



# HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2017-18)

## OUR SCHOOL

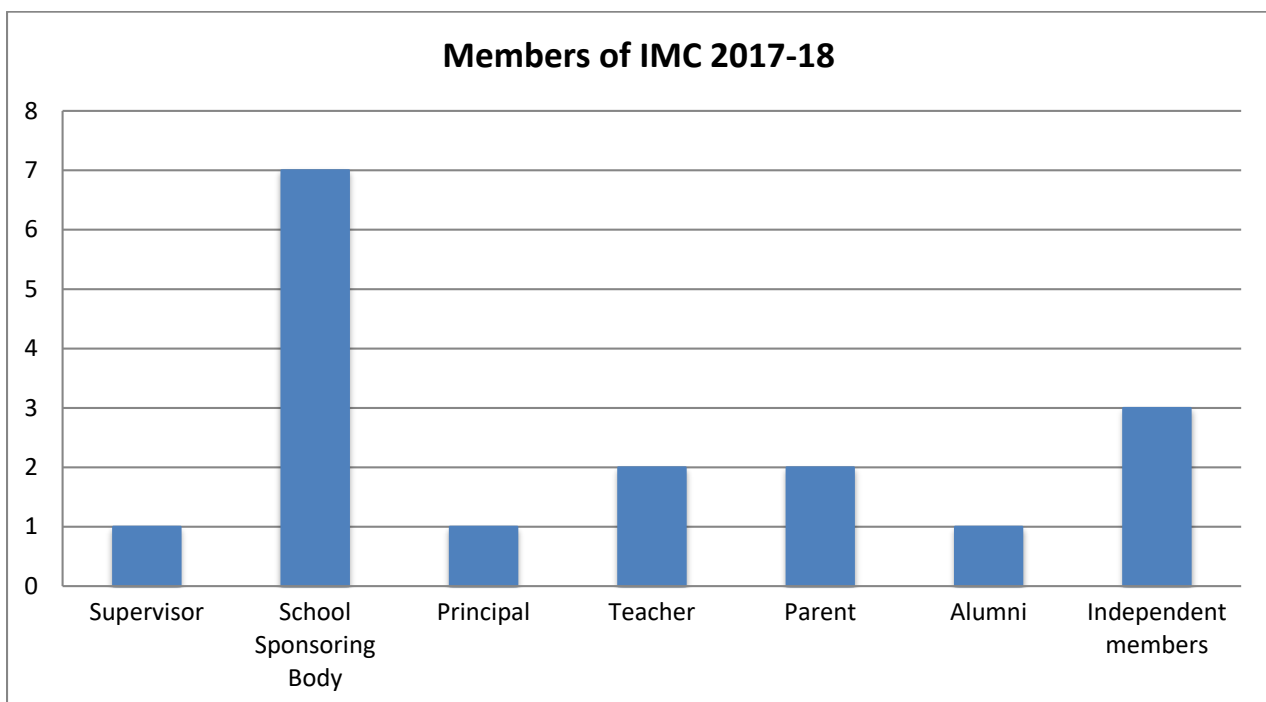
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The 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.

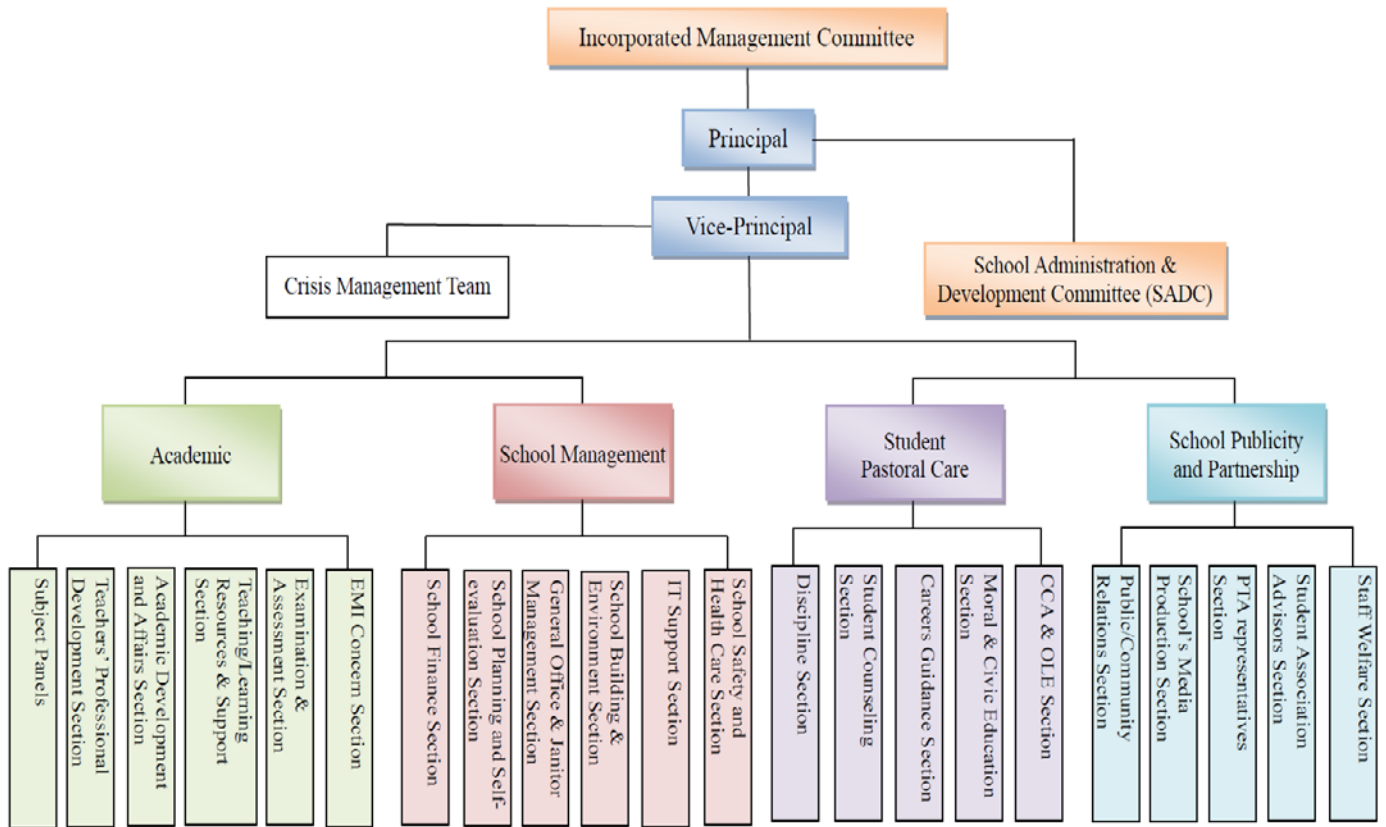
School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology room, a Student Activity Center, a Fitness Training and Assessment 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. Lai Chak-sum comprises 17 members.





## Teachers Team

### 1. Teachers' qualifications and experience

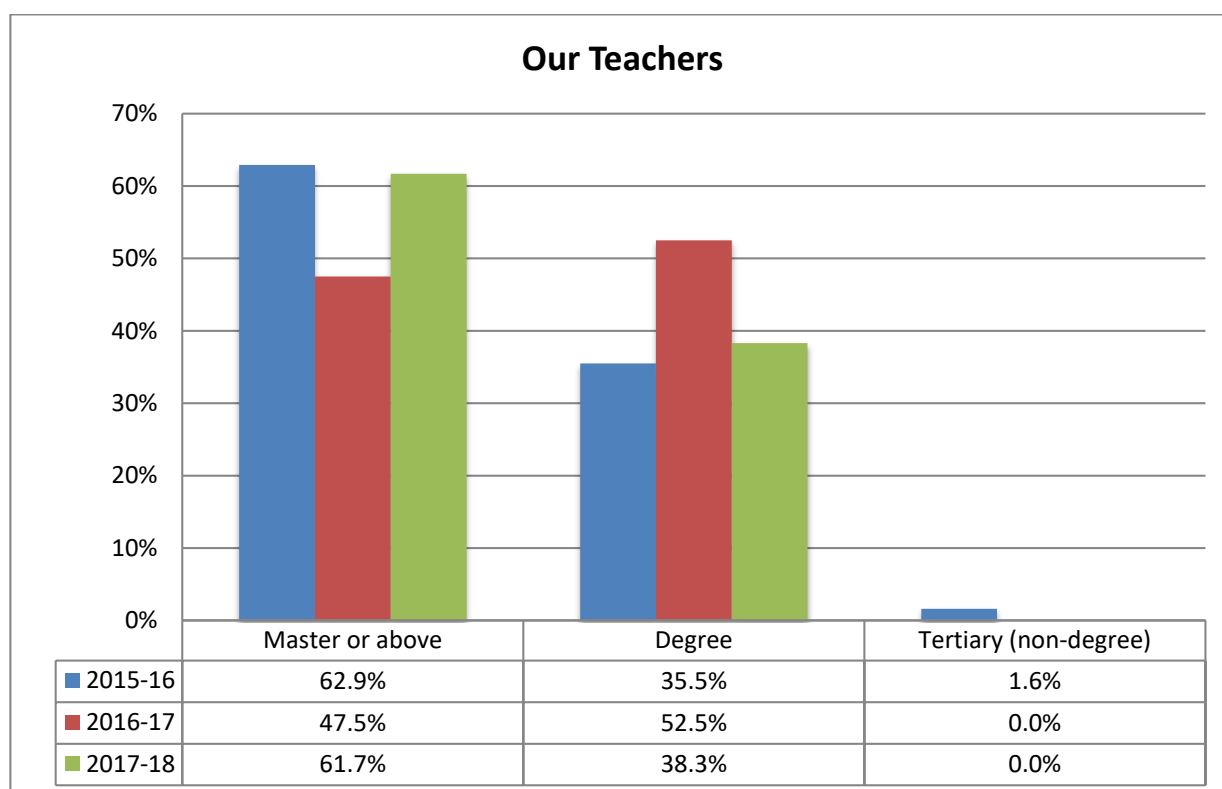
#### 1.1 Teachers' professional qualifications

Of the 60 teachers in our school (inclusive of the Principal), 60 are professionally trained.

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	5.0 %
5-9 years of teaching experience	28.3 %
10 or above years of teaching experience	66.7 %

### 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
21-08-2017	New teacher orientation	3
04-09-2017	IT Workshop	2
27-10-2017	Workshop on Understanding and Preventing Student Suicides	2
04-01-2018	Workshop on Supporting Students with Mental Illness	2
06-04-2018	Excursion Activities: Tour to Sha Tau Kok Frontier Closed Area & Farming Experience	5
06-06-2018	AM Session: Evaluation for Academic Year 2017-2018 & School's Major Concerns of the Upcoming Academic Year PM Session: DIY Workshop: Making Anti-mosquito Balm & Gypsum Ornaments	5
Total		19

In the aspect of teaching and learning, our school continues to implement self-directed learning. We launched the pilot scheme of collaborative learning in the junior forms in a bid to further foster the culture of student-centred classroom and cultivate students' self-learning ability. Teachers also benefitted from the peer interaction as well as the lesson observations. Overall speaking, collaborative learning is conducive to developing the school's learning community.

Teachers at our school value their professional development and training. In total, teachers achieved a total of 4920 hours of professional training in this academic year.

#### 4. Teacher Turnover

Two teachers left school in this academic year. They were Mr. Yuen Ka-chung and Mr. Kenneth Gaudin.

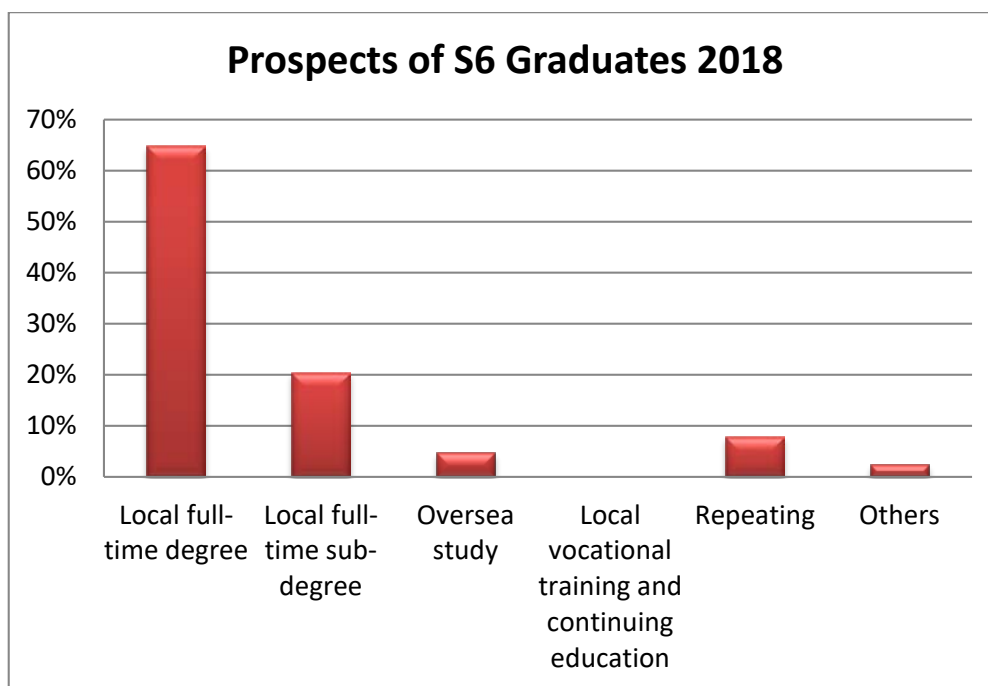
Three new teachers were recruited. They were Mr. Lui Siu-kee, Mr. Tai Tze-tik and Mr. Peter Germann.

## 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	128	122	132	135	131	130	778

### Prospects of S6 Graduates



## OUR LEARNING AND TEACHING

### School Days

There were a total of 191 school days (inclusive of tests/examinations), out of which 164 days were allocated for regular classes.

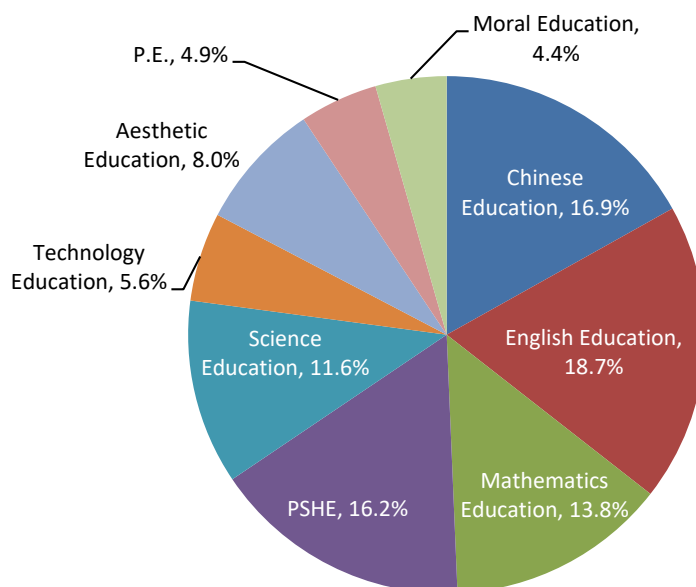
### English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1<sup>st</sup> 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. The EMI Concern Section provided language support to subject departments of Mathematics, Integrated Science, Physics, Chemistry, Biology, Information and Technology, and any other related subjects, which could enhance students' better understanding and learning in English.
3. 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.
4. The school has worked with AFS on student exchange for 14 years. This year, although no exchange student was assigned to our school, the program will still continue in next year. On the other hand, two student teachers of other nationalities (Indian and Korean) had their teaching practice in our school during March and April. They were invited to host a cultural activity of making kimbab and wrapping with hijab. They helped to foster an authentic English environment in the campus with her involvement in multiple school activities.
5. 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.

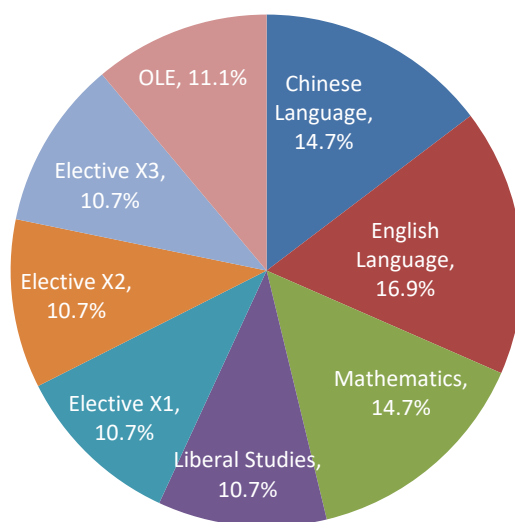
## 1. Curriculum in Junior Forms



KLA	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	Life and Society
	Chinese History	Chinese History	Chinese History
	History	History	History
	Geography	Geography	Geography
			Economics
Science	Integrated Science	Integrated Science	Biology
			Chemistry
			Physics
Technology	Computer and Technology	Computer and Technology	Basic Accounting
			Computer and Technology
	Technology and Living	Technology and Living	N.A.
Aesthetic	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

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, 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 and Chinese Literature.

### 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. To help students develop good reading habits, Inter-class Morning Reading Competition has been organized and Best Performance Awards were presented. Our school 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. Through interactive learning, self-directed learning and collaborative learning, students were encouraged to take the initiative to study.
3. To enhance students' learning efficacy and develop their self-directed and introspective ability, a variety of activities were implemented to enhance students' time management as well as polish their study and examination skills and reflection capability. Such activities involved integrated activities, organising study groups, tutorials and seminars.



4. 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.

## SUPPORT FOR STUDENT DEVELOPMENT

### 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. Inter class discipline competition is organized to sharpen self-management skills in students. 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 specialized 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 Program

- Classroom sex education programs by Health Department were offered to S2, S4 and S5 students throughout the year. As shown in the evaluation questionnaires, over 90% participants acknowledged that the workshops have enhanced their awareness and knowledge of sex.

### 1.2 'Big Brother, Big Sisters' Scheme

- Student counsellors, paired up with S1 students, tutored their juniors on homework. The two Head Counsellors are conscientious and reliable students displaying exemplary character and fine personality, and, with much creativity and dedication, have proven themselves good leaders and capable organizers. Other student counsellors are responsible and caring, providing S1 students with timely advice and support. S1 students' attendance at tutorials was over 80%, which was good. They were enthusiastic in seeking help from the student counsellors.

### 1.3 Voluntary Services

- The school volunteer team worked in collaboration with the Student Counselling Section and PTA. Pre-visit briefing sessions delivered by the social workers in charge were effective. Students of various ability were given a chance to serve and to develop their potential. The high attendance rate and the active participation of both the senior form student leaders and S1 participants of the 'Big Brother, Big Sister' Scheme are evidence that the program is a success.

### 1.4 Goal Setting Workshops

- Workshops were co-organised by our school social workers and education psychologist targeting low-achievers in S1, who responded to the program actively and positively, and learnt to set goals. The participants could explore their preferred values through action-based activities, and the debriefing session was effective. The attendance rate of S1 participants was good, over 90% S1 students acknowledged the workshops enhanced their learning skills with goal clearly set. Overall, the workshops proved to be successful and worth continuing next year.

### 1.5 Award Program for Junior Form Students

- About 80% participants had shown improvement in their average marks in the Final Examination. Among them, 25% met the requirements of the award scheme. It is recommended that the program should be reserved for S1 students in next year.

### 1.6 School-based programs: Joyful@School Programs

- Screening programs and training workshops are organised for S2 students, despite some of them did not show strong motivation, they could participate in the workshops and learnt to build up positive value in personal growth through role play, case studies and sharing. Parents Talk, Parents Workshop and Staff Development on the topics of stress management and suicidal issues are valuable to enhance the awareness of mental health issues in parents and teachers. It is recommended that the program should be continued for S2 students in next

year, in which the form of activities should be more tailor-made for S2 students to arouse their motivation. S1 and S4 students would be invited to join the program in next year.

### 1.7 School-based Education Psychologist Service

- Our Education Psychologist Ms. Chan Ka-wing engaged actively in both developmental programs and case work. She played a central role in implementing supportive measures to students, parents and teachers through teaching training workshops, class visits, consultations, assessments, etc. with close collaboration between social workers, and counseling teachers.

### 1.8 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 that the form period activities could cater for students with needs in personal growth.

### 1.9 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. Participants showed encouraging progress in their oral communication.
- In collaboration with the New Life Psychiatric Rehabilitation Association, the JC A-Connect Program had progressed to the third phase. Members in the training workshops had developed stronger affiliation to the programme. Students showed their positive response towards the activities, it is suggested to join the program again.
- Art therapy was provided for SEN students. The workshops proved to be a valuable platform to facilitated social skills and emotion-skills of the students.
- Staff development sessions related to SEN was held through school-based training workshops and teachers' participation in professional training courses offered by EDB.

## 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 and Wednesday (Ms. Wong) and Tuesday and Friday (Mr. Lee). They provided professional casework counselling to students and families in need. Academic performance, parental relationship and peer relationship were their prime concerns. Considering the rapid changes that students underwent in the adolescent stage. Ms. Wong and Mr. Lee co-operated with different functional groups in school and organized various programs to help enhance students' self-esteem, communication skills, leadership and problem-solving skills. S1 Orientation, class visit, Goal Setting Workshop, S2 'Joyful@School Programs', S3 'Finding Colour in Your Life', S4 & S5 'Taste of Life' and S6 stress management program were some of the examples. Life Experience Journey, as a life education program, let students experience birth to death through various games. After the program, students realized that time is limited and that they should spend time on valuable things, especially with their family. With a clear goal setting strategy, students have more confidence in facing challenges and bridging to the public examination in later stages. In addition to teenagers targeted program, seeing parents as key partners in nurturing students, both social workers delivered topical seminars, for example, Youth Culture and Parenting Style. Such programs helped to enhance parenting skills and foster parental relationships. This year, peer mediation training was another major work focus. In Secondary School Peer Mediation Competition 2018 co-organised by Rotary and Hong Kong Family Welfare, our student mediators were awarded the first runner-up. All these proved the developmental programs launched by our school social workers were essential to the personal growth of our students.

## 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 August to Early September, 2017	S6 (130)	Academic Advising Session (by careers teachers)
23/9/2017	S4-S6 (100)	UST Outreach Day
23/9/2017	S6 (110)	"Sharing with undergraduate alumni" and JUPAS Talk for S6 students
30/9/2017	S4-S6 (160)	PolyU Information Day
9/10/2017	S4-S6 (350)	Talk on Studies in USA (by Princeton Review)
17/10/2017	S3-S4 (250)	Talk on Architectural Design (畚色園中學新思維職業導向計劃 - by 奧菲思慈善基金)
21/10/2017	S4-S6 (190)	CUHK Information Day
23/10/2017	S4-S6 (350)	Sharing session on topic: University Dream (1) by Alumnus - Wong Tsan Kwong
25/10/2017	S5-S6 (30)	Admission Talk by HKCC
4/11/2017	S4-S6 (180)	HKU Information Day
6/11/2017	S4-S6 (350)	"Writing a Winning Resume" by Alumnus - K.K. Lau (Assistant Professor of Centre for Applied English Studies, HKU)
6/11/2017	S5-S6 (20)	Admission Talk by HSMC
14/11/2017	S3-S4 (7)	Local Companies Visit (畚色園中學新思維職業導向計劃 - by 奧菲思慈善基金)
11/11/2017	S4-S5 (15)	Life Buddies Mentorship Programme - Activity 1
11/11/2017	Parents (15) (In collaboration with the Parent Teacher Association)	Life Planning Workshop (by HKFWS)
15/11/2017	S4 (4)	Training session for Junior Career Planning Competition 2017 organized by Youth Employment Start
21/11/2017 29/11/2017 30/11/2017	S4 (130) (Jointly held with the school social worker)	Workshop on "Career Mapping" published by EMB and Careers Guidance Association
5/12/2017	S3 (130)	Briefing session on points to be noted for selecting NSS electives
Late Nov. 2017 & Early Feb. 2018	S4 (10)	Training sessions for S4 Careers Prefect
8/12/2017	S4-S6 (12)	Admission Talk by HKU Space PLK SHCC
11/12/2017	S4-S6 (350)	Sharing session by students on their experience and the ways their horizons were broadened through the ACO Career Program
Mid-Dec. 2017	S6 (125)	Briefing on E-APP
16/12/2017	S4-S6 (14)	"Job Exploration" sharing session - Medical Device/Equipment
22/12/2017	S4-S5 (14)	Life Buddies Mentorship Programme - Activity 2
Late Jan. 2018	S4 (124)	Briefing on APL

Date	Class ( Number of Students)	Event & Particulars
31/1/2018	S1 parents (5)	Radley Scholarship Briefing Session - Conducted by ACO
5/2/2018	S4-S5 (15)	Life Buddies Mentorship Programme - Activity 3
23/2/2018	S4-S5 (15)	Life Buddies Mentorship Programme - Activity 4
12/2/2018	S4 (4)	Junior Career Planning Competition 2017 at Y.E.S. (Mong Kok)
27/2/2018	S2-S3 (260)	夢想萬花筒 (by OUHK LiPACE)
19/3/2018	S4-S5 (14)	Life Buddies Mentorship Programme - Activity 5
20/3/2018	S4-S5 (220)	Sharing session on topic: University Dream (2) by Alumnus - Ching King Him
21/3/2018	S4-S5 (220)	Experience sharing on articulation ladder from HD/Asso programmes to local degree programmes by our Alumni - Yau Ching Fung & Li Siu Hin
Late Mar. 2018 to Mid-May 2018	S5 (130)	Advising sessions for S5 students based on their S5 First Term Examination Results (by careers teachers)
21/4/2018	S4-S5 (8)	“Job Exploration” sharing session - Marketing
21/4/2018	S4-S5 (15)	Life Buddies Mentorship Programme - Activity 6
7/5/2018	S6 (60)	Talk on Interview Skills for JUPAS Applicants
7/5/2018	S6 (38); S4-S5 (32)	CUHK Consultation Fair
28/6/2018	S2 (121) (Jointly held with the school social worker)	Workshop on “Finding your colours of life”, published by EMB and Careers Guidance Association
Late June 2018	S3 (42)	Electives Advising Session (by careers prefects & teachers)
29/6/2018	S6 (100)	Talk on the release of HKDSE Results for S6
3/7/2018	S3 (120)	Talk for S3 students on choosing NSS electives (with subject introduction by relevant subject teachers)
11/7/2018	S6 (128)	Advising service offered by careers teachers, S6 Class teachers and senior form Class teachers as to reprioritizing and/or modifying the JUPAS/study choice 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 lasting 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. 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 activities were implemented this year:

1. 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 term;

2. Working in line with the Student Counselling Section in enhancing 'Life Education', and devising the respective lesson plans for the class teachers. Students could actively participate in

discussions and express their own opinions with earnest attitude. Talks concerning “Value Education” were conducted in morning assemblies to nurture students’ positive values and attitudes.

3. Co-organizing a book report writing activity with the Chinese Department for S3 students. They are required to read books about perseverance / how people overcome adversities, write a book report to facilitate their deep soul-searching after reading those books which strive readers unremittingly in their life when facing difficulties.
4. Co-organizing the inter-class ‘Notice Board Decoration Competition’ with the Visual Arts Department. The topic of this year is ‘Be a responsible Citizen’ which sharpen self-management and problem-solving skills of students.
5. Co-organizing the Inter-class Quizzes on “Basic Law” with the Chinese History Department and Chinese Culture Club for S1 to S3 students to encourage students in different classes to form study groups to learn more about Chinese history, current affairs and social issues. Co-organizing class activities, talks and visits about “Basic Law” for S4 students to enrich students’ understanding of Basic Law.
6. Co-organizing the Field study tour to Hoi Ha Wan Marine Park with the Geography Department for S3 students. Student participants performed actively while doing experiment relating to water quality.
7. Organizing activities like ‘Issue of the Year Selection’, ‘Ho Fung Flag-guards’, ‘Knowing the Basic Law’ to sharpen students’ resilience and sense of responsibility, and build up a positive and meaningful living attitude.
8. Elderly visits were organized jointly with the Hong Kong Society for the Aged. S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate. S1 students, in groups of two or three which led by a senior form student, visited an assigned solitary old person twice a year. Through conversation with the elderly, students knew more about the elderly’s needs and the importance of filial piety.
9. Organizing The Spirit of Ho Fung Awards, which are presented to those who perform brilliantly in terms of academic performance, discipline and social services. The award was given to Tsui Tsz-hin (4C), Chan Chun-hei (4D), Chan Yuet-ting (4E), Xiao Shifeng (5A), Chu Pui-lam (5E) and Wong Yuen-man (5E).

Concerning 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. S5 students joined the study tour to Beijing. The trip involved 13 teachers and 129 students. The tour allowed students to understand national culture, city architecture and the economy of Mainland China, at the same time giving students opportunities to interact with mainland students. The school also practised a monthly national flag hoisting ceremony in the playground.

With regards to environmental education, the Section nominated students to take part in the ‘Outstanding Student Environmental Ambassador Scheme’. There were about 35 Student Environmental Protection Ambassadors (SEPA) this year, they were encouraged to participate in and organize activities related to environmental education and protection on campus. six of them acquired the Basic Environmental Badges and seven of them were nominated with good performance for the “SEPA Merit Awards” in appreciation of their dedication and contributions. This year, Lam Hiu-tung (5D), Wong Yuen-man (5E) and Cheung Hoi-ching (5D) were nominated to receive the Gold, Silver and Bronze of the “Outstanding SEPA Awards” respectively for excellent performance. 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.

## **Community Service**

### **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 old person 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**

- In the first term, all S4 students participated in a 3-hour raffle ticket sale organized 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 strangers 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.
- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organized for eight consecutive years. All S4 students attended a briefing and each S4 class visited the school once, organizing 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 know more about the disabled. Having known the difficulties faced by the disabled, they realized that discrimination against them should be combatted and that they should not take any privileges for granted. After the visit, participants were awarded certificates.
- Ho Fung College had organized 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 old people living in Lei Muk Shue Estate, giving them some rice cake, scarf and Lunar New Year decorations as 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.
- In July and August, Ho Fung Lei Muk Volunteer Team (a team of eight form-four students), after participating in two training sessions, provided voluntary service in Lei Muk Shue. The service was co-organized with Caritas Jockey Club Integrated Service For Young People - Lei Muk Shue.

### **3. Overseas Voluntary Service**

- ‘2018 香港青年學生內地義務工作交流團’, organized by Tsuen Wan Youth Association. 22 S4 and S3 students participated in the programme. Sik Sik Yuen sponsored each participant with \$1000. Before the trip, the student volunteers received a series of training and did much preparation. From 2nd July to 5th July, they visited two schools in Zhaoqing. Sharing features in Hong Kong, doing some “DIY” and playing games with the students. They also visited poor family. Next school year, they will share their precious experience in our school’s morning assembly and encourage our fellow schoolmates to do voluntary work.
- Two S4 students (4C Lo Lok Yiu, Wong Tsz Ki) were nominated for Thailand Voluntary Service Tour (11th-17th August 2018) organized by Tsuen Wan District, in which they participated in cultural activities, school visits, and provided voluntary service.

#### **4. Fundraising Activities**

- The Hong Kong Society for the Aged organized a flag-selling in September, 2017. 10 S4 students participated in the activity respectively. Their participation is satisfactory.
- Dress Casual Day was held on 21st December 2017. Students could dress casual on that day if they donated 10 dollars or more. \$9880 was raised in the activity.
- In the Flower Market, \$10440 was raised for Society for Community Chest.
- Ho Fung College participated in the Inter-school Cookie Competition held by Helping Hand. \$880 was raised in the Lunar New Year Charity Bazaar.

#### **5. Other Volunteer Training and Voluntary Service**

- Cheung Hoi Ching (5D) was selected as Hong Kong Youth Ambassador. The programme was organized by Tourism Commission and The Hong Kong Federation of Youth Groups. Students visited various government departments and private organizations, and received a series of training, after which they provided voluntary service at tourist spots on holidays, answering tourists' queries and introducing Hong Kong. The activities broaden their horizons and improved their communication skills, the student shared her experience in our school's extra-curricular ceremony to encourage fellow schoolmates to participate in voluntary service.
- Three students (5A Tang Yin Ni, 5D Lam Hiu Tung) were nominated for 2018 – 2019 Hong Kong Outstanding Youth Volunteer Scheme. The scheme's Committee will select 20 outstanding Youth Volunteers, who will participate in the promotional work on volunteering in Hong Kong and exchange their volunteer experiences with people overseas.
- Chan Lok Yiu (4C) was nominated for UNICEF Young Envoys Programme 2018. She was selected; attended various training sessions and provided community service.
- In September, members of International Youth Unit participated in "Hong Kong Citizen Hong Kong Heart DIY Suggestion Scheme", held by Social Welfare Department. 50 "Lucky Bags" were made and given to solitary old people.
- 70 students and teachers donated blood on the Blood Donation Day organized by Hong Kong Red Cross. Their participation is deeply appreciated.

#### **6. Volunteer Awards**

- In 2017, 344 students and parents joined the Volunteer Movement organized by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 10,423 hours. Ho Fung College was awarded Group Gold Certificate; 7 volunteers were awarded Individual Gold Certificates; 29 were awarded Individual Silver Certificates and 32 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 join a musical instrument class and a sport/uniform team to receive one-year training related to these aspects.
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 ninth 'Senior level leadership training scheme' was conducted and trained thirty-six S3 participants. They were groomed to be responsible, active and enthusiastic student leaders who would chair the Students' Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully during 24 - 26 August.
3. School Picnic was organised to strengthen bonds among students and teachers. Based on the needs of students across different forms, different locations were arranged for the School Picnic. Tai Tong for S1 and S4, Clear Water Bay (Tai Au Mun) for S2, Lion Rock Park for S3, Beijing Trip for S5 and Ocean Park for S6 students.
4. "CCA Award Scheme" was implemented to recognize students' outstanding performance in activities, leadership, service and voluntary work.
5. On top of the above, other co-curricular activities are categorized into three areas: House activities, club activities and school teams/tutorial classes.

### 5.1 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 organized annually, for instance, Sports Day, cheering team competition, Swimming Gala, Cross-country Run, ball games, debate and drama competitions.

### 5.2 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 organized year round.
- Interest groups such as the Chess Club, Girls Baseball Club, Astronomy Club 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 marching and life skills. They take part in hiking, camping and other community service regularly.

### 5.3 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 organized on Chinese dance, modern dance, jazz etc. In addition, classes on football, volleyball, basketball, handball, table-tennis, badminton, tennis, athletics, cross-country run and swimming are conducted regularly.

### **Physical Well-being**

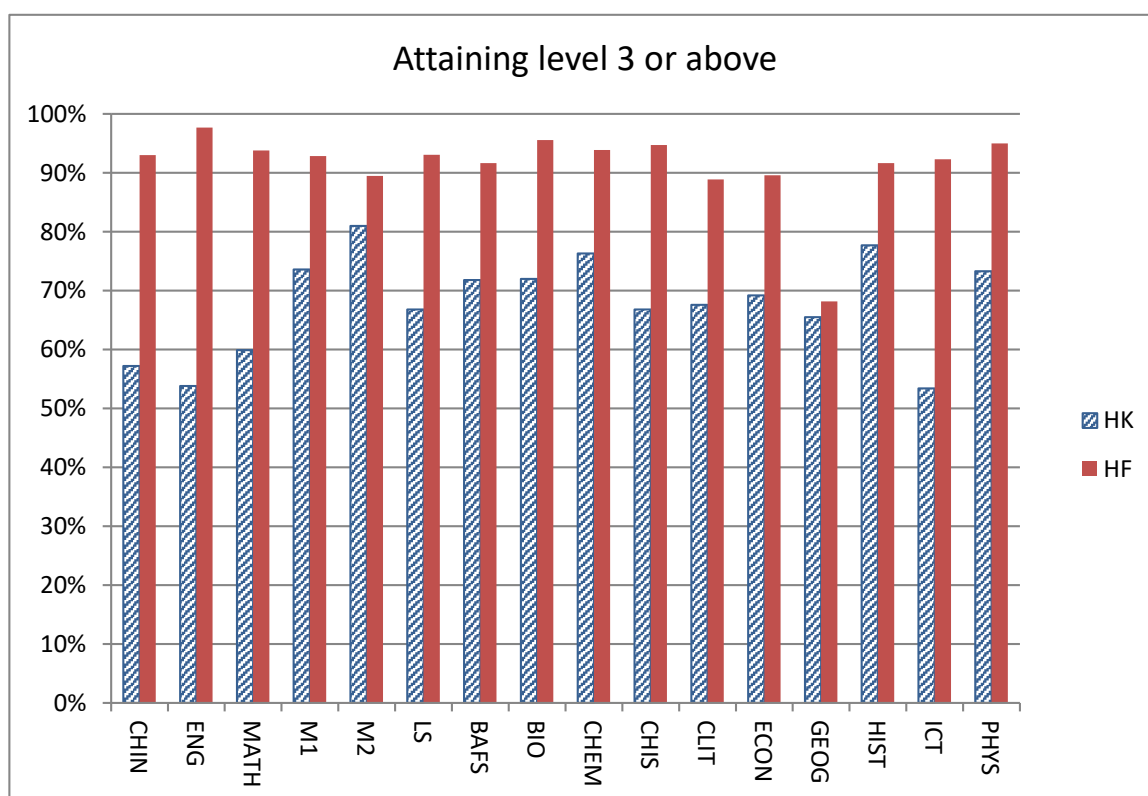
The P.E. Department organised various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. This year, the Swimming Gala was held on 28<sup>th</sup> September, 2017 at Shing Mun Valley Indoor Swimming Pool. The event that followed was the annual Sports Day held on 23<sup>rd</sup> and 24<sup>th</sup> November, 2017 in Shing Mun Valley Sports Ground. There were more than 100 events in which students participated vigorously. The final whole-school sports function was 43<sup>rd</sup> Cross-country Run, which took place on 20<sup>th</sup> December, 2017 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, etc. for students who received regular practice throughout the year. Our students exhibited impressive team spirit in the activities.

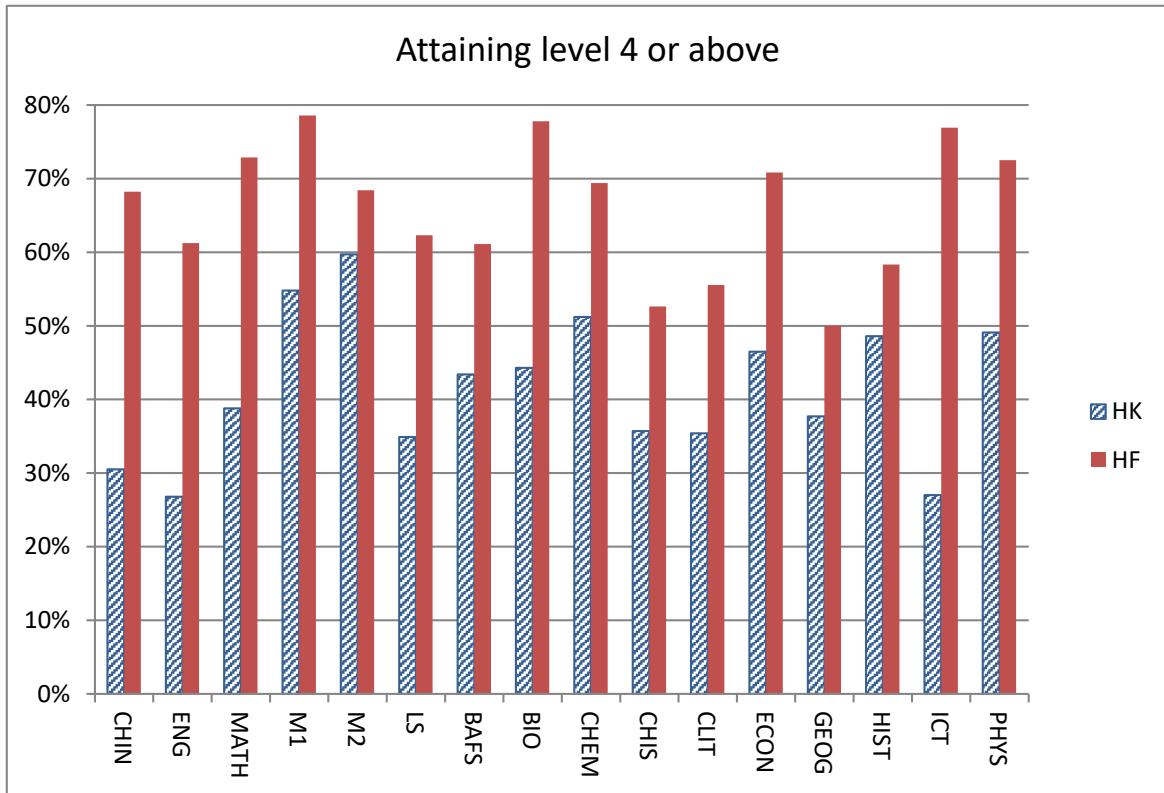
# STUDENT PERFORMANCE

## Academic Performance

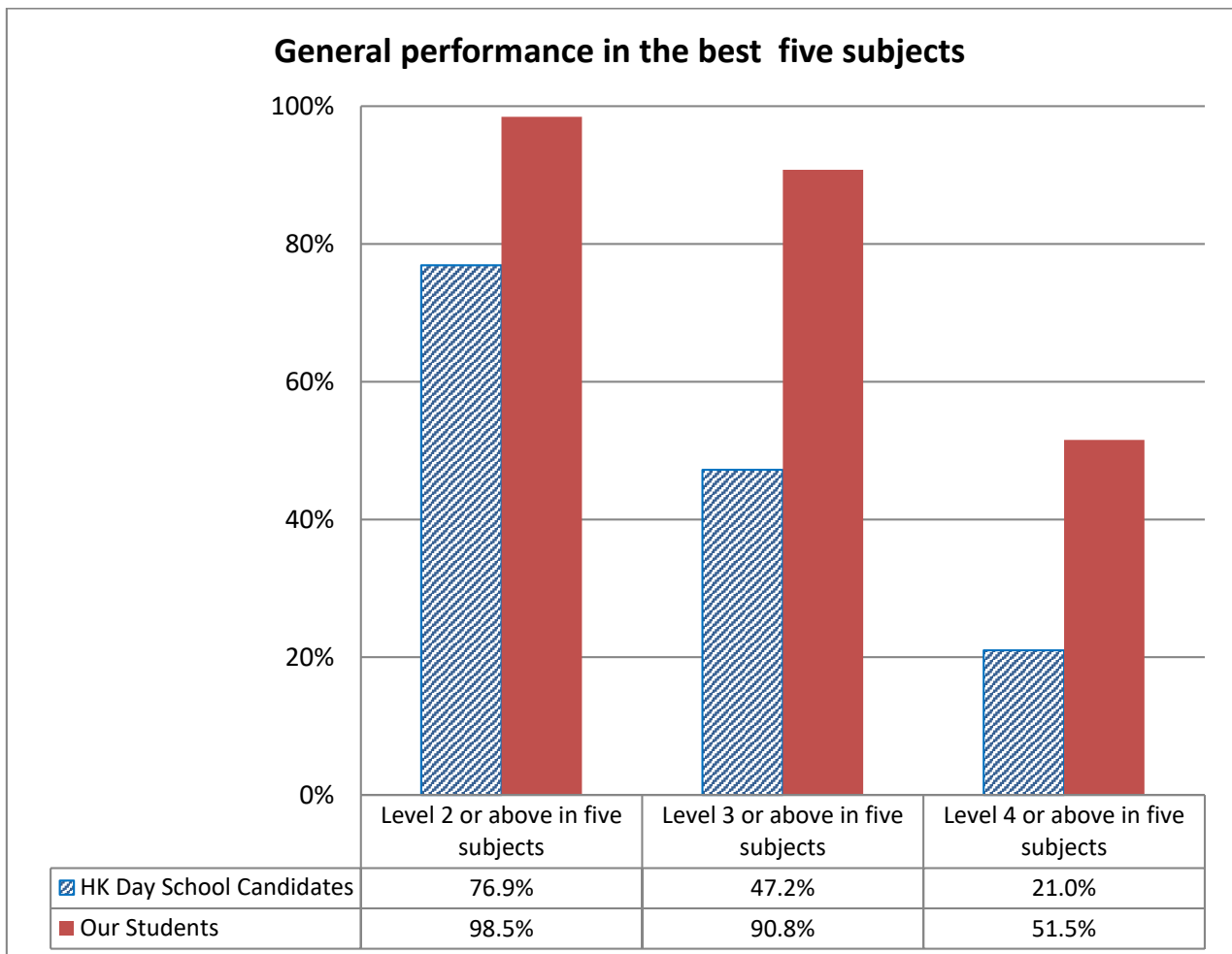
130 of our S6 students took part in the 2018 HKDSE. 91.5% of them achieved level 3 or above and 51.5% acquired level 4 or above *in both Chinese Language and English Language*. 90.0% of students fulfilled the minimum requirement of university entry (i.e. levels 33222 in Chinese Language, English Language, Mathematics, Liberal Studies and one elective subject respectively), well above the territory-wide day school figure (42.0%).

Performance in HKDSE 2018	Ho Fung (%)	HK (%)
English Language (Level 3 or above)	97.7%	53.8%
Chinese Language (Level 3 or above)	93.0%	57.2%
Mathematics (Compulsory Part) (Level 2 or above)	100.0%	82.5%
Liberal Studies (Level 2 or above)	99.2%	89.0%
Students eligible for degree programmes (“33222”)	90.0%	42.0%
Accumulated total of attaining level 3 or above	93.0%	62.0%
Accumulated total of attaining level 4 or above	66.7%	35.4%

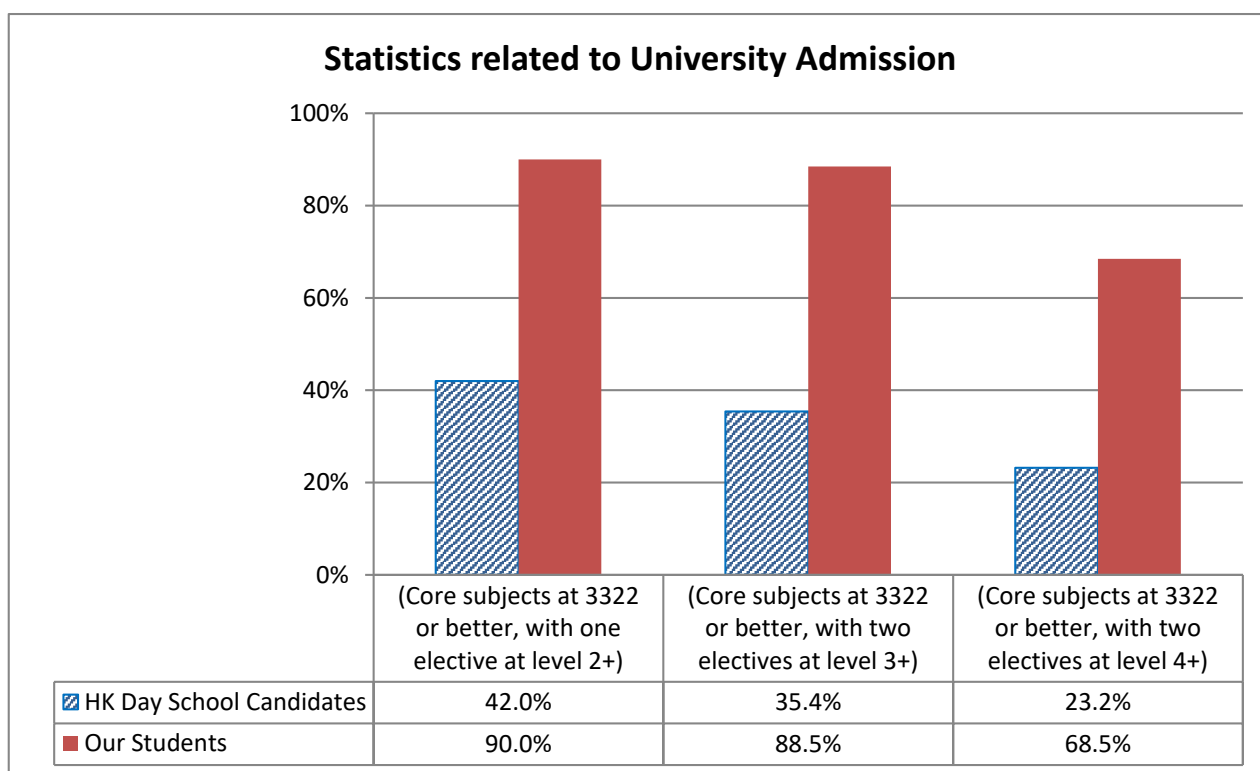
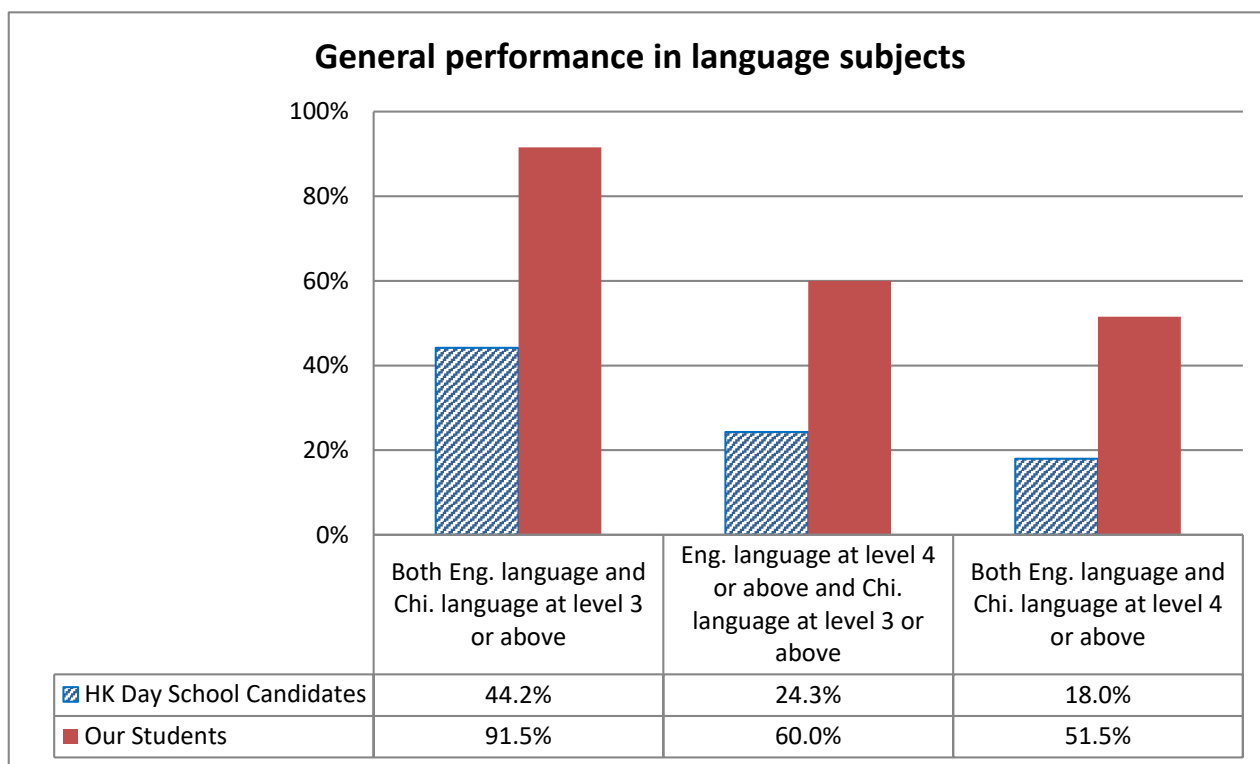




**General performance in the best five subjects (2018 HKDSE)**



## General Performance in language subjects (2018 HKDSE)



## Other Achievements

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

Date	Organizers	Competitions	Awardees	Prizes
30/09/2017	The Hong Kong Academy for Gifted Education	International Junior Science Olympiad 2018 – Hong Kong Screening	Hui Tat-fung (3D)	2 <sup>nd</sup> Honor
			Lam Yat-long (3B) Chan Tik-hei (3B)	3 <sup>rd</sup> Honor
13/11/2017	Tsuen Wan Youth Association	Tsuen Wan & Kwai Tsing Outstanding Student Competition 2017 (Awarded for the academic year 2016-2017)	Mak Hei-yin (4E)	Merit (Senior Section)
			Tang Wai-kei (3D) Wong Tsz-yi (3A) Tai Sze-ming (2A)	Merit (Junior Section)
26/11/2017	The Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Softball Competition	Girls' Softball Team	3 <sup>rd</sup> Prize
28/11/2017	Bank of China (Hong Kong), Endeavour Education Centre Limited	Bank of China (Hong Kong): Chinese History Outstanding student scholarship 2017 (Awarded for the academic year 2016-2017)	Chan Ka-ho (6A)	Bank of China (Hong Kong): Chinese History Outstanding student scholarship of \$50,000
11/2017-12/2017	Hong Kong Schools Music and Speech Association	69th Hong Kong Schools Speech Festival (Cantonese)	Tang Wai-kei (4E)	Solo Verse Speaking – 3rd Prize
			Pang Wing-sze (4B) Wong Tsz-yi (4E)	Cantonese Duologue – Champion
			Ho Wing-laam (1D)	Solo Verse Speaking – Champion
			Hui Ho-yee (4E) Tang Wai-kei (4E)	Cantonese Duologue – 2nd Prize
			Yip Cheuk-tung Fion (1D) Yuen Ka-hing (1D) Lee Man-ki (2A)	Solo Verse Speaking – Merit
			Wong Tsz-yi (4E)	Solo Prose Reading – Merit
			Wong Hoi-yee (3C) Wong Hoi-yin (3A) Leung Yi-sze Cesslyn (5A) Tsang Cheuk-kei (5A)	Cantonese Duologue – Merit
			Lee Wing-fung (5D)	Solo Verse Speaking – Champion
			Pang Wing-sze (4B)	Solo Prose Reading – 3rd Prize
			Lee Lok-hay (1B)	Solo Verse Speaking – 3rd Prize
11-12/2017	Hong Kong Schools Music and Speech Association	69th Hong Kong Schools Speech Festival (English)	Chan Ming-jaak (3D) Tai Sze-ming (3D) Wong Pui-yan (3D)	S1-S3 Public Speaking Team – 3rd Prize
			Cheng Chi-yin (1A)	S1 Boys Solo Verse

Date	Organizers	Competitions	Awardees	Prizes
				Speaking – 3rd Prize
			Ng Cheuk-ying (1B)	S1 Girls Solo Verse Speaking – 2nd Prize
			Choi Chak-yan (1C)	S1 Girls Solo Verse Speaking – 3rd Prize
			Ho Tsz-ching (2D)	S2 Girls Solo Verse Speaking – 3rd Prize
			Huang Jenny (2D)	S2 Girls Solo Verse Speaking – 2nd Prize
			Pang Cheuk-yin (3C)	S3 Girls Solo Prose Reading – 2nd Prize
			Leung Yi-sze Cesslyn (5A)	S5 Girls Solo Verse Speaking – 2nd Prize
			Mak Hei-yin (5E)	S5 Girls Solo Prose Reading – 3rd Prize
2/12/2017	The City University of Hong Kong & South China Morning Post	5th CityU Discovery & Innovation Debating Challenge (2017)	Li Lok-tung (4B) Chan Chun-hei (4D) Chan Yuet-ting (4E) Chan Chun-hei (4D)	Champion   Best Debater
5/12/2017	Leisure and Cultural Services Department	Hong Kong Youth Music Interflows 2017: Symphonic Band Contest (Secondary School Junior Class)	Symphonic Band	Bronze medal
20/1/2018	HK Professional Teachers' Union	The 22 <sup>nd</sup> Hong Kong School Chinese & English Penmanship Competition	Lam Tsz-in (5A) He Yimin (2D) Chan Hoi-yi (3D) Yeung Hoi-yau Ringo (5B)	Merit Prize (Chinese) Highly Commended Prize (Chinese) Highly Commended Prize (Chinese) Highly Commended Prize (English)
25/1/2018	HKSSDC	Hong Kong Secondary School Debating Competition (Term 1 Final)	Chan Lok-yiu (4C) Chan Chun-hei (4D) Chan Yuet-ting (4E) Chan Lok-yiu (4C)	Champion   Best Debater
13/3/2018	Sik Sik Yuen	Sik Sik Yuen Joint School Girls' Volleyball Competition	Girls' Volleyball Team	Champion
16/3/2018	Committee on Respect Our Teachers Campaign	Pay tribute to the teacher 2017 – Chinese essay contest	Liang Yan (5E)	Merit Prize
5/3/2018	Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Music Festival	Zhang Jingyao (2D)	Yangqin solo – 2nd Runner-up (Junior form)
12/3/2018			Ng Cheuk-yiu (3D) Chow Ka-ye (4C) Lee Tsz-kiu (4E) Kui Tin-wing (4E)	Recorder Ensemble – 1st Runner-up (Secondary school)
21/3/2018			Pau Cheuk-yuet (3D)	Graded Piano Solo – Grade Seven 1st Prize – Awarded with Certificate of Honours
13/3/2018	Education Bureau		Drama Club members	Adjudicators' Award

Date	Organizers	Competitions	Awardees	Prizes
		Hong Kong School Drama Festival 2017/18		Award for Outstanding Script Award for Outstanding Stage Effect Award for Outstanding Cooperation
			Leung Kai-tan (3A) Lim Ho-tik (5A)	Award for Outstanding Performer
17/3/2018	South China Morning Post & The Hong Kong Jockey Club	Student of the Year 2017	Chan Chun-hei (6D)	Shortlisted for Performing Artist, Awarded with Certificate of Merit
13/4/2018	The Hong Kong Academy for Gifted Education	2017/18 Hong Kong Budding Poets (English) Award	Wong Man-ling (5A)	The Poet of the School Award
22/4/2018	Hong Kong Public Libraries	“4.23 World Book Day Creative Competition” – Junior Secondary (English)	Chan Ming-jaak (3D)	Award for Excellence
25/4/2018	The Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Archery Competition	Fu Ho-yi (1C)	Award for Excellence (Recurve Bow Girls (Grade C) Individual Competition)
25/4/2018	Social Welfare Department	2017 Volunteer service	Wong Wing-ki (4E) Tang Yin-ni (5C) Tam Lok-yiu (4E) Leung Wai-hin (5B) Lam Hiu-tung (5D) Huang Jenny (2D) Hong Wing-ka (2D) Tang Wai-kei (4E) Cheung Hoi-ching Vivian (5D)	Gold Certificate
			Yeung Wing-sze (5B) Wong Tsz-ki (4C) Lai Lok-hang (4C) Keung Wing-sum (5B) Ip Ping-yan (6C) Wong Yuen-man (5E) Mak Ka-ying (5C) Leung Yi-sze Cesslyn (5A) Wong Tsz-ying (5C) Chau Hung-yin (4C) Ho Cheuk-lam (4D) Tsui Tsz-hin (4C) Jone Man (5B) Chan Kei-pan (5B) Hui Man-ching (5B) Poon Wong-ka (5B) Chan Yui-chung Onions (5B) Mak Hei-yin (5E) Chan Pak-ming (4A) Fan Chi-lok (5A) Huang Yi-te (5B) Cheng Hoi-tsing (5B) Fok Wing-lam (5B) Kwok Chi-ning (5C) Tsoi Ka-man (4E) Wong Suet-wing (5B) Cheng Hoi-lam (6E)	Silver Certificate



Date	Organizers	Competitions	Awardees	Prizes
			Yeung Hoi-yau Ringo (5B) Lo Lok-yiu (4C) Chan Ching-man (5A)	
			Lam Wing-ki (5B) Leung Cheuk-ying Sofie (6C) Shu Yu-yan (5B) Chu Pui-lam (5E) Wong Lai-ching (5D) Yuen Wing-yan (4C) Ma Ka-lo (5B) Cheng Ping-for (5A) Dinh Fong-ming (5B) Suen Ka-lam (5D) Wong Lok-ying (4D) Lee Wai-sze (3D) Tse Ying-ying Michelle (5B) Liang Lok-yiu (6C) Lam Wing-tung (5C) Yeung Cheuk-yiu (5A) Ko Wan-ting (6C) Chan Yuet-man (3A) Lee Pui-yee (3D) Tai Ka-ho (4A) Lai Mei-yee (4A) Fong Yee-lam (4C) Xiao Shifeng (5A) Chan Wing-kit (5D) Lee Man-ki (2A) Man Kwun-ho (6C) Chan Hiu-yan (5E) Chan Yuk-ching (3A) Kwok Chun-ting (4D) Li Pik-kiu (5E) Kowk Sze-wai (3D)	Bronze Certificate
28/4/2018-22/5/2018	China-HK Sports Association cum Olympics Steering Committee, Hong Kong Baseball Association	Samsung 61st Festival of Sport – Hong Kong Secondary School Baseball Elite Championship 2018 (Girl Division)	Girls' Baseball Team	Overall 1st Runner-up (Girls) Champion (Girls Junior) 2nd Runner-up (Girls Junior) 1st Runner-up (Girls Senior)
			Jone Man (5B)	Most Valuable Player (Girls Junior)
			Zhang Jingyao (2D)	Best Player (Girls Junior)
			Li Yuen-ting (5E)	Best Player (Girls Senior)
5/5/2018	The Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Volleyball Competition	Girls' Volleyball Team	3rd Prize (Girls Grade C)
18/5/2018	Hong Kong Professional Teachers' Union	19th HKPTU Secondary School English Debating Competition 2017-2018	Lee Long-ting (2A) Lam Yik-yu (2A) Cheung Ka-woon (2A)	Secondary 2 Division (EMI) - Champion
			Tai Sze-ming (3D) Lo Tsz-tung (3A) Wong Pui-yan (3D)	Secondary 3 Division (EMI) - Champion
			Chan Chun-hei (4D) Chan Yuet-ting (4E) Chan Lok-yiu (4C)	Secondary 4 (Lion Rock North & HK Division) - 1st Runner-up
26/5/2018	Hong Kong Joint School Music	Joint School Music Competition 2018	Wind Band (Ho Fung College)	Silver Prize

Date	Organizers	Competitions	Awardees	Prizes	
	Association				
30/5/2018	Sing Tao Daily	33rd Sing Tao Inter-School Debating Competition	Hsu Yan-yi (3D) Wu Yik-mei Queenie (4B) Wong Tsz-yi (4E) Chan Ho-ying (6C) Ku Chi-ting (6D) Lam Sum-chung (6D)	2nd Runner-up	
27/5/2018	Hang Seng Management College	HSMC Computing Cup 2018	Kok Chun-hung (5E) Poon Tsz-kin (5A)	Gold Award	
30/5/2018	2018 5th Asia-Pacific Youth Piano Competition	2018 5th Asia-Pacific Youth Piano Competition	Wong Tsz-yeung (1A)	4th Prize (Youth Junior, Chopin A)	
2017-2018	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	Inter-school Cross-country Competition	Man Wai-tung (2B)	2nd Runner-up (Girls Grade C)	
			Choi Chak-yan (1C)	7th Prize (Girls Grade C)	
			Fung Hoi-lam (4B)	1st Runner-up (Girls Grade B)	
			Lee Hei-wun Freda (3A)	10th Prize (Girls Grade B)	
			Girls' Cross-country Team	2nd Runner-up (Girls Grade B)	
			Wong Hiu-nam (6D)	Champion (Girls Grade A)	
			Mak Ka-ying (5C)	6th Prize (Girls Grade A)	
		Inter-school Basketball Competition	Girls' Basketball Team	4th Prize (Girls Grade A and B)	
		Inter-school Volleyball Competition	Girls' Volleyball Team	4th Prize (Girls Grades A & B)	
		Inter-school Athletics Competition	Hui Tat-fung (3D)	Champion (400m, Boys Grade B)	
			Choi Chak-yan (1C)	1st Runner-up (400m, 800m, Girls Grade C)	
			Lai Sin-man (1D)	2nd Runner-up (Discus, Girls Grade C)	
			Man Wai-tung (2B)	2nd Runner-up (800m, 1500m, Girls Grade C)	
			Lee Lok-hay (1B) Choi Chak-yan (1C) Ip Ching-yi (1C) Yip Cheuk-tung Fion (1D) Man Wai-tung (2B)	1st Runner-up (4x400m relay, Girls Grade C)	
			Cheng Hei (2D) Lee Hei-wun Freda (3A) Chau Wing-yee (3C) Fung Hoi-lam (4B) Chow Ka-yee (4C)	1st Runner-up (4x400m relay, Girls Grade B) 4th Prize (Girls Grade B)	
			Hung Po-ki (5D)	1st Runner-up (Long Jump, Girls Grade A)	
			Wong Hiu-nam (6D)	Champion (800m, 1500m, Girls Grade A)	
			Inter-school Swimming	Li Ying-lok Wyatt (1A)	2nd Runner-up (4x50m Freestyle relay)

Date	Organizers	Competitions	Awardees	Prizes
		Competition	Wong Pak-hei (1A)	2nd Runner-up (4x50m Freestyle relay)
			Kwong Lam-kiu (1B)	Champion (4x50m Freestyle relay)
			Lam Win-ting (1B)	1st Runner-up (4x50m Freestyle relay)
			Choi Chak-yan (1C)	Champion (100m Backstroke) 2nd Runner-up (50m breaststroke) 1st Runner-up (4x50m Medley relay)
			Ip Ching-yi (1C)	2nd Runner-up (50m Butterfly) 1st Runner-up (200m Individual Medley & 4x50m Medley relay)
			Lai Cheuk-wing (1C)	Champion (4x50m Freestyle relay)
			Ng Pak-hei (1D)	2nd Runner-up (50m breaststroke & 4x50m Freestyle relay)
			Lei Yiu-long (1D)	2nd Runner-up (4x50m Freestyle relay)
			Leung Wai-sam (1D)	1st Runner-up (50m & 100m Backstroke) Champion (4x50m Freestyle relay)
			Ip Hong-ying (2A)	Champion (50m Backstroke, 50m Freestyle & 4x50m Freestyle relay)
			Yu Kelly Kaka (2B)	1st Runner-up (4x50m Medley relay)
			Ngai Siu-tung (4D)	Champion (50m Freestyle & 200m Individual Medley)
			Mak Ka-ying (5C)	1st Runner-up (200m Freestyle & 200m Individual Medley) Champion (4x50m Freestyle relay)
			Cheung Kai-fai (5E)	2nd Runner-up (50m Backstroke & 200m Individual Medley)
			Li Pik-kiu (5E)	Champion (4x50m Freestyle relay)
			Wong Hiu-nam (6D)	Champion (50m Backstroke & 4x50m Freestyle relay) 2nd Runner-up (50m Butterfly)

## Priority Task 1: To develop a highly effective school

### 1. Achievements

Our efforts to offer strong support and guidance for all students through various channels were valuable. In order to cater for learner diversity, an all-round, holistic approach was executed. 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.

Our school effectively devised measures to facilitate learning and teaching through creating a more detailed analysis of student performance in tests and examinations. Various class arrangements were specifically founded on these analyses. This aided in directing our students to becoming more effective in their learning, thus creating a more effective school environment. Morning reading sessions and hall assembly were well organised to cultivate students' reading habit and promote moral education through various sharing and activities.

An extra class was added for S4 students. Having smaller class sizes allowed teachers to increase student exposure to learning and therefore better develop students to embrace a more effective learning attitude. In addition, one S4 and S5 LS class employed English as the medium of instruction and the others were administered in Chinese. The purpose of the review was to better cater for students' needs, fining them a choice to choose between Chinese and English. Extra tutorial groups were also arranged for students dropping elective subjects in S6. In a continued effort to support students, even more S6 students were seen utilising the Study Room. This was critical for administering extra guidance and advice.

To embody a more effective school, we aimed to offer more learning opportunities. 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, Liberal Studies, Chinese debate, English debate, English speaking and English writing. These programmes maximised students' learning outcomes.

Overall, the performance of S6 students in the HKDSE was outstanding compared to previous years, with 90.0% of our students meeting the basic entrance requirement for admission to publicly funded undergraduate programmes. This was well above the territory-wide day school figure of 42.0%. JUPAS offer 2017 was outstanding, the JUPAS 2018 is similar to that of 2016 and better than that before 2016 in percentage of students admitted to degree programmes of local UGC-funded universities. 80.47% of our students received offers in the JUPAS.

In addition to implementing self-directed learning, the pilot scheme of Collaborative Learning was launched in the junior forms, mainly in S1 and S2, in a bid to further foster the culture of a student-centred classroom and cultivate students' self-learning ability. School bag cabinets were installed in classrooms to favour students' grouping during lesson time. A survey was carried out. It was found that students' learning attitudes were generally enhanced, and the feedback from students was quite positive. The effects of Collaborative Learning were seen in many facets of school life, and enabled the school to build a positive and efficient learning community.

In the implementation of the school-based reading scheme, an increased number of library visits were organised for junior form students, which helped to increase engagement and assisted in creating a more regular reading habit for students. Library resources were replenished. More books related to fiction, non-fiction, environmental protection, career planning and life goals were acquired.

Our School has been adopting IT in Education for many years. With the funding granted by the EDB for this year specially designated to IT in Education, we were able to equip the School with better learning platforms and hardware devices. In addition to current hardware facilities provided to teachers and students, 45 Microsoft Surface Pro and 4 tablet PC were purchased to facilitate the use of mobile devices in classrooms and learning activities of students studying HKDSE Music. The IT Support Section offered their guidance and resources to help familiarize teachers with the new IT equipment and platforms that had been implemented. The policy of “bring tablet PC” by teachers in S1 classes was adopted to cultivate the atmosphere of using mobile devices in classrooms. This policy will be further enhanced in next year. Teachers were more engaged in the pedagogical use of various IT resources to scale up e-learning. Sharing by teachers has been organized by IT Support Section to help exchange of ideas among teachers and inspire teachers of adopting IT in education. Teachers are making use of learner platforms to construct learning communities, online assessment tools and e-learning resources are provided to students to strengthen their self-directed learning. The use of Cloud storage was promoted to facilitate file sharing among teachers and students and to encourage the use of softcopies which are easy to edit and manage. This measure helped to reduce the use of paper in school and prevent loss of important documents. Thus far, the policy of IT in Education has been running smoothly, with teachers being more engaged and willing to adopt IT in their lessons.

Various measures have been adopted to promote STEM education in the school. Different project studies were designed in junior forms in related subjects, e.g. Rock candy stick (IS), Styrofoam cutter (IS), hot spring egg (Phy and Bio), Geogebra investigation (Maths and C&T), Mobile phone holographic projection (Maths and Phy), Linear regression analysis and processing of experimental data (Maths, IS and C&T), molecular cuisine and food science (Phy, Chem and Bio). Advanced equipment was purchased and widely used to enhance scientific investigation or competition, e.g. using make block to design catapult device in learning projectile motion (Phy), using data logger to collect and interpret experimental data instantly (Phy, Chem, Bio). An aquaculture was built in the Biology laboratory. New species were added at different stages to demonstrate different ecosystem, different monitoring and measuring facilities were installed to equip students with both scientific knowledge and data application. Robotic programming workshops and competition were organized by C&T Department for students. To facilitate students’ understanding of different scientific processes, slow motion videos and time lapse video were captured and edited, e.g. melting of ice, rusting in nails, food decaying process, growth process of young seedlings, changing of shape under batting. These measures help to enhance students’ interest, knowledge and skills in STEM education. A “science in life” learning atmosphere in school was successfully promoted and the foundation to have STEM Education in school in the long term was built.

As in past years, other supplementary activities guided by various functional groups were organised. The activities included debates, speech contests, writing competitions, book report competitions, music events, sports competitions and environmental protection programmes. Each of these activities was again seen as successful in constructively building a highly effective school.

The award and scholarship programmes 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. Confident students resulted in a more engaged learning community.

Some methods of recognition for students’ effort included the first term and the year-end academic recognition ceremonies and the year-end co-curricular recognition ceremony. 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 keep teachers focused on student development and maximising learning opportunities, the Talent Pool was maintained. This is a group of students including top performers from a range of subjects, competitions and functional groups. It allowed for certain teaching efforts to be pinpointed towards talented students to increase their knowledge and skills, and to further develop their potential.

## **2. Reflection**

The wide array of distinct initiatives listed above were successful in working towards a more effective school, as they embraced a holistic approach and increased efficacy in learning for students of all levels. In order to continue to foster and maintain a good reading habit and self-dependent, efficient learners, the reading scheme will continue to be implemented and performance will continue to be monitored. More reminders are necessary to S4 to S6 class teachers and students to encourage reading during the morning reading sessions.

It was noted that some students were not handing in homework regularly or on time, the detention class arrangement has been revised in this year, and the detention class was running smoothly. The situation was improving compared to last year. Further encouragement to students was necessary to promote students' time management and self-discipline.

The additional enhancement measures listed above for subject departments and functional groups allowed the school to effectively guide students to be more efficient learners. This in turn created a more efficient learning community in our school. The above measures will be continued as students have shown that they can successfully adopt a self-directed learning attitude, whilst maximising their learning opportunities.

The major advantages of adopting Collaborative Learning are to enhance students' communication, attention and interest in classroom learning. Students had more opportunities in expressing ideas and opinions. A student-centered approach is essential although more time is required as compared with traditional teaching pedagogies.

The Talent Pool was an effective measure that allowed such students to further prosper in reaching their own goals and being more competitive learners. The school believes that this is essential for improvement and for further developing their potential.

## **3. Suggestion for Improvement**

The library resources will further be replenished to give students even more choices of reading materials. In addition, a revised monitoring system will be employed. The aim of this will be to further enhance students' reading habits and independent learning abilities, and provide the foundation for successful life-long learning.

Further continuing from previous years, enrichment programmes and contemporary measures to boost students' efficacy will be enhanced and revised by each department. In the academic year of 2018-2019, flexible grouping arrangements will continue to be implemented to facilitate their academic pursuit. In addition, a higher emphasis will be placed on STEM education, IT in Education and Value Education. The school plans to allocate more resources to further integrate STEM education into the school plan. One STEM period will be included in each cycle for S1 students, providing them with systematic and regular training of science and technology, cultivate their interests and abilities in STEM education. a classroom will be re-designed and equipment will be purchased under Quality Education Fund finance to promote STEM education. The school will collaborate with the school-based support services of EDB to improve teaching and learning in STEM education. Similarly, the school will further prioritise IT in Education with more hardware and more support. Four interactive touch display will be installed in S.1 classrooms in the coming year, which could maximize the flexibility and efficiency of lessons of various subjects. More interactive touch display will be installed

in junior form at a later stage. The school will join the “Community Care Fund Assistance Programme – Provision of subsidy to needy Primary and Secondary students” for purchasing mobile computer devices to facilitate the practice of eLearning. Value Education will be immersed in the curriculum by nurturing a dialogue on responsibility, environmental protection, punctuality, moral values and the like. Academic activities will remain as an essential part of the curriculum to fully realise students’ learning potential.

The Student Performance Grading System will be further used to precisely reflect students' performance in learning attitude, conduct and activity. The performance of the first and second term will be monitored separately. It is recommended that teachers should further use of this system to reflect students’ performance and better understanding of this system is necessary to minimize diversity in marks giving.

Collaborative Learning will be further promoted in the junior forms. Teachers will further encourage the sharing of good practices in collaborative learning. More effort will be put into enhancing students’ learning motivation and group learning by identifying the specific strengths and weaknesses of each class in a tailored approach. Teachers will be encouraged to explore the possibility of innovative and alternative pedagogies by having more lesson observation and post lesson’ sharing, particularly using IT equipments.

It is noted that more emphasis could be placed on the Talent Pool in terms of recognition of top performers in different domains. Measures will further be taken to encourage more students that have received internal awards to actually join some external activities. The end goal is to increase students’ sense of achievement, sense of competition, and sense of self-motivation.

## **Priority Task 2: To enhance students' positive personal attributes**

### **1. Achievements**

This year, a focus was continued by the school to encourage students to participate in co-curricular activities planned by various subjects, sections and functional groups. A diverse array of competitions and requirements like English and Chinese Debating, the Reading Scheme, Science Week, English Week, Chinese Week, Mathematics Week, the Inter-House Drama Competition, Fun Fun & Dance Competition, Music Contests, Sports Day, Swimming Gala and Cross Country Run, to name just a few, helped to enhance students' positive personal attributes so that they become more well-rounded citizens.

The school created new and innovative opportunities of a student-centred nature to encourage students to be more engaged in their own learning pursuit. The initiatives taken by the school resulted in a more inclusive and more cohesive learning community where students could express their own interests and become more holistically developed learners.

Life and moral education was promoted in junior form. Twelves moral education classes were organised for S1 and S2, while eight were organised for S3 during morning assemblies. Teaching contents were carefully selected by the Moral and Civic Education Section and the Student Counselling Section, which included life and career planning, value education, moral education etc. Also, elements related to life and moral education were incorporated in different subjects. The goal was to cultivate students with positive attitude towards healthy lifestyle in an all-round purpose.

Formal award recognition ceremonies were held to acknowledge academic performance and CCA performance. Through the process of recognition, we created positive examples of many different student role models in the school, not only the highest performers. As a result, students were able to relate to certain qualities and attributes whilst refining their own approach to life and study.

Throughout the year a series of relevant books, articles and other reading materials which touched upon self-improvement, moral education, self-reflection, personal growth and development were integrated into the learning materials. Students were led by teachers to read texts on self-improvement, management and problem solving skills as well as competing in the 'Class Management Scheme'. A sense of accountability was instilled. Life objectives and future planning were underscored, with students engaging in various activities that helped them to become more aware of their own career aspirations and to achieve them.

The Student Performance Grading System was very useful to independently assess and reflect students' performance in their learning attitude, their conduct and their CCA participation, acting as an indicative tool to help promote students' personal development.

A refined CCA Award Scheme was effectively launched to award students for their achievements in extra-curricular activities. Excel tools for recording data of students' performance in CCA activities and services were developed to keep a record of their progress. This acted as further motivation for students to acknowledge and enhance their own performance.

The theme of student participation in various social service activities was considered to be a valued step in driving students' personal development. Such activities included elderly home visits in Lei Muk Shue Estate and volunteering schemes. Group Gold Certificates, Individual Gold Certificates, Individual Silver Certificates and Individual Bronze Certificates were given to student participants as a gesture to honour their selfless acts.

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 joined the student Environmental Protection Ambassador Scheme (2017-18) organized by Environmental Campaign Committee. There were 35 students being chosen as the Student Environmental Protection Ambassadors (SEPAS). Six of them acquired the Basic Environmental Badges and seven of them were nominated with good performance for the “SEPA Merit Awards” in appreciation of their dedication and contributions. 5D Lam Hiu Tung, 5E Wong Yuen Man and 5D Cheung Hoi Ching were nominated to receive the “Outstanding SEPA Awards”, i.e. Gold, Silver and Bronze Awards respectively with excellent performance.

All junior form students and senior form students taking HKDSE Visual Arts were participated in the competition concerning protecting the environment (荃灣區公民教育委員會及圓玄學院社會服務部主辦「綠色生活愛地球環保四格漫畫創作比賽」). Three junior students include 1A Leung Pui Ying, 2B Ling Sze Wing and 2D Ng Cheuk Ying were received the Merit Awards. 4E Lee Tze Kiu was awarded to be the 2nd runner-up and 6B Hui Ning Kiu was awarded to be the 1st runner-up.

Through a whole school approach, a majority of departments, societies, houses and sections organised another exciting array of educational visits, workshops, seminars and courses. Alongside these activities, students completed complementary academic activities, such as writing, speaking and comprehension exercises in order to fully maximise each of the learning opportunities. This year a variety of exchange programmes were organised. These included trips to Beijing, Kyoto, Guangzhou, Dalian, Shenyang, Zhaoqing, Deqing and Auckland. As in previous years, each of these proved to be an eye-opening occasion, which reinforced students’ awareness of cultural differences whilst positively impacting on their own self-perception. Through the opportunity of exchange, students were challenged to reflect on themselves whilst welcoming new aspects of their multicultural experiences. These experiences helped to encourage their development and hone more positive personal qualities.

As with previous years, stress management was a central theme for senior form students since they were faced with the task of balancing their examination preparation, study, and personal life. Workshops on stress management were made to senior form students, students found these workshops useful in reducing pressure. Talks with various topics were organised for senior form students, such as: Talk on JUPAS, alternative study paths after S6 (associate degrees and/or higher diploma), “Job Exploration”, “Writing a Winning Resume”, “Interview Skills Workshop” etc. Some of the talks were held by alumni, to share with students University dreams. These could minimize students’ stress as well as providing them with plenty of updated information. Academic advising sessions have been conducted in for all S5 and S6 students, in groups of 1 to 3. The goal was to explore their interest and potentials, provide them with latest information on alternative study paths after S6, widen their horizons and ensure that they were well-informed of their future JUPAS choices. Teachers invested much of their time in aiding students develop a clear focus on their own career goals and future academic goals. This was effective in guiding students to develop their potential so that they could work towards goals. Identification of favourable personal qualities and strengths also helped students to gain an in-depth understanding of their own direction in life, whilst providing them with advice on how they could better their own personal development.

## **2. Reflection**

Students marks in the activity domain of the Student Performance Grading System did not reach its full potential, owing to the fact that students were not yet familiar with the operation of the new system. However, this year we did hold various awards ceremonies to acknowledge and congratulate a growing number of students on their performance. This had a positive impact on their self-motivation and created a positive learning environment for other students to show their dedication towards their studies. Awards were given not only to top performers,

but also to those students who showed improvement. Further reminder to teachers and students are necessary.

Some S1 students forgot to attend the musical instrument class, sports team or uniformed team training. Some of them could not attend regularly. More reminder and follow-up are necessary to cope with this situation. Also, according to the regulation of the CCA Award scheme, students who awarded several prizes in one competition will be counted once only, this may not reflect the real performance of our students. Furthermore, many student leaders were not aware of the CCA Award Scheme and did not take the initiative to apply for the leadership award. The representativeness is less than satisfactory.

Similar to last year, we saw students excel in areas like English and Chinese debating, music events, sports competitions, drama 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 2018-2019.

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.

The exchange trips were unique for the students taking part, and offered them valuable experiences. We found it to be effective in giving students the opportunity to engage in team-building, cooperation, responsibility and self-accountability, whilst promoting the development of independence and self-confidence in a unique context.

There were some students who were still weak in self-management, especially in their punctuality. Time management skills should be coached. More encouragement should be made by class teachers. Some students were not concentrated during morning assembly, and some should behave more serious during the flag raising and hall ceremony.

### **3. Suggestion for Improvement**

In light of the effect of the Student Performance Grading System, we plan to use it to further drive students' self-development and help them to construct positive personal attributes. The system is effective in recognising students for exhibiting positive behaviours whilst correcting unfavourable behaviours. Continued from last year, the aim is to further embolden students to improve themselves to reach their full potential.

The Student Performance Grading System have been modified to even more effectively record students' performance in learning attitude and conduct. The record was collated once per term, review and refine at the end of each term. Similarly, the scope of the grading scale for the learning and conduct marks have been adjusted. The system of recording student punctuality has been further modified and strongly communicated to students. The importance of punctuality will be emphasised by teachers to instil a better attitude towards personal attributes like punctuality and self-accountability.

It will be made a priority by teachers to fully inform and continually discuss this Student Performance Grading System as student engagement and awareness in this initiative is crucial to its success. It is hoped that students' conduct will be enhanced and students' personal attributes will be better developed. New measures will also be taken that aim towards nurturing students' habit on submitting homework on time and sharpening their time-management skills. To encompass a more holistic approach, a more integrated focus will be made on Value Education to further coach positive personal attributes. A new Physical Fitness Club will be established to promote sports science and medical knowledge to students. In order to optimise the "class management" scheme through conveying norms, values and belief, form coordinator will be set up to better assist and promote class business measures. Life and moral education

will be deepen and elements will be incorporated in different subjects. More encouragement should be made by class teachers to cultivate students' self-management and time management skills. Students should be more concentrated during morning assembly and behave more serious during the flag raising and hall ceremony.

The CCA Award scheme will be modified to reflect the real performance of our students. In order to monitor the attendance of S1 students joining the musical instrument class and sports team or uniformed team training, the CCA platform in eclass will be used further to enhance better monitoring, follow-up should be done in accordance. Also, promotion of the scheme is necessary to raise the awareness of students, particularly students' leaders.

As an essential part of students' future development into intelligent and educated young citizens, career planning and guidance will be indispensable facilities. By including elements of career guidance in the curriculum, and stimulating students to consider their future opportunities in more detail, a focus on personal development will be an indirect, yet welcomed repercussion. Then by keeping students' interests, strengths and weaknesses in mind, a more defined focus on where students can excel and improve will entail. As part of a whole-school learning community, students can feel more confident in approaching their future with open arms.

# FINANCIAL SUMMARY

## Financial Summary (2017 -2018)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
<b>Government Funds</b>				
Balance B/F from previous year				5,120,348.18
(1) School Specific				
1.1) Administration Grant	3,796,800.00	(3,306,102.00)	490,698.00	
1.2) Capacity Enhancement Grant	599,381.00	(571,428.00)	27,953.00	
1.3) Composite Information Technology Grant	397,670.00	(307,383.43)	90,286.57	
1.4) Noise Abatement Grant	438,287.00	(238,403.20)	199,883.80	
<i>Sub-total (1)</i>	5,232,138.00	(4,423,316.63)	808,821.37	
(2) Non-School Specific (Baseline Reference)	1,873,800.61	(2,731,964.05)	(858,163.44)	
(3) Other Income	8,450.69		8,450.69	
<i>Sub-total (2) &amp; (3)</i>	1,882,251.30	(2,731,964.05)	(849,712.75)	
<b>Deficit for the year (Government Funds)</b>				(40,891.38)
<b>School Funds</b>				
Balance B/F from previous year				1,879,741.68
(1) Tong Fai	123,070.00		123,070.00	
(2) Subsidy from Sik Sik Yuen	462,391.15		462,391.15	
(3) Other Income and Expenditure	490,472.83	(933,081.48)	(442,608.65)	
<i>Sub-total</i>	1,075,933.98	(933,081.48)	142,852.50	
<b>Surplus for the year (School Funds)</b>				142,852.50
Approved Collection for Specific Purposes Account				
- Current Year	241,490.00	(308,810.60)	(67,320.60)	
- Balance B/F from previous year			147,888.14	
Balance C/F to next year :			80,567.54	
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2018</b>				7,102,050.98