



*HO FUNG
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Plan (2016-17)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

Our school is committed to providing our students with an all-round quality education so that they can make valuable contributions to the well-being of our community.

Following the guiding principle of Sik Sik Yuen, our school observes closely the teachings of Confucianism, Buddhism and Taoism in our moral training. In line with our School Motto: “To act benevolently and to teach benevolence”, we aim to inculcate in our students a strong sense of probity and civic duty. We emphasize a balanced development through moral, intellectual, physical, social and aesthetic education which will help our students to become competent and responsible citizens.

Our school places great emphasis on helping our staff to develop professionally, acquiring ample teaching resources, promoting close links with parents and alumni, and collaborating with other social services organisations, so as to create a congenial environment for providing quality education for our students.

SCHOOL GOALS

A. Character and Values

1. To help our students develop sound moral character with the proper values and the right attitude towards life;
2. To help our students appreciate their own uniqueness, and become confident and conscientious individuals;
3. To encourage our students to develop independent thinking, analytical power, and the ability to distinguish between right and wrong, to solve problems, to shoulder responsibility, and to express their views explicitly;
4. To help our students develop harmonious relationship with others, and to learn to respect and understand other people; and
5. To teach our students to be adaptable to changes, and become versatile and well-balanced intellectuals.

B. Learning and Growth

1. To provide a happy and disciplined learning environment for our students and inculcate in them a strong sense of belonging;
2. To help our students master self-learning skills and arouse their intellectual curiosity;
3. To raise our students' level of proficiency in two languages (English language and Chinese language) and three dialects (English, Cantonese and Putonghua); to help them lay a solid foundation in their academic work, and to enhance their political, economic, cultural and technological awareness;
4. To help our students fully develop their potential so that they can excel in both academic work and extra-curricular activities;
5. To help our students understand the importance of physical fitness and adopt a healthy life-style;
6. To help our students develop their creative and aesthetic abilities and to teach them to take pride in their cultural heritage;
7. To help our students understand and show concern for the community they live in, and take on a much wider perspective of the world so that they can shoulder their fair share of responsibility towards their family, community, nation and the world.

SCHOOL DEVELOPMENT PLAN (2016/17 TO 2018/19)



Be a responsible learner. Strive for Excellence.

Major Concern	Targets	A General Outline of Strategies/Tasks	16/17	17/18	18/19
1. To develop a highly effective school	<ul style="list-style-type: none"> ♦ To cultivate a good study atmosphere and enhance learning motivation. ♦ To hone students to be confident learners. ♦ To build up a learning community which shares passion for academic excellence. 	<ol style="list-style-type: none"> 1. To encourage a student-centred paradigm in learning and teaching through the implementation of “Collaborative Learning” to hone students’ independent learning capabilities. 2. To promote and develop e-learning. 3. To implement an interdisciplinary STEM education. 4. To build up a culture of cross-subjects / cross-curricular collaboration and enhance experience sharing among teachers through class observation. 5. To cultivate students’ strong reading culture through implementing various reading schemes. 6. To equip students with subject-based learning strategies focusing on: <ol style="list-style-type: none"> a. various study skills in junior forms; and b. examination skills in senior forms. 7. To establish learning groups to maximize students’ classroom participation; to facilitate self-directed learning ability and confidence building. 8. To establish students’ good learning practices by : <ol style="list-style-type: none"> a. developing the trait of perseverance in our students to overcome learning challenges; b. requesting students to do their homework seriously with punctual submission; c. requesting students to be punctual for their classes after recess and lunch break, and d. enforcing rules to maintain good classroom disciplines. 9. To make use of the assessment policy to refine students’ learning. 10. To optimize award schemes and establish new measures to validate students’ distinguished performance and noteworthy improvement. 	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies/Tasks	16/17	17/18	18/19
2. To enhance students' positive personal attributes	<ul style="list-style-type: none"> ◆ To inculcate students with healthy and positive attitudes ◆ To sharpen students' resilience and sense of responsibility ◆ To sharpen students' discipline to strengthen students' personal values like honesty, commitment etc. 	<ol style="list-style-type: none"> 1. To cultivate students' sense of responsibility through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. 2. To launch various life planning programmes. 3. To implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students. 4. To make good use of the "Student Performance Grading System" to promote students' self-management, and facilitate their personal growth. 5. To optimise the "class management" scheme through conveying norms, values and beliefs. 6. To reinforce students' skills in managing their lives and emotions through assemblies and counselling programmes. 7. To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources. 	✓	✓	✓

MAJOR CONCERNS

Major Concern 1: To develop a highly effective school

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> ◆ To cultivate a good study atmosphere and enhance learning motivation. ◆ To hone students to be confident learners. ◆ To build up a learning community which shares passion for academic excellence. 	<ul style="list-style-type: none"> ◆ To encourage a student centred paradigm in learning and teaching through the implementation of “Collaborative Learning” to hone students’ independent learning capabilities. 	<ul style="list-style-type: none"> ◆ Employ collaborative learning pedagogies on selected topics in both junior and senior forms. ◆ Refine the pedagogies to empower both highfliers and low achievers to perpetually improve in their performance and self-confidence within a learning environment which is conducive to class discussions and peer learning. ◆ Optimize grouping arrangements to foster students’ classroom participation, and to build up their confidence in learning. ◆ Tailor-make materials for various learning activities, and design and conduct lessons with investigatory approach. 	<ul style="list-style-type: none"> ◆ Students’ interest in learning can be aroused and they are equipped with more knowledge and skills. ◆ Students actively participate in classroom learning. ◆ Students take the initiative in their own learning. ◆ Students show an improvement in general performance and daily tasks. ◆ Learning outcomes, including assessment results, of students are improved. 	<ul style="list-style-type: none"> ◆ To monitor the quality of students’ performance ◆ To monitor scores of internal tests and/or exams ◆ Lesson observation ◆ Teachers’ verbal report ◆ Students’ completion of a questionnaire ◆ Teachers’ completion of a questionnaire 	Year round	<ul style="list-style-type: none"> ◆ Academic Development and Affairs Section ◆ Teachers’ Professional Development Section ◆ All subject departments
	<ul style="list-style-type: none"> ◆ To promote and develop e-learning 	<ul style="list-style-type: none"> ◆ Identify areas in the lesson plans where IT resources could be used to deliver and enhance the lessons. ◆ Use tablets with educational APPS and PCs in conducting lesson activities. ◆ Adopt an investigatory approach to let students explore knowledge and concepts. ◆ Introduce online programmes and activities into the curriculum. ◆ Use e-learning platforms for self-regulated learning, consolidation and assessments. 	<ul style="list-style-type: none"> ◆ Students’ attitudes towards e-learning are proactive and engaged. ◆ Students show interests in tablet teaching and learning. ◆ Students learn more effectively through e-learning tools. 	<ul style="list-style-type: none"> ◆ To observe the IT implementation plans of each subject department ◆ To observe the frequency of the use of IT resources in classroom activities ◆ To observe students’ performance and monitor students’ participation rate on the E-platform 	Year round	<ul style="list-style-type: none"> ◆ Panel heads of related departments ◆ IT Support Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To implement an interdisciplinary STEM education	<ul style="list-style-type: none"> ♦ Collaborate with other departments involved ♦ Implement key related language in lessons as appropriate ♦ Encourage students to participate in related activities and competitions related to STEM education. 	<ul style="list-style-type: none"> ♦ Both formal and informal inter-departmental communication channels are established. ♦ Students are more confident and familiar with related language and its use. ♦ Students are active in participating the activities. ♦ Students' attitudes towards STEM education are positive, and behavior is proactive and engaged. 	<ul style="list-style-type: none"> ♦ Teachers' written/verbal reports ♦ Teachers' completion of a questionnaire ♦ To observe students' performance and monitor students' participation ♦ To monitor students' output 	Year round	<ul style="list-style-type: none"> ♦ Biology Department ♦ Chemistry Department ♦ ICT Department ♦ IS Department ♦ Mathematics Department ♦ Physics Department
		♦ Video editing technique is to be delivered in C & T lessons to facilitate the school's STEM project.	♦ Students are able to produce videos with appropriate effects.	♦ To assess students' performance	Year round	♦ ICT Department
	♦ To build up a culture of cross-subjects/ cross-curricular collaboration and enhance experience sharing among teachers through class observation	<ul style="list-style-type: none"> ♦ Collaborate with other departments involved. ♦ Schedule more classroom observation and peer class observation. ♦ Encourage teachers to share their teaching strategies 	<ul style="list-style-type: none"> ♦ Both formal and informal inter-departmental communication channels are established. ♦ Teachers' professional development is enhanced. ♦ An environment where teachers can share ideas and suggestions openly and constructively to their mutual professional benefit. 	<ul style="list-style-type: none"> ♦ Teachers' written/verbal reports ♦ Teachers' completion of a questionnaire ♦ To conduct class observation and share experience 	Year round	♦ Teachers Professional Development Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To cultivate students' strong reading culture through implementing various reading schemes 	<ul style="list-style-type: none"> Implement various reading schemes throughout all relevant subjects to help students cultivate good learning attitudes and develop a good reading habit. Encourage students to read extensively using school library books and the specific materials assigned to read during class teacher period. Collaborate with the school library to promote extensive reading of diverse and varied topics at their own pace. 	<ul style="list-style-type: none"> Students' proactive attitude and interest towards reading is enhanced. Students regularly use the library resources and other related materials. Students' develop a positive reading culture. 	<ul style="list-style-type: none"> To monitor the loan rate of school and class library To monitor students' output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> All teachers School Library
		<ul style="list-style-type: none"> Organise Inter-class Reading Competitions and monitor students to read classic and contemporary Chinese and English reading materials with an added focus on moral themes during class teacher periods. 	<ul style="list-style-type: none"> Student effort is awarded to give recognition and students enhance their interest in reading. Students' exposure to and knowledge of current issues is developed and an appreciation of Chinese and English language is increased. Students' awareness of moral issues can be raised. 	<ul style="list-style-type: none"> To observe students' performance during class teacher periods To monitor the quality of students' performance in the organised activities To monitor students' output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section Chinese Department English Department Class teachers School Library
	<ul style="list-style-type: none"> To equip students with subject-based learning strategies focusing on: <ul style="list-style-type: none"> various study skills in junior forms; and examination skills in senior forms. 	<ul style="list-style-type: none"> Implement learning and support programmes for both junior and senior forms. 	<ul style="list-style-type: none"> Participants attend the lessons. Participants are satisfied with the programmes. Students show an improvement in results in internal and external tests and/or exams. 	<ul style="list-style-type: none"> To monitor the attendance record To distribute a questionnaire To monitor students' performance in internal and external tests and/or exams 	Year round	<ul style="list-style-type: none"> Panel heads of related departments Academic Development and Affairs Section Examination and Assessment Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> ◆ Provide guidance in promoting pre-lessons preparation. ◆ Incorporate note-taking skills in the S.1 bridging programme. ◆ Introduce various learning methods and examination techniques. ◆ Encourage inquiry-based learning and problem-based learning. ◆ Encourage self-reflection after tests/exams. 	<ul style="list-style-type: none"> ◆ Students display a proactive approach in classroom learning. ◆ Students show an improvement in results of internal and external tests/ exams. 	<ul style="list-style-type: none"> ◆ To assess students' positivity in pre-lesson preparation ◆ To observe and evaluate students' performance in classroom learning ◆ To monitor students' performance in internal and external tests/ exams 	Year round	<ul style="list-style-type: none"> ◆ Panel heads of related departments
		<ul style="list-style-type: none"> ◆ Encourage revision and constant practice of examination-oriented materials and past examination papers in senior forms. 	<ul style="list-style-type: none"> ◆ Students show an improvement in results of internal and external tests/ exams. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in internal and external tests/ exams ◆ To keep a record of students' learning progress 	Year round	<ul style="list-style-type: none"> ◆ Examination and Assessment Section
		<ul style="list-style-type: none"> ◆ Organise debate contests, speech competitions and writing competitions to enhance students' performance and confidence in all subjects. 	<ul style="list-style-type: none"> ◆ Students portray a higher standard of speaking skills and quality of writing. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in assignments and other tasks ◆ To conduct post-activity evaluation 	Year round	<ul style="list-style-type: none"> ◆ Chinese Department ◆ English Department ◆ Putonghua Department ◆ Moral Department
		<ul style="list-style-type: none"> ◆ Promote various academic-related activities to create an atmosphere conducive to nurturing students' interest in learning and developing self-regulated learning skills and collaborative learning. 	<ul style="list-style-type: none"> ◆ A variety of academic activities are held throughout the year. ◆ Students are more engaged in their studies. 	<ul style="list-style-type: none"> ◆ To inspect the meeting records of clubs/ societies ◆ To observe students' performance in the activities 	Year round	<ul style="list-style-type: none"> ◆ CCA and OLE Section ◆ Panel heads

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To establish learning groups to maximize students' classroom participation; to facilitate self-directed learning ability and confidence building 	<ul style="list-style-type: none"> ◆ Assign students to form study groups. ◆ Foster peer learning by groupings. ◆ Enhance students' learning habits through pre-lesson preparation, note-taking and extended reading. ◆ Infuse the inquiry-based learning approach in classes through group work and problem solving approach. ◆ Encourage students to actively take part and interact in classroom activities whilst giving them the onus of their unique education. ◆ Provide positive acknowledge to help build up students' confidence and thus enhance self-directed learning. 	<ul style="list-style-type: none"> ◆ Students are more interactive during lessons and show greater confidence in their ability. ◆ Students are able to show initiative in their own learning. ◆ Students show enthusiasm in learning and a more inviting ambience is seen in the classroom. ◆ Students are able to better manage their own learning. 	<ul style="list-style-type: none"> ◆ To observe students' performance in classroom learning ◆ To monitor students' performance in the assigned tasks ◆ To monitor students' performance in internal and external tests and/or exams 	Year round	<ul style="list-style-type: none"> ◆ All teachers
		<ul style="list-style-type: none"> ◆ Implement the 'S1 Big Brothers and Big Sisters' Scheme. 	<ul style="list-style-type: none"> ◆ Over 80% of the participants attend the lessons. ◆ Over 80% of the participants are satisfied with the scheme. 	<ul style="list-style-type: none"> ◆ To monitor students' attendance rate ◆ To collect feedback through questionnaires 	Year round	<ul style="list-style-type: none"> ◆ Student Counselling Section
		<ul style="list-style-type: none"> ◆ Organise Inter-class / Inter-school Competitions to encourage students at all levels to form study groups. 	<ul style="list-style-type: none"> ◆ Students are active in participating in the activities. 	<ul style="list-style-type: none"> ◆ To observe students' performance in the activities 	Year round	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To establish students' good learning practices by: <ul style="list-style-type: none"> ◆ developing the trait of perseverance in our students to overcome learning challenges; ◆ requesting students to do their homework seriously with punctual submission; ◆ requiring students to be punctual for their classes after recess and lunch break; ◆ enforcing rules to maintain good classroom discipline. 	<ul style="list-style-type: none"> ◆ Require students to read and share texts related to perseverance, self-discipline, self-reflection, self-directed learning and self-esteem. ◆ Implement Students Performing Grading System. ◆ Announce appropriate discipline measures at term start for late homework submission, tardiness after recess and lunch breaks, and violating school regulations. ◆ Train students' time management skills and nurture the spirit of self-discipline among students. 	<ul style="list-style-type: none"> ◆ Students show enhanced awareness and application of perseverance, self-discipline, self-reflection, self-directed learning and self-esteem in their own learning attitudes. ◆ Students are compliant with the requirements. ◆ Students demonstrate intuitive self-discipline in adhering to deadlines and submitting work on time. 	<ul style="list-style-type: none"> ◆ To monitor and evaluate students' classroom punctuality and punctuality of assignment submission ◆ To observe students' behavior 	Year round	<ul style="list-style-type: none"> ◆ Discipline Section ◆ Moral and Civic Education Section
	<ul style="list-style-type: none"> ◆ To make use of the assessment policy to refine students' learning 	<ul style="list-style-type: none"> ◆ Enter, evaluate and analyse student data from tests and exams. ◆ Identify and analyse students' strengths, weaknesses and learning difficulties using statistical methods with e-tools to formulate learning and teaching strategies. ◆ Use extracted data to inform curriculum planning and evaluate teaching and learning efficacy. 	<ul style="list-style-type: none"> ◆ Students with learning difficulties will be better catered to, and they display improvement in their academic performance and comprehension of prescribed work. ◆ The results of analyses are effective in diagnosing students' strengths and weaknesses. 	<ul style="list-style-type: none"> ◆ To monitor students' performance through internal and external assessments ◆ To continually run data analyses to compare students' results in tests and exams 	Year round	<ul style="list-style-type: none"> ◆ All teachers ◆ Examination and Assessment Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To optimize award schemes and establish new measures to validate students' distinguished performance and noteworthy improvement 	<ul style="list-style-type: none"> ◆ Give out commendation gifts for high-achievers and students who make noticeable improvement in their academic work and various competitions and events organised by the departments / societies/ functional groups etc. ◆ Organise structured prize giving ceremonies that recognise individuals for their accomplishments in front of their peers. 	<ul style="list-style-type: none"> ◆ Students can get prizes and enhance their learning efficacy. ◆ Students show increased motivation to do well. ◆ Students feel content with their achievements and are more confident learners. ◆ Students are more competitive, showing appreciation for self-improvement. 	<ul style="list-style-type: none"> ◆ To monitor students' scores in academic results, competitions and involvement in activities ◆ To observe students' learning attitudes ◆ To keep track of the winners for future reference 	Year round	<ul style="list-style-type: none"> ◆ Examination and Assessment Section ◆ CCA and OLE Section
		<ul style="list-style-type: none"> ◆ Launch the 'Award Program' for junior form students. 	<ul style="list-style-type: none"> ◆ Students acquire a 5% increase in average marks in internal tests and examinations. 	<ul style="list-style-type: none"> ◆ To inspect students' performance in internal examinations and tests 	Nov 2016 - June 2017	<ul style="list-style-type: none"> ◆ Student Counselling Section ◆ Examination and Assessment Section

Major Concern 2: To enhance students' positive personal attributes

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> ◆ To inculcate students with healthy and positive attitudes ◆ To sharpen students' resilience and sense of responsibility ◆ To sharpen students' discipline ◆ To strengthen students' personal values like honesty, commitment etc. 	<ul style="list-style-type: none"> ◆ To cultivate students' sense of responsibility through the quest for pursuing academic excellence, commitment to community services/ co-curricular activities. 	<ul style="list-style-type: none"> ◆ Organise various programs to enhance students' participation in social services and co-curricular activities to cultivate their sense of responsibility. 	<ul style="list-style-type: none"> ◆ Students give positive feedback. ◆ Students' participation rate is considered to be satisfactory. ◆ Students show greater self-awareness of their own responsibilities. 	<ul style="list-style-type: none"> ◆ To follow the attendance record ◆ To monitor and observe students' participation in competitions and activities ◆ Students' completion of a questionnaire 	Year round	<ul style="list-style-type: none"> ◆ Panel heads of related departments ◆ Moral and Civic Education Section ◆ CCA and OLE Section
		<ul style="list-style-type: none"> ◆ Organise 'Leadership Training Programmes' for school prefects to develop their collaboration skills and problem-solving skills. 	<ul style="list-style-type: none"> ◆ The Prefect Team discharge their duties proactively and enthusiastically. 	<ul style="list-style-type: none"> ◆ Teacher observation. 	Aug. – Sept., 2016	<ul style="list-style-type: none"> ◆ Discipline Section
		<ul style="list-style-type: none"> ◆ Organise Talks by the Hong Kong Police Force, enhancing students' awareness of the seriousness of criminal behaviour. 	<ul style="list-style-type: none"> ◆ Most students show satisfaction with the talks. 	<ul style="list-style-type: none"> ◆ Teacher observation and assessment on students' behaviour 	March – June, 2017	<ul style="list-style-type: none"> ◆ Discipline Section
		<ul style="list-style-type: none"> ◆ Arrange the 'Fung Flag-guards', bearing the responsibilities of flag raising at different internal ceremonies and activities in order to foster the spirit of perseverance. 	<ul style="list-style-type: none"> ◆ Flag raising ceremonies are held smoothly without mistakes. 	<ul style="list-style-type: none"> ◆ To observe students' performance in the activity 	Year round	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section
		<ul style="list-style-type: none"> ◆ Encourage students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards. 	<ul style="list-style-type: none"> ◆ More eligible students are nominated and get awards. 	<ul style="list-style-type: none"> ◆ To establish a Selection Committee ◆ To observe students' performance 	Year round	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section
		<ul style="list-style-type: none"> ◆ Organise educational workshops or visits for SEPA to cultivate their sense of responsibility. 	<ul style="list-style-type: none"> ◆ Students' participation rate is considered to be satisfactory. 	<ul style="list-style-type: none"> ◆ To monitor and evaluate the effectiveness of the activities ◆ To monitor students' participation and performance in activities 	Year round	<ul style="list-style-type: none"> ◆ Moral & Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To launch various life planning programmes	<ul style="list-style-type: none"> ♦ Conduct academic advising sessions concerning choices on further studies with all S6 students. ♦ Conduct academic advising sessions for S5 students to let them explore their interests and potential; and provide them with latest information on various study paths after S6. 	<ul style="list-style-type: none"> ♦ Most students reflect that stress and worries can be reduced. ♦ Most students reflect that planning for future pathways is made clearer. 	<ul style="list-style-type: none"> ♦ To collect feedback based on chats with students & class teachers 	<ul style="list-style-type: none"> ♦ Late Aug. to Early Sept. 2016 ♦ Nov.2016 – Aug. 2017 	<ul style="list-style-type: none"> ♦ Careers Guidance Section
		<ul style="list-style-type: none"> ♦ Conduct workshop on ‘Career Mapping’ for S4 students. 	<ul style="list-style-type: none"> ♦ Students show enhanced awareness of the urgency of setting a goal in the coming DSE. 	<ul style="list-style-type: none"> ♦ To observe students’ performance in the workshop ♦ To collect feedback based on chats with students 	<ul style="list-style-type: none"> ♦ Oct. – Nov., 2016 	<ul style="list-style-type: none"> ♦ Careers Guidance Section
		<ul style="list-style-type: none"> ♦ Conduct talks/workshops for junior forms on selection of NSS electives, life planning, study skills and time management 	<ul style="list-style-type: none"> ♦ Students have a better understanding of their academic path. ♦ Students are able to initiate their life planning with necessary skills. ♦ Students are able to grasp the essential study and time management skills for learning independently and effectively. 	<ul style="list-style-type: none"> ♦ To collect feedback from students and class teachers 	<ul style="list-style-type: none"> ♦ Year round 	<ul style="list-style-type: none"> ♦ Career Guidance Section
		<ul style="list-style-type: none"> ♦ Arrange a ‘Life Planning’ Talk and Workshops (held by HKFWS), equipping the parents with the basic knowledge of ‘Life Education’ for children 	<ul style="list-style-type: none"> ♦ Participants become aware of the importance of Life Education for their children. 	<ul style="list-style-type: none"> ♦ To follow the participants’ record ♦ To collect participants’ feedback 	<ul style="list-style-type: none"> ♦ Nov. 2016 	<ul style="list-style-type: none"> ♦ Careers Guidance Section ♦ Parent Teacher Association
		<ul style="list-style-type: none"> ♦ Develop a set of teaching materials about Life Planning. 	<ul style="list-style-type: none"> ♦ The teaching material is shown to be effective. 	<ul style="list-style-type: none"> ♦ To collect feedback from teachers and students 	<ul style="list-style-type: none"> ♦ Year round 	<ul style="list-style-type: none"> ♦ Careers Guidance Section
		<ul style="list-style-type: none"> ♦ Organise a visit to ‘Life Journey Center’. 	<ul style="list-style-type: none"> ♦ Students show enhancement in their awareness of setting life goals. 	<ul style="list-style-type: none"> ♦ Teachers’ observation and students’ sharing 	<ul style="list-style-type: none"> ♦ Oct. 2016 	<ul style="list-style-type: none"> ♦ Student Counselling Section
		<ul style="list-style-type: none"> ♦ Prepare teaching plans on life education. 	<ul style="list-style-type: none"> ♦ Students participate actively in the activities. 	<ul style="list-style-type: none"> ♦ To conduct post-activity evaluation 	<ul style="list-style-type: none"> ♦ 2-4 lessons per term 	<ul style="list-style-type: none"> ♦ Moral and Civic Education Section ♦ Student Counselling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To make good use of the “Student Performance Grading System” to promote students’ self-management, and facilitate their personal growth	♦ Fully implement the ‘Student Performance Grading System’.	♦ Students’ behavior is much improved through the implementation of the scheme.	♦ Teacher observation on students’ performance ♦ To monitor closely to evaluate its effectiveness	Year round	♦ All teachers ♦ Discipline Section
		♦ Set up rules at term start to award/ deduct conduct and daily marks for students: ▪ submitting homework on time, ▪ displaying good classroom discipline, and ▪ returning to classroom on time after recess/lunch break.	♦ The total conduct/ daily marks gained by students exceed the deducted marks by 100%.	♦ To analyse the total marks being gained by and deducted from students	Year round	♦ All teachers ♦ Discipline Section
		♦ Train students’ time management skills and nurture the spirit of self-discipline through morning assemblies.	♦ Students attend the morning assemblies punctually and remain silent.	♦ To monitor students’ performance in morning assemblies ♦ Teacher observation	Year round	♦ All teachers ♦ Moral and Civic Education Section ♦ Discipline Section
		♦ Encourage students’ active participation in co-curricular activities and social services for promoting students’ self-management skills.	♦ 25% of the students get B+ in the activity grading system.	♦ To inspect the record of students’ participation regularly	Year round	♦ All teachers ♦ CCA Section
♦ To optimise the “class management” scheme through conveying norms, values and beliefs	♦ Enhance class management, and permeate the class with the concepts of correct norms, values and beliefs through life education. ♦ Assign students with different onus to make contribution to the class.	♦ Students are compliant with the school regulations. ♦ Students develop a sense of unity and become more willing to make contributions to others.	♦ To observe students’ performance	Year round	♦ Student Counselling Section ♦ Class teachers	
	♦ Organise ‘Inter-class Discipline Competition’ to enhance students’ compliance with the school regulations.	♦ Students’ discipline is significantly improved.	♦ To observe students’ performance	Nov. - Dec., 2016	♦ Discipline Section ♦ Class teachers	
	♦ Organise ‘Inter-class Notice Board Design Competition’ in collaboration with the Visual Arts Department.	♦ Students of each class finish the task on time.	♦ To observe students’ performance in the activity	Sept. – Dec., 2016	♦ Moral and Civic Education Section ♦ Visual Arts Department ♦ Class teachers	

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To reinforce students' skills in managing their lives and emotions through assemblies and counselling programmes	♦ Encourage an ongoing focus on students' self-evaluation in their daily life	♦ Students are compliant with teachers' requirements.	♦ Teacher observation and verbal report	Year round	♦ All teachers ♦ Student Counselling Section
		♦ Arrange counselling teachers to meet with students regularly and causally to diagnose their emotion problems.	♦ Students show enhanced skills in managing their emotion.	♦ To collect students' feedback	Year round	♦ Student Counselling Section
		♦ Launch the 'Fit For Life' Program (Healthy School Program)	♦ Students enhance their awareness in physical and mental health.	♦ Head count of the participants of the program. ♦ Teacher observation ♦ Teachers' completion of a questionnaire ♦ Students' completion of a questionnaire	Year Round	♦ Student Counselling Section
		♦ Conduct 'sex education workshops' for S1-S3 students	♦ Over 90% of participants are satisfied with the activities conducted.	♦ Students' completion of a questionnaire	Year round	♦ Student Counselling Section
		♦ Conduct Stress Management Workshops and organise cheering function for S6 students	♦ Students show a positive response towards the activities.	♦ Teacher observation ♦ To review the results of APASO	Jan. – Feb., 2017	♦ Student Counselling Section
	♦ To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources	♦ Organise workshops, field trips or educational visits for students to help them develop a sense of responsibility and dedication to protect the nature.	♦ Students actively participated in the related activities. ♦ Students show enhanced awareness of, and a positive attitude towards, environmental protection.	♦ To monitor students' responses and feedback ♦ To analyse students' performances in the activities and the number of students participated	Year round	♦ All teachers ♦ Panel heads of related departments
♦ Encourage students to join the Student Environmental Protection Ambassador Scheme organised by Environmental Campaign Committee. ♦ Implement the 'Waste Separation and Recycling Scheme' at school. ♦ Enforce energy-reducing measures ♦ Integrate the environmental education into the curriculum		♦ Students actively participated in the related activities. ♦ Students show appreciable changes in their attitudes and behavior towards environmental protection.	♦ To follow the attendance record ♦ To observe and evaluate students' attitude and behavior towards environmental protection	Year round	♦ Panel heads ♦ Geography Department ♦ Discipline Section	

School-based After-school Learning and Support Programmes 2016/17
School-based Grant - Programme Plan

Name of School: Ho Fung College (Sponsored by Sik Sik Yuen)
 Project Coordinator: Li Yuen Wa, Chan Chi Ming Contact Telephone No.: 2425 3563

- A. The estimated number of benefitting students (count by heads) under this Programme is 434 (including 336 CSSA recipients & SFAS full-grant recipients, and 98 under school's discretionary quota)
 B. Information on Activities to be subsidized/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. <i>S1 Homework Tutorials</i>	To help students adapt to secondary school curriculum (including Chinese, English, Mathematics and Science)	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 32 students	8 students	\$ 25,600	Alumni	
2. <i>S2, S3 & S6 English Tutorials</i>	To help students enhance their learning efficacy on English	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 33 students	12 students	\$ 16,000	Alumni	
3. <i>S2, S3 & S5 Mathematics Tutorials</i>	To help students consolidate their knowledge of Mathematics	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 33 students	12 students	\$ 12,000	Alumni	
4. <i>S1-2 Mathematics Enrichment Programme</i>	To enrich S1 & S2 students' interests in Mathematics, so as to cherish highfliers	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 8 students	2 students	\$ 3,200	Alumni	
5. <i>S2 & S5 Chinese Tutorials</i>	To help students enhance Chinese learning ability	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 22 students	7 students	\$ 17,600	Alumni	
6. <i>Campus Resident Chinese Author Programme</i>	To enrich S2 & S4 students' interests in Chinese writing, so as to cherish highfliers	More than 50% of participants indicate a positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 30 students	10 students	\$18,200	Writer	
7. <i>S1-S5 English Speaking Training</i>	To help students enhance their pronunciation and public speaking skills	More than 50% of participants give positive feedback on the programme.	Questionnaire	9-12/2016	A+B: 23 students	7 students	\$11,200	Tutor	
8. <i>S1-S3 Putonghua Speaking Training</i>	To help students enhance their pronunciation and public speaking skills	More than 50% of participants give positive feedback on the programme.	Questionnaire	9-12/2016	A+B: 11 students	4 students	\$3,360	Tutor	

*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		
9. S5 & S6 Chemistry Tutorials	To help students consolidate their knowledge of Chemistry	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 16 students	4 students	\$ 10,000	Alumni	
10. S4 & S5 Physics Tutorials	To help students consolidate their knowledge of Physics	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 16 students	4 students	\$ 12,800	Alumni	
11. S4, S5 & S6 Biology Tutorials	To help students consolidate their knowledge of Biology	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 24 students	6 students	\$ 14,800	Alumni	
12. S5 & S6 Geography Tutorials	To help students consolidate their knowledge of Geography	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 16 students	4 students	\$4,000	Alumni	
13. S5 & S6 History Tutorials	To upgrade low achievers	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 16 students	4 students	\$6,000	Alumni	
14. S1-3 Visual Arts Enrichment Programme	To cherish highfliers by enriching S1, S2 & S3 students' interest in Visual Arts	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 8 students	2 students	\$ 6,400	Alumni	
15. S6 Post-mock Economics Tutorial	To help students consolidate their knowledge of Economics	More than 50% of participants give positive feedback on the programme.	Questionnaire	2-3/2017	A+B: 8 students	2 students	\$2,400	Alumni	
16. S4, S5 & S6 Liberal Studies Tutorial	To help students consolidate their knowledge of Liberal Studies	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 32 students	8 students	\$6,400	Alumni	
17. S5 Bafs Tutorials	To help students consolidate their knowledge of Bafs	More than 50% of participants give positive feedback on the programme.	Questionnaire	9/2016 - 5/2017	A+B: 8 students	2 students	\$6,400	Alumni	
Total no. of activities: <u>17</u>				@No. of man-times	336	98	\$176,360		
				**Total no. of man-times	434				

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.
- # 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)
- @ 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)

Ho Fung College (Sponsored by Sik Sik Yuen)**Annual Programme Proposal for DLG-funded Other Programme- (Gifted Education) 2016-17 (for the sixth / seventh / eighth cohort)**

Domain	Programme	Objectives of the activity	Target students (No. / level / selection)	Duration / Start Date	Deliverables	Teacher in charge / Name of partner / services provider	Budget (\$)
1. English	S4 Speaking Course	To boost students' presentation skills, group discussion skills and confidence, which align with the demands and format of assessment in the senior forms	16 students S4 students	2 months Feb-Mar 2017(to be confirmed)	Students are able to apply the tactics and strategies learnt in the course and enhance their speaking skills. Training handouts are also given to students.	Ms. Chan Chi Hang/ Hired tutor	\$5,400
2. English	S4 Writing Course (General)	To provide writing training for selected students	16 students S4 students	2 months Nov-Dec 2016 Starting on 19 Dec 2016	Students are able to produce quality writing on general topics. Training handouts are also given to students.	Ms. Chan Chi Hang/ Hired tutor	\$5,400
3. English	S5 Speaking Course	To boost students' presentation skills, group discussion skills and confidence, which align with the demands and format of assessment in the senior forms	16 students S5 students	2 months Feb-Mar 2017 (to be confirmed)	Students are able to apply the tactics and strategies learnt in the course and enhance their speaking skills. Training handouts are also given to students.	Ms. Chan Chi Hang/ Hired tutor	\$5,400
4. English	S5 Writing Course (Social Issues)	To provide writing training on social issues for selected students	16 students S5 students	2 months Feb-Mar 2017 Starting on 18 Feb 2017	Students are able to produce quality writing on social issues. Training handouts are also given to students.	Ms. Chan Chi Hang/ Hired tutor	\$5,400
5. Cross-KLA	Chinese Debate Skills Training Course	To enhance students' debating abilities	15 students S4-S5 students (nominated by the Chinese debating team)	50 hours in 10 months	Results and video clips of debating competitions	Mr. Li Chi Ching Ms. Wong Cho Sze Ms. Li Sze Yan	\$15,000
6. English	English Debate Skills Training Course : Mock Trial and Mooting training for the Mock Trial Competition	To train students' logical thinking skills and equip students with debating skills and presentation skills	8 students S4-S5 students	12 lessons in 6 months	Selected students/participants are able to understand the skills of mock trial competitions. Results of mock trial and mooting competitions	Mr. Lee Pui Fai Raymond	\$12,000

Ho Fung College (Sponsored by Sik Sik Yuen)

Annual Programme Proposal for DLG-funded Other Programme- (Gifted Education) 2016-17 (for the sixth / seventh / eighth cohort)

Domain	Programme	Objectives of the activity	Target students (No. / level / selection)	Duration / Start Date	Deliverables	Teacher in charge / Name of partner / services provider	Budget (\$)
7. Liberal Studies	Elite Critical Thinking Skills Workshop	To equip students with critical thinking skills and data analysis skills	25 students S4 students 25 students S5 students	9 to 12 lessons within the school year S5 Oct 2016 to Dec 2016 S4 Mar 2017 to July 2017	One assignment (either reading or writing) for each lesson	Ms. Lau Lai Yee, Mr. Chan Kwong Hung	\$18,000
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.	One student from S4, S5 and S6 respectively who were recommended by Music teacher	S4 36 lessons from Sept 2016 to Aug 2017 S5 38 lessons from Sept 2016 to Aug 2017 S6 18 lessons from Sept 2016 to Aug 2017	Assignments (past paper, listening, performance) as assigned by the institution as preparation for DSE Music examination	Tutors of the Institute of Hong Kong Senior Secondary School Music Education with Ms. Yeung Sin Kei as coordinator	\$21,526
9. Others		Reference books / photocopy fee / Music CD	S4 –S6 students				\$1,300
Yearly total							\$89,426

Ho Fung College (Sponsored by Sik Sik Yuen)

Three-year plan – Provision of gifted education programmes for the seventh cohort of senior secondary students (from 2015/16 to 2017/18 school years)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration / Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				15/16	16/17	17/18				
Other Programmes	S4 English Speaking Course	(Gifted Education Program) To provide speaking training for selected students	S4 students	16	/	/	3 months 10-12/2015	Questionnaire / More than 50% of participants will give positive feedback on the programme.	\$4,000	Hired services
Other Programmes	S4 English Writing Course (General)	(Gifted Education Program) To provide writing training for selected students	S4 students	20	/	/	4 months 2-5/2016	Questionnaire / More than 50% of participants will give positive feedback on the programme.	\$5,000	Hired services
Other Programmes	S5 English Writing Course (Short Stories)	(Gifted Education Program) To provide writing training on short stories for selected students	S5 students	20	/	/	3 months 10-12/2015	Questionnaire / More than 50% of participants will give positive feedback on the programme.	\$4,000	Hired services
Other Programmes	S4 & S5 English Writing Course (Social Issues)	(Gifted Education Program) To provide writing training on social issues for selected students	S4 & S5 students	20	/	/	4 months 2-5/2016	Questionnaire / More than 50% of participants will give positive feedback on the programme.	\$5,000	Hired services
Other Programmes	Chinese Debate Skills Training Course	(Gifted Education Program) To provide regular debating training for selected students	S4 – S6 students of this cohort of students	/	/	25	1 year 9/2017 to 8/2018	Students will take part in a public debate contest.	\$15,000	Hired services
Other Programmes	English Debate Skills Training Course for aspiring debaters	(Gifted Education Program) To enhance students debating skills and public speaking skills To enhance students' linguistic competence	S4 – S5 elite students in debating team	30	/	/	1 year 9/2015 to 8/2016	Students will improve their skills in debate and public speaking. Students' knowledge about debate (DSE elective) shall be enhanced.	\$15,000	Hired services

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration / Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				15/16	16/17	17/18				
Other Programmes	Critical Writing skills in Liberal Studies	(Gifted Education Program) To equip elite students with higher order thinking skills and help students to construct academic arguments and write issue essays	S4- S6 students	/	30	30	S4 - 2 months 3/2017 to 4/2017 S5&S6 - 2 months 10/2017 to 11/2017	Students will take the HKDSE Examination, showing an improved performance.	\$18,000	Hired services
Other Programmes	DSE Music (Network Programme)	(Network Program) 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' diverse needs.	One S4 student recommended by teacher of this cohort	1	1	1	3 years 9/2015 to 2/2018	Students will take the HKDSE Examination	\$23,920 (course fee)	Institute of Hong Kong Senior Secondary School Music Education
Others		-Reference books -Purchase of consumables - photocopy fees	S4 – S6 students	/	/	/	/	/	Total \$1,080	Teacher-in charge of respective activities
									3-year Total \$91,000	

Ho Fung College (Sponsored by Sik Sik Yuen)

Three-year plan – Use of Diversity Learning Grant (DLG) for the sixth cohort of senior secondary students (from 2014/15 to 2016/17 school years)

The following programmes are proposed with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme	Name / Type of activity	Objectives of the activity	Target students	Estimated no. of students involved in each school year			Period /Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				14/15	15/16	16/17				
Other Programmes	Campus Resident Chinese Author Program	(Gifted Education Prog) To enrich S4 & S5 students' interests in Chinese writing, so as to cherish highfliers	S4 & S5 students	50 (2 classes)	/	/	10/2014 to 5/2015	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$16,200	Alumni
Other Programmes	English Writing course (Short Stories & Social Issues)	(Gifted Education Prog) To explore students' critical thinking abilities & creativity through writing a variety of imaginative & creative texts	S5 students	30	/	/	10/2014 to 4/ 2015	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$10,800	English Teacher (hired services)
Other Programmes	Speaking Course (Public Speaking & Debate focused)	(Gifted Education Prog) To provide speaking and debating training for selected students	S4 students	16	/	/	10/2014 to 12/2014	Students will take part in internal and external speaking activities.	\$9,900	English Teacher (hired services)
Other Programmes	Chinese Debate Skills Training Course	(Gifted Education Prog) To provide regular debating training for selected students	S4 – S6 students of this cohort of students	/	/	25	9/2016 to 8/2017	Students will take part in a public debate contest.	2016/17, \$10,000	Hired services
Other Programmes	Critical Writing skills in Liberal Studies	(Gifted Education Prog) To equip elite students with higher order thinking skills and help students to construct academic arguments and write issue essays	S4- S6 students	/	30	30	From 10/2015 onwards, 4 courses (each with 4 lessons) will be provided in 12 months	Students will take the HKDSE Examination showing an improved performance.	\$20,000	Hired services

DLG funded Programme	Name / Type of activity	Objectives of the activity	Target students	Estimated no. of students involved in each school year			Period /Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				14/15	15/16	16/17				
Other Programmes	Music (Network Programme)	(Network Programme) To accommodate a diverse student body	S4 - S6 students of this cohort of students	1	1	1	9/2014 to 2/2017	Students will take the HKDSE Examination	S4, \$11,572 S5, \$11,572 S6, \$5,786 Total \$28,930	Institute of Hong Kong Senior Secondary School Music Education
Others		Reference books photocopy fees	S4 – S6 students						Total \$2170	
									3-year Total \$98,000	

Ho Fung College (Sponsored by Sik Sik Yuen)

Three-year plan – Provision of gifted education programmes for the eighth cohort of senior secondary students (from 2016/17 to 2018/19 school years)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration /Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				16/17	17/18	18/19				
1. Other Programmes	S4 Speaking Course	(Gifted Education Program) To boost students' presentation skills, group discussion skills and confidence, which align with the demands and format of assessment in the senior forms	S4 students	16	/	/	2 months Feb-Mar 2017 (to be confirmed)	More than 50% of participants give positive feedback on the programme.	\$5,400	Hired tutor
2. Other Programmes	S4 Writing Course (General)	(Gifted Education Program) To provide writing training for selected students	S4 students	16	/	/	2 months Nov-Dec 2016 Starting on 19 Dec 2016	More than 50% of participants give positive feedback on the programme.	\$5,400	Hired tutor
3. Other Programmes	S5 Speaking Course	(Gifted Education Program) To boost students' presentation skills, group discussion skills and confidence, which align with the demands and format of assessment in the senior forms	S5 students	16	/	/	2 months Feb-Mar 2017 (to be confirmed)	More than 50% of participants give positive feedback on the programme.	\$5,400	Hired tutor
4. Other Programmes	S5 Writing Course (Social Issues)	(Gifted Education Program) To provide writing training on social issues for selected students	S5 students	16	/	/	2 months Feb-Mar 2017 Starting on 18 Feb 2017	More than 50% of participants give positive feedback on the programme.	\$5,400	Hired tutor
5. Other Programmes	Chinese Debate Skills Training Course	(Gifted Education Program) To provide regular debating training for selected students	S4 – S6 students	25	/	/	1 year Sept 2017 to Aug 2018	Students will take part in a public debate contest.	\$5,000	Hired services

Ho Fung College (Sponsored by Sik Sik Yuen)

Three-year plan – Provision of gifted education programmes for the eighth cohort of senior secondary students (from 2016/17 to 2018/19 school years)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration /Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				16/17	17/18	18/19				
6. Other Programmes	English Debate Skills Training Course for aspiring debaters	(Gifted Education Program) To enhance students debating skills and public speaking skills To enhance students' linguistic competence	S4 – S5 elite students in debating team	8	/	/	6 months Oct 2016 to Mar 2017	Students will improve their skills in debate and public speaking. Students' knowledge about debate (DSE elective) shall be enhanced.	\$12,000	Hired services
7. Other Programmes	Critical Writing skills in Liberal Studies	(Gifted Education Program) To equip elite students with higher order thinking skills and help students to construct academic arguments and write issue essays	S4 students	/	/	25	3 months Mar 2019 to May 2019	Students will take the HKDSE Examination, showing an improved performance.	\$10,000	Hired services
8. Other Programmes	DSE Music (Network Programme)	(Network Program) 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' diverse needs.	One S4 student recommended by teacher of this cohort	1	1	1	3 years Sept 2016 to Feb 2019	Students will pass the 2019 HKDSE Examination	\$22,080 (course fee)	Institute of Hong Kong Senior Secondary School Music Education
									3-year Total \$70,680	