



*HO FUNG  
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Plan (2017-18)

## SCHOOL MOTTO

**“To act benevolently and to teach benevolence”**

普濟勸善

## MISSION STATEMENT

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

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

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

## SCHOOL GOALS

### A. Character and Values

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

### B. Learning and Growth

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

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



**Be a responsible learner. Strive for Excellence.**

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

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

## MAJOR CONCERNS

### Major Concern 1: To develop a highly effective school

| Targets  | Strategies  | Implementation   | Success Criteria  | Methods of Evaluation  | Time Scale | Section / Department / People in charge   |
|--|---|--|---|--|------------|---|
| <ul style="list-style-type: none"> <li>♦ To cultivate a good study atmosphere and enhance learning motivation.</li> <li>♦ To cultivate students' self-discipline, hone students to be confident learners.</li> <li>♦ To build up a learning community which shares passion for academic excellence.</li> </ul> | <ul style="list-style-type: none"> <li>♦ To strengthen a student-centred paradigm in learning and teaching through the implementation of "Collaborative Learning" to hone students' independent learning capabilities.</li> </ul> | <ul style="list-style-type: none"> <li>♦ Employ collaborative learning pedagogies on selected topics in both junior and senior forms.</li> <li>♦ Refine the pedagogies to empower both highfliers and low achievers to perpetually improve in their performance and self-confidence within a learning environment which is conducive to class discussions and peer learning</li> <li>♦ Provide facilities (package shelves) and optimize grouping arrangements to foster students' classroom participation, and to build up their confidence in learning.</li> <li>♦ Tailor-make materials for various learning activities, and design and conduct lessons with investigatory approach.</li> </ul> | <ul style="list-style-type: none"> <li>♦ Students' interest in learning can be aroused and they are equipped with more knowledge and skills.</li> <li>♦ Students actively participate in classroom learning.</li> <li>♦ Students can perform their duties, cooperate with each other, and accurately report the theme.</li> <li>♦ Teachers reduce explanation in classroom, while assessment results of students are improved.</li> </ul> | <ul style="list-style-type: none"> <li>♦ To monitor the quality of students' performance</li> <li>♦ To monitor scores of internal tests and/or exams</li> <li>♦ Lesson observation</li> <li>♦ Students' completion of a questionnaire</li> <li>♦ Teachers' completion of a questionnaire</li> </ul>  | Year round | <ul style="list-style-type: none"> <li>♦ Academic Development and Affairs Section</li> <li>♦ Teachers' Professional Development Section</li> <li>♦ All subject departments</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>♦ To promote and development e-learning.</li> </ul>  | <ul style="list-style-type: none"> <li>♦ Organize e-learning workshops.</li> <li>♦ Identify areas in the lesson plans where IT resources could be used to deliver and enhance their lessons</li> <li>♦ Use tablets with educational APPS and PCs in conducting e-lesson activities.</li> <li>♦ Encouraging teachers to attend related workshops and seminars</li> <li>♦ Introducing online programmes and activities into the curriculum</li> </ul>  | <ul style="list-style-type: none"> <li>♦ Students' attitudes towards e-learning are proactive and engaged.</li> <li>♦ Students show interests in tablet teaching and learning.</li> <li>♦ Students learn more effectively through e-learning tools</li> <li>♦ Teachers actively adopt e-learning.</li> </ul>  | <ul style="list-style-type: none"> <li>♦ Observe IT implementation plans of each subject department</li> <li>♦ Observe the frequency of the use of IT resources in classroom activities</li> <li>♦ Observe students' performance and monitor students' participation rate on the E-platform</li> <li>♦ Questionnaires and statistics from teachers and students</li> </ul> | Year round | <ul style="list-style-type: none"> <li>♦ Mathematics Department</li> <li>♦ I.S. Department</li> <li>♦ Physics Department</li> <li>♦ Chemistry Department</li> <li>♦ Biology Department</li> <li>♦ IT Support Section</li> </ul> |

| Targets | Strategies  | Implementation   | Success Criteria  | Methods of Evaluation   | Time Scale | Section / Department / People in charge  |
|---------|---|--|---|---|------------|--|
|         | <ul style="list-style-type: none"> <li>To implement an interdisciplinary STEM education</li> </ul>  | <ul style="list-style-type: none"> <li>Collaborate with other departments involved to improve teaching and learning.</li> <li>Implement key related language in lessons as appropriate</li> <li>Encourage students to participate in related activities and competitions related to STEM education.</li> <li>Providing language support to subject departments of related subjects.</li> <li>Implement of a Cross-curricula STEM project in S3.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers can develop suitable teaching materials for students</li> <li>Students are more confident and familiar with related language and its use.</li> <li>Students are active in participating the activities.</li> <li>Students' attitudes towards STEM education are positive, and behavior is proactive and engaged.</li> <li>All S.3 Students participate in the STEM project</li> </ul> | <ul style="list-style-type: none"> <li>Teachers' observation and feedback.</li> <li>Students' feedback</li> <li>To observe students' performance and monitor students' participation</li> <li>Assessment on the project.</li> </ul> | Year round | <ul style="list-style-type: none"> <li>Teaching/Learning Resources and Support Section</li> <li>Mathematics Department</li> <li>IS Department</li> <li>Physics Department</li> <li>Chemistry Department</li> <li>Biology Department</li> <li>ICT Department</li> </ul> |
|         |   | <ul style="list-style-type: none"> <li>Video editing technique is to be delivered in C &amp; T lessons to facilitate the school's STEM project.</li> </ul>   | <ul style="list-style-type: none"> <li>Students are able to produce videos with appropriate effects.</li> </ul>   | <ul style="list-style-type: none"> <li>To assess students' performance</li> </ul>   | Year round | <ul style="list-style-type: none"> <li>ICT Department</li> </ul>   |
|         | <ul style="list-style-type: none"> <li>To build up a culture of cross-subjects/cross-curricular collaboration and enhance experience sharing among teachers through class observation.</li> </ul> | <ul style="list-style-type: none"> <li>Cross-curricular activities are to be co-organised with various departments.</li> <li>Schedule more classroom observation and peer class observation.</li> <li>Encourage teachers to share their teaching strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Both formal and informal inter-departmental communication channels are established.</li> <li>Teachers' professional development is enhanced.</li> <li>An environment where teachers can share ideas and suggestions openly and constructively to their mutual professional benefit.</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from tutors</li> <li>Teachers' written/verbal reports</li> <li>Teachers' completion of a questionnaire</li> <li>To conduct class observation and share experience</li> </ul>        | Year round | <ul style="list-style-type: none"> <li>Teachers Professional Development Section</li> <li>All teachers</li> </ul>  |

| Targets | Strategies  | Implementation  | Success Criteria  | Methods of Evaluation  | Time Scale           | Section / Department / People in charge  |
|---------|---|---|---|--|----------------------|--|
|         | <ul style="list-style-type: none"> <li>To cultivate students' strong reading culture through implementing various reading schemes.</li> </ul> | <ul style="list-style-type: none"> <li>Implement various reading schemes throughout all relevant subjects to help students cultivate good learning attitudes and develop a good reading habit.</li> <li>Encourage students to read extensively using school library books and the specific materials assigned to read during class teacher period.</li> <li>Collaborate with the school library to promote extensive reading of diverse and varied topics at their own pace.</li> <li>Arrange morning assemblies for book sharing and book introductions to students.</li> <li>Organizing Inter-class Morning Reading Competition and presenting Best Performance Awards to help students develop good reading habits.</li> </ul> | <ul style="list-style-type: none"> <li>Students' proactive attitude and interest towards reading is enhanced.</li> <li>Students regularly use the library resources and other related materials.</li> <li>Students' develop a positive reading culture.</li> <li>More than 80% of subject panels involved agree that the collaborative schemes are helpful to consolidate the studies of their subjects.</li> <li>Reading periods are well-operated.</li> </ul> | <ul style="list-style-type: none"> <li>To monitor the loan rate of school and class library</li> <li>To monitor students' output on texts (e.g. presentation, discussion, essay writing)</li> <li>Verbal report from subject panels involved.</li> <li>Observing students' performance in the Reading periods</li> </ul> | Year round           | <ul style="list-style-type: none"> <li>Teaching/Learning Resources and Support Section</li> <li>Moral and Civic Education Section</li> <li>All teachers</li> <li>School library</li> </ul> |
|         |   | <ul style="list-style-type: none"> <li>Co-organizing a book report writing activity for F.3 students with the Chinese Department about perseverance / how people overcome adversities.</li> </ul>   | <ul style="list-style-type: none"> <li>Students of each class finish writing the reports and submit them on time.</li> </ul>  | <ul style="list-style-type: none"> <li>Post-activity evaluation</li> </ul>   | 2 <sup>nd</sup> Term | <ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> <li>Chinese Department</li> </ul>  |



| Targets | Strategies  | Implementation   | Success Criteria   | Methods of Evaluation   | Time Scale | Section / Department / People in charge   |
|---------|---|--|--|---|------------|---|
|         | <ul style="list-style-type: none"> <li>♦ To equip students with subject-based learning strategies focusing on:               <ul style="list-style-type: none"> <li>▪ various study skills in junior forms</li> <li>▪ examination skills in senior forms</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>♦ Assigning team members as cross-curricular EMI coordinators in each form to offer language support whenever possible</li> <li>♦ Compiling learning materials on more advanced language use (e.g. essay writing) for particular subjects</li> <li>♦ Updating and printing a cross-curricular glossary of different subjects for S1 and S2 students</li> <li>♦ Implement learning and support programmes for both junior and senior forms.</li> </ul> | <ul style="list-style-type: none"> <li>♦ Subject departments consult EMI Concern Group members on language issues when needs arise.</li> <li>♦ The learning materials can bridge the language divide that students come across when submitting assignments requiring more advanced language skills.</li> <li>♦ The glossary can enhance students' understanding on certain key words of various subjects.</li> <li>♦ Students are able to spell cross-curricular vocabulary in dictations.</li> <li>♦ Participants are satisfied with the learning and support programmes.</li> <li>♦ Students show an improvement in results in internal and external test and/or exams.</li> </ul> | <ul style="list-style-type: none"> <li>♦ Feedback from subject departments</li> <li>♦ Feedback from students</li> <li>♦ To monitor the attendance record</li> <li>♦ To monitor students' performance in internal and external tests and/or exams</li> </ul> | Year round | <ul style="list-style-type: none"> <li>♦ Subject teachers concerned</li> <li>♦ EMI Concern Section</li> <li>♦ Academic Development and Affairs Section</li> <li>♦ Examination and Assessment Section</li> </ul> |

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

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

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

| Targets | Strategies  | Implementation   | Success Criteria  | Methods of Evaluation   | Time Scale           | Section / Department / People in charge   |
|---------|---|--|---|---|----------------------|---|
|         | To optimize award schemes and establish new measures to validate students' distinguished performance and noteworthy improvement | <ul style="list-style-type: none"> <li>Give out commendation gifts for high-achievers and students who make noticeable improvement in their academic work and various competitions and events organised by the departments / societies/ functional groups etc.</li> <li>Organise structured prize giving ceremonies that recognise individuals for their accomplishments in front of their peers.</li> </ul> | <ul style="list-style-type: none"> <li>Students can get prizes and enhance their learning efficacy.</li> <li>Students show increased motivation to do well.</li> <li>Students feel content with their achievements and are more confident learners.</li> <li>Students are more competitive, showing appreciation for self-improvement.</li> </ul> | <ul style="list-style-type: none"> <li>To monitor students' scores in academic results, competitions and involvement in activities</li> <li>To observe students' learning attitudes</li> <li>To keep track of the winners for future reference</li> </ul> | Year round           | <ul style="list-style-type: none"> <li>Examination and Assessment Section</li> <li>CCA and OLE Section</li> </ul>         |
|         |   | <ul style="list-style-type: none"> <li>Launch the 'Award Program' for junior form students.</li> </ul>   | <ul style="list-style-type: none"> <li>Students acquire a 5% increase in average marks in internal tests and examinations.</li> </ul>   | <ul style="list-style-type: none"> <li>To inspect students' performance in internal examinations and tests</li> </ul>   | Nov 2017 – June 2018 | <ul style="list-style-type: none"> <li>Student Counselling Section</li> <li>Examination and Assessment Section</li> </ul> |
|         |   | <ul style="list-style-type: none"> <li>Goal setting workshops and award scheme for S.1</li> </ul>  | <ul style="list-style-type: none"> <li>Over 80% of attendance rate.</li> <li>Over 80% of participants satisfy with the activities conducted.</li> </ul>   | <ul style="list-style-type: none"> <li>Roll call</li> <li>Questionnaire</li> <li>Internal exams and tests</li> </ul>  | Feb 2018 – June 2018 | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>   |

## Major Concern 2: To enhance students' positive personal attributes

| Targets   | Strategies  | Implementation   | Success Criteria  | Methods of Evaluation   | Time Scale         | Section / Department / People in charge  |
|---|---|--|---|---|--------------------|--|
| <ul style="list-style-type: none"> <li>To inculcate students with healthy and positive attitudes</li> <li>To sharpen students' resilience and sense of responsibility</li> <li>To sharpen students' discipline</li> <li>To strengthen students' personal values like honesty, commitment etc</li> </ul> | <ul style="list-style-type: none"> <li>To cultivate students' sense of responsibility through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities.</li> </ul> | <ul style="list-style-type: none"> <li>Organise various programs to enhance students' participation in social services and co-curricular activities to cultivate their sense of responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>Students give positive feedback.</li> <li>Students' participation rate is considered to be satisfactory.</li> <li>Students show greater self-awareness of their own responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>To follow the attendance record</li> <li>To monitor and observe students' participation in competitions and activities</li> <li>Students' completion of a questionnaire</li> </ul> | Year round         | <ul style="list-style-type: none"> <li>Panel heads of related departments</li> <li>Moral and Civic Education Section</li> <li>CCA and OLE Section</li> </ul> |
|   |   | <ul style="list-style-type: none"> <li>Organise 'Leadership Training Programmes' for school prefects to develop their collaboration skills and problem-solving skills.</li> </ul>                          | <ul style="list-style-type: none"> <li>The Prefect Team discharge their duties proactively and enthusiastically.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher observation.</li> </ul>  | Aug. – Sept., 2017 | <ul style="list-style-type: none"> <li>Discipline Section</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>Organise Talks by the Hong Kong Police Force, enhancing students' awareness of the seriousness of criminal behaviour.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Most students show satisfaction with the talks.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher observation and assessment on students' behaviour</li> </ul>   | March – June, 2018 | <ul style="list-style-type: none"> <li>Discipline Section</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>Encouraging students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards.</li> </ul>                        | <ul style="list-style-type: none"> <li>More eligible students are nominated and more receive awards for recognition.</li> <li>Students are more self aware and more motivated.</li> </ul>   | <ul style="list-style-type: none"> <li>Observation by the Selection Committee</li> <li>Teacher observation</li> </ul>   | Year round         | <ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> </ul>  |

| Targets | Strategies   | Implementation   | Success Criteria  | Methods of Evaluation   | Time Scale  | Section / Department / People in charge   |
|---------|--|--|---|---|---|---|
|         |  | <ul style="list-style-type: none"> <li>Arrange the ‘ Ho Fung Flag-guards’, bearing the responsibilities of flag raising at different internal ceremonies and activities in order to foster the spirit of perseverance.</li> </ul>  | <ul style="list-style-type: none"> <li>Flag raising ceremonies are held smoothly without mistakes.</li> </ul>   | <ul style="list-style-type: none"> <li>To observe students’ performance in the activity</li> </ul>                      | Year round  | <ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> </ul>         |
|         |  | <ul style="list-style-type: none"> <li>Student librarians will be recruited and trained.</li> <li>Orientation and training for Student Librarians will be carried out.</li> <li>Student Librarians are to assist the daily operation of the library, including but not limited to shelving books and circulating books.</li> <li>Student Librarians are to keep the library clean and tidy.</li> </ul>   | <ul style="list-style-type: none"> <li>More than 70% of Student Librarians can achieve 70% of attendance for on duty.</li> </ul>  | <ul style="list-style-type: none"> <li>Attendance of student librarians</li> </ul>                                      | Year round  | <ul style="list-style-type: none"> <li>Teaching &amp; Learning Resources Section</li> </ul> |
|         | <ul style="list-style-type: none"> <li>To launch various life planning programmes</li> </ul> | <ul style="list-style-type: none"> <li>Conducting academic advising sessions concerning choices on further studies they will have made in JUPAS with all the S6 students in groups of one to three (with similar interests and characters) so that they can have a chance to discuss with careers teachers different study paths for their future studies and be informed of the latest information on further studies</li> <li>Conducting academic advising sessions for all S5 students in order to explore their interests and potential; and provide them with latest information on various study paths after S6; widen their horizon and ensure that they are well-informed of their future JUPAS choices</li> </ul> | <ul style="list-style-type: none"> <li>Most students reflect that stress and worries can be reduced.</li> <li>Most students reflect that planning for future pathways is made clearer.</li> </ul> | <ul style="list-style-type: none"> <li>To collect feedback based on chats with students &amp; class teachers</li> </ul> | Late August to early September, 2017<br><br>Throughout the year after the first term exam | <ul style="list-style-type: none"> <li>Careers Guidance Section</li> </ul>                  |

| Targets | Strategies | Implementation  | Success Criteria   | Methods of Evaluation  | Time Scale      | Section / Department / People in charge  |
|---------|------------|---|--|--|-----------------|--|
|         |            | <ul style="list-style-type: none"> <li>Conduct Workshop on “Career Mapping” for S4 students</li> </ul>  | <ul style="list-style-type: none"> <li>Students are able to be aware of the need to set a goal in the coming DSE.</li> </ul>   | <ul style="list-style-type: none"> <li>To observe students’ performance in the workshop</li> <li>To collect feedback based on chats with students</li> </ul> | Oct – Nov, 2017 | <ul style="list-style-type: none"> <li>Careers Guidance Section</li> </ul>                                     |
|         |            | <ul style="list-style-type: none"> <li>Conduct talks/workshops for senior forms on E-APP, JUPAS, alternative study paths after S6 (associate degrees and/or HD), overseas studies and preparation for studies in US, career mapping, CV writing, interview skills.</li> </ul>               | <ul style="list-style-type: none"> <li>Students have a better understanding on E-APP, JUPAS and alternative study paths.</li> <li>Students are able to know various study opportunities and exams taken outside HK.</li> <li>Students are able to grasp the skills in CV writing and interview.</li> </ul>                     | <ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>  | Year round      | <ul style="list-style-type: none"> <li>Career Guidance Section</li> </ul>                                      |
|         |            | <ul style="list-style-type: none"> <li>Conduct talks/workshops for junior forms on selection of NSS electives, life planning, study skills and time management</li> </ul>   | <ul style="list-style-type: none"> <li>Students have a better understanding of their academic path.</li> <li>Students are able to initiate their life planning with necessary skills</li> <li>Students are able to grasp the essential study and time management skills for learning independently and effectively.</li> </ul> | <ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>  | Year round      | <ul style="list-style-type: none"> <li>Career Guidance Section</li> </ul>                                      |
|         |            | <ul style="list-style-type: none"> <li>In collaboration with the Parent Teacher Association to arrange a “Life Planning” Talk and Workshops (held by HKFWS) for interested parents, equipping them with some basic knowledge in conducting the Life Education for their children</li> </ul> | <ul style="list-style-type: none"> <li>Parents participated become aware of the importance of Life Education for their children</li> </ul>   | <ul style="list-style-type: none"> <li>Collect number of parents enrolled for the talk and/or workshop</li> <li>Collect parents’ feedback</li> </ul>         | Tentative       | <ul style="list-style-type: none"> <li>Careers Guidance Section</li> <li>Parent Teacher Association</li> </ul> |



| Targets | Strategies   | Implementation  | Success Criteria   | Methods of Evaluation  | Time Scale          | Section / Department / People in charge   |
|---------|--|---|--|--|---------------------|---|
|         |  | <ul style="list-style-type: none"> <li>Preparation of materials and offering briefing session to S3 Class teachers so that they can provide guidance and offer advice to their class during the special session during Class teacher period as to the precautions they have to take regarding the choice of the electives</li> </ul>  | <ul style="list-style-type: none"> <li>Students are able to reduce stress and worries over the choice of electives</li> </ul>                              | <ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>  | Year round          | <ul style="list-style-type: none"> <li>Career Guidance Section</li> </ul>   |
|         |  | <ul style="list-style-type: none"> <li>Organise a visit to “Life Journey Center”.</li> </ul>  | <ul style="list-style-type: none"> <li>Students show enhancement in their awareness of setting life goals</li> </ul>                                       | <ul style="list-style-type: none"> <li>Teachers’ observation and students’ sharing</li> </ul>  | Sep 2017 – Jan 2018 | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>   |
|         | <ul style="list-style-type: none"> <li>To reinforce students’ skills in managing their lives and emotions through assemblies and counseling programmes</li> </ul>                          | <ul style="list-style-type: none"> <li>Books for life education/value education will be introduced during the morning assembly and via Ho Fung Channel.</li> <li>Students are encouraged to read at least one book related to moral education.</li> <li>Book titles related to different subjects will be categorized in the internal library system.</li> <li>More books related to moral education should be acquired.</li> </ul> | <ul style="list-style-type: none"> <li>Students show the enhanced awareness of the issue related to moral education and good learning attitudes</li> </ul> | <ul style="list-style-type: none"> <li>Teachers’ observation</li> </ul>  | Year round          | <ul style="list-style-type: none"> <li>Teaching &amp; Learning Resources Section</li> </ul>   |
|         | <ul style="list-style-type: none"> <li>To make good use of the “Student Performance Grading System” to promote students’ self- management, and facilitate their personal growth</li> </ul> | <ul style="list-style-type: none"> <li>Fully implement the ‘Student Performance Grading System’.</li> </ul>   | <ul style="list-style-type: none"> <li>Students’ behavior is much improved through the implementation of the scheme.</li> </ul>                            | <ul style="list-style-type: none"> <li>Teacher observation on students’ performance</li> <li>To monitor closely to evaluate its effectiveness</li> </ul> | Year round          | <ul style="list-style-type: none"> <li>All teachers</li> <li>Discipline Section</li> </ul>  |
|         |  | <ul style="list-style-type: none"> <li>Set up rules at term start to award/ deduct conduct and daily marks for students submitting homework on time, displaying good classroom discipline, and returning to classroom on time after recess/lunch break.</li> </ul>  | <ul style="list-style-type: none"> <li>The total conduct/ daily marks gained by students exceed the deducted marks by 100%.</li> </ul>                     | <ul style="list-style-type: none"> <li>To analyse the total marks being gained by and deducted from students</li> </ul>                                  | Year round          | <ul style="list-style-type: none"> <li>All teachers</li> <li>Discipline Section</li> </ul>  |
|         |  | <ul style="list-style-type: none"> <li>Train students’ time management skills and nurture the spirit of self-discipline through morning assemblies.</li> </ul>  | <ul style="list-style-type: none"> <li>Students attend the morning assemblies punctually and remain silent.</li> </ul>                                     | <ul style="list-style-type: none"> <li>To monitor students’ performance in morning assemblies</li> <li>Teacher observation</li> </ul>                    | Year round          | <ul style="list-style-type: none"> <li>All teachers</li> <li>Moral and Civic Education Section</li> <li>Discipline Section</li> </ul> |

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|---------|--|---|---|--|-------------------|---|
|         |  | <ul style="list-style-type: none"> <li>Encourage students' active participation in co-curricular activities and social services for promoting students' self-management skills.</li> </ul>  | <ul style="list-style-type: none"> <li>25% of the students get B+ in the activity grading system.</li> </ul>  | <ul style="list-style-type: none"> <li>To inspect the record of students' participation regularly</li> </ul>   | Year round        | <ul style="list-style-type: none"> <li>All teachers</li> <li>CCA Section</li> </ul>                   |
|         | <ul style="list-style-type: none"> <li>To optimise the "class management" scheme through conveying norms, values and beliefs</li> </ul>                            | <ul style="list-style-type: none"> <li>Enhance class management, and permeate the class with the concepts of correct norms, values and beliefs through life education.</li> <li>Assign students with different onus to make contribution to the class.</li> </ul> | <ul style="list-style-type: none"> <li>Students are compliant with the school regulations.</li> <li>Students develop a sense of unity and become more willing to make contributions to others.</li> </ul> | <ul style="list-style-type: none"> <li>To observe students' performance</li> </ul>   | Year round        | <ul style="list-style-type: none"> <li>Student Counselling Section</li> <li>Class teachers</li> </ul> |
|         |  | <ul style="list-style-type: none"> <li>Organise 'Inter-class Discipline Competition' to enhance students' compliance with the school regulations.</li> </ul>  | <ul style="list-style-type: none"> <li>Students' discipline is significantly improved.</li> </ul>   | <ul style="list-style-type: none"> <li>To observe students' performance</li> </ul>   | Feb. – Mar., 2018 | <ul style="list-style-type: none"> <li>Discipline Section</li> <li>Class teachers</li> </ul>          |
|         | <ul style="list-style-type: none"> <li>To reinforce students' skills in managing their lives and emotions through assemblies and counselling programmes</li> </ul> | <ul style="list-style-type: none"> <li>Encourage an ongoing focus on students' self-evaluation in their daily life</li> </ul>   | <ul style="list-style-type: none"> <li>Students are compliant with teachers' requirements.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher observation and verbal report</li> </ul>  | Year round        | <ul style="list-style-type: none"> <li>All teachers</li> <li>Student Counselling Section</li> </ul>   |
|         |  | <ul style="list-style-type: none"> <li>Arrange counselling teachers to meet with students regularly and causally to diagnose their emotion problems.</li> </ul>   | <ul style="list-style-type: none"> <li>Students show enhanced skills in managing their emotion.</li> </ul>  | <ul style="list-style-type: none"> <li>To collect students' feedback</li> </ul>  | Year round        | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>                         |
|         |  | <ul style="list-style-type: none"> <li>Launch the 'Fit For Life' Program (Healthy School Program)</li> </ul>  | <ul style="list-style-type: none"> <li>Students enhance their awareness in physical and mental health.</li> </ul>   | <ul style="list-style-type: none"> <li>Head count of the participants of the program.</li> <li>Teacher observation</li> <li>Questionnaire</li> </ul> | Year Round        | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>                         |
|         |  | <ul style="list-style-type: none"> <li>Conduct 'sex education workshops' for S1-S5 students</li> </ul>  | <ul style="list-style-type: none"> <li>Over 90% of participants are satisfied with the activities conducted.</li> </ul>   | <ul style="list-style-type: none"> <li>Questionnaire</li> </ul>  | Year round        | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>                         |
|         |  | <ul style="list-style-type: none"> <li>Conduct Stress Management Workshops and organise cheering function for S6 students</li> </ul>  | <ul style="list-style-type: none"> <li>Students show a positive response towards the activities.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher observation</li> <li>To review the results of APASO</li> </ul>  | Jan. – Feb., 2018 | <ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>                         |

| Targets | Strategies   | Implementation   | Success Criteria   | Methods of Evaluation  | Time Scale | Section / Department / People in charge   |
|---------|--|--|--|--|------------|---|
|         | <ul style="list-style-type: none"> <li>To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources.</li> </ul> | <ul style="list-style-type: none"> <li>Organise workshops, field trips or educational visits for students to help them develop a sense of responsibility and dedication to protect the nature.</li> </ul>  | <ul style="list-style-type: none"> <li>Students actively participated in the related activities.</li> <li>Students show enhanced awareness of, and a positive attitude towards, environmental protection.</li> </ul>     | <ul style="list-style-type: none"> <li>To monitor students' responses and feedback</li> <li>To analyse students' performances in the activities and the number of students participated</li> </ul> | Year round | <ul style="list-style-type: none"> <li>All teachers</li> <li>Panel heads of related departments</li> </ul>  |
|         |  | <ul style="list-style-type: none"> <li>Encourage students to join the HK-EU School e-learning project on a theme of "Green living and sustainability in the community"</li> <li>Enforce energy-reducing measures</li> <li>Integrate the environmental education into the curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Students actively participated in the related activities.</li> <li>Students show appreciable changes in their attitudes and behavior towards environmental protection.</li> </ul> | <ul style="list-style-type: none"> <li>To follow the attendance record</li> <li>To observe and evaluate students' attitude and behavior towards environmental protection</li> </ul>                | Year round | <ul style="list-style-type: none"> <li>Panel heads</li> <li>Geography Department</li> <li>English Department</li> <li>Career Education Section</li> <li>Discipline Section</li> </ul> |
|         |  | <ul style="list-style-type: none"> <li>Resources at the Environmental Educational Resources Centre are continuously acquired and updated regularly.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher-in-charge agrees that the resources centre is well established.</li> </ul>  | <ul style="list-style-type: none"> <li>Verbal report from teacher-in-charge.</li> </ul>  | Year round | <ul style="list-style-type: none"> <li>Teaching &amp; Learning Resources Section</li> </ul>   |