



HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2015-16)

OUR SCHOOL

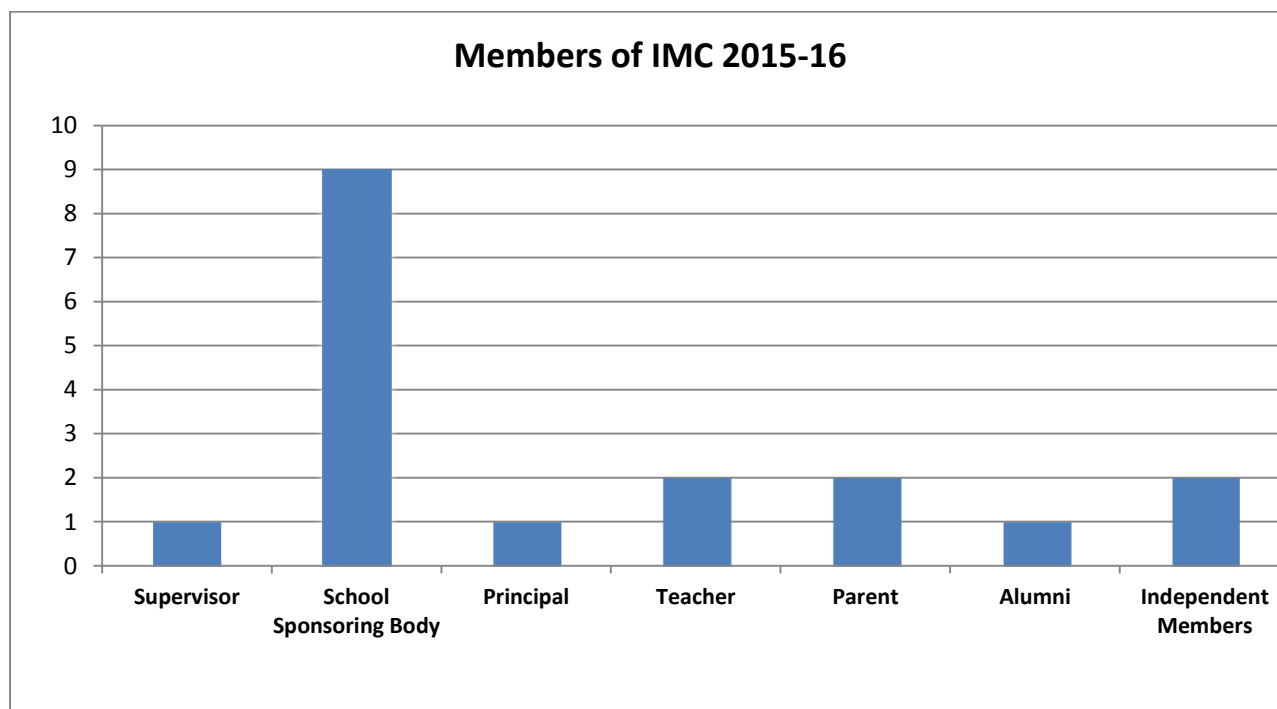
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is 'To act benevolently and to teach benevolence'. The teachings of Confucianism, Buddhism and Taoism are practised in the school to foster virtues in students who are groomed and developed in character, intellect, sociability, physique and aesthetics. Emphasis is placed on professional development of the teaching staff and close liaison with parents, alumni and other social organisations. We aim to create an ideal learning environment and provide abundant teaching resources to materialise the goal of delivering quality education.

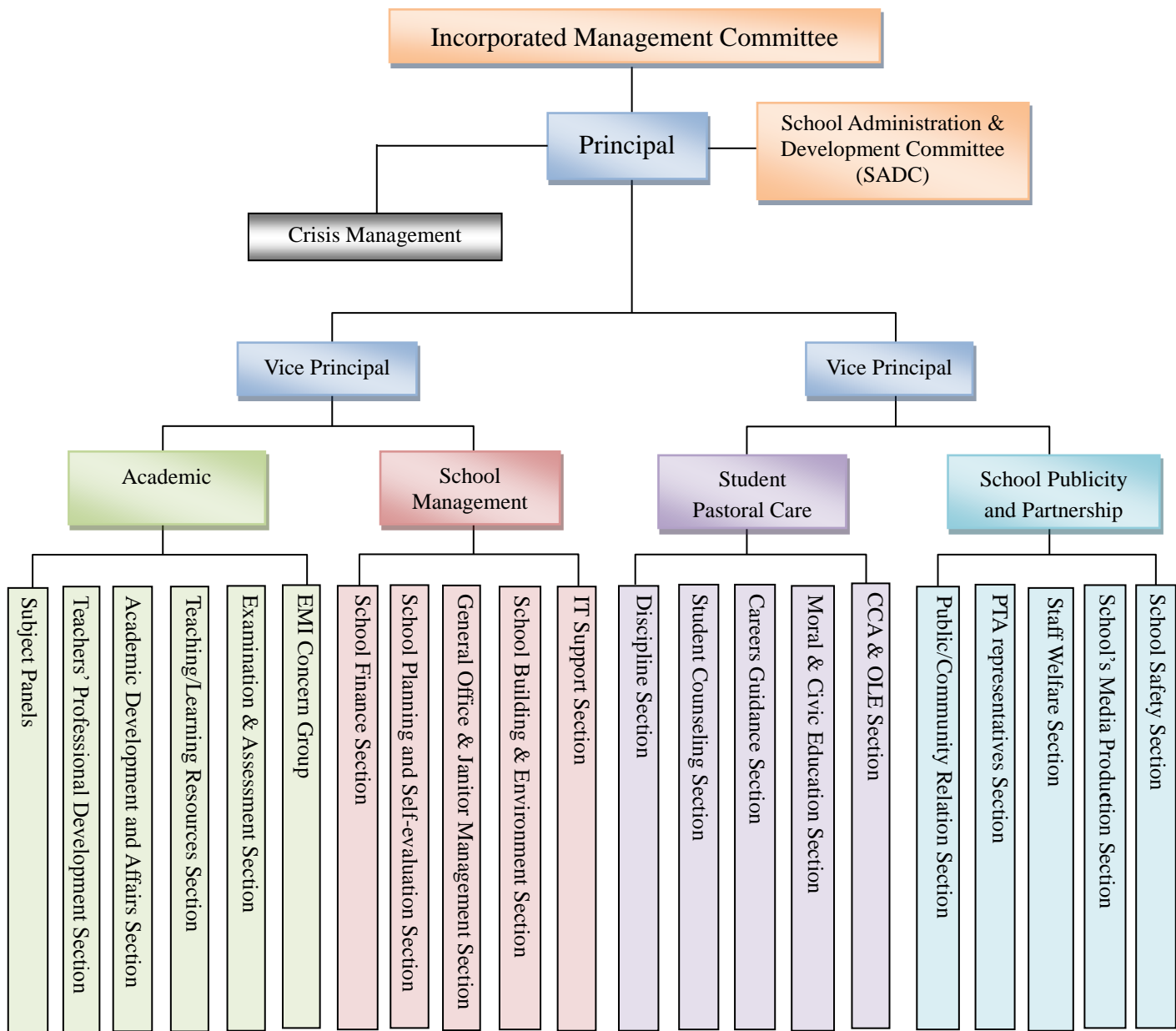
School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology room, a Student Activity Center, a Fitness Training and Assessment Centre as well as a Students' Association office. All of the above are air-conditioned.

School Management

To work in line with EDB's principles of 'school-based management', 'streamlining and delegation', the school has step by step finished the compilation of the 'school annual plan', the 'school annual report', the 'school procedure manual' as well as the 'school profile'. The school finance team was also established to oversee budgeting and application for school funding by various subject departments and functional groups. An annual school finance report is also compiled.

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr. Lo Sun-ho comprises 18 members.





Teachers Team

1. Teachers' qualifications and experience

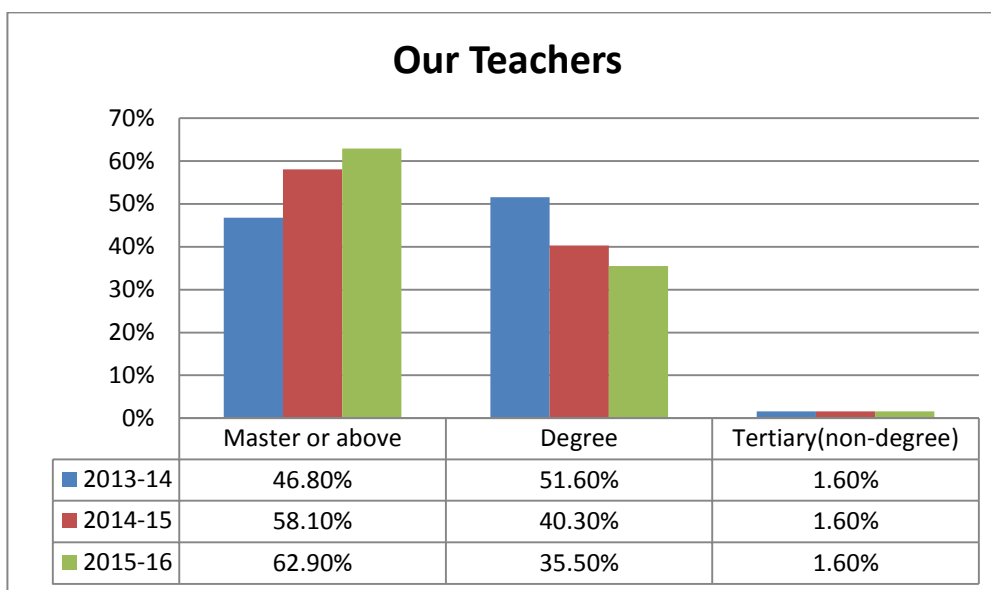
1.1 Teachers' professional qualifications

Of the 62 teachers in our school (inclusive of the Principal), 62 are professionally trained.

1.2 Teachers' teaching experience

0-4 years of teaching experience	13.0 %
5-9 years of teaching experience	27.4 %
10 or above years of teaching experience	59.6 %

1.3 Highest qualifications attained



2. Number of teachers meeting Language Proficiency Requirement

All teachers of English Language and Putonghua meet the Language Proficiency Requirement.

3. Teachers' (inclusive of the Principal) Professional Development Activity Review of Teachers' Professional Development Section

Date	Activity	Hours
20-08-2015	New teacher orientation	3 hours
02-09-2015	IT Workshop	1.25 hours
26-11-2015 22-01-2016	New teacher training workshops – Reminding new teachers of the crucial events of First Term Parents' Night and Second Term Parents' Day	1 hour
08-04-2016	<ul style="list-style-type: none"> • 'Applied e-learning' workshop • 'Career development guidance' workshop 	5 hours
16-04-2016	'Voice health' seminar	1 hour
03-06-2016	<ul style="list-style-type: none"> • Sharing of experiences by teachers participating in the 'Joint school Study Tour to Japan' organised by Sik Sik Yuen. • Holistic review of the effectiveness of the previous School Development Plan (2013 – 2016) • Planning the school development plan for the years 2016 - 2019 	5.5 hours
Total		16.75 hours

New teachers' induction was conducted before the first staff meeting. New teachers met the Principal, assistant principals, discipline mistress, student counselling mistress as well as the teacher-in-charge of Teachers' Professional Development Section. A mentor was assigned in each respective subject/ functional group to give support and guidance to new teachers. Teachers achieved a total of 5428.3 hours of professional training in this academic year.

4. Teacher Turnover

Four teachers left school in this academic year. They were Ms Lam Wai-ching, Mr. Cheng Tak-on, Ms. Cheung Chor-yin, and Ms. Leung Siu-wai.

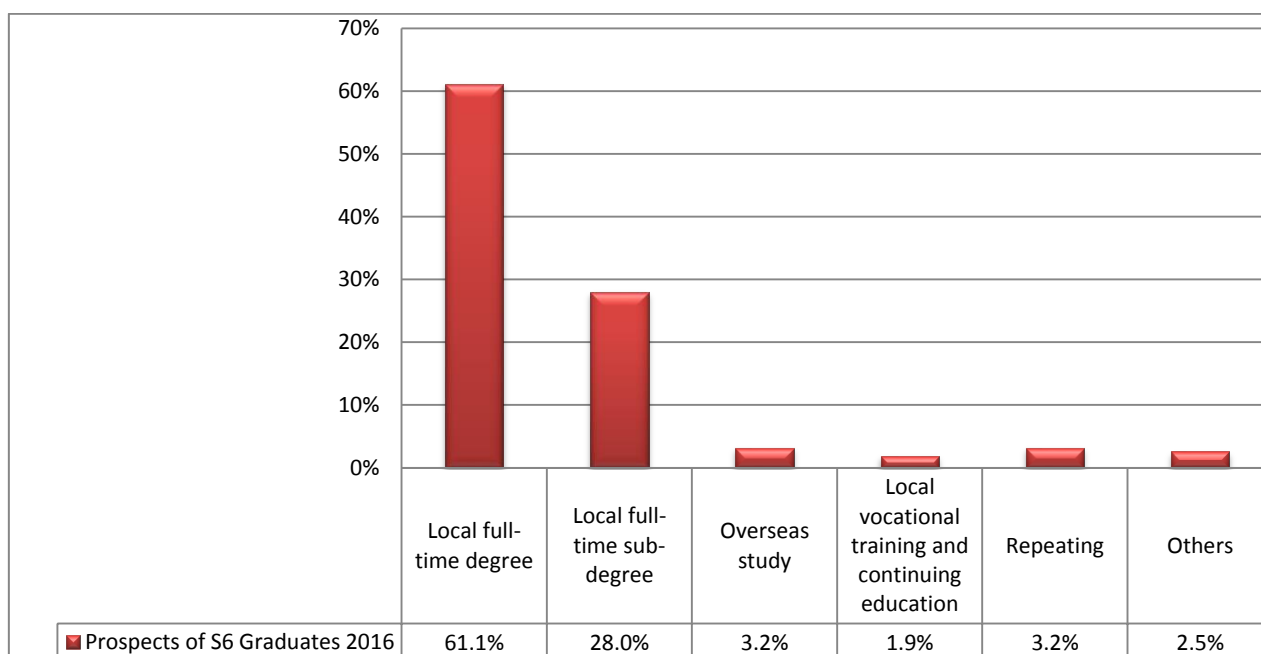
Five new teachers were recruited. They were Mr. Tse Tung-ho, Mr. Yuen Ka-chun, Ms. Lau Pui-man, Ms Wong Cho-sze and Ms Yim Hau-yi.

OUR STUDENTS

Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	127	138	138	139	136	158	836

Prospects of S6 Graduates



OUR LEARNING AND TEACHING

School Days

There were a total of 198.5 school days (inclusive of tests/examinations), out of which 165.5 days were allocated for regular classes.

English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1st December 1997. A committee was formed to supervise matters on MOI and create an authentic English-rich learning environment for students. The committee also handled issues related to language across the curriculum.
2. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for pre-S1 students. This course helps students to be well-equipped for English instructions and build a solid foundation in English.

- The school has applied to the Quality Education Fund that has been put towards the 'Campus Television Studio', which acts as a platform for our students to learn through in multimedia education. This is a great opportunity to further promote English across the curriculum to enhance the overall language environment.
- The school has worked with AFS on student exchange for 13 years. One exchange student from Brazil was admitted this academic year. She helped to foster an authentic English environment in the campus with her involvement in multiple school activities.
- The NET teacher is a facilitator in enriching the English environment, offering support to other teachers by assisting in promoting language across the curriculum.

Curriculum

Our school is a grammar school adopting a ten-day cycle for regular classes. There were eight lessons each day, Monday through Thursday, with the first lesson assigned for either morning assemblies or reading periods. On Friday, the first lesson was reserved for regular classes, making a total of 72 lessons per cycle.

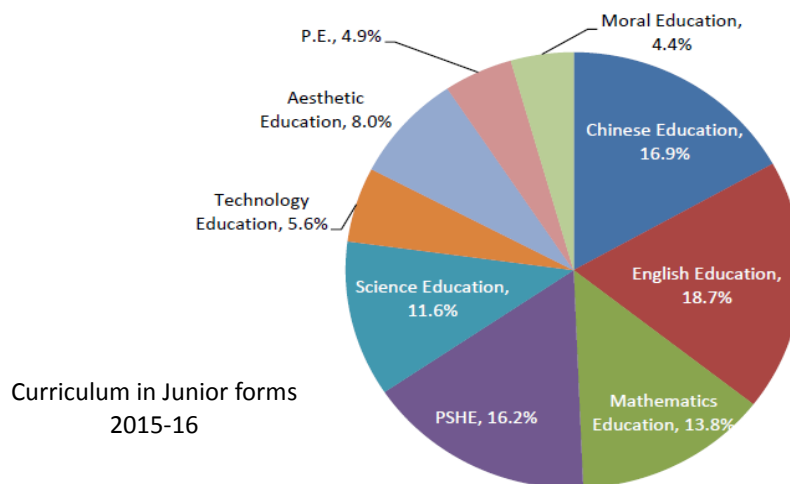
1. Curriculum in Junior Forms

KLA	Subjects		
	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life and Society	Life and Society	Economics
	Chinese History	Chinese History	Chinese History
	History	History	History
	Geography	Geography	Geography
Science	Integrated Science	Integrated Science	Integrated Science
Technology	Computer and Technology	Computer and Technology	Basic Accounting
			Computer and Technology
	Technology and Living	Technology and Living	N.A.
Art	Visual Art	Visual Art	Visual Art
	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education
Life Education/ Moral/ Liberal Studies	N.A.	N.A.	Moral
			Liberal Studies

Life Education and Project Work (LEPW) as a subject was removed from the S2 curriculum,

with its elements dispersed throughout the Life & Society subject. Since students already have a solid foundation of project work skills from their primary school years, this element was instead covered by all departments in various subjects to further students' project work skills.

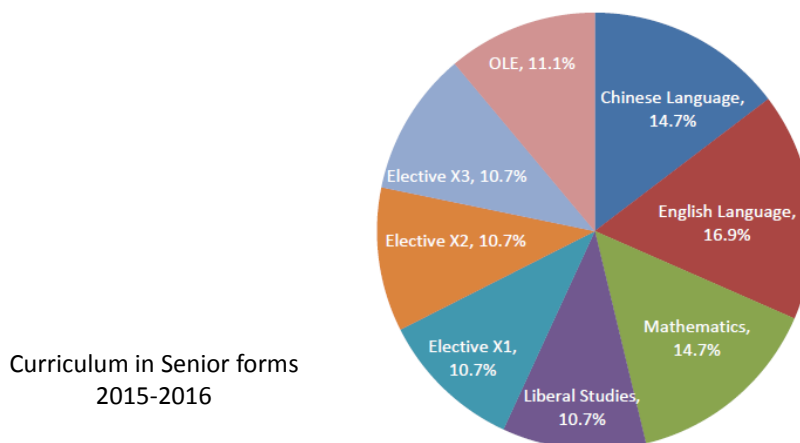
In addition, moral education was integrated into all subject areas to span across the curriculum and give students a holistic education. Talks and sharing with an element of moral education often take place during morning assemblies.



2. Curriculum in Senior Forms

On top of the four core subjects of Chinese Language, English Language, Mathematics and Liberal Studies, students may choose three elective subjects according to their capabilities and interest. Elective subjects included Physics, Chemistry, Biology, Economics, BAFS, ICT, Geography, History, Chinese History, Chinese Literature and Physical Education.

Changes were made to the S4 curriculum structure. The purpose of the review was to better cater for the ever-changing and developing student interest and ability.



Reading to Learn

In order to motivate students to read and nurture in them a good reading habit, our school organised reading periods in the morning session. During reading periods, students were required to read silently in the classroom. On the other hand, our library collaborated with various subjects to launch extensive reading schemes so that students could be exposed to knowledge of different nature and broaden their horizons. Our school library provided a great variety of materials, some of which were stored in classroom libraries as well. Students had plenty of reading materials in school.

Support to Student Learning

To enhance students' generic skills, fine-tune their focus on academic pursuit and their awareness of the importance of study strategies, our school launched a series of study support schemes as follows:

1. To alert students of the importance of diligence and to enhance their understanding of their own learning ability, the school committed great effort in the past few years to a series of school-based learning and support programmes to improve students' learning attitude and learning efficacy.
2. To improve students' learning attitude, the school developed the scheme of 'classroom management'. By making class rules and organising a series of activities like inter-class competitions, solidarity within classes was promoted. In some classes, students were grouped according to their academic abilities into special seating arrangements to practise 'collaborative learning' and achieve team objectives. Through interactive learning and self-directed learning, students were encouraged to take the initiative to study.
3. To enhance students' study and examination skills, and develop self-directed and introspective ability, a variety of programmes were implemented to enhance students' time management as well as polish their study and examination skills and reflection capability. Such programmes involved integrated activities, organising study groups, tutorials and seminars.
4. To help alleviate students' pressure from assessments and to constantly remind students of the importance of diligence, study skill workshops were organised from S1 to S6. Remedial and supplementary tutorials were offered to S4 - S6 students in summer holidays and after school. Making use of EDB funding, the school implemented 'School-based After-school Learning and Support Programmes' to run tutorials for S1 to S6 students. This measure aimed to cater for learner diversity.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) was given to students recommended by teachers for their outstanding performance. It offered a sum to be used for organising various courses for S4 - S6 students to develop sporting and artistic talents, critical, analytical and creative thinking in diverse subjects.
6. The morning period provided an opportunity to offer regular reading sessions to take place on a cyclic basis.
7. Split class arrangements were implemented to cater for learner diversity with extra classes added in order to increase individual attention administered by teachers.
8. The enhancement schemes were also continually revised to cater for learner diversity
9. The curriculum structure was reviewed to give further academic support to students to cater for their ever-changing needs.
10. To create a positive learning atmosphere and integrate subjects to give students a good overall understanding, educational visits, talks, seminars and academic activities were regularly implemented.
11. Award schemes and scholarship opportunities were introduced to give students recognition for their efforts and boost their confidence and self-esteem in learning.

Student Discipline

The Discipline Section is responsible for management of student discipline. Students who commit offences are admonished and guided. Great emphasis is placed on enabling students to realise their mistakes, giving guidance to remedy their misbehaviour, as well as building their senses of compliance to the school regulations.

To enhance the communication between students and teachers on school rules and discipline measures, briefing sessions at all levels and school-wide consultation meetings are held annually. In addition, programmes and talks are organised to nurture moral values and a positive learning attitude in students.

The Prefect Team and class associations assist in discipline work. The School adopts the 'class management' scheme. The scheme empowers classes to set up and, where necessary, review their own rules. It facilitates the establishment of a good class atmosphere and the development of a learning community in which students help and encourage each other while being self-motivated and self-disciplined. Teachers always keep a close watch on students' behaviour as preventive measures, allowing students to study and grow in a modest learning atmosphere.

Student Counselling

The Section followed a routine that mainly consisted of remedial service in the form of individual counselling, home visits and referral of students to specialised agencies. The social worker provided timely and professional service. Team members, though assigned numerous other duties, remained dedicated. Collaboration with other functional teams in the Student Pastoral Unit and class teachers was close.

1.1 Sex education

- Classroom sex education programs for S2/S.4/S.5 students were offered by the Health Department throughout the year. News clips and experience sharing of the medical professionals were highly appreciated. On average, over 90% of students were satisfied with the programs. They also agreed that the lesson content was delivered effectively in the classrooms.
- 'Taste of Life' was jointly organised by the Student Counselling Section and the Health Club for S2 and S3 girls. Over 20 students participated actively in the activities every time and positive feedback was collected. Students were willing to share their ideas and they enjoyed the learning activities in these three sessions. It was a very good opportunity to approach students and to form counselling groups, and some of them could be invited to help organise activities in the coming year.

1.2 Big Brothers and Big Sisters Scheme

Student counsellors were paired up with S1 students, taking turns to serve in homework tutorials. The arrangement was more flexible and efficient. Student counsellors were responsible and conscientious in providing S1 students with timely advice and support. S1 students' attendance at tutorials was good. They were enthusiastic in seeking help from the student counsellors.

1.3 Voluntary Service

The school volunteer team worked in collaboration with the Student Counselling Section for S1 participants of the 'Big Brothers, Big Sisters' Scheme. S1 students were relatively passive in the visit while the student counsellors proved to have their compassion for the needy and communication skills enhanced.

1.4 Goal Setting Workshops

Activities in the form of board games were conducted to enhance students' learning motivation and awareness of goal-setting. Students' responses were mediocre and the attendance rate was relatively low (around 50 - 60 %). Time clashes with other remedial or detention classes also constituted a major hindrance. It was suggested that the mode of activities and the selection criteria of target participants could be refined.

1.5 Award Program for Junior Form Students

Over 80% of the participants had their average marks increased in the Final Examination. S1 students showed significant improvement. All participants were invited to join the Task-based Integrated Training Workshop organised by Master Archer in June. The activity proved to be successful in building teacher-student rapport, which was essential for catering to students' educational needs.

1.6 Life Education: Life Journey Center Visit

All S4 students visited the Life Journey Center from 2/10/2015-9/10/2015, where they learnt to treasure time and care for people around them through various fun games. The response of the students was positive. With guided questions, students wrote down what they learnt from the activity. More time could have been given to students for deeper thoughts and more in-depth self-reflection. It is a very good programme for life education and is highly recommended for the personal growth of students.

1.7 Life Education: Form Periods

Course materials and activities had been tailored to facilitate the implementation of life and value education in S1 and S2. Form teachers agreed the form period activities could cater to the needs of students' personal growth and constitute an effective platform for class management. Students were enthusiastic in sharing and discussion.

1.8 SEN Co-ordination

- Speech therapy was provided for SEN students. The training workshops organised by the Joyance Community Health Consultant Co. Ltd. proved to be effective and participants were able to make encouraging progress in their oral communication.
- In collaboration with the New Life Psychiatric Rehabilitation Association, the JC A-Connect Program was organised for SEN students this year. The number of participants was trimmed down to allow for an almost one-to-one training model. Individual care was intensive and students showed improvement in interpersonal and communication skills in 12 sessions of the training workshops.

School Social Worker

The Hong Kong Family Welfare Society appointed Ms Ada Wong Hoi-shan and Mr Lee Kwok-wai as our school social workers. Their stationing days were Monday, Wednesday; Tuesday and Friday respectively. They provided professional casework counselling to those students and to families in need. Academic performance, parent-child relationship and peer relationship were the prime concerns of students. Students encountered rapid changes in the adolescent stage. Ms Wong and Mr Lee co-operated with different functional groups in school and organised various programmes to help enhance students' self-esteem, communication skills, leadership and problem-solving skills. Taste of Life, Peer Mediation Training, S2 Goal Setting Scheme, S3 Finding Colour in Your Life and S4 Career Mapping were some of the examples. Life Experience Journey, as a life education programme, let students experience birth to death through various games. After the program and debriefing, students realised time is limited and should spend time on valuable things, especially on their family. With a clear goal setting strategy, students will be more confident in facing the challenges and bridging to the public examination in later stages. Parents were key partners in nurturing students. Ms Wong delivered topical seminars, for example, the Youth Culture and Parenting Style. Such programmes helped to enhance parenting skills and foster parent-child relationships.

Careers Guidance

The Careers Guidance Team aims to help students know themselves better, and alert them of the present and future education, training and career opportunities so that they may plan their studies and careers independently.

Activities conducted this year were as follows:

Date	Class (Number of Students)	Event & Particulars
Late Aug. to Early Sept.	S6 (158)	Academic Advising Session (by careers teachers)
26/9/2015	S4-S6 (150)	UST Outreach Day
26/9/2014	S6 (144)	'Sharing with undergraduate alumni' and JUPAS Talk for S6 students
2/10/2015	S5 (29)	Visit to Y.E.S. (Kwai Fong)
9/10/2015	S6 (154)	HAB Life Master SDS workshop - SDS Test
10/10/2015	S4-S6 (180)	PolyU Information Day
19/10/2015	S6 (154)	HAB Life Master SDS workshop – Debriefing of SDS Test Results
24/10/2015	S4-S6 (140)	CU Information Day
30/10/2015	S4 (4)	Training session for Junior Career Planning Competition 2015 organised by Youth Employment Start
2/11/2015	S4-S6 (450)	Talk by HK Institute of Surveyors
6/11/2015	S5-S6 (30)	Admission Talk by HKCC
7/11/2015	S4-S6 (200)	HKU Information Day
11/11/2015	S5 (30)	Visit to Y.E.S. (Kwai Fong) -- Mr. Work Workshop
16/11/2015	S4-S6 (430)	Sharing by an alumnus studying in Medicine (CUHK)
4/11/2015 11/11/2015 18/11/2015	S4 (144) (Jointly held with the school social worker)	Workshop on 'Career Mapping' published by EMB and Careers Guidance Association
9/11/2015 10/11/2015 23/11/2015	S3 (144) (Jointly held with the school social worker)	Workshop on 'Finding your colours of life', published by EMB and Careers Guidance Association
27/11/2015	S1-S5 parents (600)	Talk on the admission preparation for various courses offered by UST on Parents' night
4/12/2015	S5-S6 (30)	Admission Talk by CIE (BU)

Date	Class (Number of Students)	Event & Particulars
7/12/2015	S4-S6 (450)	Sharing session by students on their experience and the way their horizons were broadened through the ACO Career Program
8/12/2015	S4-S6 (430)	Sharing by an alumnus studying in Medicine (HKU)
8/12/2015	S4-S5 (150) With students from St. Paul (Lam Tin), TWGSS and Lam Woo Memorial Secondary School	University Preparation Workshop (By Arch-Community Outreach)
9/12/2015	S3 (140)	Briefing session on points to be noted for selecting Xs and the introduction of electives available
9/12, 17/12, 23/2/2016 18/3/2016 5/5/2016	S4 (10)	Training Workshops for Careers Prefects
12/12/2015	S3-S6 (50)	'Job Exploration' Workshop 3 -- Engineering Field
14/1/2016	S3 (130)	Get Set Go! (by Hong Kong Family Welfare Society)
21/1/2016	S3 (144)	'My Type' Workshop (By HKYFG)
3/2/2016	S6 (100)	Interview Workshop for JUPAS Applicants
3/2/2016	S4-S6 (40)	HKU Consultation Session
3/2/2016	S4 (4)	Junior Career Planning Competition 2015 at Y.E.S. (Mong Kok)
4/2/2016	S4-S5 (23)	Visit to PolyU (School of Design & Institute of Textiles and Clothing)
19/2/2016	S4 (140)	HAB Life Master SDS workshop - SDS Test
2/3/2016	S3 (140)	Talk on 'Life Planning' (by HKFYG)
4/3/2016	S4 (140)	HAB Life Master SDS workshop - Debriefing of SDS Test Results
7/3/2016	S4-S5 (270)	「菁青相惜」分享會 (by Centum Charitas Foundation)
8/3/2016	S4-S5 (270)	Admission Talk by UST Science Faculty
15/3/2016	S4-S5 (18)	Visit to THEI (Department of Product Design)
21-24/3/2016	S4-S5 (27)	Visit to Taiwan Universities
29/3/2016	S4 (30)	Visit to Statistics Department of HKSAR
30/3/2016 to 21/5/2016	S5 (70)	Academic Advising Session (by careers teachers)
1/4/2016	S4-S5 (270)	Talk on 'Job Market 2020'
8/4/2016	All teachers (In collaboration with the Staff Development Section)	Workshop on 'Life Planning' (held by HKFYG)
30/4/2016	S3-S6 (35)	Job Exploration Workshop -- Civil service
16/5/2016	S4-S5 (280)	Sharing session by students joining the visit to Taiwan Universities
May 2016	S3 (30)	Advising Session for the selection of electives (by careers prefects)
27/6/2016	S5-S6 (230)	Admission Talk by HKU SPACE (HD in Health & Social Care)
27/6/2016	S6 (100)	Talk on the release of HKDSE Results for S6
4/7/2016	S3 (130)	Talk & Sharing session for S3 students on choosing NSS electives (with subject introduction by relevant subject teachers)
13/7/2016	S6 (150)	Advising session offered by our alumni from different tertiary institutions and degree/sub-degree programmes Advising service offered by careers teachers, S6 class teachers and senior form class teachers as to reprioritise and/or modify the JUPAS/study choices during the allotted time-slot in the 3-day period after the release of the DSE results

Moral and Civic Education

Moral and Civic Education Section is conducted in four aspects, namely, moral education, civic education, national education and environmental education.

In the aspect of moral education, the Section co-ordinates the implementation of hall assemblies and morning assemblies year round. Morning assemblies were conducted Monday through Wednesday in the school hall. Each lasted around 20 minutes. Teachers and students were invited to share experiences of academic research and interflow trips. Guest speakers included scholars, social dignitaries, alumni, experts on various careers etc. Examples were morning assemblies on HK tertiary education by personnel from tertiary education institutes, the horseshoe crab rearing programme by City University. Other examples were seminars on guiding students in building up good personal habits and learning attitude, topics that were closely related to students' daily life.

The following were implemented this year:

1. Promoting students' spirit of perseverance through the inter-class 'Notice Board Decoration Competition'

2. Inter-class Reading Award Scheme

The inter-class reading competition was organised to develop students' good reading habits. Students' performance in each morning reading session was assessed by the class teacher. The two classes with the highest scores were awarded prizes at the end of each semester.

3. Working in line with the student counselling team in enhancing 'Life Education', and devising the respective lesson plans for the class teachers
4. Organising 'Chinese Reading Scheme' for S3 students and 'Chinese speaking competitions' at all levels with the Chinese Department
5. Organising activities like 'Top Ten News Election' and 'Titbits on HK Government Bureaus Quiz'

In the aspect of national education, the focus is on students' first-hand experience. They are encouraged to take part in mainland study tours to know their motherland and identify with Chinese longstanding civilisations. S2 students were organised to join a study tour to Guangzhou. The trip involved 146 teachers and students. Another trip to Nanjing involved 20 teachers and students. These tours allowed students to better understand national culture, city architecture and the mainland economic profile. They also gave students opportunities to interact with mainland students. The school also practised a monthly national flag hoisting ceremony in the playground.

In regards to environmental education, the Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme'. The Student Environmental Protection Ambassadors (SEPAS) were encouraged to participate and organise activities related to environmental education and protection in our campus. This year, our school won a Green School Bronze Award. Ng Nga-yi (S5A), Chan Ka-ho (S5A) and Dinh Fong-ming (S3C) were nominated to receive the 'Outstanding SEPA Awards', i.e. Gold, Silver and Bronze Awards respectively. They were encouraged to acquire basic environmental knowledge and skills through Basic Environmental Badge training. In addition, Specific Environmental Badge training was also available for SEPAs who possessed Basic Environmental Badges and were ready to acquire in-depth knowledge on specific environmental topics.

1. Junior Level Voluntary Service

The school volunteer team worked in collaboration with the Student Counselling Section on S1 participants of the 'Big Brother, Big Sister' Scheme. Led by a senior level student, the S1 participants, in groups of two or three, visited an assigned solitary senior citizen twice a year regularly. The activity aimed to cultivate in students positive values, compassion for the needy and communication skills. Students' performance was satisfactory and they were able to strike up a conversation with the elderly.

2. Senior Level Voluntary Service

- 2.1 In the first term, all S4 students participated in a 3-hour raffle ticket sale organised by the 'Care for the Elderly Association Limited' in Tsuen Wan. Students' performance was excellent and many participants found the activity a great opportunity to learn how to strike up a conversation with new acquaintances and improve their communication skills. Certificates were awarded to student participants. The Yuen Yuen Institute – Tsuen Wan West Neighbourhood Elderly Centre awarded book vouchers to the group which raised the most fund.
- 2.2 The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) have been organised for seven consecutive years. All S4 students attended a briefing and each S4 class visited the school once, organising games and giving performances. The visit was a success and our students' participation was excellent. In debriefing, students expressed that the activity was a great opportunity for them to learn more about the disabled. After learning about the difficulties faced by the disabled, they realised that discrimination against them should be combatted and that they should not take any privileges for granted. After the visit, participants were awarded certificates.
- 2.3 Ho Fung College has organised elderly visits jointly with the Hong Kong Society for the Aged for five consecutive years. Before Lunar New Year, S5 students together with parent volunteers and teachers visited solitary senior citizens living in Lei Muk Shue Estate, offering them some seasonal gifts. With students' care and warmth, the visit brought the solitary men/women love and joy. Students knew more about the elderly's needs and the importance of filial piety.

3. Overseas Voluntary Service

- 3.1 'Small Teacher Scheme – Zhanjiang', organised by Tsuen Wan Youth Association. There were 30 S4 students who participated in the 'Small Teacher Scheme' organised by Tsuen Wan Youth Association. Sik Sik Yuen sponsored each participant with \$800. Before the trip, the student volunteers received a series of training and did much preparation. From 4th July to 8th July, they visited a special school in Zhanjiang and a martial arts school in Suixi, playing party games with the local students. They also visited Kaiping Diaolou (castle-like dwellings).
- 3.2 Four S4 students (Cheung Yuet-ying (S4C), Liang Lok-yiu (S4C), Tsoi Hoi-ki (S4E) , Lee Pui-lam (S4E)) were nominated for Guangxi Voluntary Service Tour (27th -30th March 2016) organised by Youth College. Through the voluntary teaching in local schools, participants gained a better understanding of Mainland China and its education system.
- 3.3 Twelve S3 students participated in 'Small Teacher Scheme Jieyang' organised by Tsuen Wan Youth Association (26th-30th March 2016). Through the voluntary service and teaching in the local schools, participants gained a deeper understanding of the local education and the local students.

4. Fundraising Activities

- 4.1 The Hong Kong Eating Disorders Association Limited organised a flag-selling activity in October 2015. There were 19 students (S3 to S5) who participated in the activity respectively. Their participation was satisfactory. A volunteer leadership workshop was also held for our students in February 2016. There were 15 students who participated in it and they were attentive.
- 4.2 Dress Casual Day was held on 21st December 2015. Students could dress casual on that day if they donated 10 dollars or more. \$8375.7 was raised in the activity.
- 4.3 Our school joined the Red Packet Fundraising Scheme (February 2016) organised by The Hong Kong Down Syndrome Association. Students were encouraged to donate their red packets to the needy. \$24,687 was raised in the activity.
- 4.4 In the Flower Market, \$2247.8 was raised for the Society for the Prevention of Cruelty to Animals.

5. Other Volunteer Training and Voluntary Service

- 5.1 Our school nominated three S4 and S5 students for the UNICEF Young Envoys Programme 2015. After the interview, Tse Man-yan (S4D) was selected as a Young Envoy, receiving a series of leadership training. She would visit developing countries, knowing more about the locals' living standard and UNICEF's work there. In May, 2016, Fork Wing Tung shared her knowledge about children's lives and education in developing countries.
- 5.2 Three S4 students (Zhang Le-yi (S4D), Tse Man-yan (S4D) and Wong Yim-mui (S4E)) were selected as Hong Kong Youth Ambassadors. The programme was organised by the Tourism Commission and The Hong Kong Federation of Youth Groups. The students visited various government departments and private organisations, and they received a series of trainings, after which they provided voluntary services at tourist spots during public holidays, answering tourists' queries and introducing them to Hong Kong. The activities broadened their horizons and improved their communication skills.
- 5.3 Two S5 students, (Fork Wing-tung (S5B) and Ho Ching-ting (S5E)) were nominated for the 2016 – 2017 Hong Kong Outstanding Youth Volunteer Scheme. The scheme's Committee will select 20 outstanding Youth Volunteers to participate in the promotional work on volunteering in Hong Kong and exchange their volunteer experiences with people overseas.
- 5.4 S4B student, Tang Yin-ni, was nominated for the Sowers Action Youth Ambassador Programme. The programme was organised by Sowers Action. Students received a series of trainings and participated in a mainland exchange programme during the Easter holiday. The programme broadened their knowledge on the education system in China and enhanced their leadership.
- 5.5 From July to August, in order to improve service quality, a survey was conducted in Sik Sik Yuen Wong Tai Sin Temple and Sik Sik Yuen Social Services Complex. Six S3 students volunteered to carry out the survey.
- 5.6 There were 80 students (among 100 applicants) who donated blood on the Blood Donation Day organised by Hong Kong Red Cross. Their participation was deeply appreciated.
- 5.7 There were 12 students who applied for the Best Project – Hospital Summer Volunteer Training and Voluntary Service Programme 2016 held by the Yan Chai Hospital Patient Resource Centre. Selected candidates will receive training, after which they will provide voluntary service at a hospital, handling clerical work, prescribing medication and participating in visits.
- 5.8 Our school nominated 33 S2 students for Tsuen Wan District Youth Corps 2016-2018. In the two-year programme, participants would organise and participate in community

service, personal growth related activities and team-building activities. Highlights of the programme include exchange tours to Inner Mongolia and Singapore.

6. Volunteer Awards

In 2015, 549 students and parents joined the Volunteer Movement organised by the Steering Committee on Promotion of Volunteer Service (a committee under the Social Welfare Department). The total voluntary service hours accumulated was 10,888 hours. Ho Fung College was awarded the Group Gold Certificate; 23 volunteers were awarded Individual Gold Certificates; 52 were awarded Individual Silver Certificates and 31 were awarded Individual Bronze Certificates.

Co-curricular Activities

1. Our school places great emphasis on nurturing students' multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S1 students are required to receive a one-year training related to music/physical education or uniform teams.
2. Leadership training is another feature of our co-curricular activities. Participants are exposed to appropriate induction which gives them opportunities to unveil their leadership potential. In this year, the seventh 'Senior level leadership training scheme' was conducted which trained 36 S3 participants. They were groomed to be responsible, active and enthusiastic student leaders who chaired the Students' Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully from 24th to 27th August.
3. On top of the above, other co-curricular activities are categorised into three areas: House activities, club activities and school teams/tutorial classes.

3.1 House activities

Students are divided into four Houses: Red, Yellow, Blue and Green. Under the supervision of House teachers-in-charge, various inter-House competitions are organised annually, for instance, Sports Day, cheering team competition, Swimming Gala, Cross-country Run, ball games, debate and drama competitions.

3.2 Club activities

Clubs and societies are grouped into the following: academic, interest, sports, uniform teams and community service.

- Academic clubs and societies aim to stimulate participants' interest in learning specific school subjects like Chinese Language, English Language, Science, Geography, Economics and Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, exhibitions, movie shows, hiking, visits, club bulletin are organised year round.
- Interest groups such as the Chess Club, Girls Baseball Club, Astronomy Club, Odyssey of the Mind etc. are popular with students. Sports teams like ball games and athletics have a wide appeal to students as well. Tutorial classes on school band, choir, Chinese orchestra and piano accompaniment are offered.
- There are four uniform teams at school, namely, scouts, girl guides, school band, and St. John's Ambulance. Participants are drilled on marching and life skills. They take part in hiking, camping and other community service regularly.

3.3 School teams and tutorial classes

Tutorial classes are conducted on various Chinese and Western musical instruments by external experts and school teachers. Outstanding participants are nominated to take part in Royal Music Examination and other inter-school competitions. Tutorial classes are also organised on Chinese dance, modern dance, jazz etc. In addition, classes on football, volleyball, basketball, handball, table-tennis, badminton, tennis, squash, athletics, cross-country run and swimming are conducted regularly.

Physical Well-being

The P.E. Department organised various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle.

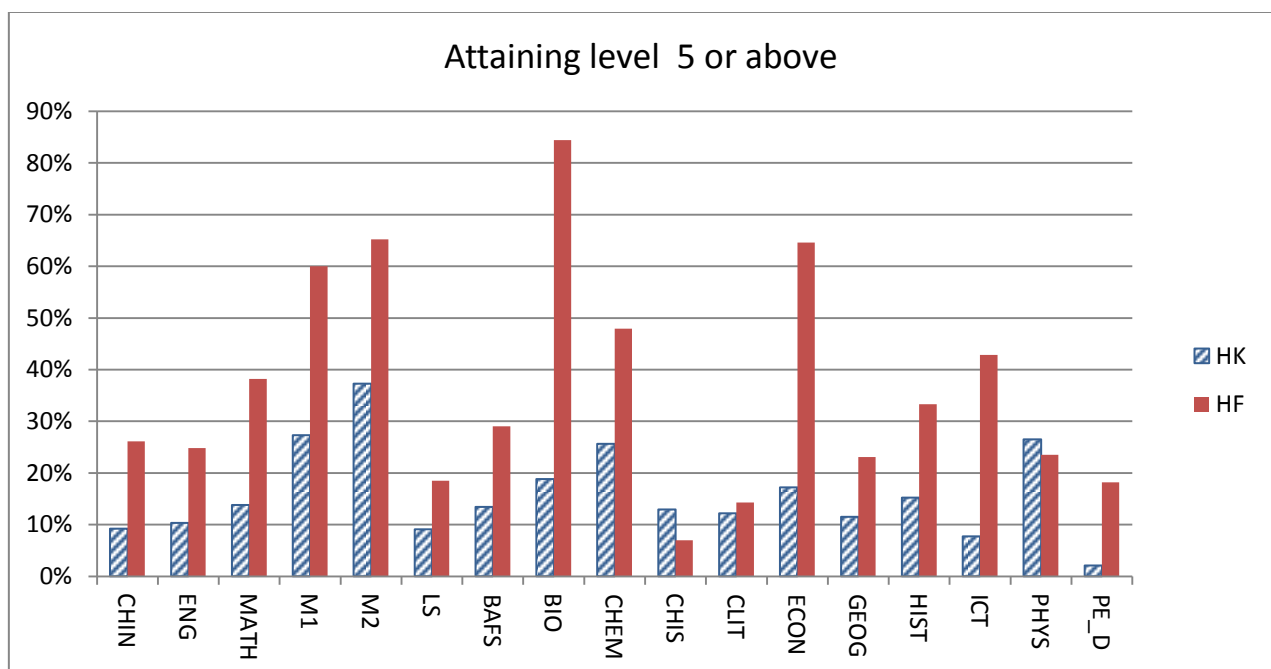
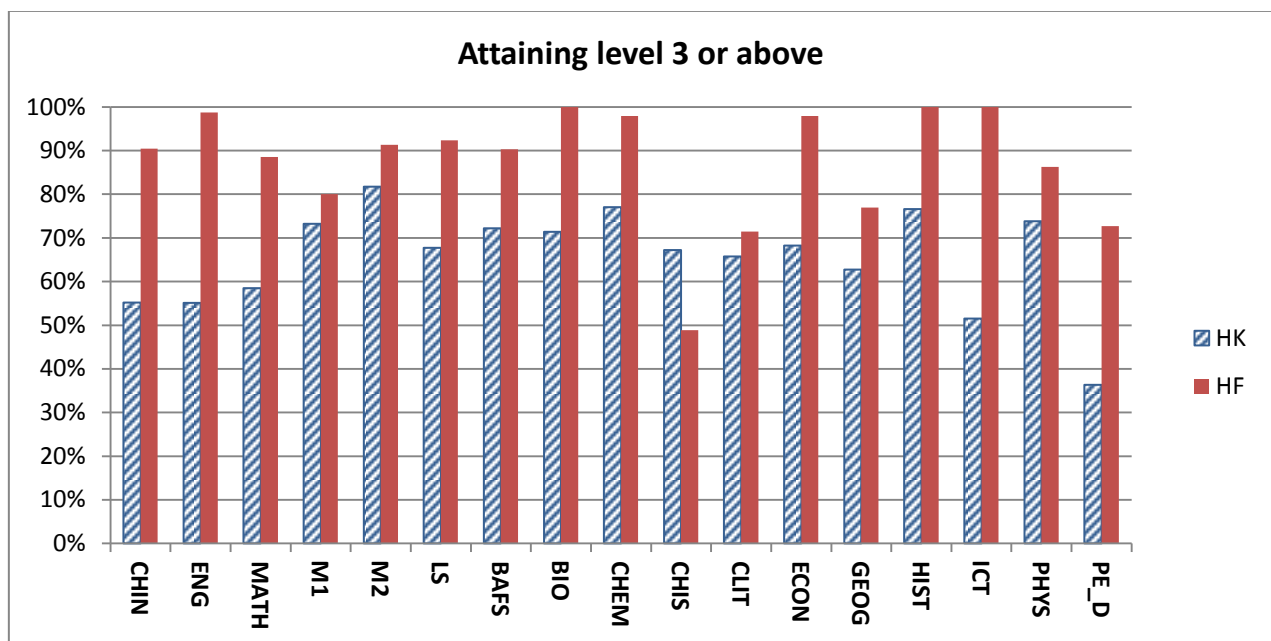
This year, the annual Sports Day was held on 24th and 25th September, 2015 in Shing Mun Valley Sports Ground. There were more than 100 events in which students participated vigorously. The event that followed was the Swimming Gala held on 8th October, 2015 at Shing Mun Valley Indoor Swimming Pool. The final whole-school sports function was 41st Cross-country Run, which took place on 4th February, 2016 at Shing Mun Reservoir. Most of the students strived hard to finish running the whole course. Through co-operation and supervision of the teachers-in-charge, the department also offered a great variety of ball games and activities, such as handball, volleyball, football, basketball, badminton, table-tennis, athletics, cross-country run, tennis, etc. for students who received regular practice throughout the year. Our students exhibited impressive team spirit in the activities.

STUDENT PERFORMANCE

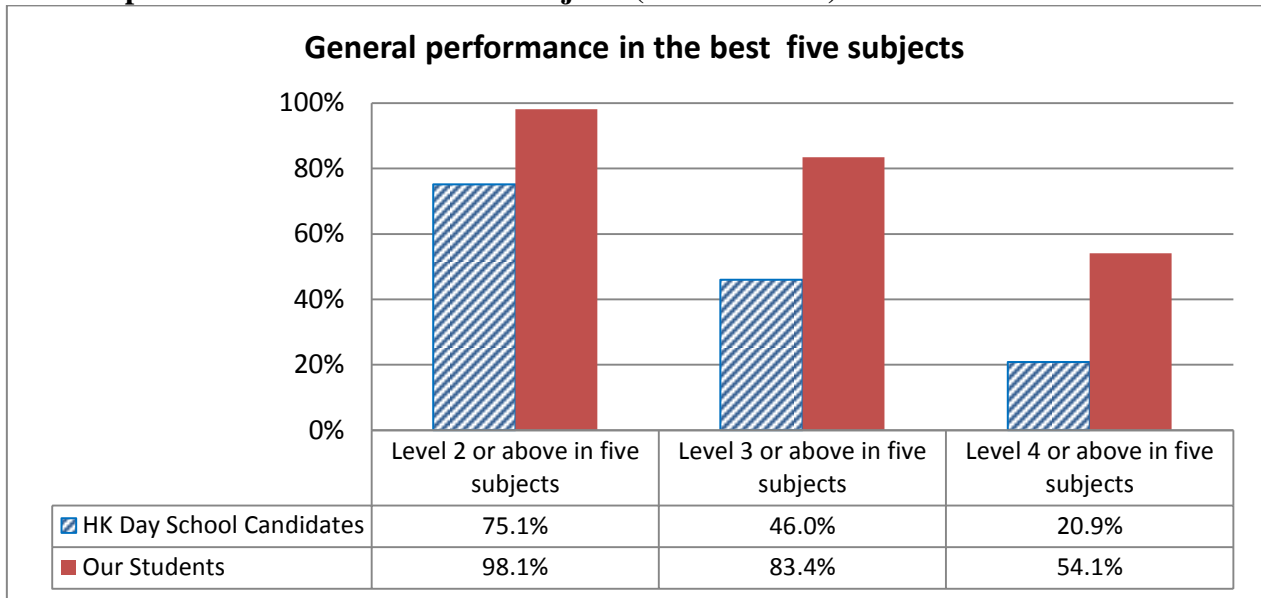
Academic Performance

157 of our S6 students took part in the 2016 HKDSE. 89.8 % of them achieved level 3 or above in both Chinese Language and English Language. 88.5% of students fulfilled the minimum requirement of university entry (i.e. levels 3322 in Chinese Language, English Language, Mathematics and Liberal Studies respectively).

Performance in HKDSE 2016	Percentage
English Language (Level 3 or above)	98.7%
Chinese Language (Level 3 or above)	90.4%
Mathematics (Compulsory Part) (Level 2 or above)	98.1%
Liberal Studies (Level 2 or above)	100%
Students eligibility to degree programmes (“3322”)	88.5%

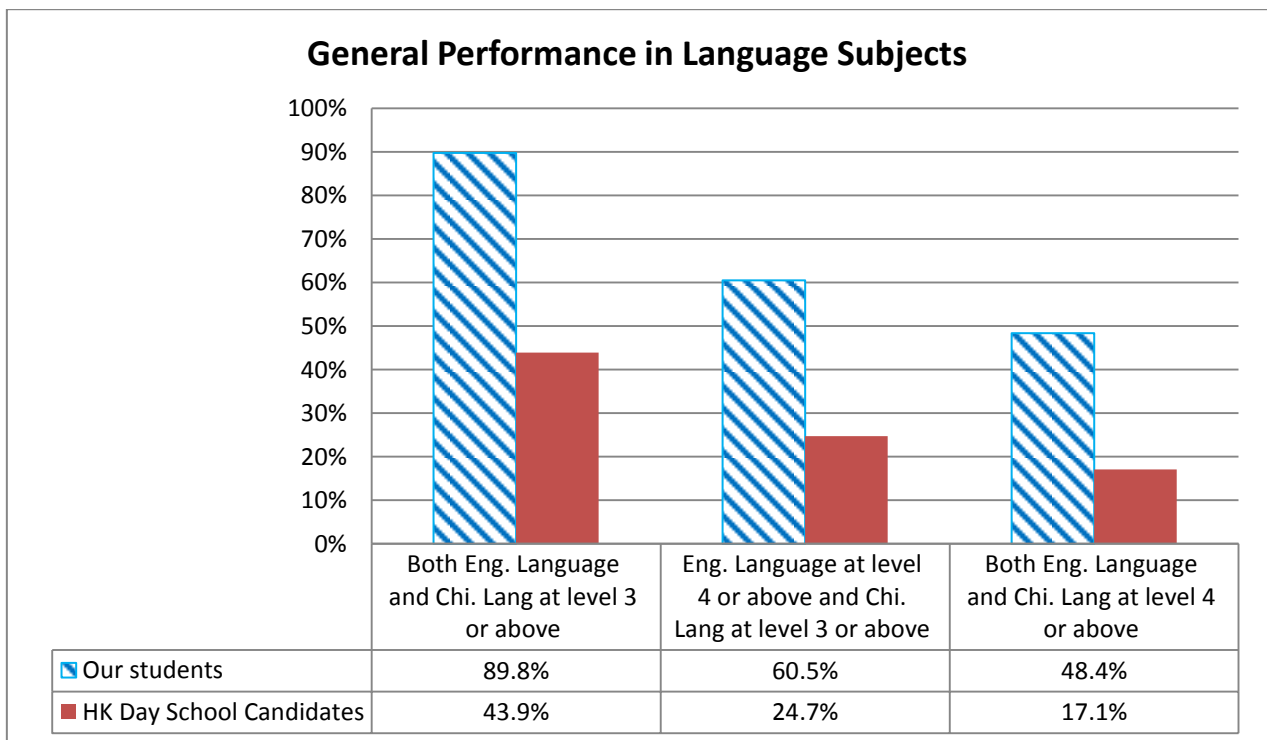


General performance in the best five subjects (2016 HKDSE)

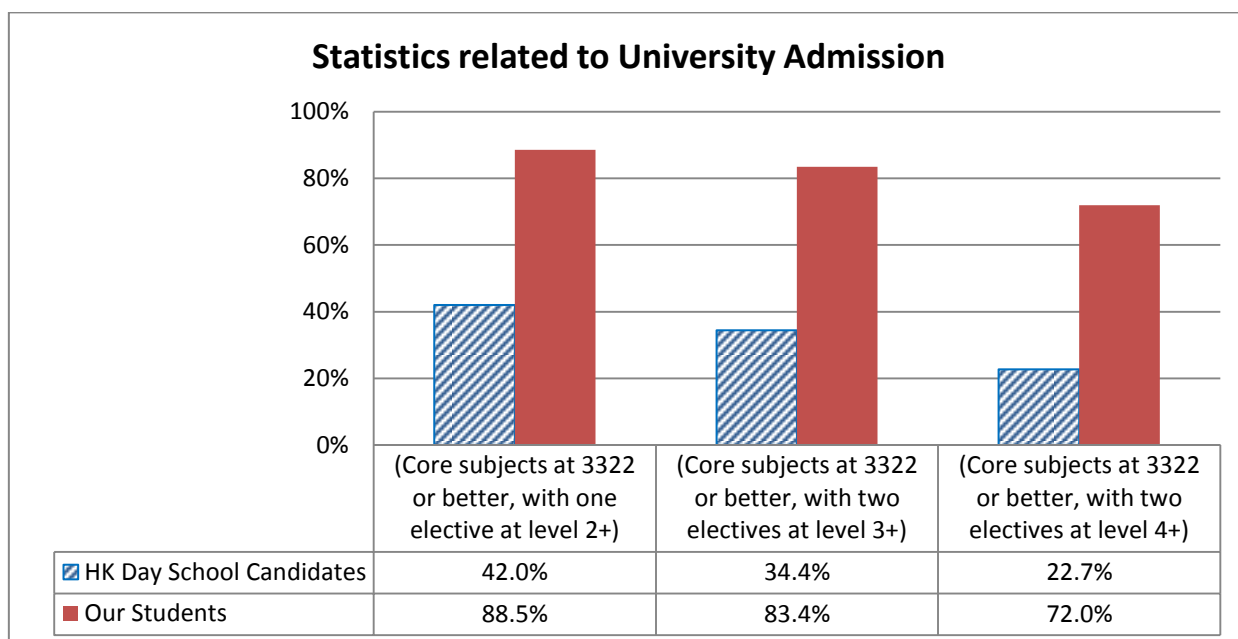


General Performance in language subjects (2016 HKDSE)

	Our students	Hong Kong Day School Candidates
Both Eng. language and Chi. language at level 3 or above	89.8%	43.9%
Eng. language at level 4 or above and Chi. language at level 3 or above	60.5%	24.7%
Both Eng. language and Chi. language at level 4 or above	48.4%	17.1%



Statistics related to University Admission



Other Achievements

Our students participated in various external competitions and attained outstanding performance.

Date	Organiser	Competition	Name of student	Prize
4/7/2015	Athena Space	3 rd Creative Essay Competition 'Love • Peace' Youngest eBook Writer 2015	5D Lau Yuk-ting	Champion(Senior) , Best Improvement Award
13/7/2015	Education Bureau The Outstanding Young Persons' Association	Hong Kong Future Leaders Award 2015	6A Ng Cheuk-man 6F Chan Ying-wai 5B Fok Wing-tung 5E Lo Chi-fung 4D Wong Kin-hei 4D Ku Chi-ting	Hong Kong Future Leaders Award
18/7/2015	Junior Chamber International (Yuen Long)	The 28 th HKSAR Outstanding Students Selection	5A Lau Shan-shan	Top 10 Outstanding Students
28/8/2015	Hong Kong Quality Assurance Agency	The 8 th HKQAA 'My Dream Home' Writing, Photo, Drawing and Poster Design Contest	4D Leung Chi-yin	1 st Runner-up
			4D Shing Ka-ho 4D Chan Ka-hei Nicole	Merit
			4B Leung Yuk-yiu 4D Lam Chi-chun	Finalist
29/8/2015	Hong Kong Virtuosos Music Association	The 6 th Hong Kong Virtuosos Music Competition	2A Chu Mei-sui	Silver Award (Sonatina Class)
5/9/2015	Hong Kong Youth Power Association	HK Inter-School Debating Challenge 2015	Chinese Debate Team	1 st Runner-up (HK) Champion (New Territories West District)
			4C Chan Ho-ying	Best Debater (Final)

Date	Organiser	Competition	Name of student	Prize
14/10/2015	Chinese YMCA of Hong Kong	IFocus@IGF2015	4D Lam Sum-chung 4D Kong Wai-tsun 4D Ku Chi-ting	Champion (The three ambassadors joined the 10 th United Nations Internet Governance Forum held in João Pessoa in November 2015.)
27/10/2015	The Hong Kong Federation Of Youth Groups; Prudential Hong Kong Limited	'Hope for Success' Award Scheme 2015	5C Lo Tsz-yau	Merit
27/10/2015	St. John Youth Hong Kong	Hong Kong St. John Ambulance Brigade Youth Command Inter-Divisional Competition 2015	Ho Fung Combined Cadet Division	First Aid Winner Uniform Inspection 2nd runner up Foot drill Winner Overall Champion
7/11/2015	Ho Koon Nature Education cum Astronomical Centre (Sponsored by Sik Sik Yuen)	20th Anniversary Slogan Writing Competition	2A Tang Wai-kei	Champion
			4B Tuen Ho-tim	First runner-up
28/11/2015	Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Softball Competition	Girls' Softball Team	4 th Prize
4/12/2015	Leisure and Cultural Services Department	2015 HK Youth Music Interflows - Symphonic Band Contest	Symphonic Band	Silver Prize (Secondary School Junior Class)
5/12/2015	Hong Kong Schools Mooting and Mock Trial Association	Hong Kong Schools Mooting and Mock Trial Competition	5B Hon Sum-yin 5B Ma Lok-man 5B Ng Tsz-wai 5E Chong Wen-huey 5E Lo Chi-fung	2 nd runner-up
			5B Ma Lok-man	Outstanding Barrister Award
10/12/2015	Leisure and Cultural Services Department	2015 HK Youth Music Interflows – Chinese Orchestra Contest	Chinese Orchestra	Merit
12/12/2015	YES Youth Employment Start (Labour Department)	Junior Career Planning Competition 2015	4D Kong Wai-tsun 4D Lam Chi-tsun 4D Tang Ka-chun 4D Yuen Yam	Champion
18/12/2015	Ling Liang Church M H Lau Secondary School Chinese Micro-novel Society (Hong Kong)	The 4 th Inter-school Micro-novel Writing Competition	4E Chan Man-ye	Certificate of Commendation
			5A Wu Cong	Certificate of Commendation
12/2015	Hong Kong Schools Music and Speech Association	67 th Hong Kong Schools Speech Festival (Cantonese)	1B Choi Wing-lam	Solo Prose - 2 nd Prize
			2A Wu Yik-mei	Solo Verse - 2 nd Prize
			3A Chan Yui-chung 4A Ngai Sze-wing 4E Cheng Wing-lam	
		67 th Hong Kong Schools Speech Festival (Mandarin)	1B Ng Chu-yam	Solo Prose - 3 rd Prize
		2B Pang Wing-sze	Solo Prose - 2 nd Prize	
		2D Hui Ho-ye 3C Lee Wing-fung 4E Cheng Hoi-lam	Solo Prose - 3 rd Prize	

Date	Organiser	Competition	Name of student	Prize
		67 th Hong Kong Schools Speech Festival (English)	2D Szeto Tsz-hei	Solo Verse - Champion
			3D Mak Hei-yin	Solo Prose - Champion
			1B Chan Yuet-man 3A Lam Wing-ki 3C Shu Yu-yan	Solo Verse - 2 nd Prize
			1D Lee Chin-wai 5D Tang Man-yee	Solo Prose - 2 nd Prize
			1A Ho Tsz-ching 1B Choi Wing-lam 2D Hui Ho-yee	Solo Verse - 3 rd Prize
			3D Lau Chak-shu	Solo Prose - 3 rd Prize
			3C Principe Jericho Bibat	Public Speaking Solo - 3 rd Prize
			S1-2 Choral Speaking	Champion
16/1/2016	Hong Kong Professional Teachers' Union	The 20 th Penmanship Competition	2A Chan Yuet-ting	Junior Champion (English)
			3A Wong Ci-ci	Merit (English)
23/1/2016	Joint Committee for The Promotion of The Basic Law of HK	15 th HK Secondary Debate Competition (Basic Law Cup)	Chinese Debate Team	2 nd Runner-up (New Territories West)
28/1/2016	Hong Kong Schools Sports Federation	N.T. Inter - School Tennis Competition	Girls' Tennis Team	3 rd Prize
2/2016	Hong Kong Schools Dance Association Limited and the Education Bureau	The 52 nd Schools Dance Festival	Dance Club	Gold Award (Chinese Dance - Trio) Gold Award (Chinese Dance - Group Dance) Gold Award (Jazz Dance & Street Dance - Group Dance)
5/3/2016	Gifted Education Section - Curriculum Development Institute Education Bureau HK Association for Science/ Mathematics Education	Hong Kong Mathematics Creative Problem Solving Competition for Secondary School 2015/16	1A Lui Ngo-sen 1B Lam Shing-yuen 2A Lee Kin-chung 2A Chan Chun-hei	Gold Award (Heats) Merit (Final)
12/3/2016	South China Morning Post	Student of the Year Awards 2015	5E Wong Yuet-hoi	Merit (Top 8) Student of the Year: Linguist (Cantonese)
17/3/2016	North Kwai Chung District Scout Association of Hong Kong	NT North Kwai Chung Camporee - Chairperson's Award for Scouting Skills Competition	Scouts	Champion
18/3/2016	Hong Kong Taoist Association, Sik Sik Yuen & Ching Chung Taoist Association of Hong Kong and Fung Ying Seen Koon	Hong Kong Taoist Day 2015 – Shun Shin Chee Kit Yin Koon Scholarship 2016	5B Ng Tsz-wai	1 st Prize with a \$1,100 scholarship
			4C Chan Ho-ying	2 nd Prize with a \$900 scholarship
			3D Lai Yan-ping	3 rd Prize with a \$700 scholarship
19/3/2016	College of International Education, Hong Kong Baptist University	Hong Kong Secondary Schools Chinese Poetry Writing Competition	5A Wu Cong	Gold Award
			5D Lau Yuk-ting	Silver Award

Date	Organiser	Competition	Name of student	Prize
20/3/2016	Wah Yan College HK · The Hong Kong Polytechnic University - Hong Kong Community College	Chinese Calligraphy Competition 2016	2A Chan Yuet-ting	Merit
			3D Liang Yan	Merit
			3D Jone Man	Merit
3/2016	Hong Kong Schools Music and Speech Association	68 th Hong Kong Schools Music Festival	3B Poon King-hei	Champion (Graded Piano Solo - Grade Seven)
			3D Chan Chau-wa	Second Place (Graded Piano Solo - Grade Eight)
			2D Chau Ka-yee	Second Place (Descant Recorder Solo - Secondary School)
			2D Chau Ka-yee 2D Lee Tsz-kiu	Second Place (Recorder Duet-Secondary School)
3/2016	Hong Kong Mathematical Olympiad Association	9 th China Cup Invitational Mathematical Olympiad Competition	1B Wong Chun-ki	Third Grade Award (Qualifier)
			2A Lee Kin-chung	Grand Prize (Finals, Top 10) · Second Grade Award (Qualifier)
22/4/2016	Asia Children Education Association	Hong Kong Secondary School English Writing Competition 2015-2016	4B Choi Mei-kei	Best Writer (Senior Secondary Division)
			5A Chan Ka-ho	Most Creative Writer (Senior Secondary Division)
27/4/2016	Chinese Language Education Research Association	Chinese Language Elite Scheme	3D Wong Man-ling	Bronze Prize
30/4/2016	Pui Ching Academy	15 th Pui Ching Invitational Mathematics Competition	1B Lam Shing-yuen	Silver (Top 15 of HK)
			1A Lui Ngo-sen	Merit
			3D Tse Chi-man 5D Wong Ching-ho	Merit Merit
4/2016	Kwun Tong District Culture and Recreation Promotion Association & Kwun Tong District Office of the Home Affairs Department	The 44 th Open Dance Contest	Dance Club	Silver Prize (Chinese Dance –Open Group) Silver Prize (Chinese Dance - Trio)
4/2016	Presented by the Education Bureau, produced by Hong Kong Art School, and sponsored by The Lok Sin Tong Benevolent Society, Kowloon and the Leisure and Cultural Services Department.	The Hong Kong School Drama Festival 2015/16	Drama Club	Award For Outstanding Stage Effect
				Award For Outstanding Cooperation
			5B Wong Hing-tung	Award For Outstanding Performer
7/5/2016	Tung Wah Group of Hospitals	TWGHs Good People, Good Deeds: English Story Writing Competition 2015	1A Chan Ming-jaak	Gold Winner
			3A Chan Wai-hang 3D Wong Hong-ki	Certificates of Merit

Date	Organiser	Competition	Name of student	Prize
7/5/2016	Smart Education Charitable Foundation	The 8 th English Radio Drama Competition in Hong Kong and Macau	1A Heung Man-ching 1B Chan Yuet-man 3D Mak Ka-ying	Silver Award
14/5/2016	China-HK Sports Association cum Olympics Steering Committee	Samsung 59 th Festival of Sport - Baseball Tournament	Girls' Baseball Team	Girls Overall Champion
				Girls Senior Champion
				Girls Junior Champion
			6A Lee Wing-kiu	Girls Senior - Most Valuable Player
			5D Chau Tsz-lam	Girls Junior - Most Valuable Player
17/5/2016	Hong Kong Professional Teachers' Union, NESTA, City University of Hong Kong	17 th HKPTU (NESTA) Secondary Debating Competition 2015-2016	2A Chan Chun-hei 2A Chan Lok-yiu 2A Chan Yuet-ting	Junior Division (EMI) Champion
21/5/2016	Hok Yau Club	11 th Outstanding Student Leaders Award	5B Fok Wing-tung	Outstanding Student Leaders(Top 10)
			5D Tse Man-yan	Student Leaders
25/5/2016	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	N.T. Secondary Schools Outstanding Athlete Election 2015-2016	4D Wong Hiu-nam	N.T. Secondary Schools Outstanding Athlete
25/5/2016	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	Overall Championship 2015-2016	Boys	4 th Prize
			Girls	2 nd Prize
27/5/2016	HK Secondary School Debating Association	HK Secondary Schools Debating Competition (Grand Final) (2015-2016)	2A Chan Chun-hei 2A Chan Lok-yiu 2A Chan Yuet-ting	Junior Division (Overall) Champion
5/2016	Hong Kong Quality Assurance Agency	The 9 th HKQAA "My Dream Home" Writing, Photo, Drawing and Poster Design Contest	3D Mak Hei-yin	1 st Runner-up
			3D Lee Ka-ying	2 nd Runner-up
			3D Tse Chi-man	Merit
			3D Liang Yan	Finalist
			3D Fu Jiahui	Finalist
			3D Jone Man	Finalist
5/2016	The Hong Kong Federation of Youth Groups, Education Bureau, Creative Competitions, Inc.	Odyssey of the Mind 2016 (Problem 2, Division 2 Long-Term problem: Something Fishy)	2A Wong Chun-ip 2A Wong Yuet-tim 2A Wong Ping 2C Lam Hoi-ching 2D Szeto Tsz-hei 3C Lim Ho-tik 3D Wong Ho-hui	World Finals – 1 st Runner-up
				Overall Champion (Representing Hong Kong for the World Finals in the USA on 27/5-30/5), Best Style & Most Creative Prize
24/6/2016	Commission on Poverty	'Future Stars' Programme	5A Wu Cong 4A Kwok Ho-yan 3C Xiao Shi-feng	Upward Mobility Scholarship

Date	Organiser	Competition	Name of student	Prize
30/6/2016	Hong Kong Youth Hostels Association	The Jockey Club Mei Ho House Hong Kong Spirit Learning Programme: 'Love between Generations' Essay Competition	3C Ho Tsz-ue 3C Chan Kin-ip 3C Cheng Chloe Ching 4C Tam Ho-ni 4D To Lai-nga 5E Ng Lok-yan	1 st Runner-up Merit Merit Merit Merit
6/2016	Ocean Park Conservation Foundation Hong Kong · City University Of Hong Kong	Juvenile Horseshoe Crab Rearing Programme	4D Leung Chi-yin 4E Chan Hang-ting 4E Choi Wai-sum 4E Tin Ka-tung 4E Cheng Wing-lam 4E Cheng Hoi-lam 4E Leung Hoi-yuei 4E Lam Ho-yeung 5D Cheng Nam	Most Popular Video Award

Ever since joining the Hong Kong Schools Sports Federation, our school has been playing an active role in inter-school competitions and has attained applauding results. Results were as follows:

Prize / Division	Badminton			Handball			Table-tennis (Girls Champion)			Volleyball (Girls Champion)		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
Boys Grade A												
Boys Grade B							✓					
Boys Grade C												
Girls Grade A							✓					✓
Girls Grade B						✓		✓		✓		
Girls Grade C			✓		✓			✓		✓		

Prize / Division	Athletics			Cross Country			Swimming		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
Boys Grade A						✓			
Boys Grade B									
Boys Grade C									
Girls Grade A									
Girls Grade B			✓			✓	✓		
Girls Grade C									

Priority Task 1: To enhance students' efficacy and self-esteem in learning

1. Achievements

Our efforts to offer strong support and guidance for all students were valuable and successfully aimed at cultivating academic development. An all-round, holistic approach was executed in order to cater for learner diversity. A wide range of electives were made available to students and tailored academic and careers workshops, seminars, online programmes and reading schemes were also directed by various subject departments and the school library with teachers to give further guidance.

The school effectively devised measures to facilitate learning and teaching through creating detailed analyses of student performance in tests and examinations. In order to cater for learner diversity, split class arrangements were specifically founded on these analyses and were implemented in S1-S3 English Language, and S2 and S3 Chinese Language. An elite class arrangement was also adopted in S2 and S3 respectively. This effectively catered for learner diversity and better enhanced their study and examination skills.

An extra class was added for S4-S6 students in order to reduce the total the number of students in each class. Having smaller class sizes allowed teachers to administer more individual attention and therefore better develop students' study and examination skills. Extra tutorial groups were also arranged for students dropping elective subjects in S6. In order to further support students, S6 Study Room was introduced. By reserving rooms exclusively for these students, they were able to make full use of their available time at school, whilst also being able to reach out to teachers for extra guidance and advice. Similarly, this measure also allowed teachers to easily find students to offer them further support and attention when they deemed it beneficial for the students.

Funding for School-based After-school Learning and Support Programmes was again utilised to launch supplementary tutorials from S1 to S6, and was found to be successful. DLG funding was used to offer supplementary learning opportunities in various subjects such as Music, Physical Education, Liberal Studies, Chinese debate and English speaking and writing.

The 'Campus Television Studio', subsidised by the Quality Education Fund, acts as a useful resource for our students to learn through in multimedia education. Students were invited to be a part of various broadcasts in order to encourage other students whilst also building confidence and self-esteem.

As in past years, other supplementary activities guided by various functional groups were organised. The activities included debates, Odyssey of the Mind, speech contests, writing competitions, book report competitions, music events, sports competitions and environmental protection programmes. All of these activities were deemed to be successful in constructively impacting on students' efficacy and self-esteem in learning.

Additionally, teachers presented more awards and prizes to recognize students' achievements. The award and scholarship programmes introduced in the previous year were continued. By keeping to widened success criteria, more students were eligible for the awards. This was significant because it allowed less able students to also be rewarded for their successes and therefore boosted their self-esteem and confidence in their individual ability.

Other measures implemented to recognise students for their efforts included the first term and the year-end academic recognition ceremonies, the year-end co-curricular recognition ceremony and Ho Fung Student Travel Scholarship. These events combined were aimed at

boosting motivation and self-esteem in learning by formally identifying successful students both for their excellence and improvement in academia, conduct and co-curricular activities.

To further support students' learning, a renovation of the remedial rooms was undertaken to create what we now refer to as the Interactive Learning Centre. Functions carried out in the new Interactive Learning Centre include acting as a hub for training and preparation for debate teams. It also acts as a distinct facility for uninterrupted group work, including group discussion and language role play.

A Talent Pool was identified for teachers' reference. It included top performers from all subjects, competitions and functional groups. It was useful in helping teachers identify talented students and further motivate them to develop their potential.

2. Reflection

The diverse range of initiatives taken to boost student's efficacy and self-esteem in learning were successful in achieving a holistic approach. In order to further foster and maintain a good reading habit and independent learning skills, it is imperative that we strongly implement the reading scheme and continue to measure students' improvement.

The additional enhancement measures implemented by different subject departments and functional groups allowed the school to better guide students in their approach towards, and success in, both their learning efficacy and self-esteem in learning. A solid foundation was created to allow students to continue to improve academically with confidence. We will continue to carry out such measures as they have proved to be effective in coaching and training our students' learning attitudes, and thus reaching their goals.

A Talent Pool was compiled and students benefited from higher motivation and a greater will to succeed in the face of competition. We feel it is necessary for improvement and for preparation towards entering university where the competition is even keener.

3. Suggestion for Improvement

The reading scheme should be made a priority task for the coming academic year. The aim of this will be to further enhance students' reading habits and independent learning, and strengthen their foundations in learning and striving for excellence.

Further continuing from last year, each department will keep revising enhancement programmes and take effective measures to boost students' efficacy and self-esteem in learning. In the academic year of 2016-2017, flexible grouping arrangements will continue to be implemented from S1-S6 to facilitate their academic pursuit. Academic activities will remain as an essential part of the curriculum to fully realise students' learning potential. We will also strive for excellence by building a highly effective school that encourages students to be confident learners whilst building up a learning community which shares passion for academic excellence.

In addition to the award schemes, a new Student Performance Grading System, which is composed of 3 domains to precisely reflect students' performance in learning attitude, conduct and activity, will be implemented. This will allow more students to be recognised for their effort and approach to their own study, instead of just for top performers, further boosting their self-esteem and motivating them to effectively achieve their learning potential.

More emphasis could be put on identifying talented students to encourage more students to be included in the talent pool. This will aim to further boost students' motivation and drive, thus further honing students' skills, perseverance and determination.

Priority Task 2: To train students in perseverance; develop self-directed and introspective ability

1. Achievements

The school continued to encourage and motivate students to take part in co-curricular activities planned by various units, sections and functional groups. In addition to this, various competitions and requirements like English and Chinese Debating, Odyssey of the Mind, the Reading Schemes, Science Week, English Week, Chinese Week, Mathematics Week, the Inter-house Drama Competition, Fun Fun Fashion Show, Music Contests, Sports Day, Swimming Gala and Cross Country Run to name just a few, helped to train students' competitive nature and perseverance in bettering themselves personally, academically and holistically.

Many student-centred programmes were organised, which helped them widen their horizons, develop their organisational and problem solving skills. This was a success as it increased their self-esteem, trained their perseverance and gave them a greater sense of belonging to the school.

As previously discussed, we launched academic award schemes and scholarships to motivate students and boost their self-confidence in learning. Two formal ceremonies were held to recognise students' overall academic performance, and another was held to recognise outstanding performance in co-curricular activities. By recognising students' success and hard work, students' perseverance and independent learning skills were enhanced.

All students were led by teachers to read texts on self-improvement and management, adversity management and problem solving skills as well as competing in the 'Class Management Scheme'. Classes were also instructed to complete pre-lesson work and submit assignments punctually. An on-going focus on self-evaluation was encouraged in their daily lives including goal setting and seminars in life planning. Students showed enhanced awareness of issues of self-reflection, self-esteem, and self-management.

Students took part in social service activities, which included visiting the elderly and other volunteering schemes. Gold and silver awards were given to such students to honour their participation and hard work. This further acted as a form of motivation through recognition, leading to boosted self-confidence and encouraging students' perseverance. Overseas voluntary services were organised by teachers to specifically focus on voluntary teaching in provinces like Zhanjiang, Guangxi and Jieyang. These trips enabled our students to develop their own approach to volunteering and showing sympathy through service to further extend their self-focus and self-motivation skills in new and varied environments.

Holistically, through various departmental efforts, the school arranged a diverse collection of environmental protection and awareness programmes. The results of these were collated into a report to show the overall impact that our school was making towards combatting environmental change. Our school was presented the Green School Bronze Award and our students were presented the Outstanding Student Environmental Ambassador Awards.

Furthermore, various departments, societies, houses and sections organised a variety of educational visits, workshops, seminars and courses. Supplementary tasks were also given to students to complete. Exchange programmes to Beijing, Nanking, Guangzhou, Taipei, Osaka and Brisbane were an excellent tool to broaden students' awareness of global differences whilst effectively honing students' self-management and problem-solving skills. These exchange tours also further developed students' independence in learning and their introspective ability.

Furthering on from the previous academic year, the topic of stress management was made a priority with senior form students in regards to handling public examinations and striving for a healthy and effective study-life balance. We found this to be successful in aiding students to prepare themselves for tackling future challenges and problems whilst

reinforcing skills in managing their own lives and emotions.

We did a lot to help students develop a clear focus on their own career goals and future academic goals in life. We implemented a step-by-step approach which started at an early age for a foundation for personal growth and continued throughout their senior years at school. We found this to be effective in guiding students to concentrate their learning on topics that they could work towards accomplishing in all areas of life. Identification of strengths and weaknesses also helped them to achieve a sense of direction, giving them guidance on what to develop further.

2. Reflection

This year we increased the academic award schemes and held three different award ceremonies in order to recognise and include more students. This reflected positively on their perseverance and motivation to learn. Awards were given to top performers and to most-improved students in order to recognise their achievements and boost their resilience. Similar to last year, we saw students excel in areas like English and Chinese debating, Odyssey of Mind, music events, sports competitions, and therefore the means employed were deemed to be successful. For this reason, we have concluded to continue implementing such measures in the coming academic year 2016-2017.

As a school we have continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided good opportunities for students to showcase their enthusiasm and allow them to grow and develop, especially in areas of introspective ability, perseverance, responsibility, resilience and self-discipline.

Each of the exchange trips was a good experience for the students and gave ample opportunities for team building, cooperation, responsibility and unity, whilst encouraging students to also develop their independence and self-confidence in a group context.

3. Suggestion for Improvement

We plan to further boost students' sense of responsibility and build positive personal attributes and improve their perseverance by placing more emphasis on the Student Performance Grading System. The system is a good way to recognise students for displaying positive behaviours and self-management whilst correcting unfavourable behaviours and actions. The aim is to further encourage students to improve and to drive themselves to realise their potential.

A focus will be made on moral values to further coach positive personal attributes and encourage students to take the initiative in driving themselves towards achieving their own learning goals. A more student-centred approach will be taken towards collaborative learning, with a focus on identifying and developing students' own strengths as team players.

We will aim to cultivate students' sense of responsibility through the quest for pursuing academic excellence and commitment to community services. We will continue to use thought-provoking and inspirational articles as part of the curriculum in various departments, and focus on punctuality, self-accountability and discipline as key positive personal attributes.

To further motivate students to be responsible learners with resilient attitudes, we should aim to further distinguish unique student abilities and strengths. It is suggested that careers guidance could be more holistically influential in the curriculum. By keeping students' interests and strengths in mind, they can go on to achieve higher results whilst further developing their strengths. This will help not only the students themselves, but also the school development as it will see more students approaching their futures with confidence and talent.

FINANCIAL SUMMARY

Financial Summary (2015 -2016)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
Government Funds				
Balance B/F from previous year				4,391,888.65
(1) School Specific				
1.1) Administration Grant	3,683,219.00	(2,866,853.54)	816,365.46	
1.2) Noise Abatement Grant	574,415.00	(384,401.00)	190,014.00	
1.3) Composite Information Technology Grant	419,709.00	(431,975.00)	(12,266.00)	
1.4) Capacity Enhancement Grant	420,025.00	(265,612.10)	154,412.90	
Sub-total (1)	5,097,368.00	(3,948,841.64)	1,148,526.36	
(2) Non-School Specific (Baseline Reference)	1,884,008.26	(2,709,344.37)	(825,336.11)	
(3) Other Income	263,109.24		263,109.24	
Sub-total (2) - (3)	2,147,117.50	(2,709,344.37)	(562,226.87)	
Surplus for the year (Government Funds)				(642,304.88)
School Funds				
Balance B/F from previous year				1,545,108.75
(1) Tong Fai	136,400.00		136,400.00	
(2) Subsidy from Sik Sik Yuen	431,879.70		431,879.70	
(3) Other Income and Expenditure	500,362.31	(980,923.71)	(480,561.40)	
Sub-total	1,068,642.01	(980,923.71)	87,718.30	
Surplus for the year (School Funds)				87,718.30
Balance C/F to next year :				
Approved Collection for Specific Purposes Account :				
- Current Year	262,570.00	(183,124.51)	79,445.49	
- Balance B/F from previous year			37,754.40	
Accumulated surplus (Government Funds & School Funds) as at 31/08/2016				6,611,015.19

FEEDBACK ON FUTURE PLANNING

Our school is committed to providing our students with all-round quality education so that they can make valuable contribution to the well-being of our community. We aim at developing students' self-directed learning and their introspective ability to gear them up for lifelong challenges. With the transition to the NSS curriculum, we plan to continue to optimise our school-based curriculum with focus on fostering greater inter-departmental collaboration and a more student-centered learning and teaching approach. Teachers will be mobilised to work more closely in lesson preparation, class observation, assessment adjustments and formulation of school development plans. We also aim to explore measures to cater for learner diversity and to enhance students' balanced development.

In the next cycle of school development, we will continue to achieve the goal of the holistic development of students by capitalizing our strengths to hone students to be confident and independent learners; cultivate students' sense of responsibility and commitment to community services and co-curricular activities.

The major concerns thus formulated are as follows:

1. To develop a highly effective school through the implementation of "Collaborative Learning" and an interdisciplinary STEM education with emphasis on developing e-learning and building up a learning community which shares passion for academic excellence.
2. To enhance students' positive personal attributes with emphasis on promoting life-education, life-planning, careers guidance; sharpening students' discipline and resilience; and inculcating students with positive attitudes towards protecting the environment.

Ho Fung College (Sponsored by Sik Sik Yuen)

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2015-16 (for the fifth / sixth / seventh cohort)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
1. English S4 Speaking Course	To provide speaking training for selected students	Lesson handouts	15 S4 students	Students were selected based on their English speaking results in the previous school term.	6 sessions, each lasting for an hour, were held weekly in Room 209 from Oct to Nov 2015.	A majority of participants indicated positive feedback on the programme. They also participated in various speech activities and competitions and gained commendable results.	\$3900
2. English S4 Writing Course (General)	To provide writing training for selected students	Lesson handouts	17 S4 students	Students were selected based on their English writing results in the previous school term.	6 sessions, four lasting for 75 minutes and two lasting for 2 hours, were held weekly in Room 209 from Mar to Apr 2016 and during the Easter Holiday respectively.	A majority of participants indicated positive feedback on the programme. They were also able to produce quality writing as evidenced from their class assignments and final exam results.	\$5400
3. English S5 Writing Course (Short Stories)	To provide writing training on short stories for selected students	Lesson handouts	15 S5 students	Students were selected based on their English writing results in the previous school term.	6 sessions, each lasting for an hour, were held weekly in Room 203 from Nov to Dec 2015.	A majority of participants indicated positive feedback on the programme. They were also able to produce quality writing as evidenced from their class assignments and final exam results.	\$3900
4. English S4 & S5 Writing Course (Social Issues)	To provide writing training on social issues for selected students	Lesson handouts	30 S5 students (No S4 students were enrolled.)	Students were selected based on their English writing results in the previous school term.	6 sessions, each lasting for 1.5 hours, were held weekly in Room 125 during the Easter Holiday. Students were divided into two groups, each of which attended three sessions.	A majority of participants indicated positive feedback on the programme. They were also able to produce quality writing as evidenced from their class assignments and final exam results.	\$5400

Ho Fung College (Sponsored by Sik Sik Yuen)

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2015-16 (for the fifth / sixth / seventh cohort)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
5. Cross-KLA Chinese Debate Skills Training Course	To provide speaking and debating training for selected students	Students would participate in speaking and debating related competitions.	15 S4-S5 students	Students were selected based on their Chinese oral results in the previous academic year.	4 sessions in 10 months (50 hours) , were held in Room 223, 224 and 402.	Students took part in different debating competitions and earned awards such as the 2nd runner up of Basic Law Competition & 1st runner up of Hong Kong Interschool Debating Competition (SIBIAN).	\$10,000
6. English Debate Skills Training Course for aspiring debaters	To train students' logical thinking skills and equip students with debating skills and presentation skills	Students would participate in speaking and debating related competitions.	16 S4 students	Students were selected based on their English oral results in the previous academic year.	10 sessions, each lasting for 1.5 hours, were held weekly in Room 210 from Oct 2015 to Feb 2016.	Students were able to acquire debating skills and they won several inter-school English debating competitions.	\$7200
7. Liberal Studies Elite Critical Thinking Skill Workshop	To equip students with critical thinking skills and data analysis skills	Students would enhance their skills trainings which are essential to the study of Liberal Studies.	25 S4 and S5 students	Students were selected based on their homework and test results in the current academic year.	3 lessons, each lasting for 1.5 hours, were held in Room 206 during post exam period in July 2016.	More than 90% of the participants gave positive feedback on the programme. The average participation rate is above 90%. Students were enriched with critical thinking skills and advanced programme will be arranged in the coming school year.	\$3100

Ho Fung College (Sponsored by Sik Sik Yuen)

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2015-16 (for the fifth / sixth / seventh cohort)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
8. Music DSE Music Network Programme	To accommodate a diverse student body In view of the small number of students opting for Music, this Network Programme with other schools can help to cater for students' needs.	Students were able to pass in exams. Students have over 90% attendance throughout the year. Students were considered as potential musicians while more improvement needed to be made in order to obtain a better result.	One S4 student recommended by teacher One S5 student recommended by teacher	According to student's musical ability and the potential of obtaining good result in this subject without dropping out	From Sept 2015 to Aug 2016, 108 hours of lessons were held at the host school of our network for S4 students and 114 hours of lessons were held for S5 student.	Students' learning outcome were fair and comments from the institute teachers were positive. Both students showed improvement in their learning and obtained good results in their exam.	\$23,858.2

Ho Fung College (Sponsored by Sik Sik Yuen)

Evaluation Report on DLG-funded Other Programme (Gifted Education) 2015-16 (for the fifth /sixth/seventh cohort)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
9. Physical Education DSE PE enhancement programme (Practical)	To enhance students' skills and team work performance in track & field, volleyball or basketball To enable students to link theory with practice during regular training sessions	Students would improve their skills and tactics (personal and team) in track & field, volleyball or basketball.	All PED students who take part in track & field, volleyball or basketball in DSE PE practical exam can join the programme.	NIL	Duration : 1. 10 lessons in 5 months 2. A two-hour lesson twice a month held in school from 16:00 to 18:00	Students participated in the practice regularly and had improvement in their sport skills and tactics.	\$5975 (hire of coaches)
10. Others	Reference books / photocopy fee / Music CD	S4 –S6 students					\$691.1
Yearly total \$69,424.3							