



HO FUNG
COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Plan (2015-16)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

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

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

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

SCHOOL GOALS

A. Character and Values

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

B. Learning and Growth

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

MAJOR CONCERNS

Major Concern 1: To enhance students' efficacy and self-esteem in learning.

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To enhance students' study and examination skills	♦ To optimize grouping arrangements catering for learner diversity under the 'Cherish High-fliers and Upgrade Low-achievers' scheme	♦ Modify flexible grouping arrangements to cater for learner diversity.	♦ Split classes, elite classes and remedial classes reflect students' ability. ♦ Students show an improvement in results of internal and external tests/ exams.	♦ To monitor and evaluate the effectiveness of the grouping arrangements ♦ To monitor scores of internal and external tests /exams ♦ To inspect the evaluation reports from panel heads of related departments	Year round	♦ Academic Development and Affairs Section ♦ Examination and Assessment Section ♦ Panel heads of related departments
		♦ Refine enhancement schemes to cater for diverse needs of high-fliers and low-achievers.	♦ Students show an improvement in scores of tests/ exams.	♦ To monitor students' improvement in internal and external tests/ exams. ♦ To inspect the evaluation reports from panel heads	Year round	♦ Examination and Assessment Section ♦ Panel heads
		♦ Launch multiple courses/ programs to cater for student diversity. - School-based After-school Learning and Support Programs - DLG (Appendix I , II , III ,IV)	♦ Students show an improvement in results of internal and external tests/ exams.	♦ To monitor students' performance in internal and external tests/ exams ♦ To inspect the evaluation reports from panel heads and teachers-in-charge of the courses/programs	Year round	♦ Examination and Assessment Section ♦ Panel heads ♦ Teachers-in-charge of the courses/ programs
		♦ Nominate talented students to take part in external competitions. ♦ Select students of varied competencies to give talks or presentation in assemblies.	♦ Students are actively engaged in the activities, and display ability to excel in some specific areas.	♦ To monitor and evaluate students' performance in the activities	Year round	♦ All teachers
		♦ To enhance the library and "class teacher period" reading schemes	♦ Promote extensive reading using school library materials and class library materials when available.	♦ Students' interest in reading is encouraged and are proactive towards reading	♦ To monitor the lending rate of the class/ school library books	Year round

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> ◆ Launch Class-based Reading Award Scheme during class-teacher period and monitor students in reading Chinese texts / English newspapers with an added focus on moral themes. 	<ul style="list-style-type: none"> ◆ Students can get awards and enhance their interest in reading. ◆ Students can develop and demonstrate decent understanding of current issues and can appreciate Chinese and English and the journalistic style of writing. ◆ Students' awareness of moral issues can be raised. 	<ul style="list-style-type: none"> ◆ To monitor scores in the Class-based Reading Award Scheme. ◆ To monitor the quality of students' performance in the follow up activities organized by the Chinese Department and the English Department ◆ To monitor students' output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section ◆ Chinese Department ◆ English Department ◆ Class teachers
	<ul style="list-style-type: none"> ◆ To equip students with subject-based learning strategies focusing on various study skills in junior forms and examination skills in senior forms 	<ul style="list-style-type: none"> ◆ Provide guidance in promoting pre-lessons preparation. 	<ul style="list-style-type: none"> ◆ Students display a proactive approach in classroom learning. 	<ul style="list-style-type: none"> ◆ To assess students' positivity in pre-lesson preparation. 	Year round	<ul style="list-style-type: none"> ◆ All teachers
		<ul style="list-style-type: none"> ◆ Encourage revision and constant practice of examination-oriented materials and past examination papers in senior forms. 	<ul style="list-style-type: none"> ◆ Students show an improvement in results of internal and external tests/ exams. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in internal and external tests/ exams ◆ To keep record of students' learning progress 	Year round	<ul style="list-style-type: none"> ◆ All teachers ◆ Examination and Assessment Section
		<ul style="list-style-type: none"> ◆ Foster an authentic English atmosphere in the campus, with all school announcements and posters presented in English. 	<ul style="list-style-type: none"> ◆ Students show an improvement in English proficiency. 	<ul style="list-style-type: none"> ◆ To assess students' performance in English tests/ exams 	Year round	<ul style="list-style-type: none"> ◆ Panel heads ◆ Section heads ◆ All teachers
		<ul style="list-style-type: none"> ◆ Compile a stock of cross-curricular glossary for S1 and S2 students. 	<ul style="list-style-type: none"> ◆ The glossary facilitates students' learning. 	<ul style="list-style-type: none"> ◆ To collect feedback from subject teachers concerned 	Sept - Nov 2015	<ul style="list-style-type: none"> ◆ EMI Concern Group ◆ All teachers
		<ul style="list-style-type: none"> ◆ Tighten the student discipline during reading periods to enhance reading. ◆ Introduce various learning methods and examination techniques in the morning assemblies. 	<ul style="list-style-type: none"> ◆ Students show an improvement in reading and examination skills. 	<ul style="list-style-type: none"> ◆ To observe and evaluate students' performance in reading periods and classroom learning 	Sept - Dec 2015	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section
		<ul style="list-style-type: none"> ◆ Organise debate contests, speech competitions and writing competitions to enhance students' performance and confidence in all subjects. 	<ul style="list-style-type: none"> ◆ Students portray a higher standard of speaking skills and quality of writing. 	<ul style="list-style-type: none"> ◆ To monitor students' performance in assignments other tasks ◆ To conduct post-activity evaluation 	Year round	<ul style="list-style-type: none"> ◆ Chinese Department ◆ English Department ◆ Moral Department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> Promote various academic-related activities to create an atmosphere conducive to nurturing students' interest in learning and developing self-regulated learning skills. 	<ul style="list-style-type: none"> 70% of the academic clubs manage to organise at least five academic activities per year. Students are more engaged in their studies. 	<ul style="list-style-type: none"> To inspect the meeting records of clubs/ societies To observe students' performance in the activities 	Year round	<ul style="list-style-type: none"> CCA and OLE Section Panel heads All teachers
	<ul style="list-style-type: none"> To promote the 'student-centred' learning and teaching mode in classrooms 	<ul style="list-style-type: none"> Encourage teachers to include more pair work, group work in the lessons. 	<ul style="list-style-type: none"> Students show an improved performance and involvement in pair work, group work and tasks in the lessons. 	<ul style="list-style-type: none"> To collect teachers' feedback on the frequency and quality of pair work, group work and tasks in the lessons 	Year round	<ul style="list-style-type: none"> Panel heads
		<ul style="list-style-type: none"> Arrange collaborative learning in lessons where necessary to improve effectiveness of classroom teaching and learning. 	<ul style="list-style-type: none"> Students show an improvement in learning efficacy, and display increased interaction with their peers. 	<ul style="list-style-type: none"> To monitor students' performance in the assigned tasks 	Year round	<ul style="list-style-type: none"> All teachers
	<ul style="list-style-type: none"> To establish study groups to facilitate collaborative learning among students 	<ul style="list-style-type: none"> Establish study groups to carry out learning tasks like project work and discussion. 	<ul style="list-style-type: none"> Students show an improved performance and involvement in pair work, group work and tasks in lessons. 	<ul style="list-style-type: none"> To collect teachers' feedback on the frequency and quality of pair work, group work and tasks in lessons 	Year round	<ul style="list-style-type: none"> All teachers
		<ul style="list-style-type: none"> Implement the "S1 Big Brothers and Big Sisters" Scheme. 	<ul style="list-style-type: none"> Over 80% of the participants attend the lessons. Over 80% of the participants are satisfied with the scheme. 	<ul style="list-style-type: none"> To monitor students' attendance rate To collect feedback through questionnaires 	Sept 2015 - May 2016	<ul style="list-style-type: none"> Student Counselling Section
		<ul style="list-style-type: none"> Organise Inter-class Quizzes on current affairs and social issues to encourage students at all levels to form study groups. 	<ul style="list-style-type: none"> Students are active in participating in the activities. 	<ul style="list-style-type: none"> To observe students' performance in the activities 	March - April 2016	<ul style="list-style-type: none"> Moral and Civic Education Section
	<ul style="list-style-type: none"> To optimize students' assessment policy 	<ul style="list-style-type: none"> Encourage students to practise peer group assessment, and implement assessment for learning. 	<ul style="list-style-type: none"> Students manage to fulfill the requirements. 	<ul style="list-style-type: none"> To collect teachers' feedback on the frequency and quality of peer group assessment, and the implementation of assessment for learning 	Year round	<ul style="list-style-type: none"> Panel heads

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
		<ul style="list-style-type: none"> Assess continually the frequency, quantity and quality of assignments given to students. 	<ul style="list-style-type: none"> The frequency and the quantity of the assignments are assessed to be appropriate. The outcomes reflect the teaching strategies in the curriculum to be effective. 	<ul style="list-style-type: none"> To collect teachers' feedback regarding test and examination marks To review meeting minutes of subject departments 	Year round	<ul style="list-style-type: none"> Examination and Assessment Section Panel heads
	<ul style="list-style-type: none"> To launch academic award schemes 	<ul style="list-style-type: none"> Give out commendation gifts to students who have either an outstanding performance in the academic area or those who need encouragement to boost improvement and development. 	<ul style="list-style-type: none"> Students manage to get prizes and enhance their learning efficacy. Students show an apparent boost in confidence. 	<ul style="list-style-type: none"> To monitor scores in academic competitions and students' involvement in academic activities To keep track of the winners for future reference 	Year round	<ul style="list-style-type: none"> All teachers Examination and Assessment Section
		<ul style="list-style-type: none"> Award the "Best Academic Improvement Awards" in each house to two students showing the best improvement. 	<ul style="list-style-type: none"> Awardees are commended by teachers. 	<ul style="list-style-type: none"> To inspect House meeting record 	July 2016	<ul style="list-style-type: none"> CCA and OLE Section Examination and Assessment Section
		<ul style="list-style-type: none"> Launch the "Award Program" for junior form students. 	<ul style="list-style-type: none"> Students acquire a 5% increase in average marks in internal tests and examinations. 	<ul style="list-style-type: none"> To inspect students' performance in internal examinations and tests 	Nov 2015 - June 2016	<ul style="list-style-type: none"> Student Counselling Section Examination and Assessment Section
	<ul style="list-style-type: none"> To develop students' independent learning capacity through inter-school academic competitions and activities 	<ul style="list-style-type: none"> Organise debate contests, speech competitions and writing competitions etc. to enhance students' performance and confidence in all subjects. Encourage students to take part in academic workshops, visits and inter-school competitions. 	<ul style="list-style-type: none"> Students portray a higher standard of speaking skills and quality of writing. Students are given the opportunity to excel in some specific areas and develop different potentials. Students can enhance their learning efficacy and capacity. 	<ul style="list-style-type: none"> To monitor students' performance in the assigned tasks and competitions To collect students' performance results in competitions 	Year round	<ul style="list-style-type: none"> Panel heads of related departments All teachers
2. To cultivate good learning attitudes	<ul style="list-style-type: none"> To promote the 'student-centred' learning and teaching mode in classrooms 	<ul style="list-style-type: none"> Encourage students to complete on-line assignments in order to boost their self-learning capacity. 	<ul style="list-style-type: none"> Students complete the prescribed online tasks satisfactorily and are compliant with teachers' requirements. 	<ul style="list-style-type: none"> To keep record of students' on-line activities and assess their scores 	Year round	<ul style="list-style-type: none"> Panel heads of related departments
		<ul style="list-style-type: none"> Prescribe students to read texts on self-learning and good learning attitudes. 	<ul style="list-style-type: none"> Students show enhanced awareness of self-learning and good learning attitudes. 	<ul style="list-style-type: none"> To monitor students' output on texts (e.g. presentation, discussion, essay writing) 	Year round	<ul style="list-style-type: none"> Chinese Department English Department School Library

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	<ul style="list-style-type: none"> To foster students' classroom participation, nurturing them to take responsibility for their own learning 	<ul style="list-style-type: none"> Provide positive acknowledge to help build up students' confidence and thus enhance self-directed learning. 	<ul style="list-style-type: none"> Students show enthusiasm in learning and a more inviting ambience is seen in the classroom. 	<ul style="list-style-type: none"> To assess students' performance during lessons 	Year round	<ul style="list-style-type: none"> All teachers
3. To foster a good reading habit	<ul style="list-style-type: none"> To enhance students' self-learning habits through pre-lesson preparation, note-taking and extended reading 	<ul style="list-style-type: none"> Make use of the reading schemes in different subjects to help students cultivate good learning attitudes and develop a good reading habit. 	<ul style="list-style-type: none"> Students' proactive attitude towards self-learning is enhanced. 	<ul style="list-style-type: none"> To monitor the loan rate of school and class library 	Year round	<ul style="list-style-type: none"> All teachers School Library
	<ul style="list-style-type: none"> To enhance the library and "Form-teacher period" reading schemes 	<ul style="list-style-type: none"> Challenge students to read extensively using school library books and the specific materials assigned to read during form-teacher period. Collaborate with the school library to promote extensive reading of diverse and varied topics at their own pace. 	<ul style="list-style-type: none"> Students regularly use the library resources and other related materials. Students' interest in reading is enhanced. 	<ul style="list-style-type: none"> To monitor the loan rate of school and class library 	Year round	<ul style="list-style-type: none"> All teachers School Library
4. To migrate towards e-Learning	<ul style="list-style-type: none"> To encourage teachers to establish the pedagogical use of available IT resources with a view to scaling up IT teaching and learning in the school 	<ul style="list-style-type: none"> Encourage teachers to make use of the school IT resources to enhance teaching and learning efficacy. 	<ul style="list-style-type: none"> Teachers' show active involvement in the use of IT in teaching. Students' attitudes towards e-learning are proactive and engaged. 	<ul style="list-style-type: none"> To observe the IT implementation plans of each subject department To observe the frequency of the use of IT resources in classroom activities 	Year round	<ul style="list-style-type: none"> Panel heads of related department
		<ul style="list-style-type: none"> Make good use of E-resources to provide timely observational feedback on students' learning progress. Promote students' self-learning through the on-line platform. Adopt mobile learning through the use of tablets and PCs. 	<ul style="list-style-type: none"> Students' attitudes towards e-learning are proactive and engaged. 	<ul style="list-style-type: none"> To observe students' performance and monitor students' participation rate on the E-platform 	Year round	<ul style="list-style-type: none"> Panel heads of related department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
5. To develop students into independent learners	<ul style="list-style-type: none"> To develop students' independent learning capacity through inter-school academic competitions and activities 	<ul style="list-style-type: none"> Encourage students to participate in academic workshops, visits and inter-school competitions. 	<ul style="list-style-type: none"> Students can enhance their learning efficacy and capacity. 	<ul style="list-style-type: none"> To observe students' performance in the activities 	Year round	<ul style="list-style-type: none"> All teachers
	<ul style="list-style-type: none"> To enhance students' self-learning habits through pre-lesson preparation, note-taking and extensive reading 	<ul style="list-style-type: none"> Encourage students to do pre-lesson work involving reading articles and pre-lessons worksheets. 	<ul style="list-style-type: none"> Students display a proactive approach in learning. 	<ul style="list-style-type: none"> To assess students' performance in pre-lesson work 	Year round	<ul style="list-style-type: none"> All teachers

Major Concern 2: To train students in perseverance; develop self-directed and introspective ability

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
1. To sharpen self-management & problem-solving skills	♦ To train students in perseverance through co-curricular activities	♦ Organise educational visits/ workshops/seminars/courses/field trips for students and require students to submit the assigned tasks on time.	♦ Students are compliant with teachers' requirements.	♦ To assess students' performance in the related activities	Year round	♦ Panel heads of related departments
		♦ Optimise the club management to equip students with management skills. ♦ Launch Outstanding Leaders Award to commend outstanding student leaders.	♦ 70% of the clubs meet the requirements.	♦ To inspect the club documents	Year round	♦ CCA and OLE Section
		♦ Launch Senior Level Leadership Training Scheme to develop students' leadership and encourage participants to face challenges and adversity.	♦ 90% of the participants complete the training.	♦ To monitor students' attendance in the activities	June 2016	♦ CCA and OLE Section
		♦ Organise mainland study tours with the aim of training students' awareness, determination and perseverance.	♦ Students are more engaged in their studies.	♦ To observe students' performance in the activity.	Jan - March 2016	♦ Moral and Civic Education Section
		♦ Set up the "Ho Fung Flag-guards", bearing the responsibilities of flag raising at internal ceremonies to foster the spirit of perseverance.	♦ Students show persistence and perseverance in their studies.	♦ To observe students' performance in the activity	Year round	♦ Moral and Civic Education Section
	♦ To empower students to manage their own learning	♦ Require students to do pre-lesson work and submit the assignments punctually.	♦ Students are compliant with teachers' requirements. ♦ Students display ability in managing their own learning.	♦ To monitor students' performance	Year round	♦ All teachers
		♦ To infuse the inquiry-based learning approach in classes through group work and problem solving approach.	♦ Students are able to better manage their own learning.	♦ To monitor students' performance through internal and external assessments	Year round	♦ All teachers
	♦ To reinforce students' skills in managing their lives and emotions	♦ Encourage a perennial focus on self-evaluation in their daily life.	♦ Students are compliant with teachers' requirements.	♦ To observe and evaluate students' progress	Year round	♦ All teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	♦ To make use of the “Merit-Demerit” system to promote students’ self-management	♦ Train students’ time management skills and nurture the spirit of self-discipline among students through morning assemblies.	♦ Review students’ punctuality and discipline in the morning assembly.	♦ To observe and evaluate students’ punctuality ♦ To follow up cases of lateness	Year round	♦ Moral and Civic Education Section ♦ Discipline Section
		♦ Organise Inter-class Morning Reading Competition and present “Best Performance Awards” to help students develop good reading habits.	♦ Students are proactive in reading in the “Reading periods”.	♦ To evaluate the results of the questionnaires completed by teachers	Year round	♦ Moral and Civic Education Section
		♦ Participate in the activities organised by the “Hong Kong Award for Young People scheme” (HKAYP) in order to sharpen students’ self-management and problem-solving skills.	♦ 20 or more students participate in the scheme.	♦ To examine the participation record	Year round	♦ CCA and OLE Section
	♦ To optimise the “class management” scheme	♦ Organise Inter-class discipline competition and optimise various schemes to strengthen classroom management and foster mutual care and support between students.	♦ Students’ behaviors are more disciplined.	♦ To review the activities regularly	Nov - Dec 2015	♦ Discipline Section ♦ Class teachers
		♦ Empower students to set learning targets.	♦ Students show an active participation in class activities.	♦ To observe students’ progress	Year round	♦ All teachers
2. To gear up students for challenges and problems	♦ To reinforce students’ skills in managing their lives and emotions	♦ Encourage an ongoing focus on self-evaluation in their daily life.	♦ Students are compliant with teachers’ requirement.	♦ To observe students’ performance	Year round	♦ All teachers
		♦ Prescribe students to read texts on adversity management, self-improvement and problem solving skills.	♦ Students become aware of the necessity of self-improvement, adversity management and problem-solving skills. ♦ Students show initiative in managing their lifestyles and emotions.	♦ To monitor students’ reading practices	Year round	♦ Chinese Department ♦ English Department ♦ School Library
		♦ Conduct “Stress Management Workshops” for students. ♦ Organise cheering function for S6 students.	♦ Students show a positive response towards the activities.	♦ To review the results of APASO	Jan - Feb 2016	♦ Student Counselling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge	
		<ul style="list-style-type: none"> Strengthen collaboration skills and problem-solving skills of the Prefect Team. Organise Leadership training programmes. 	<ul style="list-style-type: none"> The Prefects manage to discharge their duties proactively. 	<ul style="list-style-type: none"> To monitor the progress by the discipline teachers 	Oct - Nov 2015	<ul style="list-style-type: none"> Discipline Section 	
3. To enhance life-education, life-planning and career guidance	<ul style="list-style-type: none"> To implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students 	<ul style="list-style-type: none"> Implement school-based “Life Education curriculum” in class-teacher periods and morning assemblies. 	<ul style="list-style-type: none"> Students’ self-esteem is improved. 	<ul style="list-style-type: none"> To observe the results in APASO 	Year round	<ul style="list-style-type: none"> Student Counselling Section 	
		<ul style="list-style-type: none"> Conduct “Life Education” during class teacher period. 	<ul style="list-style-type: none"> Students actively participate in the activities. 	<ul style="list-style-type: none"> To conduct post-activity evaluation 	Two or four lessons per term	<ul style="list-style-type: none"> Moral and Civic Education Section Student Counselling Section Class Teachers 	
	<ul style="list-style-type: none"> To empower a paradigm shift from career information dissemination to embodying the essence of life planning education in a more co-ordinated and systematic manner 	<ul style="list-style-type: none"> Devise career-related teaching plans for teachers. Deploy resources to pilot a scheme to junior form students (preferably S2) during morning assembly. 	<ul style="list-style-type: none"> Most teachers reflect that the teaching materials are well-designed. 	<ul style="list-style-type: none"> To collect feedback from students and teachers 	Year round	<ul style="list-style-type: none"> Careers Guidance Section 	
		<ul style="list-style-type: none"> To render support to students in pursuing their interests and realising their potentials in order to better prepare students to make informed and responsible choices 	<ul style="list-style-type: none"> Conduct Task-based Goal setting workshops. 	<ul style="list-style-type: none"> Over 80% of participants attend the workshops. Over 80% of the participants reflect satisfaction. 	<ul style="list-style-type: none"> To monitor students’ attendance in the workshop To collect feedback through questionnaires 	March - May 2016	<ul style="list-style-type: none"> Student Counselling Section
			<ul style="list-style-type: none"> Conduct advising sessions on the choices in JUPAS for S6 students to disseminate latest information on multiple pathways. 	<ul style="list-style-type: none"> Over 50% of students reflect that, in the pursuit of career goals, their stress and worries are reduced. 	<ul style="list-style-type: none"> To collect feedback from students through questionnaires 	Sept 2015	<ul style="list-style-type: none"> Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	with respect to their career goals	<ul style="list-style-type: none"> ◆ Conduct informal advising sessions for S5 students to help them pursue their interests and potentials, and also provide them with the latest information on different pathways after HKDSE. ◆ Conduct informal advising sessions for top fifty S5 students to widen their horizons and better equip them for the JUPAS. 	<ul style="list-style-type: none"> ◆ Students reflect that their future pathways are made clearer. 	<ul style="list-style-type: none"> ◆ To collect feedback from students through questionnaires 	April - May 2016	
		<ul style="list-style-type: none"> ◆ Conduct “Job Exploration” Workshops twice or thrice a year. 	<ul style="list-style-type: none"> ◆ Over 75% of participants attend the workshops. 	<ul style="list-style-type: none"> ◆ To collect feedback from students and the alumni participated through questionnaires 	Nov – Dec 2015 to March – April 2016	
		<ul style="list-style-type: none"> ◆ Provide a wide variety of co-curricular activities that encompass academic fields, music, sports to help students realise their potential and develop their interests in the pursuit of their own career paths. ◆ Encourage students to participate in academic talks, seminars and programs organised by different tertiary institutions. 	<ul style="list-style-type: none"> ◆ Students show an active participation in the activities. 	<ul style="list-style-type: none"> ◆ To observe and evaluate students’ performances in the activities ◆ To keep record of students’ attendance in the activities 	Sept 2015 to April 2016	<ul style="list-style-type: none"> ◆ Careers Guidance Section ◆ CCA and OLE Section
	<ul style="list-style-type: none"> ◆ To keep teachers abreast of their significant roles in guiding students in their quest for self-understanding, personal planning, goal setting and reflective thinking 	<ul style="list-style-type: none"> ◆ Conduct “Life Planning” workshop (held by HKFYG or other training institutions) for all teachers, equipping them with the basic knowledge of Life Education to enhance a whole school approach. 	<ul style="list-style-type: none"> ◆ Most teachers acquire basic skills for implementation of Life Education. 	<ul style="list-style-type: none"> ◆ To collect feedback from teachers and the collaborating partners (HKFYG and the training institutions) 	April 2016	<ul style="list-style-type: none"> ◆ Careers Guidance Section ◆ Teachers’ Professional Development Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	People in charge
	<ul style="list-style-type: none"> To guide students in their quest for self-understanding, personal planning, goal setting, reflective thinking and prepare them in setting their career goals 	<ul style="list-style-type: none"> Purchase library books/reading articles/ magazines about self-management and personal career planning. 	<ul style="list-style-type: none"> Students show interests in reading these books. 	<ul style="list-style-type: none"> To observe students' reading practices 	Year round	<ul style="list-style-type: none"> Careers Guidance Section School Library
4. To inculcate students with a positive attitude towards protecting the environment	<ul style="list-style-type: none"> To integrate environmental education across the key learning areas and nurture students' commitment to the sustainable use of resources 	<ul style="list-style-type: none"> Establish a team of "Student Environmental Protection Ambassadors" SEPAs to promote and organise the activities concerned. Join the Student Environmental Protection Ambassador Scheme (2015-2016) organised by the Environmental Campaign Committee. 	<ul style="list-style-type: none"> Students actively participate in the related activities. 	<ul style="list-style-type: none"> To monitor the number of students nominated for the "SEPA Merit Award" and the "Outstanding SEPA Award" presented by Environmental Campaign Committee 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Integrate the environmental education into the curriculum. 	<ul style="list-style-type: none"> Students show appreciable changes in their attitudes and behaviors towards environmental protection. 	<ul style="list-style-type: none"> To observe and evaluate students' attitudes and behaviors towards environmental protection 	Year round	<ul style="list-style-type: none"> Panel heads
	<ul style="list-style-type: none"> To coordinate different functional groups to conduct school-based activities to bring awareness of the importance of sustainable development of our society to the whole school 	<ul style="list-style-type: none"> Enforce energy-saving measures by Discipline Section, and arrange school prefects to patrol the campus for any violation of the rules. 	<ul style="list-style-type: none"> Students' attitudes and behavior demonstrate an enhancement in the awareness of environmental protection. 	<ul style="list-style-type: none"> To monitor students' attitudes towards environmental protection 	Sept 2015 - July 2016	<ul style="list-style-type: none"> Discipline Section

Ho Fung College (Sponsored by Sik Sik Yuen)

Annual Programme Proposal for DLG-funded Other Programme- (Gifted Education) 2015-16 (for the /fifth /sixth / seventh cohort)

Domain	Programme	Objectives of the activity	Target students (No. / level / selection)	Duration / Start Date	Deliverables	Teacher in charge / Name of partner / services provider	Budget
English	S4 Speaking Course	To provide speaking training for selected students	16 students S4 students	3 months Oct-Dec 2015	Students are able to apply the tactics and strategies learnt in the course and enhance their speaking skills. Training handouts	Ms. Chan Chi Hang/ Q Language Ltd.	\$4,000
English	S4 Writing Course (General)	To provide writing training for selected students	20 students S4 students	4 months Feb-May 2016	Students are able to produce quality writing on general topics. Training handouts	Ms. Chan Chi Hang/ Hired Service/ tutor	\$5,000
English	S5 Writing Course (Short Stories)	To provide writing training on short stories for selected students	20 students S5 students	3 months Oct-Dec 2015	Students are able to produce quality writing on short stories. Training handouts	Ms. Chan Chi Hang Q Language Ltd.	\$4,000
English	S4 & S5 Writing Course (Social Issues)	To provide writing training on social issues for selected students	20 students S4& S5 students	4 months Feb-May 2016	Students are able to produce quality writing on social issues. Training handouts	Ms. Chan Chi Hang Hired Service/ tutor	\$5,000
Cross- KLA	Chinese Debate Skills Training Course	To enhance students' debating abilities	15 students S4-S5 Nominated by The Chinese debating team	50 hours in 10 months	Debating competitions result and video clips	Mr. Li Chi Ching Mr. Tang Wing Kong Ms. Wong Cho Sze	\$10,000

Domain	Programme	Objectives of the activity	Target students (No. / level / selection)	Duration / Start Date	Deliverables	Teacher in charge / Name of partner / services provider	Budget
English	English Debate Skills Training Course for aspiring debaters	To train students' logical thinking skills and equip students with debating skills and presentation skills	13 students S4 and S5 students Debaters taking part in the HKSSDC and NESTA (debate competitions)	19 lessons in 6 months	Selected students/Participants are able to understand the skills of debating/mock trial competitions. Results of debating competitions and video clips	Mr. Lee Pui Fai Raymond & Ms. Man Mei Yee	\$15,000
Liberal Studies	Elite Critical Thinking Skill Workshop	To equip students with critical thinking skills and data analysis skills	25 S4 students 25 S5 students	12 lessons in three months from February 2016	One assignment (either reading or writing) for each lesson	Ms. Lau Lai Yee, Mr. Chan Kwong Hung	\$18,000
Music	DSE Music Network Programme	To accommodate a diverse student body In view of the small number of students opting for Music, this Network Programme with other schools can help to cater for students' needs.	One S4 student recommended by teacher One S5 student recommended by teacher	2 x 36 lessons from 9/2015 to 8/2016	Assignments (past paper, listening, performance) as assigned by the institution as preparation for DSE Music examination	Tutors of the Institute of Hong Kong Senior Secondary School Music Education with Ms. Yeung Sin Kei as coordinator	\$26,357
Physical Education	DSE PE enhancement programme (Practical)	To enhance students' skills and team work performance in track & field, volleyball or basketball To enable students to link theory with practice during regular training sessions	All PED students who take part in track & field, volleyball or basketball in DSE PE practical exam can join the programme.	10 lessons in 5 months A two-hour lesson twice a month held in school from 16:00 to 18:00	Students will take part in DSE PE.	Mr. Chu Ka Chun Hired coaches	\$9,000
Others		Reference books / photocopy fee / Music CD	S4 –S6 students				\$2300
Yearly total							\$98,657

舊色園主辦 可風中學
 2013/14 – 2015/16 學年新高中學生
 運用『多元學習津貼』計劃書

課程名稱	多元學習津貼資助的課程	策略及預期效益	修業期	目標學生	預計每學年涉及的學生人數			學生學習的評估／成功指標	負責教師	所需撥款
					13/14	14/15	15/16			
1. 思辨能力及應對技巧提升課程	其他課程	透過導師在課堂上講解辯論模式、經驗分享、課堂實戰、影片分享等活動，讓學生們不單了解辯論，更提升他們面對問題時如何從不同持份者角度分析的能力，更推動了他們關心社會，了解民生。當他們在心理及技術層面都準備充分時，便會參與坊間各個比賽，學以致用。	一年 (上下學期各開一班，每班 20 人)	中四至中六的學生 (由辯論組老師根據學生在辯論比賽中的優秀表現提名)	/	/	40	透過教師一同上課，從旁協助導師，以提升教學效能，並可對課程作出客觀評價。另外也會發問卷了解學生的學習成效。我們也會比對學生在參與課程前後的說話成績的變化和參賽表現。	聘請大學辯論隊成員作導師	於 15/16 年度運用撥款，一個學期為一個階段，每個階段 5000 元，其中包括聘請教師授課（十節課）及同學參與比賽之費用等。 1 年共\$10,000
2. 體育教育課程	其他課程	資優教育課程 ◆ 提升學生在田徑、排球及籃球的個人技術及團隊戰術運用；藉著提供有系統的訓練，讓他們有機會將有關的體育理論與技能實踐融會貫通。	三年	中四至中六的學生 (報考體育選修科的田徑、排球及籃球校隊成員)	50-60	50-60	50-60	學生參加香港中學文憑體育科考試。	朱加俊老師、李詠怡老師、專業田徑、排球及籃球教練	每星期 1 節； 時間 1600-1800； 一個月約 2 節； 5 個月(11,12/13, 2,3,4/14)共 10 節； 每次\$300；共\$3,000。 3 項共 \$9,000 3 年共\$27,000

3. 高階思維能力訓練課程	其他課程	資優教育課程 ◆ 訓練學生多角度及高階思維能力。	二年	中四至中六的學生 (由通識教育科老師根據特定準則提名)	/	25	25	學生參加中學文憑試有進階表現。	教育服務機構	於 14/15 至 15/16 兩個年度，上下學期各舉辦一個課程,每個課程\$4000,全年共\$8000 2年共\$16,000
4. 新高中音樂課程	其他課程	聯校課程 ◆ 由於只有少部份學生選擇高中音樂科，與香港高中音樂學院合辦聯校課程，以照顧學生的不同需要。	三年	2013/14 至 15/16 年度中四至中六級的學生	1	1	1	學生參加中學文憑音樂科考試。	羅可欣老師 香港高中音樂學院	3年共\$19000
5. English Speaking Course	Other programs	Gifted program 1. To sharpen the English public speaking skills of those linguistically gifted 2. To enhance the critical thinking skills of selected students	Year round (20 two-hour sessions)	S.4 and S.5 students	15			1. Students would compile their own scripts applying the tactics and strategies learnt in the course 2. Students would take part in the public speaking contest	1. English teachers 2. Tutors	HKD \$30,000 (hire service)
6. 其他		購買有關資優教育及高中音樂課程的參考書。		高中學生						3年共\$3000
									三年合共：	\$105,000

Ho Fung College (Sponsored by Sik Sik Yuen)

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

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

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

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

Ho Fung College (Sponsored by Sik Sik Yuen)

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

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

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration / Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				15/16	16/17	17/18				
Other Programmes	S4 Speaking Course	(Gifted Education Program) To provide speaking training for selected students	S4 students	16	/	/	3 months 10-12/2015	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$4000	Hired services
Other Programmes	S4 Writing Course (General)	(Gifted Education Program) To provide writing training for selected students	S4 students	30	/	/	4 months 2-5/2016	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$5000	Hired services
Other Programmes	S5 Writing Course (Short Stories)	(Gifted Education Program) To provide writing training on short stories for selected students	S5 students	30	/	/	3 months 10-12/2015	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$4000	Hired services
Other Programmes	S5 Writing Course (Social Issues)	(Gifted Education Program) To provide writing training on social issues for selected students	S5 students	30	/	/	4 months 2-5/2016	Questionnaire / More than 50% of participants gave positive feedback on the programme.	\$5000	Hired services
Other Programmes	Chinese Debate Skills Training Course	(Gifted Education Program) To provide regular debating training for	S4 – S6 students of this cohort of students	/	/	25	1 year 9/2017 to 8/2018	Students will take part in a public debate contest.	\$15000	Hired services

DLG funded Programme	Name of programme / course	Strategies & benefits anticipated	Target students	Estimated no. of students involved in each school year			Duration / Date of activity to be held	Evaluation of student learning / success indicators	Estimate expenditure (\$)	Name of partner / services provider
				15/16	16/17	17/18				
		selected students								
Other Programmes	English Debate Skills Training Course for aspiring debaters	(Gifted Education Program) To enhance students debating skills and public speaking skills To enhance students' linguistic competence	S4 – S5 elite students in debating team	30	/	/	1 year 9/2015 to 8/2016	Students will improve their skills in debate and public speaking. Students' knowledge about debate (DSE elective) shall be enhanced.	\$15000	Hired services
Other Programmes	Critical Writing skills in Liberal Studies	(Gifted Education Program) To equip elite students with higher order thinking skills and help students to construct academic arguments and write issue essays	S4- S6 students	/	30	30	S4 - 2 months 3/2017 to 4/2017 S5&S6 - 2 months 10/2017 to 11/2017	Students will take the HKDSE Examination, showing an improved performance.	\$18,000	Hired services
Other Programmes	DSE Music (Network Programme)	(Network Program) In view of the small number of students opting for Music, this Network Programme with other schools can help to cater for students' diverse needs	One S4 student recommended by teacher of this cohort	1	1	1	3 years 9/2015 to 2/2018	Students will take the HKDSE Examination	\$23920 (course fee)	Institute of Hong Kong Senior Secondary School Music Education
Others		-Reference books, -Purchase of consumables, - photocopy fees	S4 – S6 students	/	/	/	/	/	Total \$1,080	Teacher-in charge of respective activities
									3-year Total \$91,000	