



# HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2012-13)

## OUR SCHOOL

Established in 1974, Ho Fung College was the second government-subsidized secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is 'To act benevolently and to teach benevolence'. The teachings of Confucianism, Buddhism and Taoism are practiced in the school to foster virtues in students who are groomed and developed in character, intellect, sociability, physique and aesthetics. Emphasis is placed on professional development of the teaching staff and close liaison with parents, alumni and other social organizations. We aim to create an ideal learning environment and provide abundant teaching resources to materialize the goal of delivering quality education.

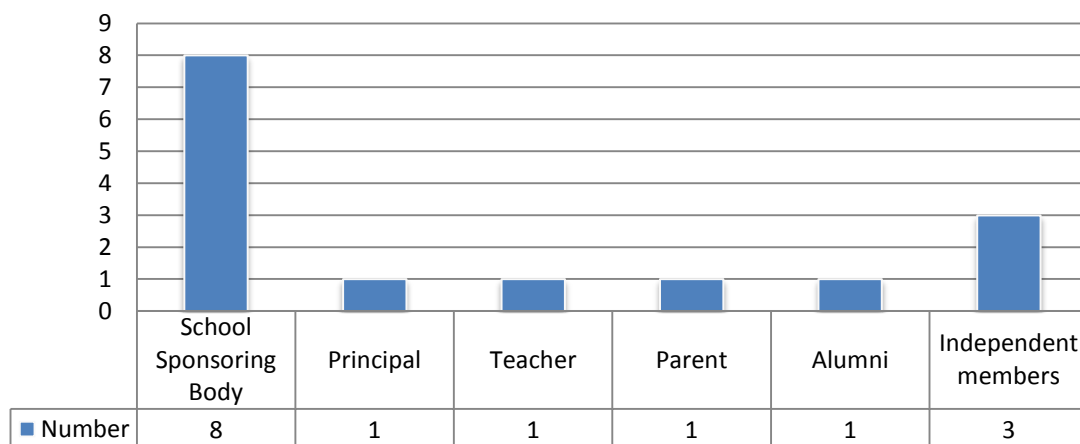
School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with 2 computer rooms, an MMLC, a student activity center, a gymnasium as well as a Students' Association office. All of the above are air-conditioned.

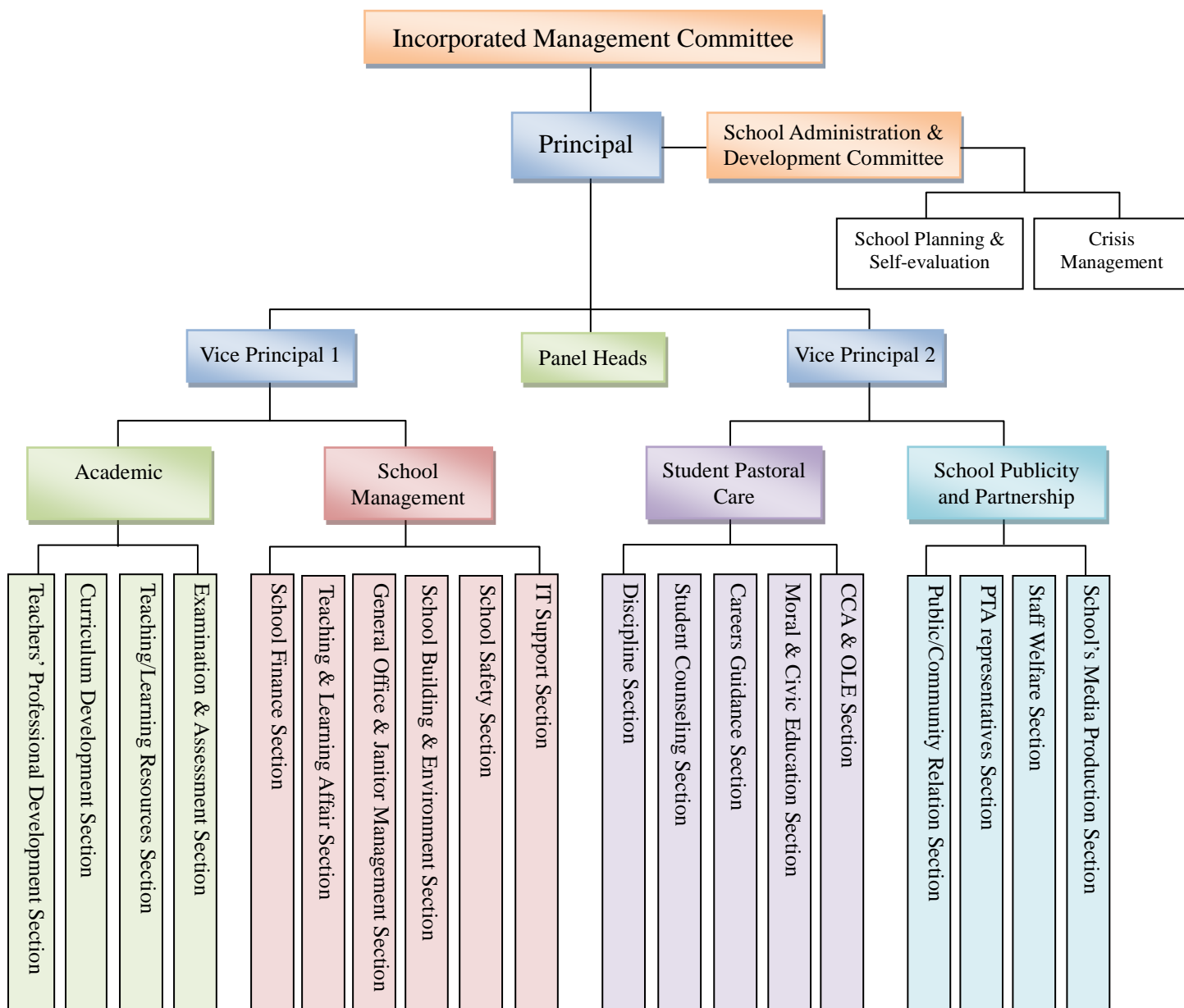
## School Management

To work in line with EDB's principles of 'school-based management', 'streamlining and delegation', the school has step by step finished the compilation of the 'school annual plan', the 'school annual report', the 'school procedure manual' as well as the 'school profile'. The school finance team was also established to oversee budgeting and application for school funding by various subject departments and functional groups. An annual school finance report is also compiled.

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr Lee Tat-luen comprises 15 members.

Members of IMC





## Teachers Team

### 1. Teachers' qualifications and experience

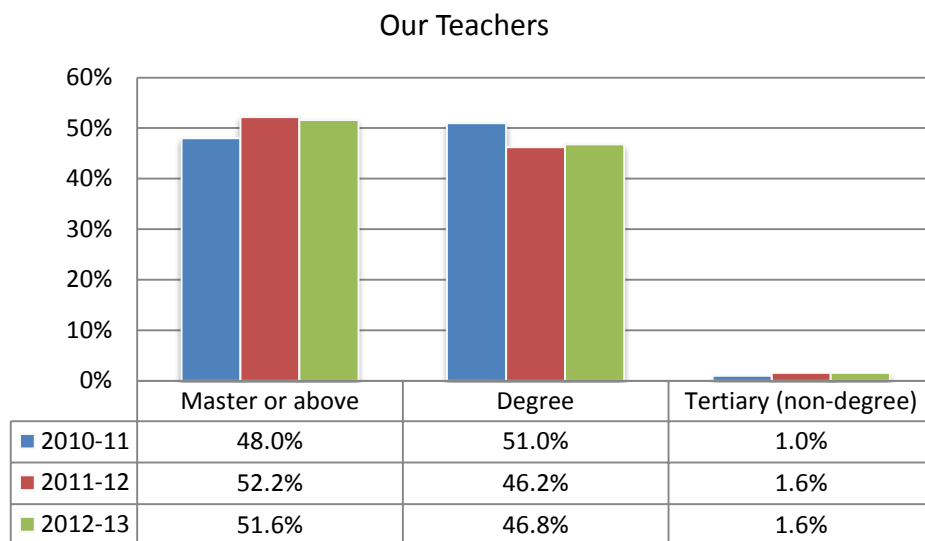
#### 1.1 Teachers' professional qualifications

Of the 62 (inclusive of the Principal) teachers in our school, 59 are professionally trained.

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	21.0%
5-9 years of teaching experience	14.5%
10 or above years of teaching experience	64.5%

### 1.3 Highest qualifications attained



### 2. Number of teachers meeting Language Proficiency Requirement

All teachers of English Language and Putonghua meet the Language Proficiency Requirement.

### 3. Teachers' (inclusive of the Principal) Professional Development

#### Activity Review of Teachers' Professional Development Team

Date	Activity	Hours
07-09-2012 (pm)	Getting to know each other (knowing the new principal and new teachers)	2 hours 30 minutes
01-11-2012(pm)	Lesson observation (sharing by two guest principals on ESR)	2 hours
13-12-2012 (whole day)	a.m. section: Ipad in learning and teaching (conducted at Ho Kun Observatory) p.m. section: Workshop on eClass	6 hours
14-01-2013 (pm)	Workshop on all-round development of students	2 hours 30 minutes
03-06-2013 (whole day)	Annual school review and future planning	6 hours
11-06-2013 (pm)	Teacher workshop on HKDSE result release	2 hours
Total		21 hours

New teachers' induction was conducted before the first staff meeting. New teachers met the Principal, vice-principals, discipline master, student counseling teacher-in-charge as well as members of teachers' professional development unit. A mentor was assigned in each respective subject/functional group to give support and guidance to new teachers.

Teachers achieved a total of 2,380 hours of professional training in this academic year.

#### 4. Teacher Turnover

Thirteen teachers left the school in this academic year. They are Mr Lee Shek-yuen, Mr Ng Siu-fai, Mr Chan Tak-shing, Mr Ho Wai-hung, Mr Tam Siu-hing, Mr Fung Tai-seng, Mr Ching Ngai-hung, Ms Choi Pui-ka, Mr Chung Chee-hung, Ms Lo Shing-mei, Ms Koo Ka-man, Mr Ng Hung-fuk and Ms Yiu Pui-sze.

Seven new teachers were recruited. They are Mr Cheung Chi-man, Ms Yip So-kuen, Ms Chan Chi-hang, Mr Chu Kin-chung, Mr Ko Tsz-cheung, Mr Wong Tak-cheung, Ms Zhuang Yan and Ms Law Hoi-yan. The school utilized the academic enhancement grant issued by Sik Sik Yuen to continue the employment of Ms Lee Sze-yan, which helps to enhance the efficacy of the Chinese Department.

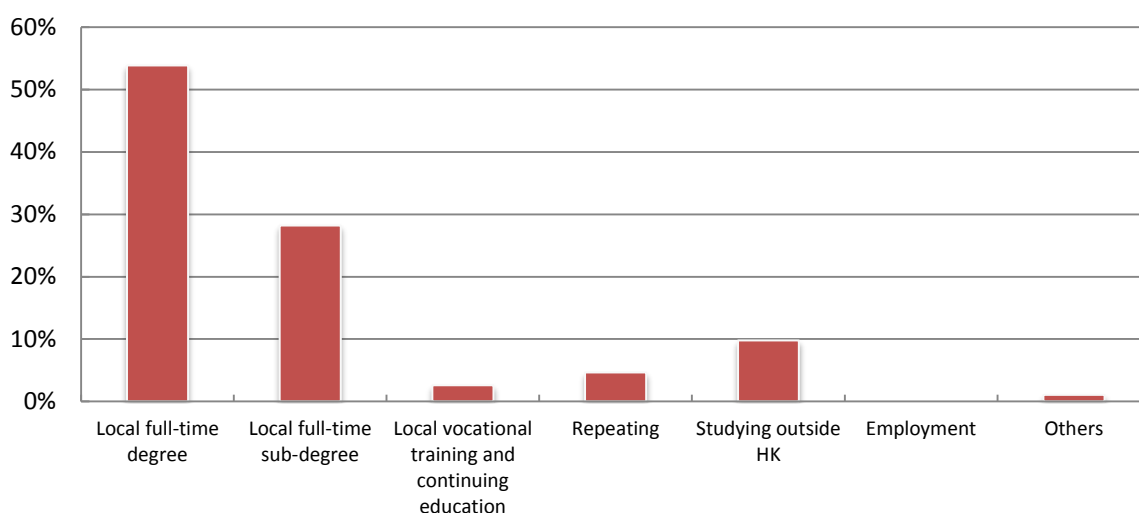
## OUR STUDENTS

### Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	5	5	5	5	28
Number of students	150	150	178	180	192	195	1045

### Situation of Graduates

Prospects of Graduates



## OUR LEARNING AND TEACHING

### School Days

There were a total of 193 school days (inclusive of tests/examinations), out of which 137 days were allocated for regular classes. 22 days were allocated for learning activities of students.

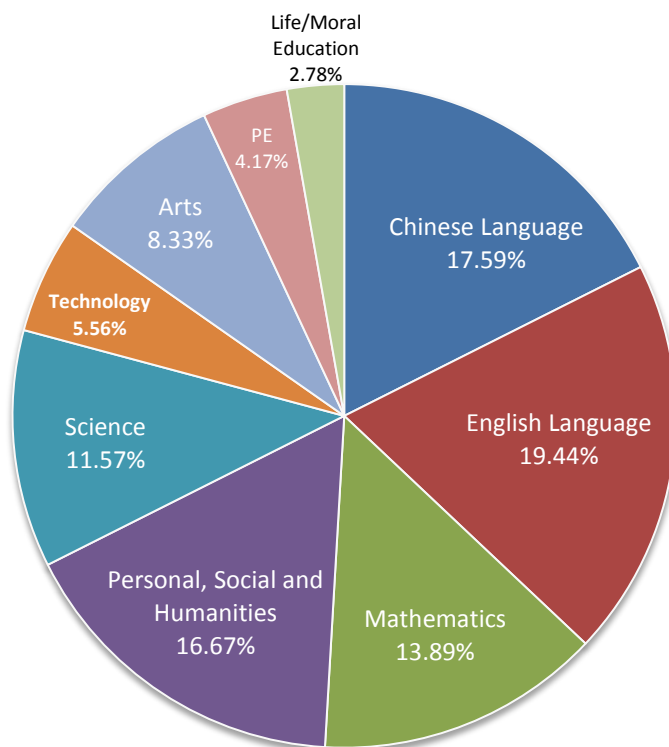
### English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1st December 1997. A committee was formed to supervise matters on MOI and organize English co-curricular activities to create an authentic English-rich learning environment for students. The committee also handled issues related to teachers' professional training on EMI.
2. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for pre-S1 students as well as an English enhancement course for pre-S2 students. These courses help students to be well-equipped for English instructions and build a solid foundation in English
3. The school has applied to the EDB for a Refined English Enhancement Grant of around one million dollars to conduct the following in this academic year: S1 drama course and a ten-hour teacher drama workshop, S1-S3 online skills development course on reading and listening, S1-S6 online English Builder course on essential skills of English language, a live drama show performed by Chunky Onion.
4. The school has worked with AFS on student exchange for ten years. Two exchange students from Belgium and Japan were admitted this academic year. They helped to foster an authentic English environment in the campus with their involvement in multiple school activities.

### Curriculum

Our school is a grammar school adopting a ten-day cycle for regular classes. There were eight lessons each day Monday through Thursday with the first lesson assigned for either morning assemblies or reading periods. On Friday, the first lesson was reserved for regular classes, making a total of 72 lessons per cycle.

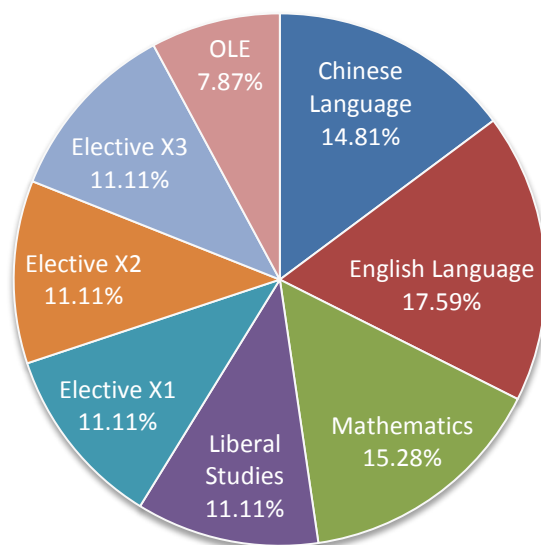
## 1. Curriculum in Junior Forms



KLA	Subjects		
	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life and Society	Life and Society	Economics
	Chinese History	Chinese History	Chinese History
	History	History	History
	Geography	Geography	Geography
Science	Integrated Science	Integrated Science	Integrated Science
Technology	Computer and Technology	Computer and Technology	Computer and Technology
	Life and Technology	Life and Technology	Life and Technology
Art	Visual Art	Visual Art	Visual Art
	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education
Life Education/Moral	Moral	Moral	Moral
	Life Education and Project Work	Life Education and Project Work	Liberal Studies

Life Education and Project Work covered in S1 –S3 not only integrated humanity education into Personal Growth, but also allowed students opportunities to practice cross-curricular project work, develop their generic skills and critical thinking, which helped students to bridge over to Liberal Studies in senior forms.

## 2. Curriculum in Senior Forms



On top of the four core subjects of Chinese Language, English Language, Mathematics and Liberal Studies, students may choose three elective subjects according to their capabilities and interest. Elective subjects included Physics, Chemistry, Biology, Economics, BAFS, ICT, Geography, History, Chinese History, Chinese Literature and P.E.

### Reading to Learn

In order to motivate students to read and nurture in them a good reading habit, our school organized reading periods in the morning session. During reading periods, students were required to read silently in the classroom. On the other hand, our library collaborated with various subjects to launch extensive reading schemes so that students may be exposed to knowledge of different nature and broaden their horizons. Our school library provided a great variety of materials, some of which were stored in classroom libraries as well. Students had plenty of reading materials in school.

### Support to Student Learning

To enhance students' generic skills, fine tune their focus on academic pursuit and their awareness of the importance of study strategies, our school launched a series of study support schemes as follows:

1. To create a smooth interface between junior secondary and NSS curricula, 'Life Education and Project Work'(LEPW) and 'Life and Society' were implemented at S1 and S2 to optimize the impact of junior PSHE. Through interdisciplinary project learning, students' generic skills and critical thinking were honed.
2. To alert students of the importance of diligence and to enhance their understanding of their own learning ability, the school committed great effort in the past few years to a series of learning-support programmes to improve students' learning attitude and learning efficacy.



3. To improve students' learning attitude, the school developed the scheme of 'classroom management'. By making class rules and organizing a series of activities like inter-class competitions, solidarity within classes was promoted. In some classes, students were grouped according to their academic abilities into special seating arrangements to practice 'collaborative learning' and achieve team objectives. Through interactive learning, students were encouraged to take the initiative to study.
4. To work in line with the Discipline and Counselling Sections, the Academic Affairs Committee set its target on implementing a variety of programmes to enhance students' time management as well as polish their study skills and reflection capability.
5. To help alleviate students' pressure from assessments and to constantly remind students of the importance of diligence, study skill workshops were organized from S1 to S6. Remedial and supplementary tutorials were offered to S5 and S6 students in summer holidays and after school. Making use of funding of EDB, the school implemented the 'School-based After-school Learning and Support Programme' to run Chinese, English, Mathematics and Science tutorials for S1 to S4 students. This measure aimed to cater for student diversity.

## SUPPORT FOR STUDENT DEVELOPMENT

### Student Discipline

The school has established the Discipline Section for management of student discipline. Students who commit offences are admonished and guided. It is to enable the students to realize what the mistakes are and what should have been done, as well as to build their sense of compliance and team spirit.

At the beginning and end of each school year, the Section holds briefing sessions at all levels and a school-wide consultation meeting respectively. The events help enhance communication between students and discipline teachers through their dialogues on school rules and discipline measures.

In addition, school prefects and class associations assist in discipline work. The school also continued the 'class management' scheme this year. The 'class management' scheme empowered classes to set up and, where necessary, review their own rules. It facilitated the establishment of a good class atmosphere and development of a learning community in which students helped and encouraged each other while being self-motivated and self-disciplined. Teachers always keep a close watch on student behavior as a preventive measure, allowing students to study and grow in a simple and modest learning atmosphere.

### Student Counselling

In order to bridge the gap between primary and secondary school studies, the S1 Big Brothers and Big Sisters Scheme was conducted in the form of individual tutorials after school. Senior level student counselors were responsible and able to provide supporting service to S1 students in handling their problems related to academic pursuit. Meanwhile, cordial relationship was also developed between junior and senior level students through group activities and peer counseling.

An Award Programme in junior levels was introduced to motivate low-achievers in S1 and S2. Individual and small group counseling was provided to equip students with positive learning attitude and study skills. The programme proved to be effective especially in S1 and most of the participants in S1 showed steady improvement in their academic results in the final examination.

In order to cater for the diversified educational needs of students, the SEN work committee was formed and the screening system for students with special education needs was set up. 'Social Skills Training' and 'EQ Enhancement' Workshops were also introduced. Professional service was offered by the Family Welfare Society. Participants were able to show slow but steady improvement in interpersonal and self-management skills.

Voluntary work was another major focus of the Student Counselling Section in this year. S1 and S3 students were organized to take part in voluntary services for the elderly and racial minority in Kwai Chung. Students' confidence and sense of commitment was built up. The program was proved to be valuable especially for those low-achievers in building up their self-esteem.

Sex education programmes were organized in collaboration with professional bodies such as the Health Department, Mothers' Choice and the End Child Sexual Abuse Fund in both senior and junior levels. Positive attitude and values on gender relationship were built through a variety of activities such as workshops, assembly talks, and group counseling. Students' response was positive, which acknowledged that the programmes were facilitated effectively.

Case work was mainly handled by social workers with the co-ordination of counseling teachers and class teachers. School-related issues, peer relationship were still the core needs of our students. Meanwhile, cases related to family issues and gender relationship showed a significant increase. Parenting work and sex education should be reinforced in the coming year.

Both development and remedial programmes were launched as designed in the programme plan. Team members were dedicated and capable of facilitating the programmes effectively. Co-ordination with class teachers and other functional groups was tight, thus counseling work could be conducted in a whole-school approach.

## **School Social Worker**

The Hong Kong Family Welfare Society appointed Ms Ada Wong Hoi-shan as our school social worker. Her stationing days were Monday, Tuesday, Wednesday and Friday. She provided professional case work counseling to those students and families in need. Academic performance, parent-child relationship and peer relationship were the prime concerns of students. Students encountered rapid changes in the adolescent stage. Ms Wong co-operated with different functional groups in school and organized various programmes to help enhance students' self-esteem, communication skills, leadership and problem-solving skills. Taste of Life, Youth Mental Health, Peer Mediation Training were some of the examples. Equipping students to face the NSS and other study related programmes was also stressed. Career Mapping and Socio-game were launched for higher level students for better self-understanding in learning style, subject choice and career paths. Parents were key partners in nurturing students. Ms Wong delivered topical seminars e.g. Youth Dating Value, Youth Stress Management. She also conducted parent education groups to enhance parenting skills and foster parent-child relationship.

## Careers Guidance

The Careers Guidance Team aims to help students know themselves better, and alert them of the present and future education, training and career opportunities so that they may plan their studies and careers independently.

Activities conducted this year were as follows:

Date	Class (# of students)	Event & Particulars
22/9/2012 – 27/4/2013	S4, S5 (25)	JA Company Programme
5/10/2012	S5 (190)	“My CV” Workshop (by HKFYG)
13/10/2012	S6 (100)	UST Outreach Day
13/10/2012	S6 (180)	Talk on Jupas for S6 and Experience Sharing Session with past S6 and S7 students, held at School Hall
24/10/2012	S4 – S6 (560)	Sharing on University Interviews by alumni (during Morning Assembly)
27/10/2012	S6 (120)	CU Information Day
10/11/2012	S6 (130)	HKU Information Day
12/11/2012	S5 (190)	HKDSE Exam Result Release Seminar (by Hok Yau Club)
14/11/2012	S4, S5, S6 (38)	Visit to Cathay City
14/11/2012	S4, S5, S6 (560)	Sharing on updated information on JUPAS and some useful internet tools for the choice of course programmes and self-assessment
21/11/2012	S4 (180) (Jointly held with the school social worker)	Workshop on “Career Mapping” published by EDB and Careers Guidance Association
21/11/2012	S4 - S6 (560)	Freshmen alumni sharing on 2 broad disciplines in University (Science & Arts)
24/11/2012	S3 (50)	JA Finance Workshop
28/11/2012	S3 (180) (Jointly held with the school social worker)	Workshop on “Finding your colours of life”, published by EDB and Careers Guidance Association
5/12/2012	S4 - S6 (560)	Freshmen alumni sharing on 2 broad disciplines in University (Marketing & Social Science)
7/12/2012	S3 (180)	“My Type” Workshop (by HKFYG)
12-13/12/2012	S2, S3 (30)	“My Dream” Workshop (by HKFYG)
14/12/2012	S3 (400)	Parent’s night on the Introduction of DSE statistics in our school & the conduct of optional subjects survey
26/1/2013	S4, S5 (4)	JA Work Readiness Seminar at Auditorium, 52/F, UBS, Two International Finance Center
26/1/2013	S3 (3)	Mooting Training Workshop at CityU
28/1/2013	S4 – S6 (560)	Statistics of Jupas 2012 (DSE) & Demo of EAPP
30/1/2013	S5 (190)	“My Job” Workshop, Part I (by HKFYG)
2/2/2013	S5 (190)	“My Job” Workshop, Part II (by HKFYG)
4/2/2013	S6 (190)	Mock DSE Result Release Workshop (by Hok Yau Club)
20/2/2013	S5, S6 (18)	Visit to HKU Nursing Department
24/2/2013	All levels (including their parents) (50)	Talks on Overseas Studies (UK, US, Australia, Canada) by EF
27/2/2013	S4, S5 (560)	University Preparation Workshop (by ARCH-Community-Outreach, ACO)
24/4/2013	S4 (178)	3 years "High School Career Development" Research Project [Part 1]
6/5/2013	S5 & S6 (205)	HKU Consultation Session for S6 Jupas Applicants & S5 students interested in HKU programmes (2013)
11/6/2013	Teachers (50)	HKDSE Result Release Seminar for S6 teachers
21/6/2013	S3 (170)	Seminar on Subject Selection (S3 to S4)
21/6/2013	S3 (60)	Sharing session for S3 students on the elective subjects available in academic year 2011-2012 (from S4 & S5 students)
21/6/2013	S4 – S6 (120)	Sharing session for S3, S4 and S5 students on life in HKU and also latest information about different faculties and departments (from HKU students from Ricci & Ho Tung)
21/6/2013	Parents (60)	Introduction on Selection Prerequisite of NSS Electives and Mechanism of JUPUS
3/7/2013	S6 (140)	Talk on HKDSE Result Release for S6 students (school-based)

## Moral and Civic Education

Moral and Civic Education Section is conducted in four aspects, namely, moral education, civic education, national education and environmental education.

In the aspect of moral education, the Section co-ordinates the implementation of hall assemblies and morning assemblies year round. Morning assemblies were conducted Monday through Wednesday in the school hall. All Thursday morning assemblies were conducted in the playground. Each lasted around 50 minutes. Teachers and students were invited to give sharing on academic research and interflow trips. Guest speakers included scholars, social dignitaries, alumni, experts on various careers etc. Examples were morning assemblies on HK tertiary education by personnel from tertiary education institutes, the Down Syndrome Community Education Scheme by social workers and Down Syndrome patients. Other examples were seminars on building good personal habits and school bullying, topics that were closely related to students' daily life. The Section also promoted peace and social integration through inter-class notice board decoration competition. Students were nominated to take part in a public writing competition on 'Sow a Habit, Reap a Life'.

Concerning civic education, the Section organized activities like 'Top Ten News Election', 'Titbits on HK Government Bureaus Quiz', 'Seminar on Knowing and Protecting HK Intellectual Property' as well as 'Underlying Principles of Democratic Election'.

In the aspect of national education, the focus is on students' first-hand experience. They are encouraged to take part in mainland study tours to know their motherland and identify with Chinese longstanding civilization. S2 students were organized to join a study tour to Zhaoqing. The trip involved 160 teachers and students. Another trip to Xian at Easter Holiday involved more than thirty teachers and students. These tours allowed students to better understand national culture, city architecture and mainland economic profile. They also gave students opportunities to interact with mainland students. In addition, athletes of national acclaim were invited to host sharing in our school. An example is inviting Mr Yeung King-fai, the Olympics champion of water diving, to chair the talk on 'Dream-Flying'. The school also practiced national flag hoisting ceremony in the playground monthly and took part in the project of 'Tsuen Wan Secondary School cum Uniform Team Flag Hoisting Ceremony'.

About environmental education, the Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme'. It also co-ordinated various school environmental education activities aiming to cultivate students' enthusiasm in conservation. Activities conducted included the 2<sup>nd</sup> Youth Granite Conservation Ambassador Scheme, talks by personnel from the government, low-carbon economic campus talk, visits to commercial enterprises, HK International Airport, participation in Hoi Ha Bay Ocean Garden Ecology Tour, Green Community Promotion Competition hosted by HK Vocational Education Institute (Kwai Chung) etc.

## Community Service

### 1. Junior Level Voluntary Service

- The school volunteer team worked in collaboration with the Student Counselling Section on S1 participants of the ‘Big Brother, Big Sister’ Scheme. Led by a senior level student, the S1 participants, in groups of two or three, visited an assigned solitary old person twice or thrice a year regularly. The activity aimed to cultivate in students positive values, compassion for the needy and communication skills.
- The school volunteer team also worked together with our school social worker to launch the ‘Integration Scheme’ for S2 and S3 students. Various activities about ethnic minorities in Hong Kong were organized. The ‘Ethnic Minority Cultural Tour’ was organized and student participants came to know more about the ethnic minorities’ culture. They also organized visits, games and tutorials for the ethnic minorities. This was a new experience for our students who found the activities appealing.

### 2. Senior Level Voluntary Service

- In the first term, all S4 students participated in a 3-hour raffle ticket sale organized by the ‘Care for the Elderly Association Limited’ in Tsuen Wan. Students’ performance was excellent and many participants found the activity a great opportunity to learn how to strike up a conversation with strangers and improve their communication skills. Certificates were awarded to student participants.
- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organized for four consecutive years. All S4 students attended a briefing and each S4 class visited the school once, organizing games and giving performances. The visit was a success and our students’ participation was excellent. In debriefing, students expressed that the activity was a great opportunity for them to know more about the disabled. Having known the difficulties faced by the disabled, they realized that discrimination against them should be combatted and that they should not take any privileges for granted. After the visit, participants were awarded certificates. During the post-examination period, the disabled students gave a drama performance at Ho Fung College.
- Ho Fung College had organized elderly visits jointly with the Hong Kong Society for the Aged for three consecutive years. Before Lunar New Year, S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shu Estate, giving them some rice cake and small plants as Lunar New Year gifts. With students’ care and warmth, the visit brought the solitary men/women love and joy. Students knew more about the elderly’s needs and the importance of filial piety.

### 3. Overseas Voluntary Service

- Two S4 students participated in the Singapore Youth Exchange Programme 2012 organized by the Tsuen Wan District Youth Programme Committee. They visited a number of charitable groups in Singapore and provided voluntary service for a home for the elderly with local youth volunteers.
- Sik Sik Yuen organized a Beijing tour for 12 S4 students. They visited Zi Jing Guan Sik Sik Yuen Primary School and offered voluntary teaching to the local primary students. After the tour, students shared their precious experience in a morning assembly and encouraged fellow schoolmates to try voluntary work.

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

- The school volunteer team joined the Secret Angel Elderly Sponsorship Programme organized by the Senior Citizen Home Safety Association. 10 senior student ambassadors helped organize various activities – a talk about caring for the elderly, a charity bazaar, an elderly care phone call training, etc. They raised \$24,923.50, which was the highest amount of money raised among all secondary schools participating in the programme.
- Ho Fung College Students' Association committee participated in the Oxfam Hunger Banquet Leadership Training and Oxfam volunteers were invited to give a talk at Ho Fung College. The programme aimed to raise students' awareness of famine, poverty and fair trade. In the second term, Lunch for the Rich and the Poor was held. 40 students participated in it and \$3197.60 was raised.
- Ho Fung College joined the Mooncake Transfer Campaign launched by China Fortune Foundation Limited. Mooncakes were collected from students and teachers. They were then donated to various charitable organizations.

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

Some student volunteers participated in various volunteer training and programmes on school recommendation – BEST Project by Yan Chai Hospital, Summer Fun Programme by Lok Chi Association Limited, A Vibrant Heritage – Experiencing the Dynamics of Tsuen Wan by the Commission on Youth, Volunteer Programme by the Hong Kong Down Syndrome Association, Volunteer Quotient Sustainable Training Scheme by the Agency for Volunteer Service, Youth Leadership Programme by the Volunteer Space, etc. The above programmes broadened students' horizons and exposed them to a variety of voluntary services.

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

- In 2012-2013, 659 students and parents joined the Volunteer Movement organized by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 20107 hours. Ho Fung College was awarded Group Gold Certificate; 24 volunteers were awarded Individual Gold Certificates; 56 were awarded Individual Silver Certificates and 66 were awarded Individual Bronze Certificates.
- The Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department) granted Lam Tsz-ying (S6A) and Wong Chi-chi (S5D) the Hong Kong Outstanding Youth Volunteer Awards.
- Lau Kit-hung (S4A) participated in Outstanding Youth and Outstanding Youth Activity Commendation Scheme organized by the Commission on Youth and was granted the Merit Award.
- Tsuen Wan District Youth Programme Committee granted Sin Ka-wing (S4A) and Chan Tak-wai (S4B) the Outstanding Volunteer Award (youth section).
- The Global – HK Outstanding Student Volunteer Election Scheme granted Chan Sui-ni (S5C) and Lau Kit-hung (S4A) the Outstanding Volunteer Award.



## Co-curricular Activities

1. Our school places great emphasis on nurturing students' multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S1 students are required to join one of the many uniform teams available where they are trained in marching and communal life. A uniform team parade is held annually to celebrate the completion of training of S1 students. This year, the uniform team parade was held successfully on 6<sup>th</sup> July.
2. Leadership training is another feature of our co-curricular activities. Participants are exposed to appropriate induction which gives them opportunities to unveil their leadership potential. In this year, the seventh 'Senior level leadership training scheme' was conducted which trained 40 S3 participants. They were groomed to be responsible, active and enthusiastic student leaders who chaired the Students' Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully from 28<sup>th</sup> to 31<sup>st</sup> August.
3. On top of the above, other co-curricular activities are categorized into three areas: House activities, club activities and school teams/tutorial classes.
  - 3.1 House activities

Students are categorized into four Houses: Red, Yellow, Blue and Green. Under the supervision of House teachers-in-charge, various inter-House competitions are organized annually, for instance, Sports Day, cheering team competition, Swimming Gala, Cross-country Run, ball games, debate and drama competitions. Orientation parties for S1 students and House picnics are held regularly as well.
  - 3.2 Club activities

Clubs and societies are grouped into the following: academic, interest, sports, uniform teams and community service.

    - Academic clubs and societies aim to stimulate participants' interest in learning specific school subjects like Chinese Language, English Language, Science, Geography, Economics and Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, exhibitions, movie shows, hiking, visits, club bulletin are organized year round.
    - Interest groups such as the Chess Club, Girls Baseball Club, Astronomy Club, Odyssey of the Mind etc are popular with students. Sports teams like ball games and athletics have a wide appeal to students as well. Tutorial classes on school band, choir, Chinese orchestra, piano accompaniment are offered.
    - There are six uniform teams at school, namely, scouts, girl guides, air cadets, school band, St. John's Ambulance and HK Teatism. Participants are drilled on marching and life skills. They take part in flag-selling, hiking, camping and other community service regularly.
  - 3.3 School teams and tutorial classes

Tutorial classes are conducted on various Chinese and Western musical instruments by external experts and school teachers. Outstanding participants are nominated to take part in Royal Music Examination and other inter-school competitions. Tutorial classes are also organized on Chinese dance, modern dance, jazz etc. In addition, classes on football, volleyball, basketball, handball, table-tennis, badminton, tennis, squash, athletics, cross-country run and swimming are conducted regularly.

## Physical Well-being

The P.E. Department organized various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle.

This year, the Sports Days were held on 27<sup>th</sup> and 28<sup>th</sup> September, 2012 in Shing Mun Valley Stadium. There were altogether 105 events in which students took part vigorously. Apart from this, the annual Swimming Gala was held on 22<sup>nd</sup> October, 2012 in Tsing Yi Public Swimming Pool. Finally the 38<sup>th</sup> Cross-country Run was held on 20<sup>th</sup> December at Shing Mun Reservoir. Most of the students strived hard to finish running the whole course. Through co-operation and supervision of teachers-in-charge, the P.E. Department also offered a great variety of ball games, athletics, cross-country run, baseball, tennis etc for students who underwent regular training this year. Students also showed remarkable team spirit in the games.



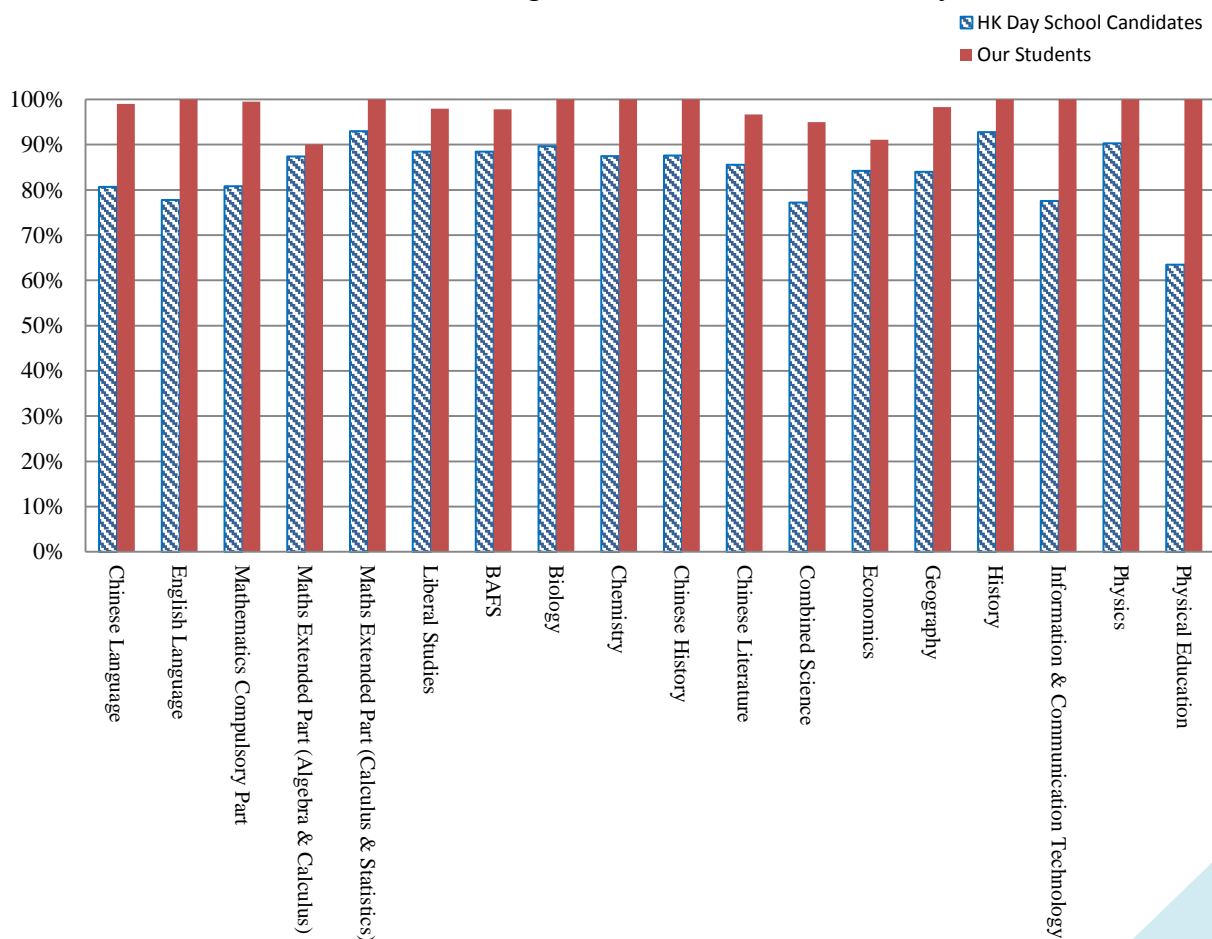
# STUDENT PERFORMANCE

## Academic Performance

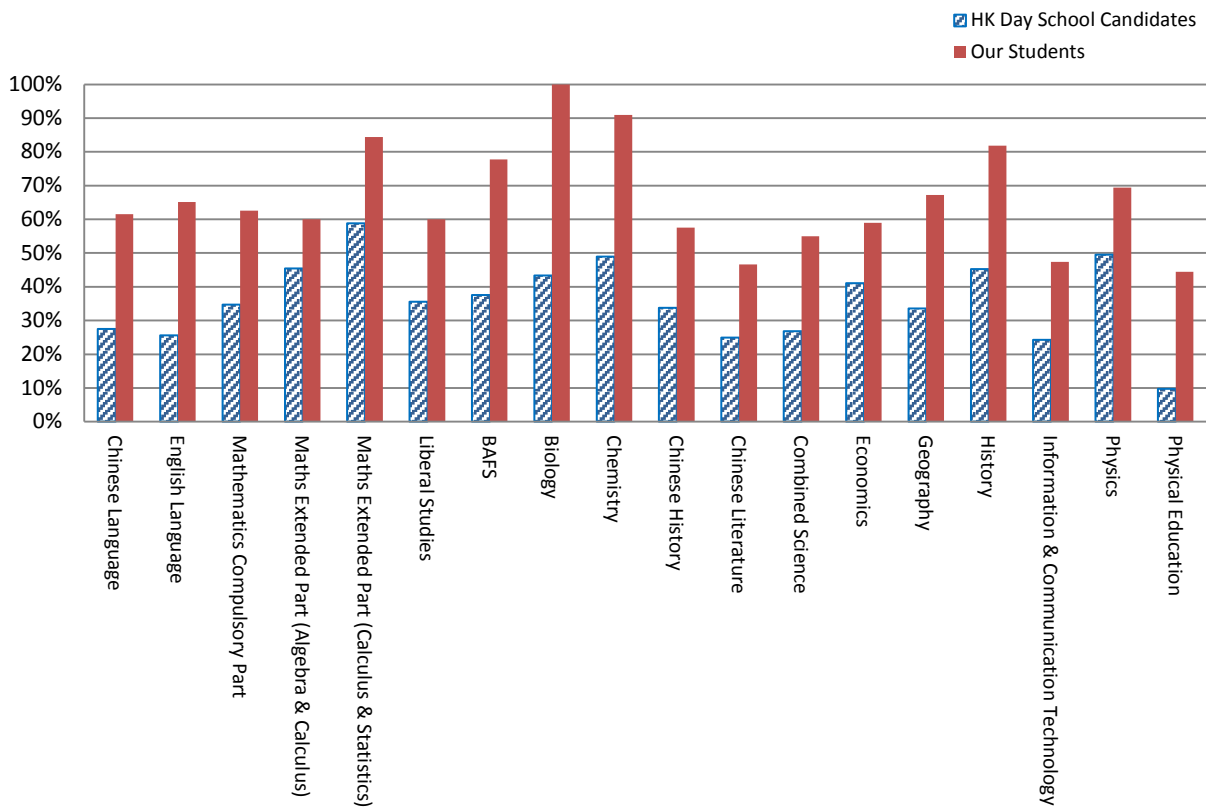
195 of our students took part in the second HKDSE this year. 189 of them achieved full pass (i.e. level 2 or above in Chinese Language, English Language, Mathematics and Liberal Studies), which accounted for 96.4% of our candidature. 164 of those students fulfilled the minimum requirement of university entry (i.e. levels 3322 in Chinese Language, English Language, Mathematics and Liberal Studies respectively), accounting for 84.6% of the school candidature. Students accumulated a total of 796 level 4 or above performance in DSE, accounting for 64.5% of the school candidature.

Performance	Percentage
English Language (Level 3 or above)	95.9%
Chinese Language (Level 3 or above)	87.7%
Mathematics (Compulsory Part) (Level 2 or above)	99.5%
Liberal Studies (Level 2 or above)	97.9%
Students attaining Level 2 or above in any 5 subjects	96.4%
Accumulated total of attaining level 2 or above in various subjects	98.5%
Accumulated total of attaining level 4 or above in various subjects	64.5%
Students eligibility to degree programmes (“33222”)	84.6%

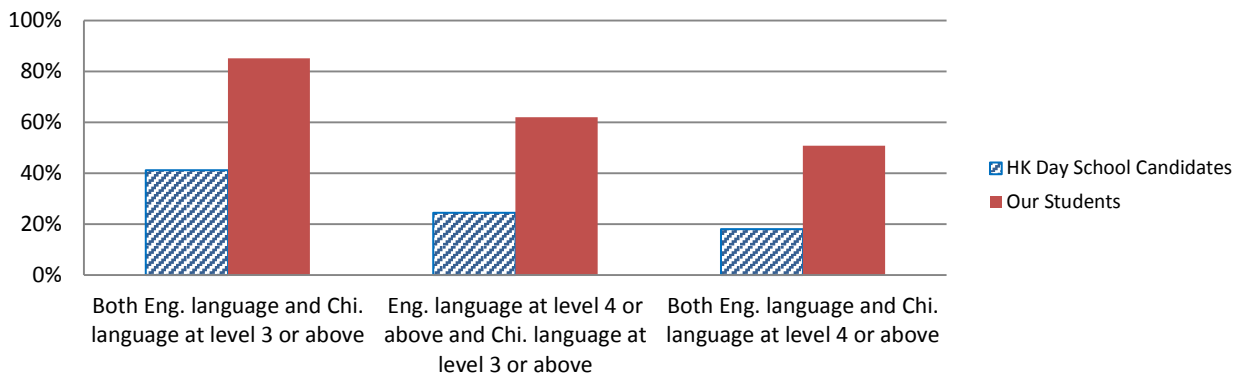
HKDSE 2013 - Attaining level 2 or above in various subjects



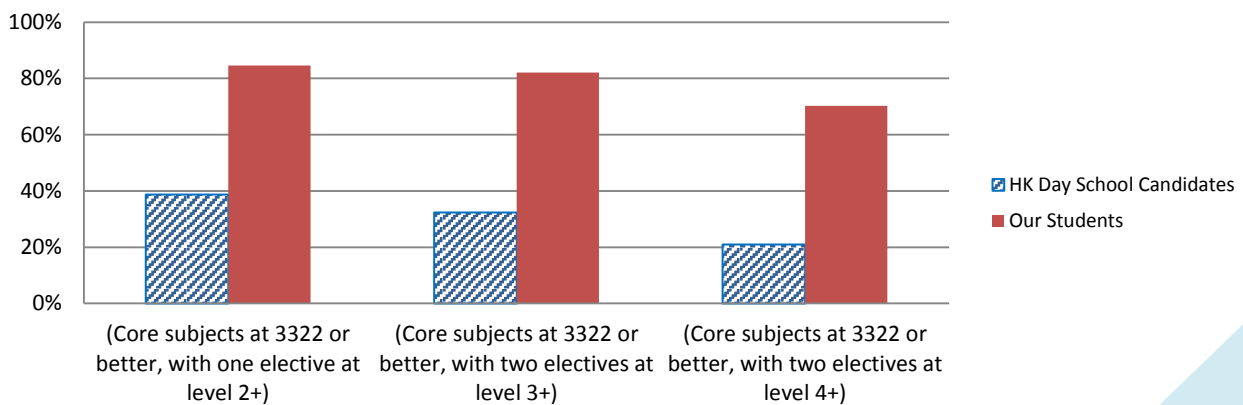
### HKDSE 2013- Attaining level 4 or above in various subjects



### HKDSE 2013 - General performance in language subjects



### HKDSE 2013 - Statistics related to University Admission



## Other Achievements

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

Date	Sponsoring Bodies	Competition	Name of students	Prizes
19/11/2012 - 19/12/2012	HK Schools Music and Speech Association	64 <sup>th</sup> HK Schools Chinese Speech Festival	a. Lam Sum-chung (1C) b. Lam Ka-yu (5B) c. Lo Yim-yi (2C) d. Fung Cheuk-nam (2D) e. Fan Kit-ying (5B) f. Hung Yiu-ting (3C)	♦ 1st Runner-up (solo verse) ♦ 1st Runner-up (solo verse) ♦ 2nd Runner-up (solo prose) ♦ 2nd Runner-up (solo verse) ♦ 2nd Runner-up (solo verse) ♦ Champion (solo verse)
12/2012	Zhong Zhen University Language Education Research Centre	GAPSK Putonghua Speech Contest	Hung Yiu-ting (3C)	Champion
15/12/2012	HK Western District Rotary Club & HK Education Association	HK Bi-literacy and Trilingualism Elite Competition	Chan Ka-yan(3C)	2 <sup>nd</sup> Runner-up and Best English Essay Award
20/1/2013	Tsuen Wan Youth Club	Tsuen Wan & Kwai Ching Outstanding Student Competition	a. Wan Wai-tak (4E) b. Wong Wing-yan (4C)	Merit (senior section)
3/2/2013	HK Schools Sports Association	New Territories School Squash Competition	a. Hui Lok-hang (5B) b. Chiu Wai-lam (3D) c. Wong Sen-yu (1B)	2 <sup>nd</sup> Runner-up (Girls Section)
4/2/2013	Water Supplies Department	Water Saving Cap Design Competition	a. Poon Cheuk-hang (3D) b. Or Chun-yiu (3D)	Commendation
20/2/2013	Chinese Language Education Research Club	Chinese Language Elite Scheme	Wong Yim-mui (2D)	Bronze prize (secondary school section)
25/2/2013	Tsuen Wan-Kwai Ching District School Principal Association	Tsuen Wan Outstanding Student Competition	Chan Kwok-wan (5C)	Tsuen Wan Outstanding Student Award
26/2/2013	Sik Sik Yuen	4 <sup>th</sup> Joint school Sports Day	a. Ho Fung College b. Girls Section c. Boys Section d. Girls Grade A e. Girls Grade B f. Boys Grade A	♦ Overall Champion ♦ Overall Champion ♦ Overall Champion ♦ Champion ♦ Champion ♦ 1st Runner-up
3/2013	Home Affairs Department Youth Affairs Committee	Youth Commendation Scheme 2012-2013	Lau Kit-hung (4A)	Merit (Tsuen Wan District)
2/3/2013	Social Welfare Department Community Service Steering Committee	HK Outstanding Youth Community Service Scheme  Student and Youth Community Service Sharing cum 10000 hr Community Service Commendation Ceremony 2013	a. Wong Chi-chi (5D) b. Lam Tsz-ying (6A)  Ho Fung College	HK Outstanding Youth Volunteer Award  Gold Group Prize (10000+ hrs)

7/4/2013	HK Youth Committee & Education Bureau	Odyssey of the Mind Pin Design Competition	Or Chun-yiu (3D)	Merit
22/4/2013	Civic Education Committee & HK Chinese Culture Development Committee Roundtable Education	HK Outstanding Student Volunteer Competition	a. Chan Sui-ni (5C) b. Lau Kit-hung (4A)	Merit
11/5/2013	New Town Culture & Education Committee, SCOLAR, Education Bureau, RTHK & Home School Affairs Committee	15 <sup>th</sup> School Putonghua Speech Contest	a. Chan Ka-yan (3C) b. Kwok Mei-ling (4B) c. Chan Yin-ting (4D) d. Cheung Tsz-yeung (4D) e. Yu Yuk-ying (4E)	Merit Star Prize
28/5/2013	HK Economics Education Committee	Comics Design Competition	Chan Kwan-leung (5C)	Best Design Award
4-5/2013	China-HK Sports Association cum Olympics Steering Committee & HK Baseball Committee	56 <sup>th</sup> China Bank Sports Festival – HK School Baseball Elite Competition 2013	a. Girls Senior Section b. Girls Junior Section c. Girls Junior Section	♦ 2 <sup>nd</sup> Runner up ♦ Champion ♦ 3 <sup>rd</sup> Runner-up
			d. Wong Ying-tung (5B) e. Chan Lok-sze (4D) f. Lam Tsz-Ki (4E)	The Most Talented Player Award
6/2013	Leisure and Cultural Services Department HK Public Libraries & HK Children Education Committee	School Chinese Story Writing Competition 2013	Chan Lok-sze (4D)	Merit (senior section)
13/6/2013	Ming Pao Daily	16 <sup>th</sup> Ming Pao Campus Reporter Scheme	Yeung Chun-cheung (4E)	Monthly Writing Award (free exchange tour to Macau)
22/6/2013	Elderly Home Care Association	14 <sup>th</sup> Secret Angel Scheme	Ho Fung College	The Best Fundraising School- bronze prize

Ever since joining the Hong Kong Schools Sports Federation, our school has been playing an active role in inter-school competitions and has attained applauding results. Throughout the years, various students talented in different sports were elected the best athletes of the year. In 2012-2013, our students achieved satisfactory performance in the Hong Kong Schools Sports Federation Tsuen Wan and Outlying Islands District Secondary School competitions. Results were as follows:

Sports Categories	Boys (Grade A)	Boys (Grade B)	Boys (Grade C)	Girls (Grade A)	Girls (Grade B)	Girls (Grade C)
Athletics	1 <sup>st</sup> Runner-up	7 <sup>th</sup> Runner-up	3 <sup>rd</sup> Runner-up	3 <sup>rd</sup> Runner-up	3 <sup>rd</sup> Runner-up	4 <sup>th</sup> Runner-up
Badminton		2 <sup>nd</sup> Runner-up	3 <sup>rd</sup> Runner-up		4 <sup>th</sup> Runner-up	2 <sup>nd</sup> Runner-up
Basketball		4 <sup>th</sup> Runner-up		2 <sup>nd</sup> Runner-up	2 <sup>nd</sup> Runner-up	
Cross-country Run			2 <sup>nd</sup> Runner-up	2 <sup>nd</sup> Runner-up	3 <sup>rd</sup> Runner-up	4 <sup>th</sup> Runner-up
Handball	4 <sup>th</sup> Runner-up			3 <sup>rd</sup> Runner-up	2 <sup>nd</sup> Runner-up	
Swimming	6 <sup>th</sup> Runner-up	7 <sup>th</sup> Runner-up			4 <sup>th</sup> Runner-up	1 <sup>st</sup> Runner-up
Table-tennis	4 <sup>th</sup> Runner-up	4 <sup>th</sup> Runner-up	Champion	3 <sup>rd</sup> Runner-up	2 <sup>nd</sup> Runner-up	2 <sup>nd</sup> Runner-up
Volleyball	2 <sup>nd</sup> Runner-up	1 <sup>st</sup> Runner-up	4 <sup>th</sup> Runner-up	4 <sup>th</sup> Runner-up		2 <sup>nd</sup> Runner-up

## ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

### Priority Task 1: ‘Inherit and pioneer, seize the opportunities’

#### 1. Achievements

The school made use of new opportunities of the transition to NSS to optimize the school organization structure and refine our curriculum structure. Experienced teachers were deployed to take up roles of middle managers in succession to retired senior teachers. In light of the significant number of new teachers recruited, the school ran orientation and mentoring programmes to familiarize these new members with the school environment. Opportunities arising from the Voluntary Optimization of Class Structure Scheme were seized to enhance the deployment of school human resources.

Ho Fung alumni were invited to give career talks and act as tutors or coaches. Talks and seminars were organized in collaboration with the PTA on parenting skills and student career paths.

#### 2. Reflection

Every effort was made to continue good practices of the school while the teaching staff was constantly on the lookout for new opportunities to seek improvement. Achievements attained this academic year built a solid foundation for further progress in years to come.

#### 3. Suggestion for Improvement

With Ho Fung alumni and the PTA playing vital roles in school development, ties will be further strengthened with these parties in coming years. The school will continue the activities and programmes aforementioned while persevering in further staff development to enhance the efficacy of learning and teaching.

### Priority Task 2: ‘Cater for student diversity’

#### 1. Achievements

In light of better catering for student diversity, a number of split class arrangements were implemented in this academic year, namely, splitting students into six groups in S1 English Language and S2 Chinese Language, splitting students into smaller groups for 4 lessons of English Language at S2, and above all, arranging small tutorial groups for students dropping elective subjects at S5 and S6.

In addition, the school utilized funding from School-based After-school Learning and Support Programmes to launch supplementary homework tutorials at S1 to S4. On the other hand, funding from Diversity Learning Grant was utilized to offer supplementary learning opportunities in Music, PE, LS and Chinese debate. The various reading programmes and online courses run by the school library, Chinese Language Department and English Language Department significantly addressed the issue of student diversity while activities conducted by various functional groups like debates, speech contests, sports competitions, music events and the JA Programme all exerted a positive impact on students with varied educational needs.

#### 2. Reflection

Enhancement measures enforced by different subject departments and functional groups allowed the school to better cater for learner diversity and laid a positive foundation for further progress in this arena. Effective activities and programmes will continue to be conducted to meet the ultimate goal of fulfilling the varied education needs of different students.

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

Core subjects will further devise enhancement programmes and measures to pursue the goal of catering for learner diversity. In the academic year of 2013-2014, split class arrangements will be implemented at S2 and S3 Chinese Language and English Language. On top of these, students will be split into six groups at S4 to facilitate the strengthening of academic pursuit. More academic activities will be conducted to fully realize students' potential.

### **Priority Task 3: 'Enhance students' self-regulated learning (SRL) and examination skills'**

#### **1. Achievements**

Analysis of school and public examination results was frequently performed to enable the school to devise measures to further facilitate learning and teaching. Students' examination skills were strengthened through various academic and career workshops as well as seminars while the online programmes and reading schemes conducted by different subject departments inculcated in students the culture and habit of self-regulated learning.

#### **2. Reflection**

The wide array of reading schemes and examination skill workshops spurred students to develop a self-motivated learning practice which will impact positively on their long-term academic pursuit.

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

Reading schemes will be further enhanced to encourage students to take the initiative of managing their own learning. Regular seminars and workshops on learning skills and independent thinking training will be organized.

## FINANCIAL SUMMARY

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
<b>Government Funds</b>				
Balance B/F from previous year				2,874,479.40
(1) School Specific				
1.1) Administration Grant	3,432,816.00	(2,762,685.27)	670,130.73	
1.2) Noise Abatement Grant	377,747.00	(260,617.50)	117,129.50	
1.3) Composite Information Technology Grant	377,467.00	(193,984.00)	183,483.00	
1.4) Capacity Enhancement Grant	516,616.00	(190,963.15)	325,652.85	
<i>Sub-total (1)</i>	4,704,646.00	(3,408,249.92)	1,296,396.08	
(2) Non-School Specific (Baseline Reference)	1,837,002.13	(2,059,650.39)	(222,648.26)	
(3) Other Income	11,781.82		11,781.82	
(4) Deficit transferred from other Grants		(3,908.75)	(3,908.75)	
<i>Sub-total (2) - (4)</i>	1,848,783.95	(2,063,559.14)	(214,775.19)	
<b>Surplus for the year (Government Funds)</b>				1,081,620.89
<b>School Funds</b>				
Balance B/F from previous year				950,363.19
(1) Tong Fai	170,100.00		170,100.00	
(2) Subsidy from Sik Sik Yuen	1,105,195.87		1,105,195.87	
(3) Other Income and Expenditure	338,029.17	(1,329,865.83)	(991,836.66)	
(4) Approved Collection for Specific Purposes Account	313,500.00	(363,300.00)	(49,800.00)	
<i>Sub-total</i>	1,926,825.04	(1,693,165.83)	233,659.21	
<b>Surplus for the year (School Funds)</b>				233,659.21
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2013</b>				5,140,122.69

## FEEDBACK ON FUTURE PLANNING

Our school is committed to providing our students with all-round quality education so that they can make valuable contribution to the well-being of our community. We aim at developing students' self-directed learning and their introspective ability to gear them up for lifelong challenges. With the transition to the NSS curriculum, we plan to continue to optimize our school-based curriculum with focus on fostering greater inter-departmental collaboration and a more student-centered learning and teaching approach. Teachers will be mobilized to work more closely in lesson preparation, class observation, assessment adjustments and formulation of school development plans. We also aim to explore measures to cater for learner diversity and to enhance students' balanced development.

In the next cycle of school development, we will continue to capitalize our strengths to consolidate learning and teaching, provide strong support to students by conducting a variety of co-curricular activities to achieve the goal of the holistic development of students. The major concerns thus formulated are as follows:

1. To enhance students' efficacy and self-esteem in learning;
2. To train students in perseverance, develop their self-directed and introspective ability