



HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2014-15)

OUR SCHOOL

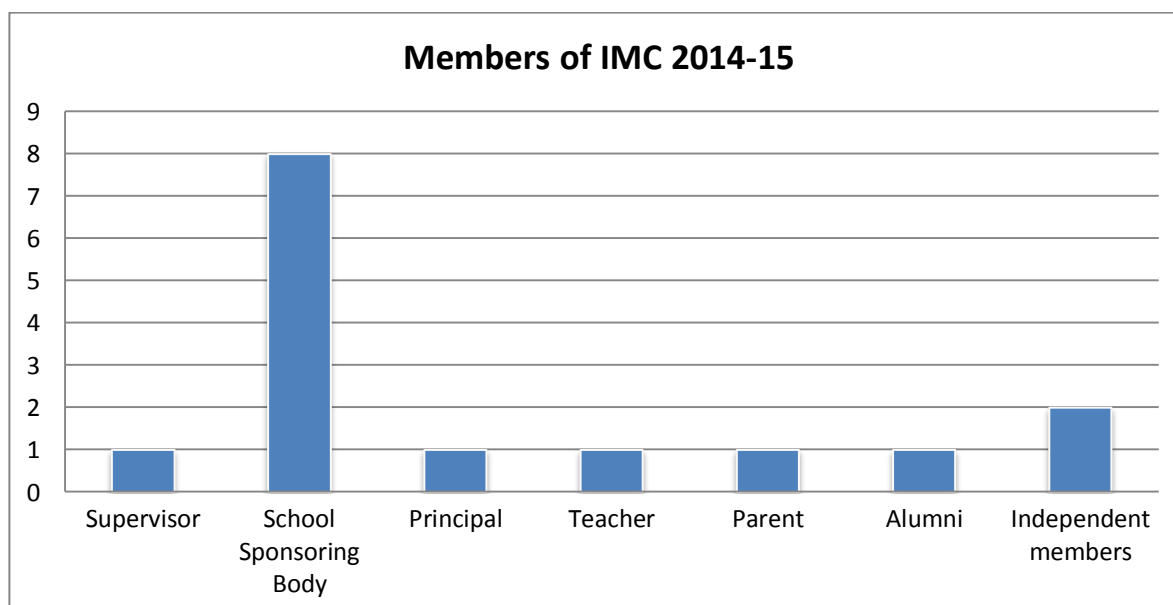
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The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

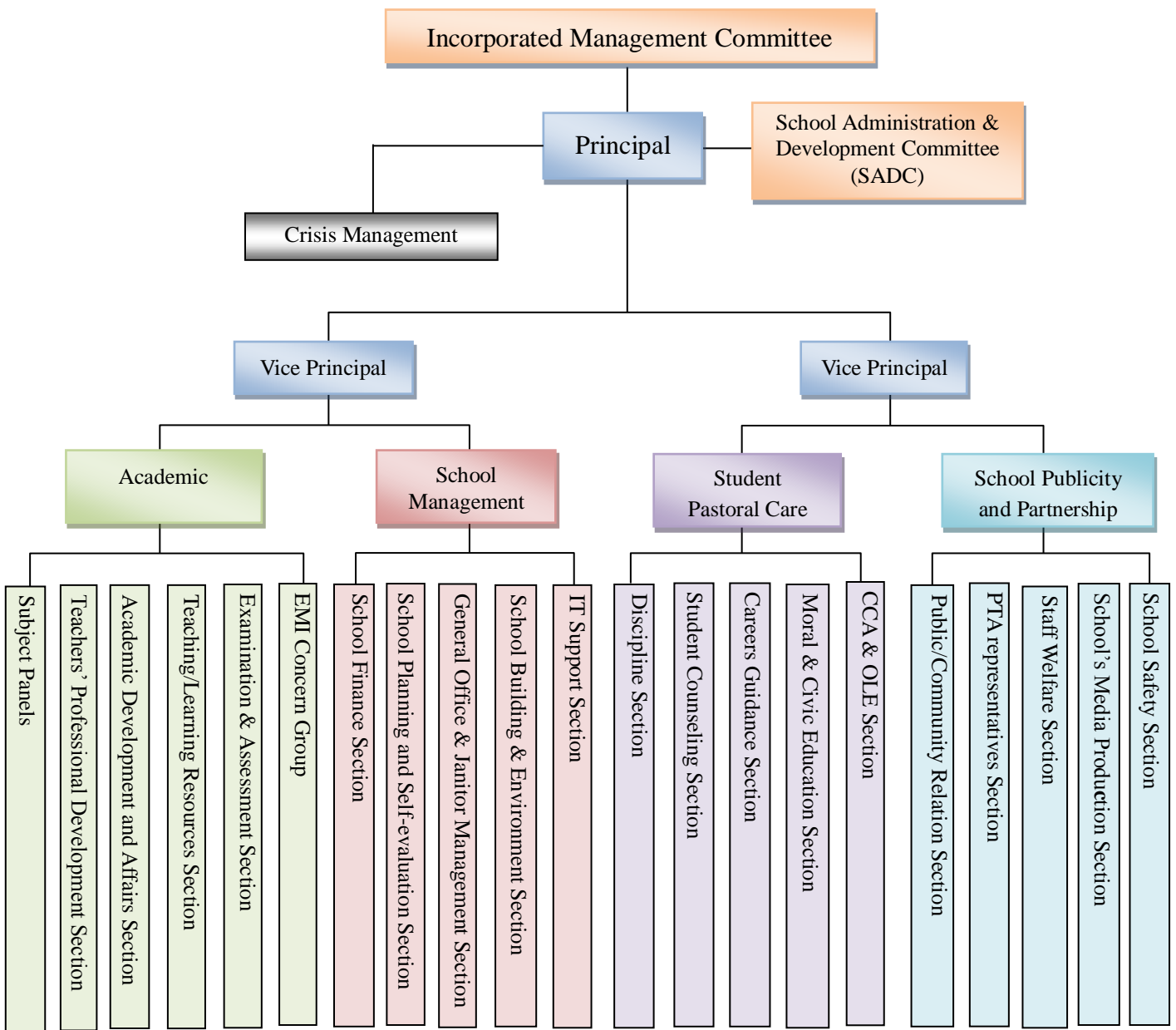
School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology room, a Student Activity Center, a Fitness Training and Assessment Centre as well as a Students’ Association office. All of the above are air-conditioned.

School Management

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

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





Teachers Team

1. Teachers' qualifications and experience

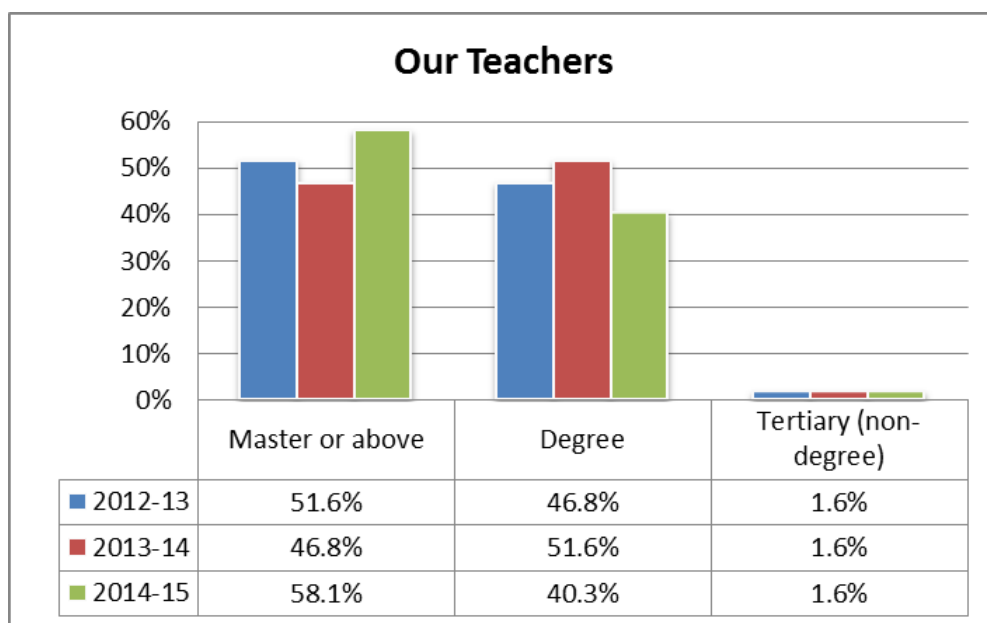
1.1 Teachers' professional qualifications

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

1.2 Teachers' teaching experience

0-4 years of teaching experience	16.1 %
5-9 years of teaching experience	24.2 %
10 or above years of teaching experience	59.7 %

1.3 Highest qualifications attained



2. Number of teachers meeting Language Proficiency Requirement

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

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

Activity Review of Teachers' Professional Development Section

Date	Activity	Hours
02-09-2014 (pm)	IT Workshop	1.5 hours
27-10-2014 (pm)	Movie appreciation – 'My voice, My life'	1.5 hours
12-12-2014 (pm)	(1) Workshop on 'Basic Competency Assessments in Chinese Language, English Language and Mathematics' (2) A visit to 'Si Yuan School of the Precious Blood'	2 hours
31-03-2015 (pm)	'Career development guidance' workshop	2 hours
16-04-2015 (pm)	(1) Familiarizing teachers with the use of teaching resources from HKed City to promote teachers' professional development (2) A briefing on the safe and correct use of the school fitness centre	1.5 hours
05-06-2015 (whole day)	(1) Annual school review (2) Joint school staff development	5.5 hours
Total		14 hours

New teachers' induction was conducted before the first staff meeting. New teachers met the Principal, assistant principals, discipline mistress, student counseling mistress as well as the teacher-in-charge of Teachers' Professional Development Section. A mentor was assigned in each respective subject/functional group to give support and guidance to new teachers. Teachers achieved a total of 4734.5 hours of professional training in this academic year.

4. Teacher Turnover

Five teachers left the school in this academic year. They were Mr Choi Chak-lam, Mr Wong Kim-hung, Mr Yip Shun, Ms Tam Suet Key and Ms Law Ho-yan.

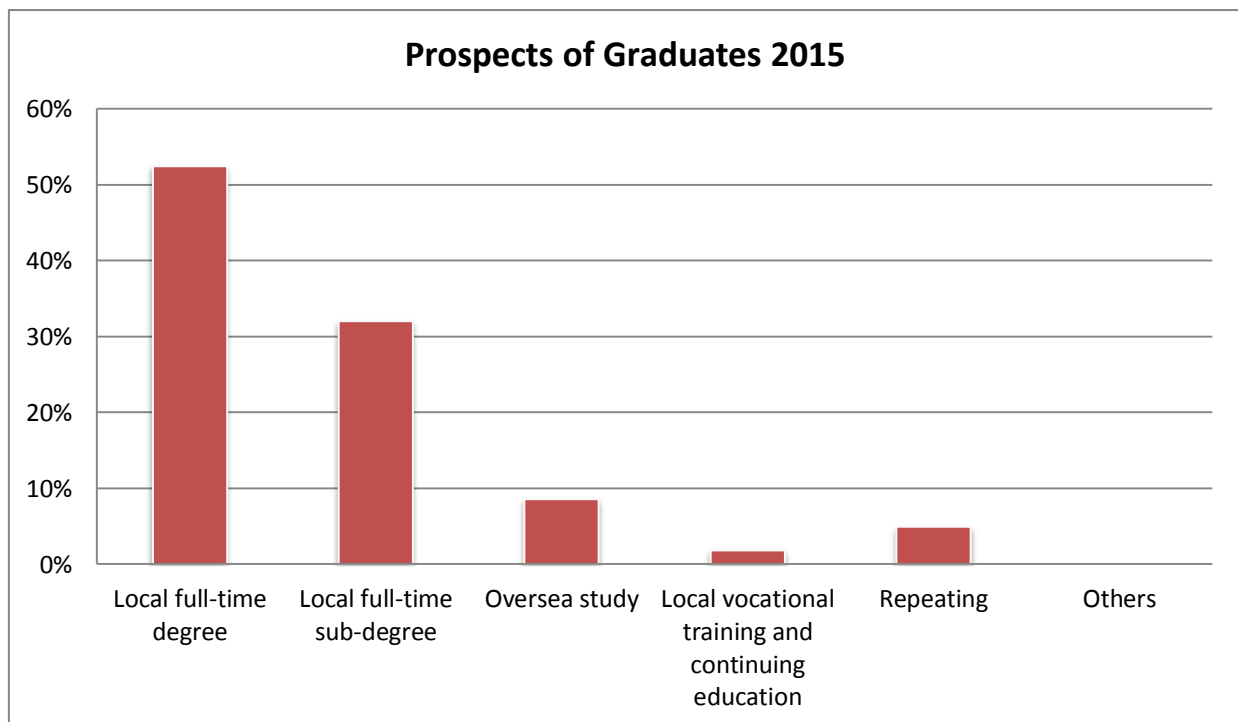
Five new teachers were recruited. They were Mr Cheng Tak-on, Mr Chu Siu-ho, Ms Man Mei-ye, Ms Lam Shih-en and Ms Yeung Sin-kei

OUR STUDENTS

Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	133	142	147	143	169	162	896

Situation of Graduates



OUR LEARNING AND TEACHING

School Days

There were a total of 190.5 school days (inclusive of tests/examinations), out of which 163 days were allocated for regular classes.

English as the Medium of Instruction

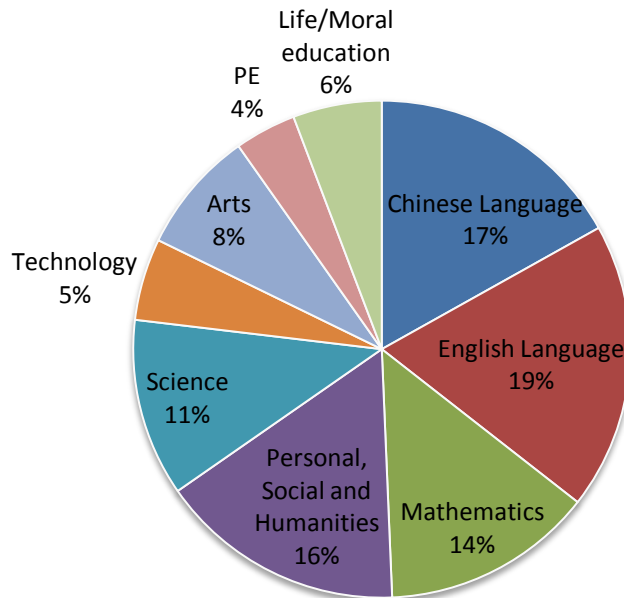
1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1st December 1997. A committee was formed to supervise matters on MOI and create an authentic English-rich learning environment for students. The committee also handled issues related to language across the curriculum.
2. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for pre-S1 students. This course helps students to be well-equipped for English instructions and build a solid foundation in English.
3. The school has applied to the Quality Education Fund that has been put towards the 'Campus Television Studio', which acts as a platform for our students to learn through in multimedia education. This is a great opportunity to further promote English across the curriculum to enhance the overall language environment.
4. The school has worked with AFS on student exchange for 12 years. One exchange student from Switzerland was admitted this academic year. She helped to foster an authentic English environment in the campus with her involvement in multiple school activities.
5. The NET teacher is a facilitator in enriching the English environment, offering support to other teachers by assisting in promoting language across the curriculum.

Curriculum

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

1. Curriculum in Junior Forms

Curriculum in Junior forms 2014-15



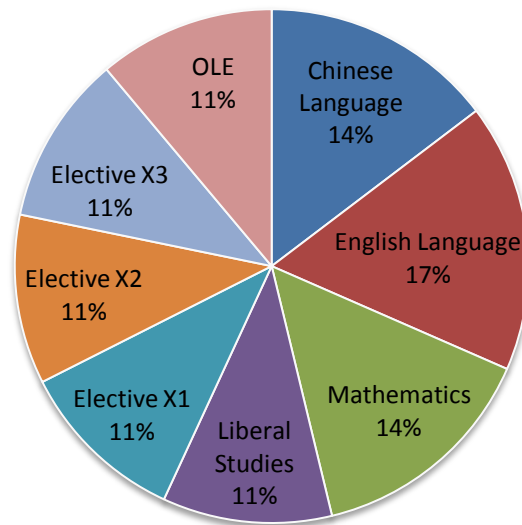
KLA	Subjects		
	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life 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	Basic Accounting
			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/Liberal Studies	N.A.	Life Education and Project Work	Moral
			Liberal Studies

Life Education and Project Work (LEPW) as a subject was removed from the S1 curriculum, with its elements dispersed throughout the Life & Society subject. Since students already have a solid foundation of project work skills from their primary school years, this element was instead covered by all departments in various subjects to further students' project work skills.

In addition, moral education was integrated into all subject areas to span across the curriculum and give students a holistic education. Talks and sharing with an element of moral education often take place during morning assemblies.

2. Curriculum in Senior Forms

Curriculum in Senior forms 2014-15



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 Physical Education.

Changes were made to the S4 curriculum structure. The purpose of the review was to better cater for the ever-changing and developing student interest and ability.

Reading to Learn

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

Support to Student Learning

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

1. To alert students of the importance of diligence and to enhance their understanding of their own learning ability, the school committed great effort in the past few years to a series of school-based learning and support programmes to improve students' learning attitude and learning efficacy.
2. To improve students' learning attitude, the school developed the scheme of 'classroom management'. By making class rules and organising a series of activities like inter-class competitions, solidarity within classes was promoted. In some classes, students were grouped according to their academic abilities into special seating arrangements to practise 'collaborative learning' and achieve team objectives. Through interactive learning and self-directed learning, students were encouraged to take the initiative to study.
3. To enhance students' study and examination skills, and develop self-directed and introspective ability, a variety of programmes were implemented to enhance students' time management as well as polish their study and examination skills and reflection capability. Such programmes involved integrated activities, organising study groups, tutorials and seminars.
4. To help alleviate students' pressure from assessments and to constantly remind students of the importance of diligence, study skill workshops were organised from S1 to S6. Remedial and supplementary tutorials were offered to S4 - S6 students in summer holidays and after school. Making use of EDB funding, the school implemented 'School-based After-school Learning and Support Programmes' to run Chinese, English, Mathematics, Science and Geography tutorials for S1 to S6 students. This measure aimed to cater for learner diversity.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) was given to students recommended by teachers for their outstanding performance. It offered a sum to be used for organising various courses for S4 - S6 students to develop sporting and artistic talents, critical, analytical and creative thinking in diverse subjects.
6. The morning period provided an opportunity to offer regular reading sessions to take place on a cyclic basis.
7. Split class arrangements were implemented to cater for learner diversity with extra classes added in order to increase individual attention administered by teachers.
8. The enhancement schemes were also continually revised to cater for learner diversity
9. The curriculum structure was reviewed to give further academic support to students to cater for their ever-changing needs.
10. To create a positive learning atmosphere and integrate subjects to give students a good overall understanding, educational visits, talks, seminars and academic activities were regularly implemented.
11. An award scheme and scholarship opportunities were introduced to give students recognition for their efforts and boost their confidence and self-esteem in learning.

Student Discipline

The Discipline Section is responsible for management of student discipline. Students who commit offences are admonished and guided. Great emphasis is placed on enabling students to realise their mistakes, giving guidance to remedy their misbehaviour, as well as building their senses of compliance to the school regulations.

To enhance the communication between students and teachers on school rules and discipline measures, briefing sessions at all levels and school-wide consultation meetings are held annually. In addition, programmes and talks are organised to nurture moral values and a positive learning attitude in students.

The Prefect Team and class associations assist in discipline work. The School adopts the 'class management' scheme. The scheme empowers classes to set up and, where necessary, review their own rules. It facilitates the establishment of a good class atmosphere and the development of a learning community in which students help and encourage each other while being self-motivated and self-disciplined. Teachers always keep a close watch on students' behaviour as preventive measures, allowing students to study and grow in a modest learning atmosphere.

Student Counselling

The Section followed a routine that mainly consisted of remedial service in the form of individual counselling, home visits and referral of students to specialised agencies. The social worker provided timely and professional service. Team members, though assigned numerous other duties, remained dedicated. Collaboration with other functional teams in the Student Pastoral Unit and class teachers was close.

1. Sex education

- 1.1 A sex education workshop hosted by End Child Sexual Abuse Foundation was arranged for all S1 classes in Room 422 on 29th and 30th September 2014 (Day 1 and Day 4). Students actively participated in the workshop. In view of students' frequent body contact with each other, it is suggested an assembly be organised by the Discipline Section and the Student Counselling Section to enable students to understand the school rules related to social distances, the proper use of the Internet, and, in particular, the difference between friendship and love at the beginning of the following school year.
- 1.2 A classroom sex education programme for S2 students was delivered by the Department of Health on 20th April 2015 (Day 6) on sexual harassment. The concepts of personal distances and social respect were introduced to participants, as well as the definition and laws related. Students found the case study and role play interesting, and enjoyed knowing about the news clips and experiences in relation to the issue. Over 95% respondents agreed that the programme, with its effective lesson delivery, was meaningful and enabled them to handle problems related to sexual harassment. Some students suggested that classes on dealing with peers of the same sex be given so that they can know how to avoid possible embarrassment.

- 1.3 A hall assembly was conducted for S3 students by the Department of Health on 6th October 2014 (Day 6) on how to be a fit and happy person. A dietitian explained facts and rumours about losing weight and gave healthy living tips. For senior form students, it is concluded that classroom workshops are preferable to hall assemblies, considering that the Department of Health has limited resources to elaborate on how to develop a wholesome attitude within one assembly.
- 1.4 A classroom assembly for S5 students was organised by the Department of Health on 10th March 2015 (Day 7). Students were then rearranged in single-sex classroom workshops as a measure to avoid embarrassment when they practised using condoms and shared views on sex. The grouping arrangement was proved most effective, as seen from the enthusiastic response in a male class hosted by a nurse of the same sex. After learning about birth control principles and the use of condoms through the classroom workshop, over 99% students said that they would think twice before having sex in the future and over 97% acknowledged that this assembly was meaningful and useful. With its clear and interesting presentation, this classroom workshop is highly recommended.
- 1.5 'Taste of Life' was jointly organised by the Student Counselling Section and the Health Club for S2, S3 and S4 girls. The dates were 24th March 2015 (Tuesday), 25th March 2015 (Wednesday) and 29th April 2015 (Wednesday, after the Second Term Test). Over 20 students actively participated in all three sections and gave positive feedback on the programme. They were willing to share their ideas with other participants and enjoyed the learning activities. The programme also served as a golden opportunity to approach students and form counselling groups among them, and to identify students who can help organise activities in the following year.

2. Big Brothers and Big Sisters Scheme

Having been paired up with S1 students, student counsellors took turns to hold homework tutorials. Such arrangement was found to be more flexible and effective, and is worth keeping. Student counsellors showed commendable efforts: Responsible and conscientious, they provided S1 students with timely advice and encouragement. S1 students were eager to seek help from student counsellors as shown from their average attendance of about 80%.

3. Voluntary Services

The school volunteer team worked in collaboration with the Student Counselling Section for 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 group of solitary old people twice a year. The activity aimed to cultivate in students positive values, compassion for the needy and communication skills.

4. Goal Setting Workshops

The workshops comprised two sets of workshops. Workshops I had a focus in developing self-exploration skills through an assessment tool and a mini talk on Personality Dimensions, while Workshops II empowered students to discover their strengths, and preferred values or beliefs by Expressive Art Group. The workshops received enthusiastic and positive response. Participants were able to explore preferred values and beliefs as well as the histories from those orientated by means of Trees of Life. Words of wisdom from students were posted along the corridors on the first and second floors.

5. Award Programme for Junior Form Students

8 out of 20 participants who could meet the requirements of the Junior Form Awards Programmes were awarded with a souvenir presented by the Student Counselling Section. Teachers-in-charge were invited to write message cards to encourage those who had made noticeable progress. Participants' improvement in the Final Examination - over 70% of them getting an improvement of 5% or above – showed that the scheme was a success and is worth implementing in the following year.

6. Life Education: Life Journey Center Visit

Class 5D visited the Life Journey Centre on 20th April 2015 and learnt to treasure time and care for people around them through various fun games. The response of the students was very positive. They enjoyed all the innovative activities designed and most importantly, they had great self-reflection on their attitude towards time, family and life during the debriefing sections. Moreover, they understood how short life could be and they should not have regrets in life. It is highly recommended for enhancing students' personal growth.

7. Life Education: Form Periods

All class teachers agreed that the topics selected for the form periods suited students' needs in life education. Course materials and supporting resources were appropriate. Meanwhile, S2 class teachers reflected that the time constraint hindered in-depth discussion in lessons. Course materials and activities should therefore be tailored to facilitate the implementation of life and value education.

8. SEN Co-ordination

In collaboration with Yang Memorial Methodist Social Service, an art therapy workshop was organised for SEN students in this year. Whereas students' improvement in interpersonal and communication was not so obvious, their engagement in task-based activities was indeed impressive. Their deficiency in expressing personal feeling however remained discernible. It is suggested that one-to-one training workshops related to speech therapy and training executive functions are more suitable to cater students with diverse needs.

School Social Worker

The Hong Kong Family Welfare Society appointed Ms Ada Wong Hoi-shan and Ms Minnie Lai Yee Kang as our school social workers. Their stationing days were Monday, Wednesday, Tuesday and Friday respectively. They 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 and Ms Lai co-operated with different functional groups in school and organised various programmes to help enhance students' self-esteem, communication skills, leadership and problem-solving skills. Taste of Life, Peer Mediation Training, Volunteer Service of visiting the Elderly and Visiting Street Sleepers were some of the examples. Life Experience Journey, as a life education programme, let students experience from birth to death through various games. After the program and debriefing, students realised time is limited and should spend time in valuable thing, especially to their family. With a clear goal setting, students will be more confident in facing the challenges and bridging to the public examination in later stage. S2

Goal Setting Scheme, S3 Finding Colour in Your Life, S4 Career Mapping were launched for students' better self-understanding in learning style, subject choice and career paths. Parents were key partners in nurturing students. Ms Wong and Ms Lai delivered topical seminars e.g. Youth Culture, Parenting Style. Such programmes help 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 (Number of Students)	Event & Particulars
27/9/2014	S4-S6 (200)	UST Outreach Day
27/9/2014	S6 (140)	'Sharing with undergraduate alumni' and JUPAS Talk for S6 students
11/10/2014	S4-S6 (140)	PolyU Information Day
18/10/2014	S4-S6 (220)	CU Information Day
15/10/2014	S6 (164)	3 years' 'High School Career Development' Research Project (Part 3)
18/10/2014 25/10/2014 01/11/2014 08/11/2014 01/12/2014 06/12/2014	S4 (11)	'Peer Group Life Planning Counseling' leadership training program for secondary students
18/11/2014 19/11/2014 03/12/2014	S4 (180) (Jointly held with the school social worker)	Workshop on 'Career Mapping' (by EDB and Careers Guidance Association)
08/11/2014	S4-S6 (250)	HKU Information Day
10/11/2014 11/11/2014 18/11/2014 25/11/2014	S3 (150) (Jointly held with the school social worker)	Workshop on 'Finding your colours of life' (by EDB and Careers Guidance Association)
14/11/2014	S5-S6 (20)	Admission Talk by HKU Space
14/11/2014	S3-S5 (350)	Talk on the Admission preparation for various courses offered by CUHK on Parents' night
19/11/2014	S3-S4 (13)	'NEXT Generation' Career Talk To inspire students' pursuit of careers in STEM
03/12/2014	S5-S6 (30)	Admission Talk by HKCC
08/12/2014	S3 (140)	Brief introduction of different universities' specific admission requirements for M1/M2 & relevant electives
11/12/2014	S4-S5 (50)	'Preparation for University Admission' Workshop (By Arch-Community Outreach)

Date	Class (Number of Students)	Event & Particulars
13/12/2014	S3-S6 (50)	'Job Exploration' Workshop I -- Medical Field (doctor, nurse, physiotherapist, occupational therapist, radiography therapist, etc.)
16/1/2015	S3 (145)	'My Type' Workshop (By HKYFG)
07/2/2015	(S3-S6) 45	Talk on Latest Job Trends and Review of the Job Markets in Asia-Pacific
	(S3-S6) 30	'Mock' Job Interview
16/2/2015	S3 Parents (90)	Brief introduction of different universities' specific admission requirements for M1/M2 & relevant electives, and the key points worth to be noted in choosing NSS electives
03/3/2015	S3-S5 (400)	Talk on 'Life Planning and Career Guidance'(by HKFYG)
16/3/2015	S4 (140)	職業・興趣 無衝突 (by Y.E.S.)
25/3/2015	S4-S5 (33)	Visit to PolyU (Department of Rehabilitation Sciences)
26/3/2015	S4-S5 (35)	Visit to PolyU (Department of Mechanical Engineering)
31/3/2015	All teachers (In collaboration with Teachers' Professional Development Section)	Workshop on 'Life Planning and Career Guidance'(by HKFYG)
25/4/2015	S3-S5 (90)	'Job Exploration' Workshop II -- Business Field (bank manager, auditor/accountant, marketing, advertising, lawyer, etc.)
05/5/2015	S6 (120)	'Interview Workshop' for JUPAS Applicants
05/5/2015	S3-S6 (120)	CUHK Consultation Session
21/5/2015	S3 (140)	Experience sharing Session for Elective subjects in S4 (organised by Careers Prefects under the supervision of 2 careers teachers)
22/6/2015	S3-S6 (40)	HKU Consultation Session
25/6/2015	S3 (130)	Talk for S3 students on choosing NSS electives (with subject introduction by relevant subject teachers)
26/6/2015	S6 (110)	Talk on the release of HKDSE Results for S6 students
26/6/2015	S6 (50)	Workshop on 'JUPAS Score Calculation' for S6 students
26/6/2015	S6 (40)	Sharing session with alumni on the topic : 'To secure a UGC funded degree course after the Associate degrees/ HD courses'

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 share experiences of 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 guiding students in building up good personal habits and handling school bullying, topics that were closely related to students' daily life.

The following were implemented this year:

1. Promoting students' spirit of perseverance through inter-class 'Notice Board Decoration Competition'
2. Inter-class Reading Award Scheme
Inter-class reading competition was organised to develop students' good reading habits. Students' performances in each morning reading session were assessed by the class teacher. The two classes with the highest scores were awarded prizes at the end of each semester.
3. Working in line with the student counselling team in enhancing 'Life Education', and devising the respective lesson plans for the class teachers
4. Organising 'Chinese Reading Scheme' for S3 students and 'Chinese speaking competitions' at all levels with the Chinese Department
5. Organising activities like 'Top Ten News Election', 'Titbits on HK Government Bureaus Quiz'
6. Establishing a 'Ho Fung Citizen' team, rendering leadership training programmes, guided study tours, visits and other activities to students
Upon successful completion of all the training, three S3 students were awarded the 'Outstanding Citizens Award Scheme'.

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 organised to join a study tour to Zhaoqing. The trip involved 156 teachers and students. Another trip to the Three Gorges in Hubei involved 180 teachers and S5 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. The school also practised national flag hoisting ceremony in the playground monthly.

About environmental education, the Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme'. There were 71 Student Environmental Protection Ambassadors (SEPAS). They were encouraged to acquire basic environmental knowledge and skills through Basic Environmental Badge training. In addition, Specific Environmental Badge

training is also available for SEPAs who possess Basic Environmental Badges and are ready to acquire in-depth knowledge on specific environmental topics. 14 of them acquired the Basic Environmental Badges and 1 of them acquired the Specific Environmental Badge in this year. 20 of them were nominated with good performance for the ‘SEPA Merit Awards’ in appreciation of their dedication and contributions. In addition, S5C Chu Siu Tung, S5E Mok Hoi Ting and S2B Dinh Fong Ming were nominated to receive the ‘Outstanding SEPA Awards’, i.e. Gold, Silver and Bronze Awards respectively.

The Section also co-ordinated various school environmental education activities aiming to cultivate students’ enthusiasm in conservation. Activities conducted included the ‘School Recycle WEEE’ programme organised by the Environmental Protection Department, Sik Sik Yuen Green Project – Environmental Education Programme, Eco tour or Field study tour to Mai Po Nature Reserve, Waste Separation and Recycling Scheme in Schools etc.

Community Service

1. Junior Level Voluntary Service

1.1 The school volunteer team worked in collaboration with the Student Counselling Section for 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 group of solitary old people twice a year. The activity aimed to cultivate in students positive values, compassion for the needy and communication skills. Students’ performance was satisfactory and they were able to strike up a conversation with the elderly.

2. Senior Level Voluntary Service

- 2.1 In the first term, all S4 students participated in a 3-hour raffle ticket sale organised 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 approach strangers and improve communication skills. Certificates were awarded to student participants. The Yuen Yuen Institute – Tsuen Wan West Neighbourhood Elderly Centre awarded book vouchers to the group which raised the most funds.
- 2.2 The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organised for six consecutive years. All S4 students attended a briefing and each S4 class visited the school once, organising 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 realised that discrimination against them should be combatted and that they should not take any privilege for granted. After the visit, participants were awarded certificates.
- 2.3 Our School had organised elderly visits jointly with the Hong Kong Society for the Aged for five consecutive years. Before Lunar New Year, S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate, giving them some rice cake, scarves and Lunar New Year decorations as gifts. With students’ care and warmth, the visit brought the solitary men/women love and joy. Students knew more about the elderly’s needs and the importance of filial piety.

3. Overseas Voluntary Service

Forty senior form students (S4 & S5) participated in the ‘Small Teacher Scheme - Zhanjiang’ organised by Tsuen Wan Youth Association. Sik Sik Yuen sponsored each participant with \$1,000. Before the trip, the student volunteers received a series of training and did much preparation. From 2nd July to 6th July, they visited a special school in Zhanjiang and a martial arts school in Kaiping, playing party games with the local students. They also visited Kaiping Diaolou (castle-like dwellings), two enterprises and Zhanjiang Xinnongcun (New Village). At the beginning of the coming school year, they will share their precious experience with their fellow students in a morning assembly and encourage others to do voluntary work.

4. Fundraising Activities

The Hong Kong Society for the Aged organised flag-selling in September, 2014; Hong Kong Playground Association organised another one in February, 2015. 10 students (S3 to S5) and 16 students (S3 to S5) participated in them respectively. Their participation was satisfactory.

5. Our team participated in flag-selling organised by Hong Kong Playground Association, which then held a paper art workshop for our students. The 15 students participating in the workshop were attentive. Some fortune Chinese characters were crafted and given to solitary old people as gifts.

6. Ho Fung College Students’ Association committee participated in Oxfam Hunger Banquet Leadership Training in December. It aimed to raise students’ awareness of famine, poverty and fair trade. In March, Hunger Banquet was held. 15 students participated in it and their participation was fair. It is suggested that promotion should be enhanced so as to boost participation.

7. Other Volunteer Training and Voluntary Service

7.1 Sixteen of our students, together with students from Tsuen Wan Public Ho Chuen Yiu Memorial Secondary School, participated in ‘Project CLOSER’ (Cultivating Life-long Oral healthcare in Students and Elderly Residents) organised by HKU Faculty of Dentistry. Through reaching out to the elderly, the programme aimed to raise their awareness of oral healthcare in our community. A student volunteer workshop and three outreach activities were successfully held. In the activities, our students were attentive and showed that they could shoulder responsibility. They agreed that the programme was meaningful as they could improve their communication skills and understand the elderly’s need.

7.2 Our school nominated three S4 students for UNICEF Young Envoy Programme 2015. After the interview, Fok Wing-tung (S4B) was selected as a Young Envoy and received a series of leadership training. She would visit a developing country, knowing more about the locals’ living standard and UNICEF’s work there. In May 2015, she shared about children’s lives and education in developing countries.

7.3 Three S5 students (Lui Siu-yu (S5B), Chan Chun-yin (S5E) and Liu Sui-kwan (S5E)) were selected as Hong Kong Youth Ambassadors. The programme was organised by Tourism Commission and The Hong Kong Federation of Youth Groups. The students visited various government departments and private organisations, and they received a series of training, after which they provided voluntary service at tourist spots on holidays, answering tourists’ queries and introducing Hong Kong. The activities

broadened their horizons and improved their communication skills. At the beginning of the coming school year, they will share their experience in our school's morning assembly to encourage fellow students to participate in voluntary service.

- 7.4 Three S4 students (Fok Wing-tung (S4B), Tse Man-yan (S4D) and Ho Ching-ting (S4E)) were nominated for 2015–2016 Hong Kong Outstanding Youth Volunteer Scheme. The scheme's Committee will select 20 outstanding Youth Volunteers, who will participate in the promotional work on volunteering in Hong Kong and exchange their volunteer experiences with people overseas.
- 7.5 Five S4 students (Choi Tsz-ching (S4A), Chui Man-ting (S4A), Lung Hei (S4E), Wong Hing-ye (S4E) and Ho Pui-wu (S4E)) were nominated for the Volunteer Training Programme 2014 organised by Hong Kong Outstanding Students' Association.
- 7.6 Twenty three students applied for Best Project – Hospital Summer Volunteer Training and Voluntary Service Programme 2015 by Yan Chai Hospital Patient Resource Centre. Selected candidates will receive training, after which they will provide voluntary service at a hospital, handling clerical work, giving drugs and participating in visits.
- 7.7 Ninety-one students (among 124 applicants) donated blood on the Blood Donation Day organised by Hong Kong Red Cross. Their participation was deeply appreciated.

8. Volunteer Awards

In 2014, 570 students and parents joined the Volunteer Movement organised by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 18,609 hours. Ho Fung College was awarded Group Gold Certificate; 22 volunteers were awarded Individual Gold Certificates; 52 were awarded Individual Silver Certificates and 31 were awarded Individual Bronze Certificates.

Co-curricular Activities

1. Our school places great emphasis on nurturing students' multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S1 students are required to receive a one-year training related to music/physical education or uniform teams.
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 22nd to 26th 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 organised 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 organised 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 four uniform teams at school, namely, scouts, girl guides, school band, and St. John's Ambulance. Participants are drilled on marching and life skills. They take part in 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 organised 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

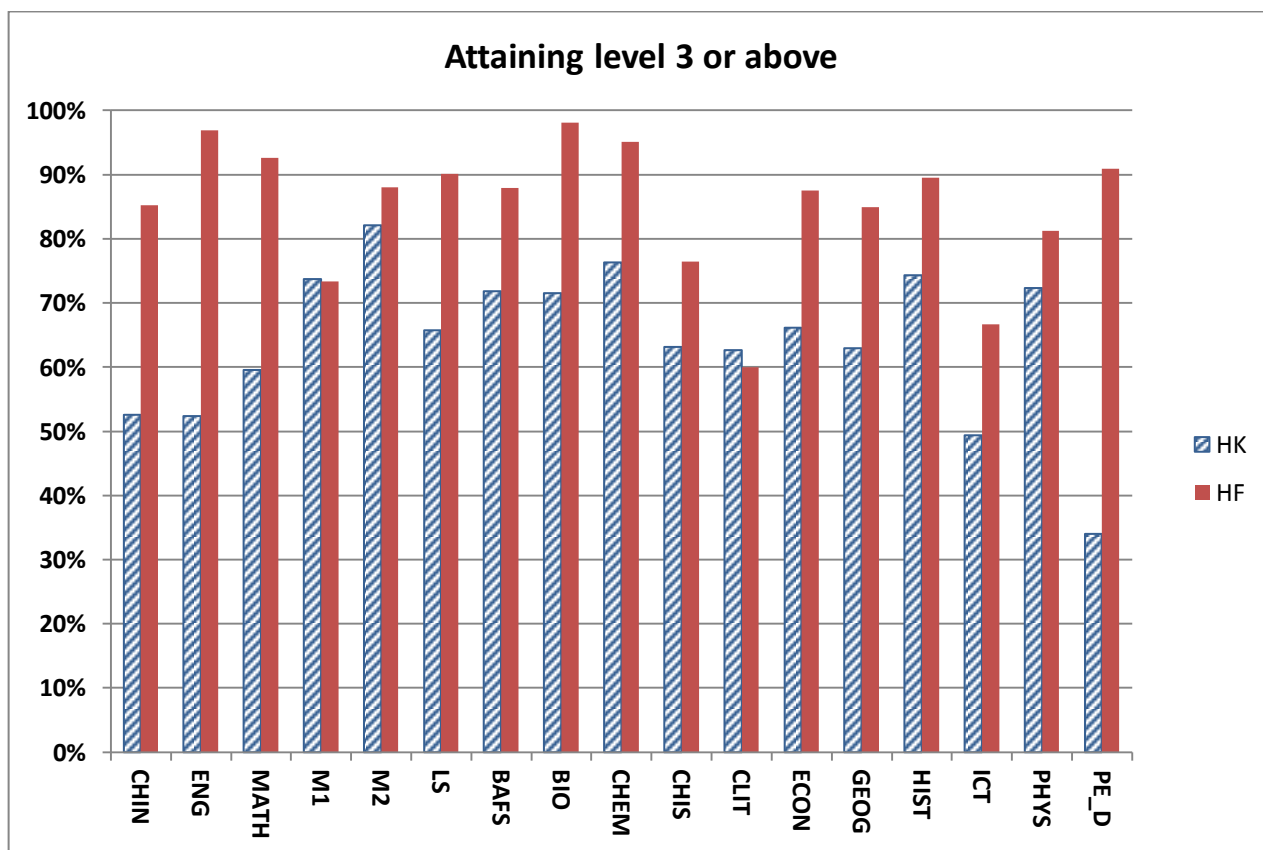
The P.E. Department organised various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. This year, the annual Sports Day was held on 25th and 26th September 2014 in Shing Mun Valley Sports Ground. There were more than 100 events in which students participated vigorously. The event that followed was the Swimming Gala held on 7th October 2014 at Shing Mun Valley Indoor Swimming Pool. The final whole-school sports function was 40th Cross-country Run, which took place on 6th February 2015 at Shing Mun Reservoir. Most of the students strived hard to finish running the whole course. Through co-operation and supervision of the teachers-in-charge, the department also offered a great variety of ball games and activities, such as handball, volleyball, football, basketball, badminton, table-tennis, athletics, cross-country run, jianzi, tennis, etc for students who received regular practice throughout the year. Our students exhibited impressive team spirit.

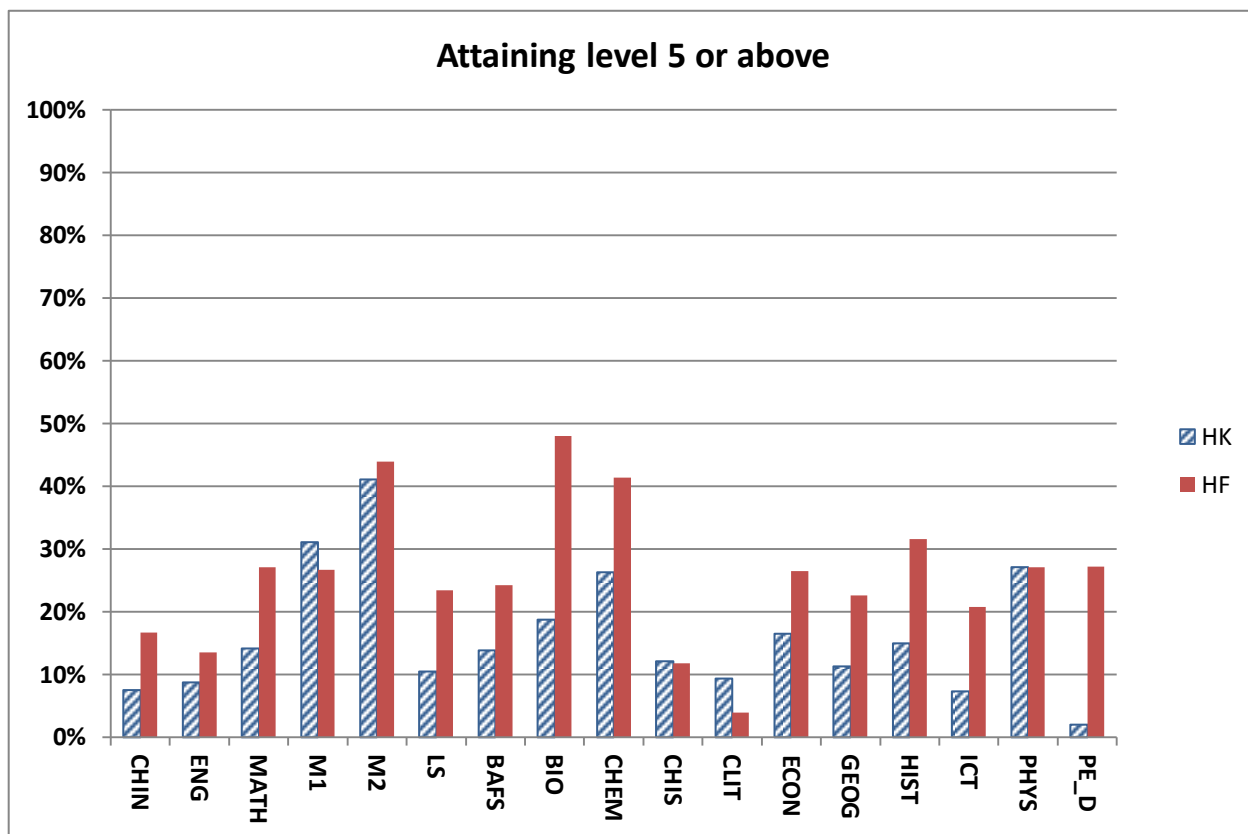
STUDENT PERFORMANCE

Academic Performance

162 of our S6 students took part in the 2015 HKDSE. 83.3 % of them achieved level 3 or above in both Chinese Language and English Language. 133 students fulfilled the minimum requirement of university entry (i.e. levels 3322 in Chinese Language, English Language, Mathematics and Liberal Studies respectively), accounting for 82.1% of the school candidature.

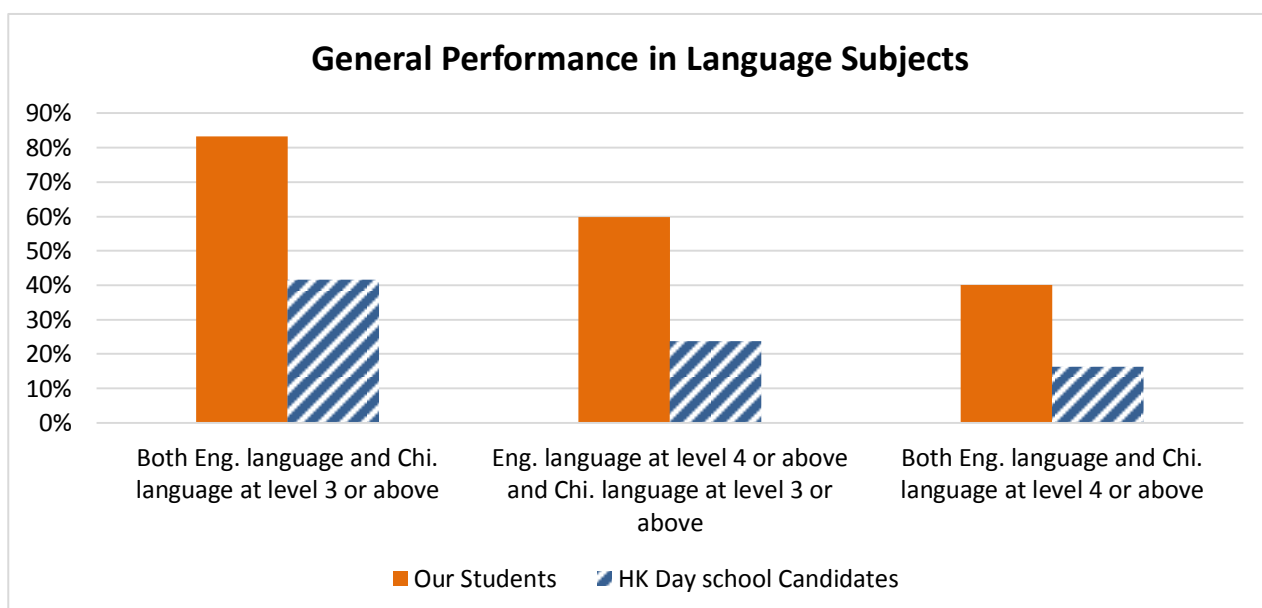
Performance in HKDSE 2015	Percentage
English Language (Level 3 or above)	96.9%
Chinese Language (Level 3 or above)	85.2%
Mathematics (Compulsory Part) (Level 2 or above)	100%
Liberal Studies (Level 2 or above)	99.4%
Students eligibility to degree programmes (“3322”)	82.1%



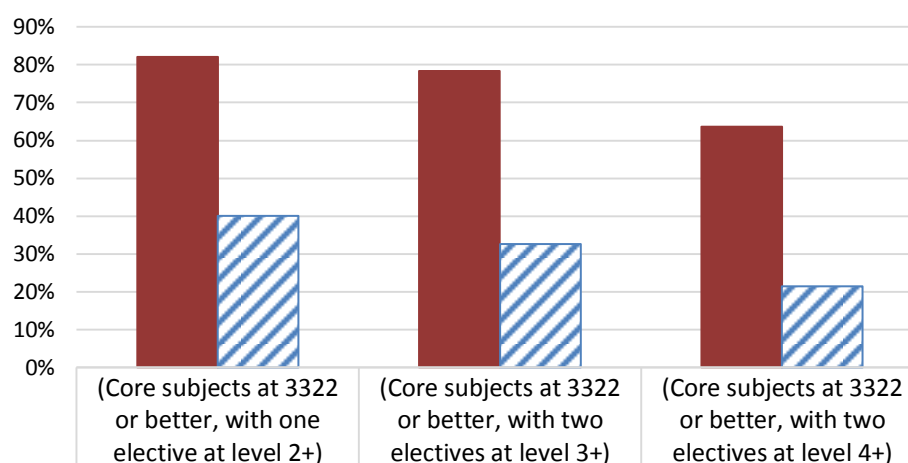


Performance in language subjects (2015 HKDSE)

	Our students	Hong Kong Day School Candidates
Both Eng. language and Chi. language at level 3 or above	83.3%	41.6%
Eng. language at level 4 or above and Chi. language at level 3 or above	59.9%	23.7%
Both Eng. language and Chi. language at level 4 or above	40.1%	16.3%



Statistics related to University Admission



■ Our students	82.10%	78.40%	63.60%
▨ HK Day School Candidates	40.10%	32.70%	21.50%

Other Achievements

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

Date	Organiser	Competition	Name of student	Prize
13/9/2014	Caritas Integrated Family Service Centre - Tsuen Wan (East)	Caritas 'Love in Action' Chinese Essay Writing Competition	Wong Yuet-hoi (3D) (2013-2014)	Champion (Junior Secondary)
11/10/2014	Fung Hon Chu Education Trust Fund & Man Kwan Education Fund	'Pursuing Excellence and Beyond Youth' Leadership Award Scheme 2013-2014	Lau Kit-hung (5A) (2013-2014)	Elite Student Scholarship of \$20,000 (among 3 awardees in Hong Kong)
			Liu Tsz-ki (5B) (2013-2014)	Outstanding Student Scholarship of \$5,000 (among 40 awardees in HK)
26/10/2014	Mr. and Mrs Lam Chik-keung	/	Xiao Shifeng (2B) Ng Shing-yan (1B)	9 th Advancement Academy Scholarship of \$1,000
9/11/2014	Hong Kong Association of Senior Citizens	'Grandparents' Day' Writing Competition	Lo Yim-yi (3D) (2013-2014)	3 rd Prize
10-11/2014	Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Softball Competition	Girls' Softball Team	3 rd Prize
19/12/2014	Ling Liang Church M H Lau Secondary School & Hong Kong Chinese Literature Micro Novel Research Society	3 rd Hong Kong Schools Micro Novel Writing Competition	Choi Mei-kei (3D) (2013-2014)	Certificate of Merit (Junior Secondary)
9/11/2014	China Arts Festival	9 th International Music and Arts Competition	Tang Wai-kei (1D)	Bronze Prize (Round 5 – Preliminary – Guzheng – Grade 2)
10/11/2014	Hong Kong Classical Music Promotion	Hong Kong Youth Piano Competition	Chan Chun-hei (3D)	Fourth Prize (Sonata Class)

Date	Organiser	Competition	Name of student	Prize
	Centre	2014		
11-12/2014	Hong Kong Schools Music and Speech Association	66 th Hong Kong Schools Speech Festival (Chinese Language)	Ku Chi-ting (3D)	Champion (Solo Verse)
			Lam Sum-chung (3D)	Champion (Honours) (Solo Verse)
			Fung Cheuk-lam (4B)	2 nd Prize (Solo Verse)
			Chan Ho-ying (3D)	2 nd Prize (Solo Verse)
			Wu Yik-mei Queenie (1A)	2 nd Prize (Solo Verse)
			Lee Wing-ting (5C)	3 rd Prize (Solo Prose)
			Lau Yuk-ting (4D)	3 rd Prize (Solo Verse)
			Cheng Wing-lam (3A)	3 rd Prize (Solo Verse)
			Chan Yui-chung Onions (2A)	3 rd Prize (Solo Verse)
		Wong Suet-wing (2B)	3 rd Prize (Solo Verse)	
		66 th Hong Kong Schools Speech Festival (English Language)	Choral Speaking (Secondary 1 & 2)	3 rd Prize
			Lam Tsz-hin (5A)	Champion (Solo Verse)
			Law Lok-man (5A)	2 nd Prize (Solo Prose)
			Chan Yuet-ting (1C)	3 rd Prize (Solo Prose)
			Hui Tsz-ying (1C)	3 rd Prize (Solo Verse)
			Shu Yu-yan (2A)	3 rd Prize (Solo Verse)
			Lam Ho-yeung (3C)	3 rd Prize (Solo Verse)
			Lau Shan-shan (4A)	3 rd Prize (Solo Verse)
4/12/2014	Leisure and Cultural Services Department	2014 Hong Kong Youth Music Interflows Symphonic Band Contest		Silver Prize (Secondary School Junior Class)
17/12/2014	Chu Hai College of Higher Education	2 nd Writing Competition for Secondary Students in Tsuen Wan, Kwai Chung and Tsing Yi Districts	Chan Ho-ying (3D) Ma Wai-ching (3D) Chan Kam-fai (4D)	Merit
28/12/2014	Tsuen Wan District Council	Road Safety Slogan Design and Drawing Competition	Chan Ho-ying (3D)	2 nd Prize (Senior Secondary)
			Wong Kin-hei (3D)	Merit
24/01/2015	Rotary Club of Hong Kong Island West & Hong Kong Federation of Education Workers	11 th Bilingual and Trilingualism Composition and Speech Competition	Chan Ka-yan (5F)	One of the Ten Finals (Senior Secondary) & Outstanding Chinese Essay (Senior Secondary)
09/02/2015	The Association of Heads of Secondary School of Tsuen Wan, Kwai Chung & Tsing Yi Districts	25 th Outstanding Student Election of Tsuen Wan, Kwai Chung & Tsing Yi Districts	Chan Ka-yan (5F)	Outstanding Student of Tsuen Wan, Kwai Chung and Tsing Yi Districts
13/02/2015	Sik Sik Yuen	5 th Joint Athletic Meet for Sik Sik Yuen Secondary Schools	Ho Fung College	Overall Champion
			Girls (Overall)	Champion
			Girls Grade A	Champion
			Boys Grade B	Champion
			Boys (Overall)	1 st runner-up
			Girls Grade B	1 st runner-up
			Boys Grade A	2 nd runner-up

Date	Organiser	Competition	Name of student	Prize
05/03/2015	Tsuen Wan District Junior Police Call	/	Law Yin-fong (5D)	Outstanding Member of Year 2014
07/03/2015	Hong Kong Taoist Association, Sik Sik Yuen & Ching Chung Taoist Association of Hong Kong and Fung Ying Seen Koon	Hong Kong Taoist Day 2015 – Shun Shin Chee Kit Yin Koon Scholarship 2015	Chan Ka-yan (5F)	1 st Prize with a \$1,100 scholarship
			Wong Hing-ye (4E)	2 nd Prize with a \$900 scholarship
			Ku Chi-ting (3D)	3 rd Prize with a \$700 scholarship
07/03/2015	Tsuen Wan District Community Youth Club	Amazing Teens – Tsuen Wan CYC Joint-school Leadership Training Scheme 2015 – Feature Report Writing Competition	Shao Rui-xing (4B) Choi Tsz-ching (4A) Choi Tsz-yan (4B) Kwok Ho-yung (4C) Lo Wing-tung (4C) Sha Hei-yi (3A) Ma Wai-ching (3D)	Grand Prize (Personal Reflection), My Favourite Entry (Secondary Section) & Best Cooperation
11/03/2015	Chinese Language Education Research Association	Chinese Language Elite Scheme 2014/2015	Chan Ho-ying (3D) Tuen Ho-tim (3D)	Bronze Prize
28-29/03/2015	Hong Kong Federation of Youth Groups & Education Bureau	Technical Performance Problem Division II Problem 2: Experiencing Technical Difficulties	Coaches: Mr Hsu Kam-kwun Mr Li Chun-yin Team members: Tsui Tsz-hin (1D) Wong Hong-kei (2A) Wong Man-ling (2A) Ho Tzs-ue (2B) Young Ngo-pan (2C) Choi Wai-sum (3A) Liang Lok-yiu (3A)	Overall Champion (Representing Hong Kong for the World Finals in the USA on 18/5-25/5), Best Style & Most Creative Prize
19/04/2015	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	All Hong Kong Inter-Secondary Schools Gymnastics Competition	Li Lok-tung (1C)	3 rd Prize (Secondary Girls Novice Group – Floor Exercise)
27/04/2015	Tung Wah Group of Hospitals	'Good People, Good Deeds' English Story Writing Competition 2015	Chan Chun-hei (1B)	Silver Prize (Junior Secondary)
			Lai Ying-yi (4D)	Bronze Prize (Senior Secondary)
14/05/2015	Leisure and Cultural Services Department	Water Sports Safety Slogan Competition 2015	Tam Ho-ni (3D)	3 rd Prize
16/05/2015	Hong Kong Institute for Promotion of Chinese Culture	2014-2015 China Essay Competition for Secondary Students (Hong Kong Region)	Tai Ka-ho (1A) Chan Ho-ying (3D) Tuen Ho-tim (3D) Wong Yuet-hoi (4E) Yim Cho-hung (5F) Chan Ka-yan (5F)	Merit
18-25/05/2015	Hong Kong Federation of Youth Groups & Education Bureau	Odyssey of the Mind 2015 World Finals	Tsui Tsz-hin (1D) Wong Hong-kei (2A) Wong Man-ling (2A) Ho Tzs-ue (2B) Young Ngo-pan (2C) Choi Wai-sum (3A) Liang Lok-yiu (3A)	3 rd Prize (Technical Performance Problem Division II: Experiencing Technical Difficulties)

Date	Organiser	Competition	Name of student	Prize
18/05/2015	We Love Hong Kong Association	Hong Kong Top Ten Model Teenagers Election 2015	Liu Tsz-ki (6B) Lau Kit-hung (6A)	Top Ten Model Teenagers 2015
18/05/2015	NESTA, City University of Hong Kong & Department of Asian and International Studies	16th NESTA Debating Competition 2014-2015	Chong Wen-huey (4E) Ng Tsz-wai (4B) Hon Sum-yin (4B)	Champion
23/05/2015	Hong Kong Baptist University	8th Intervarsity Creative Writing Competition 'Teenage Writers Award' (Secondary Students)	Chak Wai-kin (4E)	Teenage Writers Award
28/05/2015	HK History Museum City University of HK & HK Sec. School Debating Association	Hong Kong Secondary Schools Debating Competition 2014-2015	Chong Wen-huey (4E) Ng Tsz-wai (4B) Hon Sum-yin (4B)	Champion (Kowloon Division)
29/05/2015	Tsuen Wan and Kwai Tsing Outstanding Student Union	6 th Social Issues Project Learning and Mentorship Scheme	Lee Wing-ting (5C) Chu Sin-tung (5C) Ng Ka-wing (5C) Ching Pui-sze (5C)	3 rd Prize
29/05/2015	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	N.T. Secondary Schools Outstanding Athlete Election 2014-2015	Hui Lok-hang (6B)	N.T. Secondary Schools Outstanding Athlete
		Overall Championship 2014-2015	Girls	Overall Champion & Best Improvement
06/06/2015	Kwun Tong District Culture and Recreation Promotion Association & Kwun Tong District Office of the Home Affairs Department	The 43 rd Open Dance Contest	Ho Fung College	Gold Prize (Chinese Dance –Open Group)
07/2015	Hong Kong Council of Social Service	'Future Stars' Programme	Chu Ching-tin (6D) Wong Yuet-hoi (4E) Tuen Ho-tim (3D)	Upward Mobility Scholarship
07/2015	China-HK Sports Association cum Olympics Steering Committee	Samsung 58 th Festival of Sport - Softball Tournament	Girls (Overall)	Champion
			Girls (Senior)	1 st runner-up
			Girls (Junior)	2 nd runner-up
			Jone Man (2D) Lee Wing-kiu (5A) Hui Lok-hang (6B)	Most Valuable Player

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. Results were as follows:

Prize Division	Badminton			Basketball			Handball			Table-tennis (Girls Champion)			Volleyball (Girls Champion)		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
Boys Grade A			✓										✓		
Boys Grade B															
Boys Grade C	✓														
Girls Grade A					✓		✓				✓				
Girls Grade B											✓		✓		
Girls Grade C		✓						✓		✓			✓		

ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

Priority Task 1: To enhance students' efficacy and self-esteem in learning

1. Achievements

We implemented strong support and guidance for all students, aiming at cultivating their academic growth. We adopted a holistic approach, to cater for learner diversity starting from the range of electives made available to students to tailored academic and careers workshops, seminars, online programmes and reading schemes conducted by different subject departments and the school library with teachers to give further guidance.

Detailed analyses of student performance in tests and examinations were executed to enable the school to devise measures to further facilitate learning and teaching. Split class arrangements were specifically founded on these analyses. Various split class arrangements were implemented by splitting 4 classes into 6 groups in S1 English Language, 2 classes into 3 groups for S2 and S3 Chinese Language, and 3 classes into 4 groups for S2 and S3 English Language. An elite class arrangement was also adopted in S2 and S3 respectively. This effectively catered for learner diversity and therefore better enhanced their study and examination skills.

For S4-S6 students, an extra class was added so that the number of students in each class was less. This allowed teachers to administer more individual attention and thus better develop students' study and examination skills. Tutorial groups were also arranged for students dropping elective subjects in S6.

Funding that was granted by the EDB was invested into two main enhancement programmes such as the School-based After-school Learning and Support Programmes and the Diversity Learning Grant (DLG) programmes. Funding for School-based After-school Learning and Support Programmes was utilised to launch supplementary tutorials from S1 to S6. Funding from DLG was used to offer supplementary learning opportunities in Music, Physical Education, Liberal Studies, Chinese debate and English speaking and writing (Appendix I).

We successfully gained the approval of the Quality Education Fund to subsidise the 'Campus Television Studio', which acts as a platform for our students to learn through in multimedia education. It is also a multimedia channel that delivers educational materials

throughout the school. Students were also invited to be a part of various broadcasts in order to encourage other students whilst also building confidence and self-esteem.

Supplementary activities guided by various functional groups were organised. The activities included debates, Odyssey of the Mind, speech contests, writing competitions, book report competitions, music events, sports competitions and environmental protection programmes, each of which had a constructive impact on students' efficacy and self-esteem in learning.

Students were also assisted in creating and reaching their own goals through careers guidance. This was a success for all students as it helped them to make wiser choices in their academic pursuit and their long-term future goals.

Furthermore, an award and scholarship programme was introduced to recognise students for their improvement and to motivate them to perform at their best. Widening the success criteria increased the number of students who could be eligible for the awards. This was significant because it allowed less able students to also be rewarded for their successes and therefore boosted their self-esteem and confidence in their individual ability.

2. Reflection

The diverse range of initiatives taken to boost student's efficacy and self-esteem in learning were successful in achieving a holistic approach. In order to further foster and maintain a good reading habit and independent learning skills it is imperative that we strongly implement the reading scheme and continue to measure students' improvement.

The additional enhancement measures implemented by different subject departments and functional groups allowed the school to better guide students in their approach towards, and success in, both their learning efficacy and self-esteem. A solid foundation was created to allow students to continue to improve academically with confidence. We will continue to carry out such measures as they have proved to be effective in coaching and training our students' learning attitudes, and thus reaching their goals.

3. Suggestion for Improvement

The reading scheme could be made a priority task for the coming academic year. This will further enhance students' own reading habit and independent learning skills by creating a strong foundation for future development.

Further continuing from last year, each department will keep revising enhancement programmes and take effective measures to boost students' efficacy and self-esteem in learning. In the academic year of 2015-2016, flexible grouping arrangements will continue to be implemented from S1-S6 to facilitate their academic pursuit. Academic activities will remain as an essential part of the curriculum to fully realise students' potential.

In addition to the award scheme, conduct marks will be given to students on the basis of their behavior and approach to their learning in class. This will allow for more students to be recognised for their effort and approach to their own study, instead of just for top performers, further boosting their confidence and motivating them to achieve their potential.

Priority Task 2: ‘To train students in perseverance; develop self-directed and introspective ability’

1. Achievements

The school continued to encourage and motivate students to take part in co-curricular activities planned by various units, sections and functional groups. In addition to this, various competitions and requirements like English and Chinese Debating, Odyssey of the Mind, the Reading Schemes, Science Week, English Week, Chinese Week, Mathematics Week, the Inter-house Drama Competition, Fun Fun Fashion Show, Music Contests, Sports Day, Swimming Gala and Cross Country Run to name just a few, helped to train students’ competitive nature and perseverance in bettering themselves personally, academically and otherwise.

To celebrate the school 40th Anniversary, many student-centered programmes were organised. Students themselves organised and performed in these activities, which also helped them to develop their organisational and planning skills. This was a success as it increased their self-esteem in learning, trained their perseverance and gave them a greater sense of belonging. In addition, renowned education professionals like Professor Timothy W. Tong, the President of the University of Hong Kong Polytechnics, Professor Chu Ming Chung of the Physics Department of Chinese University of Hong Kong and Ann Daniels, the first woman to reach both the South Pole and the North Pole, also attended the event and gave inspiring talks to encourage students to develop and cultivate their own strengths in order to excel in their lives. Students certainly gained knowledge and guidance and were enlightened.

As mentioned above, we launched an academic award scheme and scholarships to arouse students’ interest and boost their self-confidence. This acted as a type of recognition, which aided in training their perseverance whilst helping to develop their self-directed and introspective ability. We required our students to read texts on self-improvement and management, adversity management and problem solving skills as well as competing in the ‘Class Management Scheme’. We also instructed classes to do pre-lesson work and submit assignments punctually. An on-going focus on self-evaluation was encouraged in their daily lives including goal-setting and seminars in life planning. As a result, the students showed enhanced awareness of issues of self-reflection, self-esteem, and self-management.

Some students took part in social service activities. Gold and silver awards were given to such students to honour their participation and hard work. We organised environment protection programmes such as the ‘School Recycle WEEE’ program, the Student Environmental Protection Ambassador Scheme and others.

In addition, multiple departments, societies, houses and sections organised a variety of educational visits, workshops, seminars and courses. Supplementary tasks were also given to students to complete. For example, the exchange programmes to Beijing, Shanghai, Zhaoqing and Hubei were effective in sharpening students’ self-management and problem-solving skills as well as helping them to develop their introspective ability.

Continued from the previous academic year, stress management was a topic that was addressed with senior form students in regards to handling public examinations. This aimed at helping students to prepare themselves for tackling future challenges and problems whilst reinforcing skills in managing their own lives and emotions.

We did a lot to help students develop a clear focus on their own career goals and future

academic goals in life. Their step-by-step approach starts at an early age for a foundation for personal growth and continues throughout their senior years at school. This helped them to concentrate their learning on topics that they could work towards accomplishing in all areas of life. Identification of strengths and weaknesses also helps them to achieve a sense of direction, giving them guidance on what to develop further.

2. Reflection

This year we broadened the academic award scheme in order to include more students to help motivate them and train their perseverance. Awards were given to top students and also other individual prizes were awarded based on merit and also participation.

Similar to last year, we saw students excel in areas like English and Chinese debating, Odyssey of Mind, music events, sports competitions, and therefore the means employed were deemed to be successful. For this reason, we have concluded to continue implementing such measures in the coming academic year 2015-2016. As a school we have continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided good opportunities for students to showcase their enthusiasm and allow them to grow and develop, especially in areas of introspective ability and perseverance.

The exchange trips were a good experience for the students and gave ample opportunity for team building, cooperation and unity, whilst encouraging students to also develop their independence and self-confidence in a group context.

3. Suggestion for Improvement

In order to further boost students' confidence and improve their perseverance, it is suggested to refine the conduct mark system. The aim is to further motivate them to do better and to push themselves to reach their potential. This would be an extension to the award scheme, and would see more being recognized for their efforts.

A focus will be made on moral values to further coach introspective learning and perseverance. We will place further emphasis on the use of thought-provoking and inspirational articles to be implemented as part of the curriculum in various departments. More stress could be put on punctuality and discipline including being punctual and self-accountable.

To further motivate students in perseverance and self-directed learning, we should further identify and recognise students' strengths. Careers guidance should be mirrored in all areas of our curriculum. By keeping students' interests and strengths in mind, they can go on to achieve higher results in things that they are strongest in. This will help not only the students themselves, but also the school development as it will see more students approaching their futures with confidence and talent.

FINANCIAL SUMMARY

Financial Summary (2014 -2015)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
Government Funds				
Balance B/F from previous year				5,034,193.53
(1) School Specific				
1.1) Administration Grant	3,615,674.00	(2,741,010.28)	874,663.72	
1.2) Noise Abatement Grant	407,395.00	(295,912.60)	111,482.40	
1.3) Composite Information Technology Grant	407,089.00	(580,607.00)	(173,518.00)	
1.4) Capacity Enhancement Grant	557,148.00	(581,638.90)	(24,490.90)	
<i>Sub-total (1)</i>	4,987,306.00	(4,199,168.78)	788,137.22	
(2) Non-School Specific (Baseline Reference)	1,879,519.17	(3,312,821.66)	(1,433,302.49)	
(3) Other Income	2,860.39		2,860.39	
<i>Sub-total (2) - (3)</i>	1,882,379.56	(3,312,821.66)	(1,430,442.10)	
Deficit for the year (Government Funds)				(642,304.88)
School Funds				
Balance B/F from previous year				1,360,519.82
(1) Tong Fai	143,400.00		143,400.00	
(2) Subsidy from Sik Sik Yuen	408,992.50		408,992.50	
(3) Other Income and Expenditure	497,900.74	(865,704.31)	(367,803.57)	
<i>Sub-total</i>	1,050,293.24	(865,704.31)	184,588.93	
Surplus for the year (School Funds)				184,588.93
Balance C/F to next year :				
- Approved Collection for Specific Purposes Account	270,300.00	(232,545.60)	37,754.40	
Accumulated surplus (Government Funds & School Funds) as at 31/08/2014				5,936,997.40

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 optimise our school-based curriculum with focus on fostering greater inter-departmental collaboration and a more student-centered learning and teaching approach. Teachers will be mobilised 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 capitalise 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 with emphasis on migrating towards e-learning and developing students into independent learners.
2. To train students in perseverance, develop their self-directed and introspective ability with emphasis on enhancing life-education, life-planning, careers guidance; and inculcating students with positive attitudes towards protecting the environment.

Ho Fung College (Sponsored by Sik Sik Yuen)
Evaluation Report on DLG-funded Other Programme
(Gifted Education) 2014-15 (for the fifth /sixth cohort)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Campus Resident Chinese Author Program	To enrich F4 & F5 students' interests in Chinese writing, so as to cherish highfliers	Students would produce quality writing designated in accordance with tutor.	50 S4 –S5 students (2 classes)	Students were selected based on their Chinese writing results in the previous academic year	5 sessions, each lasting for 2 hours, were held biweekly at Room 109 from Jan 2015 to Mar 2015.	Questionnaire / More than 50% of the participants indicated positive feedback on the programme	\$13,200
English Writing course (Short stories & Social Issues)	To explore students' critical thinking abilities & creativity through writing a variety of imaginative & creative texts	Students would produce quality writing on short stories and social issues.	30 S5 students	Students were selected based on their English writing results in the previous academic year	12 sessions, each lasting for 1.5 hours, were held weekly at Room 304 from Oct 2014 to Mar 2015.	More than 50% of participants indicated positive feedback on the programme. They also produce quality writing based on the topics of short stories and social issues.	\$10,800
English Speaking Course (Public Speaking & Debate focused)	To provide speaking and debating training for selected students	Students would participate in speaking and debating related competitions.	16 S4 students	Students were selected based on their English oral results in the previous academic year	10 sessions, each lasting for 1.5 hours, were held weekly at Room 210 from Oct 2014 to Feb 2015.	Students took part in different speaking and debating related competitions and earned themselves various awards, such as the championship of the Nesta Debate Competition and the championship of the Inter-class Speech Competition.	\$9,900

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Elite Critical Thinking Skill Workshop (Liberal Studies)	To equip students with critical thinking skills and data analysis skills	Students would enhance their skills trainings which are essential to the study of Liberal Studies.	33 S4 and S5 students	Students were selected based on their homework and test results in the current academic year	3 lessons, each lasting for 1.5 hours, were held at Room 208 in April 2015.	More than 50% of the participants gave positive feedback on the programme. They can construct academic arguments more systematically and show an improved performance in writing.	\$8,000
Music DSE Music Network Program	In view of the small number of students opting for Music, this Network Program with other schools can help to cater students' diverse needs	Students were able to pass in exams. Students have over 90% attendance throughout the year. Students were considered as potential musicians while more improvement needed to be made in order to obtain a better result.	1 S4 and 1S5 students who were recommended by the music teacher	According to student's musical ability and the potential of obtaining passing mark in this subject without dropping out	From 9/2014 to 8/2015, lessons were held at Institute of Hong Kong Senior Secondary School Music Education (IHKSSSME).	Student's result was not remarkable thus music teacher is advised to motivate the students more and to provide much guidance.	\$20,250

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
DSE PE enhancement programme (Practical)	Enhance students' skills and team work performance in track & field, volleyball or basketball Students can have theory-practice linkage during the regular training.	Students would improve their skills and tactics (personal and team) in track & field, volleyball or basketball.	All PED students who take part in track & field, volleyball or basketball in DSE PE practical exam can join the programme	NIL	1. 10 lessons in 5 months. 2. A two-hour lesson twice a month held in school from 16:00 to 18:00	Students participated in the practices regularly and had improvement in their sport skills and tactics.	\$9,000
Others	Reference books / photocopy fee / Music CD		S4 - S6 students				\$0

Total \$71,150