

**Ho Fung College
(Sponsored by Sik Sik Yuen)**

School Development Plan

2025/26 - 2027/28

Ho Fung College (Sponsored by Sik Sik Yuen)

1. School Vision and Mission

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 organizations, so as to create a congenial environment for providing quality education for our students.

2. School Goals

Our school aims to achieve the following 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 right from wrong, to solve problems, to shoulder responsibility, and to express their views confidently;
4. To help our students develop harmonious relationships 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; and
7. To help our students understand and show concern for the community, 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.

3. School Motto

“To act benevolently and to teach benevolence” 普濟勸善

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 22/23 - 2024/25¹

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To nurture proactive learners Target(s): 1. To foster a proactive attitude among students in their learning communities. 2. To enhance students' motivation to learn and pursuit for excellence.	1. Partly achieved 2. Partly achieved	Revise the major concerns with enhanced implementation strategies and adjusted targets	
Major Concern 2: To promote students' positive values and widen their horizon			

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Target(s): 1. To tighten students' discipline and foster positive values as well as attitudes. 2. To increase students' exposure to the outside world. 3. To further develop students to be community contributors.	1. Partly Achieved 2. Fully Achieved 3. Fully Achieved	Revise the major concerns with enhanced implementation strategies and adjusted targets	
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b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

Priority Task 1: To nurture proactive learners

Reflection

The student-centered approach provided ample opportunities for students to express their ideas, despite the extra time required for lesson preparation compared with traditional pedagogies. The students demonstrated a positive learning attitude, indicating a willingness to put effort into their studies. This can be reflected in the APASO. 72% of the students try their best to overcome learning difficulties, 52% of them use appropriate learning strategies such as pre-lesson preparation, concept maps and on-line resources. 50% of them take an active role in learning inside and outside of the classroom, 50% of them also know how to set their learning goals. The figures show a good start to the next three-year developmental plan.

On the other hand, students showed high stress about learning, completing homework, projects, and handling tests and exams. The APASO values about their mental health were less than satisfactory, especially in junior forms. The P scores were only 15.9 (no fear of failure) and 23.2 (no anxiety, depressive symptoms). Students are nervous and feeling not confident about learning, especially in junior forms. The difficulty of assessment may be too high for some of them. Luckily, they enjoy the lessons and feel not stressful inside classes. The P score of teacher support was only 23.2 (slightly better than last year 15.9). They rated low in the following parts: teachers have set clear learning goals (mean 2.5), teachers have conducted revision before every new lesson (mean 2.5) and the teacher will continue teaching until the students understand the knowledge (mean 2.6).

Priority Task 2: To promote students' positive values and widen their horizons

Reflection

Morning assemblies, along with flag raising and prize-giving ceremonies, continued to serve as an excellent platform to cultivate attentiveness, respect, and appreciation, and to inculcate in students a strong sense of belonging and devotion to both the school, community, and the country. National Security education was also an integral part of the subjects' curricula to meet prominent needs.

Based on responses from the APASO and Parents Day, it could be deduced that some students were under great pressure and were prone to negative emotions due to the effects of the pandemic in their childhood, and the intense competition between classmates in a band 1 school. There is much room for improvement in this aspect.

In addition to emotional support, career planning and guidance were indispensable for students' long-term and whole person development. Elements of career guidance continued to be included in the curriculum to stimulate students to think about future opportunities and nurture intelligent and educated citizens. Regarding exploring students' interests, strengths, and weaknesses, the school had a more defined focus on where students could

excel and improve. As part of a whole school learning community, students could feel more confident in approaching their future with open arms.

As usual, our students were fully engaged in music and sports and actively participated in different competitions, and therefore, the means employed were deemed successful. We will continue to implement such measures so that students can be rewarded for their effort in these areas.

c. How Can My School Be Better

Priority Task 1: To nurture proactive learners

Feedback and Follow-up

To accommodate the diversity of learning styles and needs among students, the school recognizes the necessity to provide customized teaching materials that cater for the requirements of each individual learner. Our students think that studying is very important in general. As a result, they are usually not active enough to voice out their opinions during lessons as they are afraid of making mistakes in front of the whole class.

In the next three-year development plan, it is suggested that the concept of self-motivation should be further stressed. On the other hand, to alleviate the stress arising from learning and assessment, the following measures are devised by the Academic Section and different departments, to be implemented, especially in junior forms:

- Streamlining the junior form curriculum
- Assigning cross-subject projects to reduce workload
- Adjusting the difficulty of the test and exam papers
- Adding fun and interactive elements into the assessments
- Reorganizing the structure of the school timetable and HKDSE elective combinations

Priority Task 2: To promote students' positive values and widen their horizons

Feedback and Follow-up

Although all the P scores related to 'national identity' are 85.7, which is high, national security education will be continuously embedded in the curriculum to nurture students' sense of responsibility and commitment to society and the country. Values education should be further promoted through different types of activities, talks and lesson instruction as students are usually not aware of the importance of values education. Teachers, especially class teachers, play a prominent role in conveying values and beliefs. Morning assemblies and moral lessons are vital for nurturing positive thinking. More lessons about values education should be held to let students freely express their ideas with classmates and teachers.

To alleviate students' negative feelings, students should be empowered to be more resilient and responsible. Several aspects can be involved. A positive school culture can be created through awards, assemblies and displays. Life and moral education will be strengthened, with these elements incorporated into the learning content of various subjects. School discipline can be reframed as a foundation for character development, guiding students to

internalize priority values. Life wide learning days can be held to provide students with diverse learning experiences. Class building can be strengthened through inter-class competitions, developing a strong sense of belonging to the school. Parents education can be also enhanced to build a good collaboration among students, parents and the school. Programs and alumni mentorship can be organized to provide guidance on career and life planning, fostering values, integrity and societal contributions.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To nurture self-motivated and visionary learners
2. To empower students to grow and shine as resilient and responsible citizens

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *) ^{III}
		Year 1	Year 2	Year 3		
Major Concern 1 To nurture self-motivated and visionary learners	1.1 To develop students' ability to set learning goals, reflect on their learning process, and assess their understanding to cultivate independent and visionary learners	✓	✓	✓	1.1.1 To require students to set goals before they learn an item/ skill/ topic	Generic Skills Breadth of Knowledge
		✓	✓	✓	1.1.2 To allow students to set their goals based on their abilities, interest and needs; and adjust their strategies when needed	Generic Skills Breadth of Knowledge
		✓	✓	✓	1.1.3 To encourage students to demonstrate their learning outcomes	Generic Skills Breadth of Knowledge

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

		✓	✓	✓	1.1.4 To require students to do self-evaluation after getting feedback and completing corrections (if applicable)	Language Proficiency Generic Skills Breadth of Knowledge
		✓	✓	✓	1.1.5 To organise a wide array of activities to broaden students' horizons, opening their eyes to the world in order to find their own position in the ever-changing world	Generic Skills Breadth of Knowledge
	1.2 To provide tailored support and leverage AI to scaffold knowledge, enabling students of varying abilities to showcase learning outcomes and develop into insightful individuals	✓	✓	✓	1.2.1 To leverage AI in teaching and learning with the use of various online learning platforms, such as the Sik Sik Yuen Online Learning Platform	Information Literacy Generic Skills Breadth of Knowledge
		✓	✓	✓	1.2.2 To organise AI workshops to foster AI literacy	Information Literacy Generic Skills Breadth of Knowledge
		✓	✓	✓	1.2.3 To organise small group teaching in the form of split classes, supplementary classes, small group tutorials or learning activities	Generic Skills Breadth of Knowledge

		✓	✓	✓	1.2.4 To devise teaching materials that suit students' needs and cater to learner diversity	Generic Skills Breadth of Knowledge
		✓	✓	✓	1.2.5 To showcase students' learning outcomes through various means, such as videos, competitions, and social media platforms	Language Proficiency Generic Skills Breadth of Knowledge
	1.3 To promote professional development of teaching strategies for teachers	✓	✓	✓	1.3.1 To organise AI workshops which help teachers keep abreast of the latest development of AI and integration of AI in teaching and learning	Information Literacy Generic Skills
		✓	✓	✓	1.3.2 To encourage peer lesson observations, focusing on aspects such as executing teaching plans, catering to learner diversity, scaffolding, and pre-lesson tasks	Generic Skills Breadth of Knowledge
		✓	✓	✓	1.3.3 To add one criterion in lesson observation: assessing whether students have prepared prior to lessons	Generic Skills Breadth of Knowledge

Major Concern 2 To empower students to grow and shine as resilient and responsible citizens	2.1 To cultivate a positive school culture, honouring diverse achievements and fostering confidence	✓	✓	✓	2.1.1 To establish recognition programs celebrating multifaceted achievements via awards, assemblies, and displays, cultivating a supportive culture and fostering confidence and resilience	Generic Skills Healthy Lifestyle
		✓	✓	✓	2.1.2 To promote self-appreciation and confidence, encourage students to recognize their strengths through reflective activities to build resilience and self-esteem	Generic Skills Healthy Lifestyle
	2.2 To instil proper values and attitudes in our students, empowering them to make informed decisions, act with integrity, and contribute positively to society while fostering a sense of national identity and responsibility	✓	✓	✓	2.2.1 To enhance national identity and national security awareness, organise activities such as National Security Education Day and flag-raising ceremonies in line with the EDB's event planning calendar to foster civic responsibility	National and Global Identity
		✓	✓	✓	2.2.2 To reframe school discipline as a foundation for character development, guiding students to internalise priority values	Generic Skills Healthy Lifestyle

		✓	✓	✓	2.2.3 To foster students' empathy and sense of responsibility through service learning	Healthy Lifestyle
		✓	✓	✓	2.2.4 To empower students with informed decision-making, organise programmes and alumni mentorship to provide guidance on career and life planning, fostering values, integrity, and societal contributions	Generic Skills Healthy Lifestyle Life Planning
	2.3 To nurture students' mental well-being and resilience, empowering them to develop leadership and a strong sense of belonging to the school	✓	✓	✓	2.3.1 To explore and implement a diverse range of extracurricular activities and opportunities for students to enhance their experiences, promote personal growth, and encourage meaningful social interactions outside the classroom <i>eg. Organising Life-wide Learning Days to provide students with diverse learning experiences.</i>	Generic Skills Healthy Lifestyle
		✓	✓	✓	2.3.2 To strengthen class building and enhancing cohesion through inter-class competitions	Generic Skills Healthy Lifestyle

		✓	✓	✓	2.3.3 To leverage the benefits of sports and physical activities to build mental resilience, while fostering leadership and a strong school community through team participation	Generic Skills Healthy Lifestyle
		✓	✓	✓	2.3.4 To foster healthy lifestyle habits, promote balanced diets, exercise, rest, and mindfulness practices to enhance students' resilience and school engagement	Generic Skills Healthy Lifestyle
		✓	✓	✓	2.3.5 To provide more diverse platforms and opportunities for students to learn how to organise activities through participation in different school events	Generic Skills Healthy Lifestyle

	2.4 To nourish parents as our partners in their children's education and advocates of home-school collaboration	✓	✓	✓	2.4.1 To conduct workshops and sharing sessions, including <i>Strengthening Parent Education (Project WE: Collaboration with EDB and City University of Hong Kong)</i> , to enhance parents' skills in parenting, adolescent development, and home-school collaboration	Healthy Lifestyle
		✓	✓	✓	2.4.2 To engage parents in home-school collaboration through making <i>sunshine calls</i> and providing commendations from subject teachers before Parent's Day and convey messages to parents through class teachers on Parent's Day	Healthy Lifestyle