



*HO FUNG  
COLLEGE*

(Sponsored by Sik Sik Yuen)

School Development Plan (2013-14 to 2015-16)

## SCHOOL MOTTO

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

普濟勸善

## MISSION STATEMENT

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

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

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

## SCHOOL GOALS

Our school aims to achieve the following goals:

### A. Character and Values

1. To help our students develop sound moral character with the proper values and the right attitude towards life;
2. To help our students appreciate their own uniqueness, and become confident and conscientious individuals;
3. To encourage our students to develop independent thinking, analytical power, and the ability to distinguish 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.

## HOLISTIC REVIEW

### 1. Effectiveness of the previous School Development Plan(2011 – 2013)

Major Concerns	Achievements	Follow-up action
<p>1. Review and rationalize the school six-year integrated curriculum; provide students with a balanced education for the smooth transition to the New Senior Secondary.</p>	<ol style="list-style-type: none"> <li>1. Integrate and optimise the curriculum of ‘Technology Education’ and ‘Life &amp; Society’ in Junior Forms.</li> <li>2. Continue to optimise the NSS curriculum structure and the combination of subject choices in senior forms.</li> <li>3. Refine the mechanism of “Dropping NSS electives”, and deploy resources to offer remedial classes to S5/6 low achievers.</li> <li>4. Make use of the “Liberal Studies Grant” offered by EDB to establish the “LS Corner and Teachers’ Resource Bank” in library.</li> <li>5. Make use of the subsidy of the school sponsoring body “Sik Sik Yuen” to pursue in a variety of teaching strategies to engage students in active learning of speaking skills in the Department of Chinese Language. Students’ Chinese Language proficiency and critical thinking ability are found to be enhanced.</li> <li>6. Make use of different student performance indicators and assessment data to monitor and evaluate curriculum planning.</li> <li>7. Evaluate the NSS School-Based Assessment policy, and coordinate with various subject departments to work out a plan which has been running smoothly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploit the “Voluntary Optimization of Class Structure” Scheme and the decline of student enrolment to formulate strengthening measures and optimal teaching strategies to enhance student learning.</li> <li>2. Assign students to different groups according to their ability in junior forms to strengthen remedial teaching and CHUL.</li> <li>3. Continue to optimise the school-based curriculum.</li> <li>4. Fine-tune the combination of NSS electives in accordance with the changes of class structure and university admission requirements.</li> <li>5. Make use of the assessment data to inform curriculum planning and optimise the learning and teaching strategies to address the weaknesses diagnosed in student learning.</li> <li>6. Continue to optimise Student Assessment Policy.</li> </ol>
<p>2. Enhance teachers’ professionalism and efficacy in teaching; implement collaborative or other innovative teaching strategies to cater for student diversity and different learning needs.</p>	<ol style="list-style-type: none"> <li>1. Arrange teachers to participate in the joint-school “Study Tour for Autonomous Learning” organized by the school sponsoring body Sik Sik Yuen to Weifang, Shandong. Participants’ sharing of the experiences in the implementation of autonomous learning in Shandong has greatly enhanced teachers’ understanding and competency in dealing with student diversity.</li> <li>2. Some of the subject departments in junior forms have adopted the "autonomous/collaborative" strategy in classroom teaching. The results are commendable as teachers have gradually mastered the skills, and efficacy in teaching and learning has been enhanced.</li> <li>3. To acquaint teachers with SEN, the staff development team organised a series of workshops such as "Skills in Dealing with Child and Adolescent Anxiety", "Talent Development Under the Inclusive Education", "Diagnosis and Treatment of Students with Autism" to gear up teachers for addressing special education needs.</li> </ol>	<p>Continue to promote the “student-centered” learning and teaching mode in classroom.</p>

<p>3. Based on the six-year all-round development policy, improve students' overall personal psychological qualities, and provide a full range of learning opportunities to nurture them to be competent and virtuous leaders of tomorrow.</p>	<ol style="list-style-type: none"> <li>1. <u>Subject Departments and Activity Groups</u> Organize various academic activities such as debates, science week, astronomy observation, English drama, etc. to enhance the academic environment of the school, and provide a full range of learning opportunities to students.</li> <li>2. Implement the “class management scheme” to develop students’ self-discipline through strengthening the role of class association.</li> <li>3. <u>Discipline Committee</u> Develop students’ self-discipline through various activities.(eg disciplinary competition, cleaning competition)</li> <li>4. <u>Student Counseling Committee</u> Launch various programs to <ol style="list-style-type: none"> <li>(a) cultivate students’ good peer relationship,</li> <li>(b) promote sex education and develop the correct concept of getting along with the opposite sex, and</li> <li>(c) improve students' psychological quality through workshops on emotional management.</li> </ol> </li> <li>5. <u>Co-curricular and OLE Section</u> <ol style="list-style-type: none"> <li>(a) Encourage students to participate actively in “Hong Kong Award for Young People”(HKAYP), which aims at developing students’ moral, intellectual, physical, social and aesthetic potential.</li> <li>(b) Nurture morally and civically responsible youngsters through volunteer services and extend their love and care to the society.</li> <li>(c) Launch the “Leadership Training Program” for senior students to develop their leadership</li> </ol> </li> <li>6. <u>Career Guidance Team</u> Disseminate latest information on careers to teachers, parents and students, and provide strong guidance for students on their careers planning.</li> </ol>	<p>Incorporated as routine work</p>
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## 2. Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Area for Improvement
School Management	<ul style="list-style-type: none"> <li>◆ Every year the school conducts an evaluation of the major concerns in School Development Plan (SDP) and the “Major Concern of the Year”, summarizing the key achievements, reflection made and the feedback for subsequent development.</li> <li>◆ There is a thorough and honest evaluation of the yearly programmes of the subjects and functional groups, which forms the basis of the comprehensive year-end school report (SR).</li> <li>◆ The school has made frequent use of surveys and questionnaires at school level to help map out the improvement needs.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To make the management and organisational changes more cost-effective, they have to be paralleled by an improved management and accountability system. The documentation, meetings and monitoring mechanism have to be appropriately strengthened.</li> <li>◆ The application of the PIE (Planning, Implementation, Evaluation) strategies at the department and functional group level is not mature.</li> <li>◆ In the previous years, despite having clearly set goals, the SDP and the subsequent annual school plans (ASP) lack sufficient corporate ownership.</li> <li>◆ A closer examination of the issues encountered in school development and the identification of the proper improvement measures are essential in formulating future improvement plans. There should be more deliberation among the school staff to better identify the problems.</li> <li>◆ Although the different views of the stakeholders have been collected and considered, continuous dialogue with the IMC, senior teachers and teachers of basic rank is needed for improved mutual understanding and trust.</li> </ul>
Professional Leadership	<ul style="list-style-type: none"> <li>◆ In recent years, the school has adopted developmental approach in striving for self-improvement.</li> <li>◆ Since 2005, the organizational structure of the school has changed from being flat, with different groups focusing on their own tasks, to an emerging hierarchy where more teachers should the responsibility for school development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ In recent years, there is significant contrast in views of teachers on the way the school should develop. Closer monitoring and more regular deliberation of measures taken to effect changes are necessary. The school should focus on building on strengths, cascading the concerns on school-levels and individual levels, enhancing collaboration among staff and improving corporate ownership.</li> <li>◆ The senior staff should be given more training to improve their guidance and leadership skills. More good management practices, such as regular meetings to identify problems, documentation of issues and resolutions for proper follow-up, and close monitoring of the change processes as well as their outcomes, could be implemented.</li> <li>◆ For improved accountability, the roles of KLA coordinators should be clearly defined. Collaboration among subject teachers in the same KLA should be strengthened.</li> <li>◆ Appraisal system, which often serves to identify the strengths and areas for improvement of individuals, can be used to identify and prioritise the training needs of the school as a whole.</li> </ul>

<p>Curriculum and Assessment</p>	<ul style="list-style-type: none"> <li>◆ The curriculum framework is broad and balanced. It encompasses all KLA and provides students with adequate life-wide learning experiences through a good range of co-curricular activities and educational visits.</li> <li>◆ The school curriculum is characterized by practising the teachings of Confucianism, Buddhism and Taoism.</li> <li>◆ Programmes plans of most subject departments are drawn up in accordance with the school's major concerns.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The school is in need of the strong curriculum leadership required for improving learning and teaching.</li> <li>◆ There is inadequate deliberation and collaboration, within and across departments, regarding effective implementation of the strategies. Most departments have not made good use of curriculum monitoring system (lesson observation and assignment inspection) to identify areas for development in the learning and teaching of the subjects. Academic Affairs Committee should strengthen its leading and monitoring role.</li> <li>◆ Evaluation of student learning is conducted by analyzing the internal and external assessment results but there is a lack of a strategic plan to tackle the identified student weaknesses. There is a need for most subject departments to make better use of assessment information to provide feedback to inform curriculum planning, learning and teaching.</li> <li>◆ In view of students' high capacity for learning, a strategic plan in terms of enrichment in curriculum content, performance assessment in various dimensions, and classroom teaching and learning strategies, could be formulated to fully develop students' potential.</li> </ul>
<p>Student Learning and Teaching</p>	<ul style="list-style-type: none"> <li>◆ Students possess very good learning attitudes and are interested in learning. They are attentive and positive, observe class discipline well and show respect to teachers and peers. They respond well to challenges and participate eagerly in learning activities.</li> <li>◆ Some students, especially those at senior levels, demonstrate good communication and critical thinking skills.</li> <li>◆ Teachers are friendly and enjoy a good rapport with students. They prepare lessons well and can generally make good use of IT to help students understand the lesson content. Classrooms are managed well and are always in good order. Teachers' explanations are mostly clear.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The elements of analytical and critical thinking in project work can still be enhanced in order to better prepare students for their studies at the senior secondary level.</li> <li>◆ There is a significant diversity of teaching effectiveness of teachers. A culture of professional sharing could be fostered by systematic promotion of collaborative lesson planning and peer lesson observation.</li> <li>◆ Given that students, generally, have a good learning attitude and strong foundation knowledge, teachers should share more on ways to realize the potential of students. This means a sharper understanding of how to cater for learner diversity.</li> <li>◆ Although teachers are generally positive towards the paradigm shift and some of them have made good efforts to enhance cooperative learning, the actual impact on student learning varies. To better equip teachers with the necessary knowledge and skills to apply various teaching strategies, professional development for, and sharing amongst, teachers should be enhanced. A culture enabling mutual support and continuous professional growth has to be built up.</li> </ul>

<p>Student Support</p>	<ul style="list-style-type: none"> <li>◆ The school has placed due emphasis on building a positive and supportive learning environment for students.</li> <li>◆ A good range of activities and leaning experiences is provided to promote all-round development of students, to broaden their horizons and to boost their self-confidence.</li> <li>◆ Apart from acquainting them with the school rules and school policies through handbooks, assemblies and talks, students are provided with the opportunity to have direct communication with teachers over school policies in the year-end consultative meeting.</li> <li>◆ The school attaches great importance to value education which is successfully infused through well-prepared morning assemblies, school-based moral education programmes, LEPW curriculum and other activities, such as study tours, visits and talks.</li> <li>◆ New practices are being introduced in the daily and yearly operation to bring about rejuvenation of the school which may bring about a change in school culture.</li> <li>◆ School climate is positive. Students can maintain harmonious relationships with their peers. Teachers are hard-working and have good rapport with students.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To allow for an objective measurement of students' developmental needs, more quantitative data, such as the survey results for the Assessment Programme for Affective and Social Outcomes (APASO), should be used to help plan programmes.</li> <li>◆ The overall evaluation of the effectiveness and impact of the student support measures should be further enhanced to better inform holistic planning to student support.</li> <li>◆ Although the school may not have an imminent need to tackle the learning problems associated with students with special education needs (SEN), teachers' awareness of the issues should be raised.</li> </ul>
<p>Partnership</p>	<ul style="list-style-type: none"> <li>◆ The Parents-Teachers Association (PTA) serves as an effective bridge between the school and parents. Parents have a good knowledge of the school and can provide constructive advice for school development. There are adequate channels for both the school and the PTA to disseminate school information to parents. Parents are supportive of the school and are willing to serve as volunteers in the school library and in various activities.</li> <li>◆ The alumni are supportive of the school. Alumni scholarships have been set up and careers talks by alumni are arranged regularly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To enhance teachers' professional capacity, more links with stakeholders and other education organizations should be initiated.</li> <li>◆ Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical change among teachers.</li> </ul>
<p>Attitude and Behaviour</p>	<ul style="list-style-type: none"> <li>◆ Students are polite, active, positive, well-disciplined and are conscientious in their work.</li> <li>◆ Students possess good social skills and maintain harmonious relationships with their peers. They enjoy their school life and have a strong sense of belonging to the school. They take an active role in school activities and community service, and exhibit mature leadership skills, including the ability to organise activities independently.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To develop students' positive attitude in enhancing their : <ul style="list-style-type: none"> <li>(a) sense of responsibility</li> <li>(b) correct attitude in time management</li> </ul> </li> </ul>

<p>Participation and Achievement</p>	<ul style="list-style-type: none"> <li>◆ Students have good academic performance in public examinations.</li> <li>◆ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students.</li> <li>◆ Apart from leadership training programmes provided by the school, students develop their leadership skills through playing an active role in organizing activities.</li> <li>◆ Students participate in a wide range of activities, including trips to the mainland, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking and those concerning the environment.</li> </ul>	
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### 3. SWOT Analysis

#### **Our Strengths**

1. Our school has an excellent reputation and ethos.
2. The overall atmosphere of our school is good. Staff are able to work well in a good environment; our students like the school and have a strong sense of belonging; rapport between our teachers and students is good; our parents trust schools; school alumni are concerned with and support school development.
3. Parent resource is rich, supporting school development.
4. Our school provides positive support to students and organizes diversified learning activities, developing their multiple intelligences and facilitating their all-round development.
5. Our school has an excellent team of teachers. The staff team is stable with low wastage and staff changes. Teachers are experienced and independent in their teaching.
6. Our Students have a pleasant school life. They are polite, diligent in their study, maintaining good classroom order and being attentive in various learning activities.
7. Students support each other and learn among peers.

#### **Our Weaknesses**

1. There is a lack of a strategic plan to tackle the identified student weaknesses. There is a need for most subject departments to make better use of assessment information to provide feedback to inform curriculum planning, learning and teaching.
2. The application of the PIE (Planning, Implementation, Evaluation) strategies at the departmental and functional group level is not mature.
3. There is inadequate deliberation and collaboration, within and across departments, regarding effective implementation of the strategies.

#### **Our Opportunities**

1. Joining the Voluntary Optimisation of Class Structure Scheme in 2011-12 school year, our school may make use of the enhanced measures within the six-year transition period to improve quality of learning and teaching.
2. Being relatively young and enterprising, the new principal may have a long-term plan and introduce new initiatives to the school.
3. In recent years, more young teachers join our school, bringing in vitality and new elements. Their contribution together with invaluable experience of senior teachers may maintain sustainable development of the school.
4. Our students are band one group in Hong Kong. They generally have high learning ability and potential.
5. Alumni are concerned about school development and most of them have achievement in their own career. Our school may make use of such alumni resources to assist our students in their personal growth.

#### **Our Threats**

1. Within the coming six years, senior teachers are going to retire. Our school will face the crisis of a shortage of middle management teachers.
2. New senior secondary education brings about major challenges to our school. We have to find ways to properly arrange six-year consistent learning experience for students, to cater for learning diversity, to enhance students' self-management, learning confidence and sense of accomplishment.
3. Our students are devoted so much to extra-curricular activities. If they have improper time management, their academic development may be affected and their learning potential may be hindered.

## SCHOOL DEVELOPMENT PLAN (2013/14 TO 2015/16 SCHOOL-YEAR PERIOD)

Major Concern	Targets	A General Outline of Strategies/Tasks	13/14	14/15	15/16
1. <b>To enhance students' efficacy and self-esteem in learning.</b>	<ul style="list-style-type: none"> <li>◆ To enhance students' study and examination skills.</li> <li>◆ To cultivate good learning attitudes.</li> </ul>	<ol style="list-style-type: none"> <li>1. To promote the "student-centred" learning and teaching mode in classrooms. (Note 1)</li> <li>2. To foster students' classroom participation, nurturing them to take responsibility for their own learning.</li> <li>3. To establish study groups so as to facilitate collaborative learning among students.</li> <li>4. To equip students with subject-based learning strategies focusing on:                             <ol style="list-style-type: none"> <li>a. various study skills in junior forms; (Note 2)</li> <li>b. examination skills in senior forms.</li> </ol> </li> <li>5. To optimise grouping arrangements catering for learner diversity under the "Cherish High-fliers and Upgrade Low-achievers" scheme.</li> <li>6. To optimise the library and "Form-teacher Period" reading schemes.</li> <li>7. To optimise students' assessment policy.</li> <li>8. To launch academic award schemes.</li> </ol>	✓	✓	✓
2. <b>To train students in perseverance; develop self-directed and introspective ability.</b>	<ul style="list-style-type: none"> <li>◆ To sharpen self-management and problem-solving skills.</li> <li>◆ To gear up students for challenges and problems.</li> </ul>	<ol style="list-style-type: none"> <li>1. To train students in perseverance through co-curricular activities. (Note 3)</li> <li>2. To make the best use of the "Merit-Demerit" system to promote students' self-management.</li> <li>3. To optimise the "class management" scheme. (Note 4)</li> <li>4. To empower students to manage their own learning. (Note 5)</li> <li>5. To reinforce students' skills in managing their lives and emotions.</li> </ol>	✓	✓	✓

(Note 1) Including the mode of autonomy/ cooperative learning.

(Note 2) Including pre-lesson work and note-taking.

(Note 3) Such as cross country run, sports teams, uniform teams.....etc.

(Note 4) Including goal setting for the class; strengthening classroom management; fostering mutual care and support between students.

(Note 5) Including optimizing the homework and test policy in junior forms; promoting students' good practice of doing pre-lesson work and submitting homework punctually.