

VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)
 Chan Fung Yi
 Hung Tsui Ying
 Kwok Yu Hang

Lai Chun Ming
 Luk Wai Kiu
 Tsang Shing Wai

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENTS' UNION
THREE-YEAR PLAN (2022-2025)**

I. AIMS

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

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. The recruitment of exco-members may become more challenging due to a decrease in student numbers.

III. OBJECTIVES

1. To facilitate positive education and promote the personality traits of Shatin Tsung-Tsiner
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 prepare junior form students for taking up leadership roles

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|--|------------|------------------|------------------|------------------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Review the activities organized by the Students' Union to incorporate the focal personality traits and elements of positive education | 1 | ✓ | | |
| 2 | 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 | 1,2,6 | ✓ ✓ ✓ ✓ | ✓ ✓ ✓ ✓ | ✓ ✓ ✓ ✓ |
| 3 | 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 | 1,2,7 | ✓ ✓ | ✓ ✓ | ✓ ✓ |
| 4 | 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 | ✓ | ✓ | ✓ |
| 5 | 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 | ✓ | ✓ | ✓ |
| 6 | Delegate more power of managing financial resources to the committee under the supervision of advisors | 1,3,4 | ✓ | ✓ | ✓ |
| 7 | 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 | 1,5 | ✓ | ✓ | ✓ |
| 8 | Encourage S3 and S4 students to join the Students' Union as committee members | 1,7 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Record of observation and interaction over
 - a. the decision-making abilities of the committee (Tasks 5,6)
 - b. the effectiveness of developing students' civic mindedness and social responsibility (Task 2)
 - c. the willingness of students to serve (Tasks 3,4,8)
2. Collecting data on the number of helpers and participants of various activities to assess the effectiveness of promoting willingness to serve (Tasks 3,4,5,8)
3. A survey on teachers' opinions on
 - a. the effectiveness of promoting the personality traits of Shatin Tsung-Tsiner and positive education (Task 5)
 - b. the effectiveness of promoting willingness to serve (Tasks 3,4,5,8)
 - c. the effectiveness of promoting civic mindedness and social responsibility (Task 2)
 - d. the effectiveness of widening students' horizons (Tasks 2,3)
 - e. the transparency of the Students' Union (Task 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 5,6)
 - b. the power of decision making and managing financial resources (Tasks 5,6)

VI. TEAM MEMBERS

Lee Wai Kok (Chairperson)
Chan Yuk Ha
Lee Shuk Yi
Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
RELIGIOUS AFFAIRS COMMITTEE
THREE-YEAR PLAN (2022-2025)

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

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Convey Christian values and the gospel to students and promote relevant personality traits and positive education through different means like prayer, singing hymns (S1-S3) and Bible sharing in morning assemblies | 1,2,3,6 | ✓ | ✓ | ✓ |
| 2 | Support Christian Education to run fellowships in junior forms to promote positive relationships with God and others | 1,2,3,6 | ✓ | ✓ | ✓ |
| 3 | Establish the 6-year spiritual education system including the goal, content and strategies | 1,2,6 | ✓ | ✓ | ✓ |
| 4 | Run the Gospel Week (whole school) and Gospel Camp (S1 and S6) | 1,2,6 | ✓ | ✓ | ✓ |
| 5 | 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 | 1,3,6 | ✓ | ✓ | ✓ |
| 6 | Convey Christian values and the gospel to teachers and promote positive health and emotions through running retreat and fellowship for teachers | 1,6 | ✓ | ✓ | ✓ |
| 7 | Provide various training courses on leadership, Bible study and worship, etc. for Christian students | 2,5 | ✓ | ✓ | ✓ |
| 8 | Arrange for Christian students to serve in different posts | 2,5 | ✓ | ✓ | ✓ |
| 9 | Run teachers' prayer meeting | 6 | ✓ | ✓ | ✓ |

V. EVALUATION

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

VI. TEAM MEMBERS

Chang Wing Kay (Chairperson)
 Lo Chun Ming (Vice-chairperson)
 Cheung Yan Chi
 Yip Kei Yau

**SHATIN TSUNG TSIN SECONDARY SCHOOL
HOME-SCHOOL COOPERATION COMMITTEE
THREE-YEAR PLAN (2022-2025)**

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. The influence of Covid-19 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 enhance parents' capacity in values education to help nurture in students the personality traits of Shatin Tsung-Tsiners
3. To promote positive parenting through parenting education
4. To foster students' interest in home-school cooperation and healthy family relationships
5. To support the school's needs in various areas

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 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 10 th editions | 1 | | | ✓ |
| 4 | Amend the current “Parents’ Basic Law” | 1 | ✓ | ✓ | |
| 5 | Publish the Bulletin (1 issue) and the Newsletters (2 issues) for parents | 1,2,3 | ✓ | ✓ | ✓ |
| 6 | Attend the meetings of the PTA Ex-co and assist the implementation of the decisions made | 1,4 | ✓ | ✓ | ✓ |
| 7 | Follow up parents’ incoming WhatsApp messages | 1,5 | ✓ | ✓ | ✓ |
| 8 | Assist with the election of the parent manager for the school governance | 1,5 | ✓ | | ✓ |
| 9 | Organize parenting courses / talks on values education and character building | 2,3,4,5 | ✓ | ✓ | ✓ |

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)
 Tan Sin Pat (Vice-chairperson)
 Li Lai Fan
 Leung Suk Yee
 Man Wing Yu

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ALUMNI AFFAIRS COMMITTEE
THREE-YEAR PLAN (2022-2025)**

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths
 - a. There are numerous alumni
 - b. There is a complete and updated alumni database
 - c. Alumni have a good relationship with the school and they are willing to support school's development and join the activities related to the school
 - d. The Principal, Vice-principals and other teachers are supportive and always give us their prompt advice and assistance
2. Weaknesses
 - a. Alumni activities are not diversified
 - b. It is difficult to recruit the alumni to be the committee members of the alumni association.
 - c. Most of the committee members of the alumni association are working people. They have limited time on the 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 opportunity for alumni to participate in school's development
4. To assist the development of alumni association

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Help conduct different activities for alumni (including the Alumni Association AGM, Alumni Sports Cup, 10-year/20-year/30-year graduates meeting, etc.) | 1,2,3 | ✓ | ✓ | ✓ |
| 2 | Attend meetings of the exco-committee of the alumni association and provide advice | 1,2,4 | ✓ | ✓ | ✓ |
| 3 | Update the database of alumni | 1,4 | ✓ | ✓ | ✓ |
| 4 | Make use of the web page to deliver information to alumni | 1,4 | ✓ | ✓ | ✓ |
| 5 | Promote the alumni association among the S.6 students | 1,4 | ✓ | ✓ | ✓ |
| 6 | Invite graduation committee members with outstanding performance to be the | 4 | ✓ | ✓ | ✓ |

| | | | | | |
|---|--|-----|---|---|---|
| | committee members of the alumni association | | | | |
| 7 | Arrange activities to enhance valuable and positive interactions between alumni and students | 2,3 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Collecting alumni' 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 (2022-2025)**

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 the school's major concerns.
2. To provide a good and healthy environment in the school campus
3. To improve and renovate the school facilities
4. To improve the working efficiency of the committee

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|----|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Arrange rooms for class teachers to hold class activities | 1 | ✓ | ✓ | ✓ |
| 2 | Promote positive learning environment through different plantings in the campus | 1,2 | ✓ | ✓ | ✓ |
| 3 | Manage all IT rooms | 1,3 | ✓ | ✓ | ✓ |
| 4 | Maintain proper functioning of the school network and servers | 1,3 | ✓ | ✓ | ✓ |
| 5 | Launch school cleaning campaign | 2 | ✓ | ✓ | ✓ |
| 6 | Conduct pest control once a year | 2 | ✓ | ✓ | ✓ |
| 7 | Renovate the school campus regularly | 2,3 | ✓ | ✓ | ✓ |
| 8 | Replace old furniture | 2,3 | ✓ | ✓ | ✓ |
| 9 | Work out the roster for janitor duties and monitor its operation | 2,4 | ✓ | ✓ | ✓ |
| 10 | Monitor the quality of work of janitors and conduct janitor appraisal system | 2,4 | ✓ | ✓ | ✓ |
| 11 | Provide e-booking system for teachers to reserve the venues | 4 | ✓ | ✓ | ✓ |

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
Lam Yee Ting

沙田崇真中學
中國語文科
三年計劃書(2022-2025)

I. 目的

1. 配合學校目標，培育學生才能
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，透過科技增強學生自主學習能力

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，多年來公開試成績均高於全港平均水平
- c. 本科老師具有專業精神，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，本科老師應度積極進取，具團隊合作精神

2. 弱點

- a. 近年來中文科考核模式，以及卷別數量都有不少變動，老師需要與時並進，經常調整課程及教學策略，工作壓力尤重
- b. 受近年疫情影響，未能進行課堂以外的活動，學生見識較為狹窄
- c. 本科老師於使用電子教學方面經驗較少

III. 目標

1. 利用電子教學提升學生自主學習的能力，從而進一步提升語文能力
2. 利用電子教學加強在課堂上的生生及師生互動
3. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧
4. 加強學生「沙崇人」（自律、為人設想、可靠、主動、樂於服務）的品德情意
5. 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 | | |
|----|---|---------|---------|------------|------------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | 利用電子教學促進課堂互動 | 1,2,3 | ✓ 中四 | ✓ | ✓ |
| 2 | 舉行科內觀課及協作教學以評估： 1. 電子教學策略 2. 自主學習 3. 課堂互動 4. 課後知識鞏固 | 1,2,3,5 | ✓ 中四 | ✓ | ✓ |
| 3 | 設計切合課堂學習重點的備課課業，配合電子學習協助學生自學 | 1,3 | ✓ 中四 | ✓ | ✓ |
| 4 | 利用電子教學增強課後知識鞏固 | 1,3 | ✓ 中四 | ✓ | ✓ |
| 5 | 編寫高中「優化後課程」 | 3 | ✓ 中四 | ✓ 中四,中五 | ✓ 中四至中六 |
| 6 | 修訂中一級課程以進一步銜接高中課程 | 3 | ✓ | ✓ | |
| 7 | 修訂中三級課程以進一步銜接高中課程 | 3 | ✓ | ✓ | |
| 8 | 安排學生在早會分享與「沙崇人」特質有關的主題閱讀推廣 | 4 | ✓ | ✓ | ✓ |
| 9 | 於課業中加入與「沙崇人」特質的元素 | 4 | ✓ | ✓ | ✓ |
| 10 | 各級同工於備課節中，討論教學問題 | 5 | ✓ | ✓ | ✓ |
| 11 | 跨科協作，觀摩學習其他科的教學策略 | 5 | | | ✓ |

V. 評估

1. 透過學生問卷了解各項措施增加學生自主學習及學習效能的情況(項目 1、2、3、4)
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、4)
3. 相關文件
 - a. 備課學習課業(項目 3)
 - b. 觀課紀錄表(項目 1、2、3、4)
 - c. 相關課業(項目 9)
 - d. 相關教學文件(項目 5、6、7)
 - e. 相關早會分享文件(項目 8)
 - f. 備課節會議紀錄(項目 10)
 - g. 評鑑香港中學文憑試考試的表現
 - 達三級水平的百分比
 - 達五級水平的百分比
 - h. 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
 - i. 會議紀錄(項目 11)

VI. 科成員

劉仲光(科主任)
歐韻賢(副科主任)
歐陽凱明
陳玉霞
張妙怡
蔡潔萍
馮曉靜
郭靜怡
梁淑儀
李麗芬
文穎瑜
吳綽婷
吳鴻豐
黃嘉敏
葉紀攸

沙田崇真中學
普通話科
三年計劃書(2022-2025)

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

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. 利用電子教學提升學生的自主學習能力
2. 利用電子教學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「沙崇人」元素

IV. 施行計劃

| | 工作項目 | 目標 | 日程 | | |
|---|----------------------------------|-------|-------|----------|----------------|
| | | | 22/23 | 23/24 | 24/25 |
| 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 | 科會上共同分享電子教學的經驗 | 1,2 | ✓ | ✓ | ✓ |
| 3 | 在電子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 | 更多在課堂上向學生即時正面之回饋，增加學生自信 | 2,3 | ✓ | ✓ | ✓ |
| 5 | 優化每位學生在課堂上練習個人短講的次數 | 3 | ✓ | ✓ | ✓ |
| 6 | 於學生課堂分享融入「沙崇人」元素 | 4 | 中一 | 中一 中二 | 中一 中二 中三 |

V. 評估

1. 透過學生問卷了解電子教學增加學生自主學習的機會及學習效能，以及於課堂增加沙崇人元素的成效（項目 3、4、5、6）
2. 教師於會議中討論及評估電子教學增加學生自主學習的機會及學習效能，以及於課堂增加沙崇人元素的成效（項目 1、2、3、4、5、6）
3. 科會文件（項目 1、2）

VI. 科成員

劉仲光（科主任）
 馮曉靜
 梁淑儀
 文穎瑜
 吳鴻豐
 黃嘉敏

SHATIN TSUNG TSIN SECONDARY SCHOOL
ENGLISH LANGUAGE
THREE-YEAR PLAN (2022-2025)

I. AIMS

1. To increase students' interest in learning English and spontaneity in communicating in English
2. To design and improve the curriculum to improve students' English proficiency
3. To align with the school's major concerns
4. To raise learning and teaching effectiveness

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of dedicated teachers who have sound subject knowledge.
- b. Some teachers have been public examination markers and these experiences help teachers grasp the requirements of the public exam.
- c. The intake of S.1 students has been good over the past few years.

2. Weaknesses

- a. Some students lack the initiative or confidence in learning English.
- b. Increasing student withdrawal due to emigration or studying overseas may result in a loss of elite students.
- c. The workload of English teachers is very heavy. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To incorporate e-learning into 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 the curriculum to promote the well-being of students
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To review the curriculum 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 | | |
|---|---|------------|-----------------------------|--|-----------------------------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Types of tools or platforms applied will increase over years | 1 | ✓ (S.4) | ✓ | ✓ |
| 2 | Collaborative teaching within the subject panel and open class focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | 1,3 | ✓ Collaborative teaching | ✓ Collaborative teaching + Open class | ✓ Collaborative teaching |
| 3 | Lesson observation within the panel | 1,3 | ✓ | ✓ | ✓ |
| 4 | Incorporation of e-learning elements to the curriculum to enhance self-regulated learning | 1,4 | ✓ | ✓ | ✓ |
| 5 | Incorporation of positive education elements to the curriculum to promote the well-being of students | 2 | ✓ | ✓ | ✓ |
| 6 | Review of internal school examination results and HKDSE results | 5 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Documentation
 - a. Record of Tasks 1, 3 and 6 in panel meeting minutes
 - b. Record of Tasks 2, 4 and 5 in form meeting minutes
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen students' self-regulated learning through e-learning and promoting professional development (Tasks 1, 2 and 3)
3. Student survey to collect students' opinions on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)

VI. TEAM MEMBERS

Tsang Hoi Yee (Panel Chairperson)

Cheuk Chi Yan

Cheung Yan Chi

Chow Ho Chi

Chow Po Yi

Iu Man Sze

Lam Suet Fong

Lam Wan Ching

Lau Chin Wai

Tsang Wan Mei

Tan Sin Pat

Wong May Sum

SHATIN TSUNG TSIN SECONDARY SCHOOL
MATHEMATICS
THREE-YEAR PLAN (2022-2025)

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. Ensuring all teachers have opportunities to gain experience in small-class teaching using self-regulated learning with e-learning and group discussion modes
- b. Preparing for the impending teacher retirement amongst the department

III. OBJECTIVES

1. To make use of e-learning to enhance students' self-regulated learning
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
6. To strengthen the recruitment of outstanding teachers

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|----|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools and platforms to enhance self-regulated learning depending on each panel's choice i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Types of tools or platforms applied will increase over years | 1,2 | ✓ | ✓ | ✓ |
| 2 | 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 e. the use of e-learning in lesson | 1,2,3,4,5 | ✓ | ✓ | ✓ |
| 3 | The implementation of different self-regulated learning tactics suitable for students when learning Mathematics with e-learning | 1,2,3 | ✓ | ✓ | ✓ |
| 4 | Conducting collaborative teaching and/or lesson observation within subject panel focusing on a. the effectiveness of using the pre-lesson preparation tasks to enhance students' self-regulated learning in lessons and/or b. the usage of the tactics favored by small-class teaching to enhance students' self-regulated learning c. the use of e-learning in lesson | 1,2,5 | ✓ | ✓ | ✓ |
| 5 | Conducting collaborative teaching (open class) focusing on students' self-regulated learning with e-learning | 1,2,5 | | ✓ | |
| 6 | Emphasizing the practice of student-centered and interactive learning in class, such as questioning and students' group discussions | 2,3 | ✓ | ✓ | ✓ |
| 7 | Reviewing the assignment policy to align with the school's major concerns of self-regulated learning and positive education | 2,3 | ✓ | ✓ | ✓ |
| 8 | Keeping the time to return marked assignments and assessments short | 4 | ✓ | ✓ | ✓ |
| 9 | Reviewing internal school examination results and HKDSE examination results | 4 | ✓ | ✓ | ✓ |
| 10 | Nurturing potential candidates for middle | 5 | ✓ | ✓ | |

| | | | | | |
|----|----------------------------------|---|---|---|---|
| | management posts | | | | |
| 11 | Mentoring new teachers | 5 | ✓ | ✓ | ✓ |
| 12 | Mentoring a PGDE student teacher | 6 | ✓ | | |

V. EVALUATION

1. Student questionnaire survey for
 - a. the time of returning marked assignments by teachers (Task 8)
 - 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 with e- learning (Task 3)
 - increasing practice of student-centered and interactive learning approach (Task 6)
 - increasing practice of self-regulated learning tactics with e- learning (Task 3)
2. Teacher evaluation
 - a. the frequency of practising Task 3,6
 - b. the effectiveness of Tasks 2,4,5 in enhancing teaching effectiveness and professional development
3. Documents
 - a. minutes of meetings recording Tasks 5,9,10,11,12
 - b. lesson observation reports for Tasks 2,4,5,7
 - c. collaborative teaching material and minutes for Tasks 4,5
 - d. reports of performance of students in assessments for Task 9 (both internal and public exams)

VI. TEAM MEMBERS

Mak Shing Chit (Panel Chairperson)
 Leung Kin San (Vice-chairperson)
 Yue Po Ting (Vice-chairperson)
 Chang Wing Kay
 Choi Wai Man
 Chung So Sum
 Hung Fan Cho
 Kwok Yim Chu
 Kwok Yu Hang
 Lai Chun Ming
 Lee Kin Chung
 Ng Ka Yiu
 Tao Ka Chuen
 Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
HUMANITIES SUBJECTS
THREE-YEAR PLAN (2022-2025)

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 LS/CSD/GS Panel.
 - b. to enhance the professional development and exchange among the committee members
2. To assist all panels concerned in actualizing the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development.

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 of 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 analysis

III. OBJECTIVES

1. To assist each panel in using different e-learning tools or platforms 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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Monitor the Humanities subjects in applying different e-learning tools or platforms to enhance self-regulated learning: i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase over years iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years | 1,2 | ✓ | ✓ | ✓ |
| 2 | Sharing within Humanities subjects on the learning and teaching effectiveness in applying different e-learning tools or platforms to enhance self-regulated learning | 1,2,4 | | ✓ | ✓ |
| 3 | Monitor the ratio of marks allocated to questions requiring higher-order thinking skills in S.1-3 assessment paper (at least 20% for S.1; 30% for S.2 and 40% for S.3) | 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 subject concerned

2022/23 Chinese History, Economics

2023/24 History, Geography

V. EVALUATION

1. Subject panel heads' sharing on the effectiveness of task 1,2
2. Document
 - Minutes of meetings recording the discussion of teachers about the tasks 1,2,5
 - Assignment inspection reports for task 4
 - Paper blueprints for Humanities subjects for task 3
 - Appraisal reports for task 6
 - Reports of performance of students in assessments for task 5

VI. TEAM MEMBERS

Wu Yan Ha (Convener)
 Cheng Ka Fung
 Choi Wai Man
 Fok Wang Chung
 Lo Chun Ming
 Wong Kai Sze

沙田崇真中學
基督教教育科
三年計劃書（2022-2025）

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（沙崇人目標及正向教育）
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 | | |
|---|---|-------|-------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | 透過 e-learning，在中一至中三級加強以學生為中心及互動的學習 | 1,2 | ✓ | ✓ | ✓ |
| 2 | 中四至中六級以講座形式傳遞基督教信息 | 1,3 | ✓ | ✓ | ✓ |
| 3 | 檢討中一至中三級基督教教育科課程 | 1,2,3 | ✓ | | |
| 4 | 鼓勵同學藉信靠神以實踐沙崇人目標及正向教育（例如：愛心、仁慈、公義 / 公正、誠實、寬容 / 寬恕、感恩） | 4 | ✓ | ✓ | ✓ |
| 5 | 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

- a. 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）
- b. 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，以實踐沙崇人目標及正向教育（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4）
- c. 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）

3. 記錄

科內同工間互相分享及交流教學之心得（項目5）

VI. 科成員

蔡偉民（科主任）

歐韻賢

歐陽凱明

陳國雄

陳圓覺

張卓雅

張恩慈

程永基

郭靜怡

梁潔妍

李美琮

李淑儀

陸蔚菴

盧晉銘

文穎瑜

吳鴻豐

戴建輝

曾凱儀

黃嘉慧

黃啟思

葉紀攸

沙田崇真中學
中國歷史科
三年計劃書(2022-2025)

I. 目的

1. 配合學校發展計劃
2. 增加學生對國家的了解（如：歷史、文化）
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. 運用電子學習工具，促進學生自主學習
2. 鼓勵學生參與活動，增加學生對國家的了解（如：歷史、文化）
3. 訓練學生的思考能力，能多角度分析史事及人物

IV. 施行計劃

| | 工作項目 | 目標 | 日程 | | |
|---|-------------------------------------|----|-------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | 同工接受培訓，學習運用電子學習工具，促進學生自主學習 | 1 | ✓ | | |
| 2 | 同工進行協作教學，交流運用電子學習工具，促進學生自主學習的心得 | 1 | ✓ | ✓ | ✓ |
| 3 | 同工跨學科觀課，與別科同工交流運用電子學習工具，促進學生自主學習的心得 | 1 | ✓ | ✓ | ✓ |
| 4 | 修訂教材，透過運用電子學習工具，促進學生自主學習 | 1 | ✓ | ✓ | ✓ |
| 5 | 推廣 / 安排校外活動，增加學生對國家的了解（如：歷史、文化） | 2 | ✓ | ✓ | ✓ |
| 6 | 舉辦校內活動，增加學生對國家的了解（如：歷史、文化） | 2 | ✓ | | |
| 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 | 3 | ✓ | ✓ | ✓ |
| 8 | 訓練高中學生應用高階思維技巧分析史事及人 | 3 | ✓ | ✓ | ✓ |

| | | | | | |
|--|-------|--|--|--|--|
| | 物以助應試 | | | | |
|--|-------|--|--|--|--|

V. 評估

1. 學生填寫網上問卷，評估學習成效
 - a. 運用電子學習工具自主學習（工作項目 4）
 - b. 高階思維訓練（工作項目 7、8）
2. 教師觀課及交流，評估學生的學習成效
 - a. 運用電子學習工具，促進學生自主學習（工作項目 2、3、4）
 - b. 高階思維訓練（工作項目 7、8）
3. 文件紀錄
 - a. 運用電子學習工具，促進學生自主學習
 - 教師接受培訓次數（2022/23 年度）、本科及跨科觀課次數、運用的電子學習工具、運用電子學習工具的課堂數量（工作項目 1）
 - 已修訂教材的級別（工作項目 4）
 - b. 增加學生對國家的了解（如：歷史、文化）
 - 推廣/安排最少一項校外活動（工作項目 5）
 - 舉辦最少一項校內活動（2022/23 年度）（工作項目 6）
 - c. 分析學生成績，評估學生的學習成效
 - 中一至中五：上學期考試、統測（中三級適用）及下學期考試（工作項目 7、8）
 - 中六：香港中學文憑考試（工作項目 8）
 - 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

何俊謙

李維覺

SHATIN TSUNG TSIN SECONDARY SCHOOL
ECONOMICS AND BAFS
THREE-YEAR PLAN (2022-2025)

I. AIMS

Economics

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

BAFS

1. To enable students to understand and critically evaluate local and global business issues, not only as members of the business world but also as responsible and effective citizens
2. To enable students to appreciate the pace of change in the business world, so that they become reflective, self-motivated and self-managed lifelong learners, who can act proactively and make informed decisions in an ever-changing environment;
3. To develop in students the understanding and capability to search for, interpret, analyze and make use of information for business development;
4. To develop in students the awareness of and interest in business for planning their academic and career development.
5. 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 apply different e-learning tools 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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools and platforms to enhance self-regulated learning: <ul style="list-style-type: none">- Levels of students involved will increase over years- Number of periods using e-learning tool or platforms will increase over years- Types of tools or platforms applied will increase over years | 1,2 | ✓ | ✓ | ✓ |
| 2 | Collaborative teaching within the subject panel focusing on <ul style="list-style-type: none">- the use of e-learning to enhance self-regulated learning in lessons and/or- the effectiveness of using e-learning to enhance self-regulated learning in lessons | 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 2022/23 and 2024/25 (Task 4)
 - reports and comments of students' performance (Task 5 & 6)
2. Subject teachers' opinions (discussed in meetings) on the effectiveness of using different e-learning tools or platforms to promote more interactions in lessons and to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1-4)
3. Student survey to collect students' opinions on the effectiveness of using different e-learning tools or platforms 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

Lo Chun Ming (Panel Chairperson)
Hung Fan Cho
Yuen Kit Ching

SHATIN TSUNG TSIN SECONDARY SCHOOL
GEOGRAPHY
THREE-YEAR PLAN (2022-2025)

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

III. OBJECTIVES

1. To apply different e-learning tools or platforms to enhance self-regulated learning.
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 | | |
|------------------------------|---|------------|-----------------|-------------------|-------------------------|
| | | | 22/23 | 23/24 | 24/25 |
| Teaching and Learning | | | | | |
| 1 | Application of different e-learning tools or platforms to enhance self-regulated learning. | 1 | S6 (10%) | S1 S6 (20%) | S1 S5 S6 (30%) |
| 2 | Collaborative teaching with the subject panel focusing on i. the use of e- learning to enhance self-regulated learning ii. the effectiveness of using e- learning to enhance self-regulated learning in lessons | 1,5 | ✓ | ✓ | ✓ |
| 3 | Lesson observation within subject panel | 1,5 | ✓ | ✓ | ✓ |
| 4 | Sharing across subject panels (open class focusing on enhancing students’ self-regulated learning with the use of e-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 | Organizing one visit on selected topic (e.g. urban/natural hazards in Hong Kong) for S.1-3 students. | 4 | | | ✓ |

V. EVALUATION

1. Documents
 - a. lesson observation for tasks 1,2,3
 - b. evaluation of the effectiveness of teaching and learning materials record for tasks 1,2,4
 - c. reports of the performance of students in assessments for tasks 5,6
 - d. minutes record for tasks 3,7,8,9
2. Subject teachers' opinions (discussed in meeting) on the effectiveness of using e-learning to enhance self-regulated learning in lessons (Tasks 1-4)
3. Student questionnaire survey to collect students' opinion on the effectiveness of using e-learning to enhance self-regulated learning in lessons (Task 1)

VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson)
Lee Mei King

SHATIN TSUNG TSIN SECONDARY SCHOOL

HISTORY

THREE-YEAR PLAN (2022-2025)

I. AIMS

1. To help address the school's major concerns and goals set by the Academic Affairs Committee
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. Covering the extensive History Curriculum with limited teaching time
- b. There is little space for storing reference materials and teaching aids
- c. Students' English proficiency varies.

III. OBJECTIVES

1. To make use of e-learning to enhance 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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of e-learning tools or platforms to enhance self-regulated learning | 1,2,3 | ✓ | ✓ | ✓ |
| 2 | Lesson observation within subject | 1,2,3,4 | ✓ | ✓ | ✓ |
| 3 | Sharing across subject panels (focusing on enhancing self-regulated learning with the | 1,3,4 | ✓ | | |

| | | | | | |
|---|--|-------|---|---|---|
| | use of e-learning) | | | | |
| 4 | Collaborative teaching within the subject panel (focusing on the effectiveness of using e-learning to enhance self-regulated learning) | 1,3,4 | ✓ | ✓ | ✓ |
| 5 | Review of the existing pre-lesson preparation tasks | 2,3 | ✓ | ✓ | ✓ |
| 6 | Evaluation of the results of internal school assessment and public examination | 2,3 | ✓ | ✓ | ✓ |
| 7 | Review of the junior form History curriculum | 3 | ✓ | | |

V. EVALUATION

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

VI. TEAM MEMBERS

Fok Wang Chung (Panel Chairperson)
 Chung Tsz Ying

沙田崇真中學
通識教育科/公民與社會發展科/綜合能力科
三年計劃書 (2022-2025)

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、人文世界和全球日常生活的理解，並對不同情境中經常出現的當代議題作多角度及獨立的思考，及能夠尊重多元文化和不同觀點
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，包括反思能力、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
4. 讓學生成為有識見、負責任、認同國民身份，並具備世界視野的公民

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主題 / 單元，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. 主要由本科科任老師負責指導學生進行內地考察，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. 面對公民科新課程，科任老師需要了解新課程的內容，及選取合適的教材和編寫教案，工作量持續繁重
- c. 部分學生對憲制關係和國家發展等課題的認識及興趣有限，於學習上欠缺信心及動機不足
- d. 由於每年參與內地考察的學生人數眾多，但專職任教公民科的老師人數有限，老師會因需要在同一學年內多次帶領考察團而感到吃力

III. 目標

1. 利用切合本科需要的電子學習策略，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

IV. 施行計劃

| | 工作項目 | 目標 | 日程 | | |
|---|--|----|-------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 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. 學生透過電子學習學習知識(按電子學習的開展進程，逐步於不同年級實踐) | 1 | ✓ | ✓ | ✓ |
| | b. 透過電子學習提升學生的課堂參與(按電子學習的開展進程，逐步於不同年級實踐) | 1 | ✓ | ✓ | ✓ |
| | c. 透過專題研習，讓學生掌握數據整理的工具及匯報技巧(中二級適用) | 1 | ✓ | ✓ | ✓ |
| 3 | 宣傳並安排學生參加至少一項校外大型活動 | 2 | ✓ | ✓ | ✓ |
| 4 | 通過公民科的國內考察，增加學生對國內最新發展的認識 | 2 | ✓ | ✓ | ✓ |

V. 評估

1. 用抽樣方式派發學生問卷，取得相關資訊以了解電子學習能否提升學生的學習成效，如：
 - 學生能否透過電子學習掌握更多基礎知識，及提升備課的成效
 - 電子學習能否提升學生的課堂參與程度
 - 學生能否透過專題研習掌握數據整理的工具及匯報技巧
2. 以老師問卷的方式，了解電子學習能否提升學生的學習成效
3. 科主任及科組成員透過觀課，了解電子學習的成效
4. 於科組內分享電子學習的成功經驗
5. 跨科分享電子學習的成功經驗
6. 老師檢討學生校內考試表現
7. 老師檢討學生公開試表現

VI. 科成員

胡欣夏（科主任）
文浩輝（副科主任）
鄭嘉鳳
鍾紫盈

李維覺
李淑儀
盧晉銘
陸蔚收

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE AND TECHNOLOGY SUBJECTS
THREE-YEAR PLAN (2022-2025)

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 e-learning in enhancing 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 | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Implement the junior form STEM curriculum | 1,2 | ✓ | ✓ | ✓ |
| 2 | Implement the reading of science books in S1 to S3 | 1,2,3 | ✓ | ✓ | ✓ |
| 3 | Run the Science Society | 2 | ✓ | ✓ | ✓ |
| 4 | Coordinate dates of science activities | 2 | ✓ | ✓ | ✓ |
| 5 | Evaluate the junior form STEM curriculum | 2,3 | ✓ | ✓ | ✓ |

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. 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, 5)
2. Evaluation form filled in by students after each science activity and attendance recorded for each science activity (Task 3)
3. Teachers' sharing on the effectiveness of the Science Society (Task 3)
4. Documentation of
 - a. the coordination of activities (Task 4)
 - b. the STEM curriculum (Task 1,5)

VI. TEAM MEMBERS

Yu Mu Hau (Convenor)
Chan Fung Yi
Chan Kwok Hung
Cheung Cheuk Nga
Hui Kai Chun
Hung Suet Kan
Lam Yee Ting
Lo Pun Kei
Tai Kin Fai
Tao Ka Chuen
Tsang Shing Wai
Wong Hoi Lee
Wong King Sing
Wong Shuk Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
BIOLOGY
THREE-YEAR PLAN (2022-2025)

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 e-learning 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 | | |
|----|--|-------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools or platforms to enhance self-regulated learning : i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years | 1,3,5,6 | ✓ | ✓ | ✓ |
| 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 with the use of e-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 focusing on i. The use of e-learning to enhance self-regulated learning ii. The effectiveness of using e-learning to enhance self-regulated learning in lessons | 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
2. Students' survey conducted to collect information on the effectiveness of
 - a. Applying different e-learning tools or platforms to enhance 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 (2022-2025)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

- a. The learning diversity of students is high. Different teaching strategies should be employed to cater for individual differences.
- b. New teachers and technicians need time and guidance to become familiar with the curricula and school policies.

III. OBJECTIVES

1. To make use of e-learning to enhance self-regulated learning
2. To advance teachers' professional knowledge and promote exchange among teaching professionals
3. To help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|----|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1. | Application of different e-learning tools or platforms to enhance self-regulated learning : i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved | 1 | ✓ | ✓ | ✓ |

| | | | | | |
|----|---|------|---|---|---|
| | will increase over years iv. Types of tools or platforms applied will increase over years | | | | |
| 2. | Collaborative teaching within subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | 1, 2 | ✓ | ✓ | ✓ |
| 3. | Lesson observation within subject panel | 1, 2 | ✓ | ✓ | ✓ |
| 4. | Lesson observation conducted by panel head | 1, 2 | ✓ | ✓ | ✓ |
| 5. | Sharing across subject panels (open class focusing on the usage and effectiveness of e-learning to enhance self-regulated learning) | 1, 2 | | | ✓ |
| 6. | Implementing STEM elements in junior form curriculum | 3 | ✓ | ✓ | ✓ |
| 7. | Reviewing the “Reading chemistry books” scheme | 3 | ✓ | | |
| 8. | Reviewing of internal school examination and HKDSE results | 3 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Document
 - minutes of meetings recording the discussion of teachers (tasks 1–8)
 - collaborative teaching materials (task 2)
 - reports of performance of students in assessments (task 8)
2. Teachers’ evaluation
 - the effectiveness of using e-learning to enhance self-regulated learning in lessons (tasks 2–5)
 - the effectiveness of implementing STEM elements in the curriculum and the reading scheme to enhance students’ interest in science (tasks 6, 7)
3. Students’ survey
 - the effectiveness of using e-learning to enhance 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 6, 7)

VI. TEAM MEMBERS

Wong King Sing (Panel Chairperson)
 Tao Ka Chuen
 Tsang Shing Wai
 Lo Pun Kei

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICS
THREE-YEAR PLAN (2022-2025)

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 in the panel are cooperative and helpful
- b. There is a good filing system of teaching resources, such as past papers, marking schemes / solutions, notes (several levels), etc.
- c. The laboratory is well organized and the stock system is up-to-date
- d. Students' performance in Physics in public examinations is above the Hong Kong average
- e. The school provides a reasonable amount of resources to facilitate interactive and active learning
- f. 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 with the use of e-learning
2. To motivate students in Physics learning
3. To address students' diversity

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools or platforms during discussion to enhance self-regulated learning | 1,2,3 | ✓ | ✓ | ✓ |
| 2 | Lesson observation within subject panels and conducted by the panel head | 1,2,3 | ✓ | ✓ | ✓ |
| 3 | Collaborative teaching | 1,2,3 | ✓ | ✓ | ✓ |
| 4 | Pre-lesson preparation tasks which have close linkage with self-regulated learning | 2,3 | ✓ | ✓ | ✓ |

| | | | | | |
|---|---|-----|---|---|---|
| | for S2 and S3 | | | | |
| 5 | Project-based learning for S3 (tower or bridge building in alternating years) | 2,3 | ✓ | ✓ | ✓ |
| 6 | Pre-laboratory work before SBA for S5 and S6 | 2,3 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Carry out on-line students' survey to collect data on :
 - a. whether the use of e-learning can facilitate discussion 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 6)
 - d. whether the lesson preparation helps students prepare for the lesson and hence enhance their learning effectiveness (Task 4)
 - e. whether the tower / bridge building competition arouses students' interest in learning Physics (Task 5)
2. Teachers' sharing on
 - a. the performance of students in self-regulated learning with the use of e-learning (Tasks 1,6)
 - b. the performance of students in SBA (Task 6)
 - c. the effectiveness of students' lesson preparation (Task 4)
 - d. the performance of students in bridge / tower building before and on the Science Day (Task 5)
3. Documentation of
 - a. Lesson observation (Task 2)
 - b. Collaborative teaching (Task 3)

VI. TEAM MEMBERS

Yu Mu Hau (Panel Chairperson)
 Chan Kwok Hung
 Hui Kai Chun
 Lam Yee Ting
 Tsang Shing Wai

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE
THREE-YEAR PLAN (2022-2025)

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 e- learning to enhance 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 | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Apply different e-learning tools or platforms to enhance self-regulated learning | 1,3 | ✓ | ✓ | ✓ |
| 2 | Conduct sharing within the subject panel (collaborative teaching among panelists on small-class teaching strategies / the effectiveness of the pre-lesson preparation tasks and e-learning) | 1,5 | ✓ | ✓ | ✓ |
| 3 | Conduct sharing across subject panels (open class focusing on the effectiveness of using e-learning) | 1,5 | ✓ | | ✓ |
| 4 | Organize organic farming activities and visits for students | 2 | ✓ | ✓ | ✓ |

| | | | | | |
|---|--|-----|---|---|---|
| 5 | Implement various tactics to enhance self-regulated learning: - Pre-lesson preparation tasks - Peer discussion - Presentations - Project-based or problem-based learning | 3,4 | ✓ | ✓ | ✓ |
|---|--|-----|---|---|---|

V. EVALUATION

1. Student survey to collect students' opinions on
 - a. the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)
 - b. the effectiveness of activities and visits (Task 4)
2. Subject teachers' opinions (discussed in panel meetings) on
 - a. the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Task 1)
 - b. the effectiveness of activities and visits (Task 4)
3. Documentation
 - a. report in the minutes of meetings (Task 1,5)
 - b. collaborative teaching materials and minutes (Tasks 2,3)

VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson)
 Cheung Cheuk Nga
 Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL

TECHNOLOGY

THREE-YEAR PLAN (2022-2025)

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. Teachers' workload is 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 e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness
2. To advance teachers' professional knowledge and promote exchange among teaching professionals
3. To reflect the effectiveness of teaching and learning
4. To widen students' horizons by enriching their exposure to different growth and life experiences

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools and platforms to enhance self-regulated learning: i. Levels of students involved will | 1 | ✓ | ✓ | ✓ |

| | | | | | |
|----|---|-----|---|---|---|
| | increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years | | | | |
| 2 | Collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the effectiveness of using e-learning to enhance self-regulated learning in lessons | 1,2 | ✓ | ✓ | ✓ |
| 3 | Lesson observation within subject panels | 1,2 | ✓ | ✓ | ✓ |
| 4 | Sharing across subject panels (open class focusing on enhancing self-regulated learning with the use of e-learning) | 1,2 | | ✓ | |
| 5 | Reviewing S1 curriculum | 1,2 | | | ✓ |
| 6 | Reviewing S2 curriculum | 1,2 | | | ✓ |
| 7 | Reviewing S3 curriculum | 1,2 | | | ✓ |
| 8 | Reviewing internal school examination results | 3 | ✓ | ✓ | ✓ |
| 9 | Reviewing HKDSE examination results | 3 | ✓ | ✓ | ✓ |
| 10 | Arranging for students to participate in external competitions and activities | 4 | ✓ | ✓ | ✓ |

V. EVALUATION

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

SHATIN TSUNG TSIN SECONDARY SCHOOL

CULTURAL SUBJECTS

THREE-YEAR PLAN (2022-2025)

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 and with the use of e-learning tools
2. To promote project learning teaching tactics among the cultural subjects
3. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|---|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 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 | Monitor the application of different e-learning tools or platforms in cultural subjects to enhance self-regulated learning | 1 | ✓ | ✓ | ✓ |
| 3 | To put forward more integrated cultural projects like exhibitions, variety shows, | 2 | ✓ | ✓ | ✓ |

| | | | | | |
|---|--|---|---|---|---|
| | competitions or creative projects | | | | |
| 4 | Monitor cultural subject teachers' involvement in collaborative or open-class teaching within key learning areas (KLA) | 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)
3. Record of participation shown in subject minutes (Task 4)

VI. TEAM MEMBERS

Chan Yuen Kok (Convenor)
 Chan Ka Yi
 Chan Kwong Man
 Hung Tsui Ying
 Kwok Yu Hang
 Louie Fung Yiu

SHATIN TSUNG TSIN SECONDARY SCHOOL

ARTS-IN-LIFE

THREE-YEAR PLAN (2022-2025)

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 apply different e-learning tools or platforms for engaging 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 | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools to enhance students' self-regulated learning in daily teaching | 1 | ✓ | ✓ | ✓ |
| 2 | All students should finish 3 large scale arts projects from form 1-3 to promote self-regulated learning | 1 | ✓ | ✓ | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| 3 | To incorporate positive and healthy ideas in each year's project theme | 2 | ✓ | ✓ | ✓ |
| 4 | Students should take part in external art activities or visits at least 4 times from S1-3 to widen their exposure | 3 | ✓ | ✓ | ✓ |
| 5 | Each teacher should take part in the subject collaborative teaching once a year with the focus on the use of e-learning tools | 4 | ✓ | ✓ | ✓ |
| 6 | Each teacher should sit in an open lesson arranged by other subjects once every alternate year | 4 | | ✓ | |
| 7 | There is sharing within the subject panel about enhancing self-regulated learning with the use of e-learning tools | 4 | ✓ | ✓ | ✓ |
| 8 | There is sharing with other subject panels about enhancing the self-regulated learning with the use of e-learning tools | 4 | | | ✓ |

V. EVALUATION

1. Students' year end results and students' survey on the effectiveness of Tasks 1 and 2 to promote students' self-regulated learning skills and other generic skills with the use of e-learning tools
2. Documents:
 - a. Record of incorporation of positive and healthy ideas in projects (Task 3)
 - b. Record of activities: frequency of activities, standard of performances / exhibitions, students' feedback and attendance (Task 4)
 - c. Records showing the progress of different work tasks in subject minutes (Tasks 1-4)
 - d. Record of participation shown in subject minutes (Tasks 5,6,7,8)

VI. TEAM MEMBERS

Chan Yuen Kok (Panel Chairperson)
 Chan Ka Yi
 Louie Fung Yiu

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICAL EDUCATION
THREE-YEAR PLAN (2022-2025)

I. AIMS

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

II. SITUATIONAL ANALYSIS

1. Strengths

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

2. Weaknesses

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

III. OBJECTIVES

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

IV. OPERATIONAL STRATEGIES

| | TASK | OBJECTIVES | TIME SCALE | | |
|---|---|-------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Conduct sharing within the subject panel (focusing on the use of e-learning to enhance self-regulated learning) | 1 | ✓ | ✓ | ✓ |
| 2 | Conduct sharing across subject panels (focusing on the use of e-learning in enhancing self-regulated learning strategies) | 1 | | ✓ | ✓ |
| 3 | Increase attention paid to individual learning differences | 1,2 | ✓ | ✓ | ✓ |
| 4 | Introduce "Student coaching activities"(Project-based learning) to S2 and S.3 students <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) ● Create room for students to use e-learning tools | 1,2,4,5,7,8 | ✓ | ✓ | ✓ |
| 5 | Introduce "Sport Education Model" (Project-based learning) to S4 and S5 students <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) | 1,2,5,6,7,8 | ✓ | ✓ | ✓ |

| | | | | | |
|---|---|---------|---|---|---|
| | <ul style="list-style-type: none"> ● Train students to plan various events and act as referees during PE lessons ● Create room for students to use e-learning tools | | | | |
| 6 | Teach a wide range of sports to senior students whose learning ability is higher; such as tennis, bowling, rope skipping, golf, netball, etc. | 3,4,5,9 | ✓ | ✓ | ✓ |
| 7 | Rent and borrow off-campus facilities for PE lessons and school teams training | 3,9 | ✓ | ✓ | ✓ |

V. EVALUATION

1. Students' survey conducted to collect information on:
 - a. whether pre-lesson preparation materials can facilitate students' self-regulated learning (Tasks 4 and 5)
 - b. whether teaching and learning effectiveness is enhanced by e-learning (Tasks 4 and 5)
 - c. whether there is increasing attention paid to individual learning differences by teachers (Tasks 3,4 and 5)
 - d. whether there is increasing practice of student-centered and interactive learning approach (Tasks 4,5 and 6)
 - e. whether students use and know more about the sports facilities in our community (Task 7)
2. Documents
 - a. The percentage of students obtaining an award in "Secondary School Physical Fitness Award Scheme" and Physical Fitness test results (Task 3)
 - b. Subject teachers' opinions (discussed in panel meeting) on effectiveness of using e-learning to strengthen students' abilities in self-regulated learning in order to enhance learning and teaching effectiveness (Tasks 1,4 and 5)
 - c. Lesson observation record (Task 2)

VI. TEAM MEMBERS

Chan Kwong Man (Panel Chairperson)
 Hung Tsui Ying
 Kwok Yu Hang

SHATIN TSUNG TSIN SECONDARY SCHOOL
VISUAL ARTS
THREE-YEAR PLAN (2022-2025)

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 teachers are professional and rich in teaching experience, and they are willing to learn and improve their 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 Junior Visual Arts School Team, Sand Painting Club, 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 art teachers know the importance of making good use of external resources, they always arrange for students to take part in art activities organized by external art associations so as to broaden their horizons, such as joining the Arts-in-School Partnership Scheme

2. Weaknesses

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

III. OBJECTIVES

1. To apply different e-learning tools or platforms to promote 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 | | |
|---|--|------------|------------|-------|-------|
| | | | 22/23 | 23/24 | 24/25 |
| 1 | Application of different e-learning tools or platforms to enhance self-regulated learning : i. Levels of students involved will increase over years ii. Number of periods using e-learning tool or platforms will increase progressively iii. Number of panel members involved will increase over years iv. Types of tools or platforms applied will increase over years | 1 | ✓ | ✓ | ✓ |
| 2 | Collaborative teaching within the AIL panel focusing on i. The use of e-learning to enhance self-regulated learning ii. The effectiveness of using e-learning to enhance self-regulated learning in lessons | 1,6 | ✓ | ✓ | ✓ |
| 3 | Sharing across subject panels (open class focusing on enhancing students' self-regulated learning with the use of e-learning) | 1,6 | | | ✓ |
| 4 | Incorporate elements of the chosen domains of positive education into the subject's content | 2 | ✓ | ✓ | ✓ |
| 5 | Organizing visits to external art exhibitions or seminars for S4-S5 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 to collect students' opinions on effectiveness of
 - a. using e-learning to enhance self-regulated learning (Task 1)
 - b. incorporating 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
 - a. lesson observation reports for tasks 2,3
 - b. collaborative teaching material and minutes for tasks 2,3
 - c. reports of performance of students in assessments for tasks 8,9 (both internal and public exams)
3. Teacher's opinions
 - a. teachers' observations and comments on the effectiveness of using e-learning to strengthen students' abilities in self-regulated learning tactics to enhance teaching and learning. (Task 1)

VI. TEAM MEMBERS

Louie Fung Yiu (Chairperson)
Chan Ka Yi

Plan on the Use of the Capacity Enhancement Grant in the 2022/23 School Year

Name of school: Shatin Tsung Tsin Secondary School

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

| Item | Details | Time Frame | Budget | Evaluation Criteria | Responsible Party |
|---|--|----------------------------|-----------|--|-----------------------------------|
| To relieve teachers' workload so that teachers can concentrate on : <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Enhancing students' language proficiency <input checked="" type="checkbox"/> Coping with learning needs of students <input type="checkbox"/> Others (Please specify) _____ | Recruitment of graduates as invigilators (\$50/hour for internal exams; \$133/hour for public exams) | From 1.9.2022 to 31.7.2023 | \$120,000 | Teacher Questionnaires – over 85% of the teaching staff agreed that relevant strategies have achieved the objectives stated in the column “Item” | Academic Affairs Committee |
| | Employment of part-time teachers for enhancement and remedial classes at various levels | From 1.2.2023 to 31.6.2023 | \$30,000 | | Academic Affairs Committee |
| | Employment of 2-3 administrative assistants | From 1.9.2022 to 31.8.2023 | \$500,000 | | Incorporated Management Committee |

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

| Schools are required to complete this part | | | | Completion of this part is not mandatory | | | | | | | | | | |
|--|--|-------------------|-----------------|--|-------------------------|------------------------------------|--|---|--|---|------------------|------------------------------------|-------------------|-----------------------------------|
| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | Subject Panel / Teacher-in-charge |
| | | | Level | Estimated Number of Participants | | | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | |
| Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | | | | |
| 1 | S1 Life Education Camp | Oct 2022 | S1 | 165 | \$96,250.00 | \$583.33 | Nurturing students' positive values and team building | Values Education | Student questionnaire | ✓ | | | | Student Support Committee |
| 2 | S1 Experiential Activities (Farming) | Oct2022 - Apr2023 | S1 | 165 | \$29,600.00 | \$179.39 | Enriching students' life experiences | Values Education | Student questionnaire | ✓ | | | | Student Support Committee |
| 3 | Movie Appreciation | Sept2022-Jun2023 | S1-S6 | 344 | \$108,000.00 | \$118.48 | Nurturing students' positive values and attitudes | Values Education | Number of students joined | ✓ | | | | Student Support Committee |
| 4 | Prefect Team Training | Dec2022, Apr2023 | S2-S5 | 100 | \$18,700.00 | \$187.00 | Developing students' leadership skills | Leadership Training | Student questionnaire | ✓ | | | ✓ | Discipline Committee |
| 5 | S4 Moral Education Activities | Sept2022-Jun2023 | S4 | 140 | \$20,000.00 | \$142.86 | Nurturing students' positive values and attitudes | Moral, Civic and National Education | Student questionnaire | ✓ | | | | Student Guidance Committee |
| 6 | Counselling Day Activities | Feb2023 | S1-S5 | 715 | \$12,000.00 | \$16.71 | Nurturing students' positive values and attitudes | Values Education | Student questionnaire | ✓ | | | | Student Guidance Committee |
| 7 | S3 Social Services | Oct2022-Jun2023 | S3 | 144 | \$10,000.00 | \$69.44 | Nurturing students' positive values and willingness to serve | Values Education | Student questionnaire | | | ✓ | | Student Guidance Committee |
| 8 | Career Experiential Activities | Sept2022-Jun2023 | S4-S5 | 266 | \$10,000.00 | \$37.59 | Enriching students' knowledge of different careers | Values Education | Student questionnaire | ✓ | | | ✓ | Career Guidance Committee |
| 9 | Time Management Workshop | Oct2022 | S4 | 140 | \$15,000.00 | \$107.14 | Nurturing students' skills and attitudes of time management | Values Education | Student questionnaire | ✓ | | | | Career Guidance Committee |
| 10 | Wild Camp Activity | Dec2022 | S2-S5 | 40 | \$8,000.00 | \$200.00 | Enriching students' life skill and experiences | Leadership Training | Student questionnaire | ✓ | ✓ | | | ECA Committee |
| 11 | Elementary Leadership Training Program | Oct2022-Nov2022 | S1-S3 | 50 | \$20,000.00 | \$400.00 | Developing students' leadership skills | Leadership Training | Student questionnaire | ✓ | | | ✓ | ECA Committee |
| 12 | Advanced Leadership Training Program | Jul2023-Aug2023 | S4-S5 | 50 | \$20,000.00 | \$400.00 | Developing students' leadership skills | Leadership Training | Student questionnaire | ✓ | | | ✓ | ECA Committee |
| 13 | Chinese Debate Team Training | Sept2022-Jun2023 | S1-S5 | 25 | \$79,800.00 | \$3,192.00 | Developing students' debating and thinking skills | Chinese Language | Number of students joined | | ✓ | | | ECA Committee |
| 14 | English Debate Team Training | Sept2022-Jun2023 | S1-S5 | 20 | \$95,500.00 | \$4,775.00 | Developing students' debating and thinking skills | English Language | Number of students joined | | ✓ | | | ECA Committee |
| 15 | Dancing Team Training | Sept2022-Jun2023 | S1-S5 | 15 | \$51,350.00 | \$3,423.33 | Enhancing students' aesthetic development | Arts (Others) | Number of students joined | | | ✓ | | ECA Committee |
| 16 | Drama Team Training | Sept2022-Jun2023 | S1-S5 | 35 | \$39,000.00 | \$1,114.29 | Developing students' presentation skills and creativity | Arts (Others) | Number of students joined | | | ✓ | | ECA Committee |

| | | | | | | | | | | | | |
|--|---|-----------------|-------|-------|----------------|------------|--|---|---------------------------|---|---|----------------------------|
| 17 | Hong Kong Red Cross Youth Unit Activities | Sep2022-Jun2023 | S1-S6 | 90 | \$27,900.00 | \$310.00 | Developing students' willingness to serve and being self-motivated | Leadership Training | Number of students joined | ✓ | ✓ | ECA Committee |
| 18 | Other School Teams and Interest Clubs Activities | Sep2022-Jun2023 | S1-S6 | 150 | \$55,450.00 | \$369.67 | Developing students' multiple intelligence | Others, please specify: Multiple Intelligence | Number of students joined | | ✓ | ECA Committee |
| 19 | Chinese Orchestra, Symphonic Orchestra, School Band, Junior Choir and Senior Choir | Sep2022-Aug2023 | S1-S6 | 240 | \$255,000.00 | \$1,075.00 | Developing students' interest and techniques in playing music | Arts (Music) | Number of students joined | | ✓ | ECA Committee |
| 20 | Sport Team (Badminton, Basketball, Football, Handball, Table Tennis, Archery) | Sep2022-Aug2023 | S1-S6 | 300 | \$390,000.00 | \$1,320.20 | Developing students' physique and relevant sports skills | Physical Education | Number of students joined | | ✓ | ECA Committee |
| 21 | Sport Team Leadership Training Camp | Jul2023-Aug2023 | S2-S5 | 50 | \$15,000.00 | \$300.00 | Developing students' leadership skills | Leadership Training | Number of students joined | ✓ | | ECA Committee |
| 22 | S1 Drama Module | Sep2022-Jun2023 | S1 | 165 | \$232,000.00 | \$1,406.06 | Developing students' presentation skills and creativity | Arts (Others) | Student questionnaire | | ✓ | Arts-in-Life subject |
| 23 | SCMP Journalist Course | Nov2022-May2023 | S1-S6 | 20 | \$16,800.00 | \$840.00 | Broadening students' horizons and enhancing their English proficiency | English Language | Number of students joined | ✓ | | English Language subject |
| 24 | SCMP News Anchor Course | Nov2022-May2023 | S1-S6 | 20 | \$18,000.00 | \$900.00 | Broadening students' horizons and enhancing their English proficiency | English Language | Number of students joined | ✓ | | English Language subject |
| (Please insert rows above if the space provided is insufficient) | | | | | | | | | | | | |
| Sub-total of Item 1.1 | | | | 3,952 | \$1,644,410.00 | | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | |
| 1 | Sport Team Training Tour | July2023 | S1-S5 | 100 | \$29,000.00 | \$290.00 | Broadening students' horizons and developing students' physique and relevant sports skills | Physical Education | Student questionnaire | | ✓ | Physical Education subject |
| 2 | | | | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient) | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | 100 | \$29,000.00 | | | | | | | |
| Total for Category 1 | | | | 4,052 | \$1,673,410.00 | | | | | | | |

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

| No. | Item | Purpose | Estimated Expenses (\$) |
|---|--|--------------------------------|-------------------------|
| 1 | iPad | STEM and Outing Group Activity | \$200,000.00 |
| 2 | Biotechnology Apparatuses and Biotechnology Mobile Laboratory | Biology and STEM Activity | \$72,000.00 |
| 3 | (Please insert rows above if the space provided is insufficient) | | |
| Estimated Expenses for Category 2 | | | \$272,000.00 |
| Estimated Expenses for Categories 1 & 2 | | | \$1,945,410.00 |

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

| | |
|--|-----|
| Total number of students in the school: | 844 |
| Estimated number of student beneficiaries: | 800 |
| Percentage of students benefitting from the Grant (%): | 95% |

| | |
|---------------------------------|----------------|
| Name of Contact Person for LWL: | Yin Kim Fai |
| Post of Contact Person for LWL: | Vice Principal |

Shatin Tsung Tsin Secondary School
Plan on the Use of the Promotion of Reading Grant
2022-2023 School Year

Amount of grant for 2022/23 : \$74,646

Amount carried forward from 2021/22 : \$36,189.28

The major objectives of Reading Promotion:

To create a reading culture, to promote students' interest in reading, to enhance students' self-learning abilities and to enrich their exposure.

| | Items | Estimated Expenses (\$) |
|----|---|-------------------------|
| 1. | Purchase of Books | \$88,315.28 |
| | Printed books | |
| | E-Books | |
| 2. | Reading Activities | \$22,520.00 |
| | ➤ Hiring writers, professional storytellers, etc. to conduct talks | |
| | ➤ Hiring external service providers to organise student activities related to the promotion of reading | |
| | ➤ Paying the application fees for activities and competitions related to the promotion of reading | |
| | ➤ Subsidising students for their participation in and application for reading-related activities or courses | |
| | Total: | \$110,835.28 |

Shatin Tsung Tsin Secondary School

Annual Programme Proposal for

Diversity Learning Grant – Other Programmes: Gifted Education for the 2022/23 school year (Oct 22/23)

| Domain | Programme | Objective(s) | Targets (No./level/selection) | Duration / Start Date | Deliverables | Teacher i/c | Budget |
|-----------------------------|--|---|---|-----------------------|---|-------------|------------|
| 1 Physical Education | Sports Training Camp | To broaden elite senior form students' horizons in sports | 50 senior form students gifted in sports | June – Aug 2023 | The experience students gained in the camp | CKM | \$41,000 |
| 2 Physical Education | Buying bows and other equipment | To facilitate students' training in archery | 5 S.4 – S.6 students gifted in sports | Sept 2022 – Aug 2023 | The skills of archery enhanced | CKM | \$20,000 |
| 3 Physical Education | Sports Training (Athletic Team) | To broaden elite senior form students' horizons in sports | 30 S.4–S.6 students gifted in sports | Sept 2022 – Aug 2023 | The skills students enhanced after joining the training and competitions | CKM | \$69,300 |
| 4 Physical Education | Sports Training (Volleyball Team) | To broaden elite senior form students' horizons in sports | 30 S.4–S.6 students gifted in sports | Sept 2022 – Aug 2023 | The skills students enhanced after joining the training and competitions | CKM | \$42,750 |
| 5 Student Support Committee | Outward Bound | Discover and develop students' potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings. | 12 elite senior form students | Sept 2022 – Aug 2023 | The experience students gained in the Outward Bound | TKF | \$24,000 |
| 6 AAC | Subsidizing students to participate in competitions or education programs held by external organizations | To broaden elite senior form students' horizons in different disciplines | Elite senior form students nominated by different departments | Sept 2022 – Aug 2023 | The knowledge and experience students gained after joining the programs or competitions | WYH | \$20,000 |
| 7 AAC | Enhancement classes organized by different subjects | To broaden elite senior form students' horizons in different disciplines(including 6 subjects: English Language, Mathematics, BAFS, Geography, History and Chemistry) | Elite senior form students nominated by different departments | Sept 2022 – Aug 2022 | The knowledge and experience of students enhanced after joining the program | WYH | \$86,606 |
| | | | | | | Total: | \$303,656* |

*If the DLG is insufficient to cover the expenses, the remaining will be covered by the EOEBG.

School-based After-school Learning and Support Programmes 2022/23

School-based Grant - Programme Plan

Name of School: Shatin Tsung Tsin Secondary School Contact Telephone No.: 26073881
 Staff-in-charge: Ms. Cheung Cheuk Nga

A. The estimated number of students (count by heads) who benefitted under this Programme is 460 (including A. 85 CSSA recipients, B. 350 SFAS full-grant recipients and C. 25 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

| *Name / Type of activity | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Period/Date activity to be held | Estimated no. of participating # eligible students | | | Estimated expenditure (\$) | Name of partner/service provider (if applicable) |
|--|--|--|---|------------------------------------|--|-----|----|----------------------------------|---|
| | | | | | A | B | C | | |
| 1. Tutorial Service | Improving students' learning effectiveness | Improved students' academic achievement | Test | Oct2022 to May2023 | 2 | 5 | 2 | 2 500 | |
| 2. Learning Skill Training | Training students' examination skills | Improved students' study skills | Test | Oct2022 to May2023 | 2 | 10 | 2 | 3 500 | |
| 3. Languages Training | Training students' oral examination skills | Improved students' academic achievement | Test | Oct2022 to May2023 | 6 | 15 | 2 | 3 500 | |
| 4. Art /Culture Activities | Nurturing students' aesthetic interest | Improved students' aesthetic performance | Aesthetic activities statistics | Oct2022 to May2023 | 20 | 80 | 4 | 30 000 | |
| 5. Sports | Developing students' physique and relevant sports skills | Improved students' sport performance | Sport activities statistics | Oct2022 to May2023 | 2 | 10 | 2 | 5 000 | |
| 6. Self-confidence Development | Developing students' self-esteem | Improved students' personal and social development | Questionnaire | Oct2022 to May2023 | 15 | 75 | 2 | 20 000 | |
| 7. Communication Skills Training Courses | Developing students' communication skills | Improved students' personal and social skills | Questionnaire | Oct2022 to May2023 | 10 | 35 | 2 | 25 000 | |
| 8. Volunteer Services | Nurturing students' positive values and willingness to serve | Enhanced students' willingness to serve the others | Number of students participating in voluntary services | Oct2022 to May2023 | 2 | 5 | 2 | 1 000 | |
| 9. Visits | Enriching students' life experience | Enhanced students' understanding on the community | Number of students participating in visits | Oct2022 to May2023 | 20 | 100 | 5 | 8 000 | |
| 10. Adventure Activities | Developing students' communication skills | Improved students' interpersonal skills | Number of students participating in adventure activities | Oct to Dec 2022 and Jul to Aug2023 | 5 | 10 | 1 | 2 000 | |
| 11. Leadership Training | Developing students' leadership skills | Improved students' leadership skill | Questionnaire | Oct to Dec 2022 and Jul to Aug2023 | 1 | 5 | 1 | 4 000 | |
| Total no. of activities: 11 | | | | | 85 | 350 | 25 | | |
| | | | | | **Total no. of man-times | | | 460 | |

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

沙田崇真中學
「公民與社會發展科津貼」運用計劃（2022/23 學年）

本校計劃於本學年運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

承上學年餘款：\$293,179

| | 範疇 | 預算開支金額 (\$) |
|-----|--|--|
| i | 發展或採購相關的學與教資源 | 1. 訂購明報教育公民與社會發展科網上教學資源庫費用：\$4999 2. 購買公民科相關書籍：\$4000 本範疇預算總額：\$8999 |
| ii | 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動 <u>活動詳情如下：</u> 名稱： 對象： 人數： 支出項目： | \$0 |
| iii | 舉辦和公民科課程相關的校本學習活動 <u>活動詳情如下：</u> 名稱：參觀與課程相關的博物館/展覽(如 M+博物館、香港故宮文化博物館) 對象：中四至中六 人數：300 支出項目：門票、旅遊車 | \$20000 |
| iv | 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動 <u>活動詳情如下：</u> 名稱： 對象： 人數： 支出項目： | \$0 |
| v | 其他（請註明）： | \$0 |
| | 總預算金額 | \$28,999 |
| | 預計本學年津貼餘款 | \$264,180 |

姊妹學校交流計劃書
2022 /2023 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. | 四川省眉山市仁壽縣文林書院路初級中學 |
| 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): 電話或電郵溝通及聯絡 添置合適器材增加兩地師生的交流 模式 | 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 checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" 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 type="checkbox"/> | 觀課/評課 | E2 | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" 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 type="checkbox"/> | 課堂體驗 | H2 | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 |
| G3 | <input 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 checked="" 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 checked="" type="checkbox"/> | 文化體藝交流 (網上) | 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 checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" 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 checked="" type="checkbox"/> | 監察/評估方法 |
|----|-------------------------------------|----------|
| M1 | <input type="checkbox"/> | 討論 |
| M2 | <input checked="" type="checkbox"/> | 分享 |
| M3 | <input checked="" 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 checked="" 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\$ 67,000.0 |
| N2 | <input type="checkbox"/> | 在香港台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 checked="" type="checkbox"/> | 其他(請註明): 購買 iPad 讓學生到訪姊妹學校交流時可使用 | HK\$ 50,000.0 |
| 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 | 下適用 |

EOEBG

Budget for School 2022/2023

| Audit Report 1.9.2020 - 31.8.2021 | Description | Budget 1.9.2021 - 31.8.2022 | Actual I/E as at Jun 2022 | Budget 1.9.2022 - 31.8.2023 |
|--------------------------------------|--|--------------------------------|------------------------------|--------------------------------|
| | Income | | | |
| 2,518,149.06 | 1. Basic Provision/Baseline Reference# | 2,442,033.22 | 2,507,373.50 | 2,582,600.00 |
| 4,879,482.00 | 2. Administration Grant (Ordinary) | 4,913,640.00 | 4,913,640.00 | 5,061,000.00 |
| 601,982.00 | 3. Air-conditioning Grant | 606,182.00 | 606,182.00 | 624,400.00 |
| 638,461.00 | 4. Capacity Enhancement Grant | 642,934.00 | 642,934.00 | 662,200.00 |
| 621,398.00 | 5. Composite IT Grant | 625,748.00 | 625,748.00 | 644,500.00 |
| - | 6. School-based Educational Psychology Service | 109,517.00 | 109,517.00 | 112,800.00 |
| 8,056.00 | 7. School-based Speech Therapy Administration Grant | 8,112.00 | 8,112.00 | 8,400.00 |
| 50,350.00 | 8. School-based Management Top-up Grant | 50,702.00 | 50,702.00 | 52,200.00 |
| 9,317,878.06 | Total : | 9,398,868.22 | 9,464,208.50 | 9,748,100.00 |
| | Expenditure | | | |
| 1,548,881.76 | 1. Running Cost | 1,075,118.00 | 996,679.09 | 1,232,000.00 |
| | 2. Teaching & Curriculum | 152,000.00 | | |
| 51,629.40 | 3. Activities | 168,410.00 | 36,596.60 | 173,000.00 |
| 3,857,604.82 | 4. Admin & Clerical Staff Salaries | 3,942,000.00 | 3,003,863.57 | 3,695,000.00 |
| 49,800.00 | 5. Cleaning service | 60,000.00 | 53,360.00 | 62,000.00 |
| 601,982.00 | 6. Air-conditioning Grant | 606,182.00 | - | 624,400.00 |
| 641,712.70 | 7. Capacity Enhancement Grant | 575,650.00 | 427,960.30 | 593,000.00 |
| 774,195.11 | 8. Composite Inform. Tech Grant | 685,400.00 | 485,571.70 | 644,500.00 |
| - | 9. School-based Educational Psychology Service | 75,295.00 | 106,315.00 | 112,800.00 |
| 7,327.60 | 10. School-based Speech Therapy Administration Grant | 8,000.00 | 4,523.50 | 8,400.00 |
| - | 11. School-based Management Top-up Grant | - | 2,000.00 | 52,200.00 |
| 116,354.84 | 12. Lift Maintenance | 121,000.00 | 98,290.00 | 88,200.00 |
| 10,081.90 | 13. Visual Arts | - | 6,890.20 | 8,500.00 |
| - | 14. Home Economics | - | - | - |
| 2,910.80 | 15. Integrated Science | - | 1,765.20 | 2,200.00 |
| 2,754.00 | 16. Technology | - | 2,208.00 | 2,700.00 |
| 585.90 | 17. Prog Fund for WS | 1,300.00 | - | 1,300.00 |
| 12.00 | 18. Moral & Civic Education | - | - | - |
| 2,205,383.00 | 19. Furniture & Equipment | 1,021,090.00 | 159,174.13 | 1,052,000.00 |
| 601,635.90 | 20. Repairs | 300,000.00 | 295,299.00 | 350,000.00 |
| 17,714.00 | 21. Training and Development | 14,600.00 | - | 15,000.00 |
| - | 22. Contingency | 300,000.00 | - | 300,000.00 |
| 8,941,683.97 | Total : | 9,106,045.00 | 5,680,496.29 | 9,017,200.00 |

Income and Expenditure Account
Budget for School Year 2022/2023

| Audit Report 1.9.2020 - 31.8.2021 | Description | Budget 1.9.2021 - 31.8.2022 | Actual I/E as at Jun 2022 | Budget 1.9.2022 - 31.8.2023 |
|--------------------------------------|--|--------------------------------|------------------------------|--------------------------------|
| | Income | | | |
| 9,317,878.06 | 1. EOEBG | 9,398,868.22 | 9,464,208.50 | 9,748,100.00 |
| 106,800.00 | 2. Sch-based After-sch L&S Prog | 94,800.00 | 94,800.00 | 94,800.00 |
| - | 3. Moral and National Ed. Subj. Support Gt | - | - | - |
| 117,000.00 | 4. Diversity Learning Grant | 105,000.00 | 105,000.00 | 105,000.00 |
| 51,228,318.00 | 5. Teaching Staff Salaries Grant | 52,179,000.00 | 43,482,710.75 | 53,484,000.00 |
| 2,258,838.00 | 6. Lab. Tech. Salaries Grant/LSA | 3,941,000.00 | 3,284,057.00 | 4,039,000.00 |
| 272,675.00 | 7. Teacher Relief Grant (Basic) | 272,675.00 | 272,675.00 | 281,000.00 |
| 5,984,895.60 | 8. Teacher Relief Grant (Optional) | 4,697,160.00 | 5,318,114.44 | 5,995,000.00 |
| 374,250.00 | 9. Learning Support Grant for Sec. School | 379,550.00 | 303,495.00 | 303,500.00 |
| 1,419,870.00 | 10. Life-wide Learning Grant | 1,429,807.00 | 1,429,807.00 | 1,473,000.00 |
| 83,200.00 | 11. Student Activities Support Grant | 80,996.40 | 90,223.20 | 90,000.00 |
| 319,559.00 | 12. Information Technology Staffing Support Grant | 319,559.00 | 321,796.00 | 331,000.00 |
| 156,035.00 | 13. Grant for the Sister School Scheme | 157,126.00 | 157,127.00 | 162,000.00 |
| 72,816.00 | 14. Promotion of Reading Grant | 73,326.00 | 73,326.00 | 76,000.00 |
| 534,660.00 | 15. School Executive Officer Grant | - | - | - |
| - | 16. Quality Education Fund-English | 527,500.00 | 439,584.00 | - |
| 777,000.00 | 17. IT Innovation Lab in Secondary Schools Programme | - | - | - |
| - | 18. One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development | 300,000.00 | 300,000.00 | - |
| 23,740.00 | 19. Home-School Cooperation | 25,780.00 | 25,780.00 | 27,000.00 |
| - | 20. One-off Special Support Grant - Enhance Cleansing | - | 37,500.00 | - |
| 4,400.00 | 21. Top-up Gr-Support Online Learning of Needy Student | - | - | - |
| 21,680.00 | 22. Fringe Benefits under the Enhanced NET Scheme | - | - | - |
| 832,000.00 | 23. Other Recurrent Grants (R&R) | - | 589,500.00 | 786,000.00 |
| 3,600.00 | 24. Hong Kong School Drama Festival | - | 3,600.00 | 3,600.00 |
| - | 25. One-off Set Up Grant for SBEPs | - | 38,375.80 | - |
| - | 26. Special Allowance under NET | - | 209,890.00 | 209,890.00 |
| - | 27. Rention Incentive under NET | - | 73,780.00 | 73,780.00 |
| - | 28. Quality Education Fund-PE | - | - | 823,000.00 |
| 184,214.19 | 29. Others | 234,000.00 | 152,489.98 | 234,000.00 |
| 146,812.00 | 30. Tong Fai | 146,000.00 | 144,058.00 | 146,000.00 |
| 3,456.00 | 31. Hire of Accommodation | 8,000.00 | - | 8,000.00 |
| 106,185.00 | 32. Rental from Tuck Shop | 106,000.00 | 42,500.00 | 170,000.00 |
| 5,582.52 | 33. Profit on Ex bks/Sch Uniform,etc | - | (179.90) | 5,600.00 |
| 234,350.00 | 34. Specific Charges - Non-standard facilities | 234,000.00 | 222,145.00 | 234,000.00 |
| 1,104,987.40 | 35. Specific Charges - Small-class Teaching | 1,105,000.00 | 1,053,728.05 | 1,105,000.00 |
| 18,140.00 | 36. Specific Charges - SU Membership Fee | 18,000.00 | 17,640.00 | 18,000.00 |
| - | 37. Students' Union- Sales | 40,600.00 | 3,942.00 | 10,000.00 |
| 212,276.98 | 38. Students' Union-Service | 350,000.00 | 110,652.34 | 196,000.00 |
| 75,925,218.75 | Total Income | 76,223,747.62 | 67,862,325.16 | 80,232,270.00 |
| | | | | |
| | Expenditure | | | |
| 10,490,565.73 | 1. EOEBG | 9,106,045.00 | 5,680,496.29 | 9,017,200.00 |
| 81,555.50 | 2. Sch-based After-sch L & S Prog | 94,800.00 | 39,282.80 | 94,800.00 |
| - | 3. Moral and National Ed. Subj. Support Gt | - | 6,821.00 | - |
| 155,452.43 | 4. Diversity Learning Grant | 229,660.00 | 71,757.00 | 165,000.00 |
| 51,315,063.40 | 5. Teaching Staff Salaries | 52,179,000.00 | 43,482,710.75 | 53,484,000.00 |
| 2,231,565.95 | 6. Lab. Technician Salaries/LSA | 3,941,000.00 | 3,237,671.77 | 4,039,000.00 |
| 15,102.00 | 7. Teacher Relief Grant (Basic) | - | - | - |
| 4,827,173.68 | 8. Teacher Relief Grant (Optional) | 4,434,000.00 | 4,173,928.80 | 4,800,000.00 |
| 412,914.40 | 9. Learning Support Grant for Sec. School | 336,150.00 | 215,997.70 | 303,500.00 |
| 1,148,574.51 | 10. Life-wide Learning Grant | 1,845,356.60 | 610,720.65 | 1,973,000.00 |
| 76,488.00 | 11. Student Activities Support Grant | 80,996.40 | 27,144.50 | 90,000.00 |
| 303,330.00 | 12. Information Technology Staffing Support Grant | 289,580.00 | 232,390.00 | 287,580.00 |
| 123,100.00 | 13. Grant for the Sister School Scheme | 150,000.00 | 40,620.00 | 150,000.00 |
| 52,199.90 | 14. Promotion of Reading Grant | 132,073.00 | 79,269.30 | 131,000.00 |
| 588,034.00 | 15. School Executive Officer Grant | 52,290.00 | 43,575.00 | - |
| - | 16. Quality Education Fund-English | 525,000.00 | 437,062.50 | - |
| 319,260.00 | 17. IT Innovation Lab in Secondary Schools Programme | 132,300.00 | 389,160.00 | - |
| - | 18. One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development | - | - | 150,000.00 |
| 23,740.00 | 19. Home-School Cooperation | 25,780.00 | 21,429.00 | 27,000.00 |
| 106,732.53 | 20. One-off Special Support Grant - Enhance Cleansing | - | 37,500.00 | - |
| 7,020.60 | 21. One-off Grant - Promotion of Chi. History & Culture | 1,500.00 | - | - |
| 4,400.00 | 22. Top-up Gr-Support Online Learning of Needy Student | - | - | - |
| 21,680.00 | 23. Fringe Benefits under the Enhanced NET Scheme | - | - | - |
| 832,000.00 | 24. Other Recurrent Grants (R&R) | - | 589,500.00 | 786,000.00 |
| - | 25. Hong Kong School Drama Festival | - | 11,055.80 | 3,600.00 |
| - | 26. One-off Set Up Grant for SBEPs | - | 45,190.23 | - |
| - | 27. Special Allowance under NET | - | 209,890.00 | 209,890.00 |
| - | 28. Rention Incentive under NET | - | 73,780.00 | 73,780.00 |
| 277,294.36 | 29. Sub. Fund | 547,200.00 | 332,565.34 | 547,200.00 |
| 40,262.00 | 30. Specific Charges - Non-standard facilities | - | 28,665.00 | - |
| 752,357.40 | 31. Specific Charges - Small-class Teaching | 175,530.00 | 225,395.50 | 296,000.00 |
| 6,158.40 | 32. Specific Charges - SU Membership Fee | 55,000.00 | 10,817.10 | 100,000.00 |
| - | 33. Students' Union- Sales | 40,600.00 | 3,390.00 | 3,500.00 |
| 224,941.71 | 34. Students' Union-Service | 350,000.00 | 122,874.89 | 200,000.00 |
| 74,212,024.79 | Total Expenditure | 74,723,861.00 | 60,480,660.92 | 76,932,050.00 |
| | | | | |
| | Surplus/(Deficit) | 1,499,886.62 | 7,381,664.24 | 3,300,220.00 |