



HO FUNG
COLLEGE

(Sponsored by Sik Sik Yuen)



Annual School Plan (2021-22)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

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

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

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

SCHOOL GOALS

A. Character and Values

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

B. Learning and Growth

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

SCHOOL DEVELOPMENT PLAN (2019/20 TO 2021/22)

Major Concern	Targets	A General Outline of Strategies/Tasks	19/20	20/21	21/22
1. To enhance efficacy in learning and teaching	<ul style="list-style-type: none"> • To train students to be confident learners • To cultivate a good study atmosphere and enhance learning motivation • To cultivate an appreciative culture and give more positive feedback to students • To build up a learning community which shares passion for academic excellence • To share teaching experience and resources among teachers to enhance teachers' professional development • To increase teachers' professional capacity 	<ol style="list-style-type: none"> 1. To cultivate a strong reading culture through implementing various reading schemes 2. To equip students with subject-based learning strategies focusing on: <ol style="list-style-type: none"> a. various study skills in the junior forms; and b. examination skills in the senior forms 3. To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements. 4. To establish students' good learning practices by enforcing rules to maintain good discipline 5. To further promote and develop e-learning 6. To further promote and develop STEM education 7. To encourage a student-centered paradigm in learning and teaching 8. To encourage teachers to engage in teaching training and workshops 9. To build up a culture of collaboration and enhance experience sharing among teachers through lesson observation 10. To build a learning community among students and teachers 	✓	✓	✓
2. To develop students' sense of responsibility and empathy	<ul style="list-style-type: none"> • To develop empathy in students • To build resilience in students and sharpen their sense of responsibility • To tighten students' discipline and foster positive values as well as attitudes 	<ol style="list-style-type: none"> 1. To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities 2. To optimise various life planning programmes 3. To cultivate junior form students' self-care abilities 4. To enhance students' discipline and time management skills in school 5. To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth 6. To implement school-based moral and civic education in a bid to inculcate positive core values and attitudes in students, like honesty, commitment, time management, consideration, caring for others, etc 	✓	✓	✓

MAJOR CONCERNS

Major Concern 1: To enhance efficacy in learning and teaching

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To promote STEM education and ITE	<ul style="list-style-type: none"> ◆ To facilitate e-learning in teaching and learning 	<ul style="list-style-type: none"> ◆ Organise workshops related to IT learning for teachers ◆ Implement the “Bring Your Own Device” policy and organise seminars about the use of BYOD devices for all S1 to S3 students ◆ Coordinate and facilitate IT in education across subjects and forms with the BYOD scheme in S1 to S3 in place, e.g. promote the use of iPads ◆ Encourage teachers from across subjects to share their experience in using IT tools/ apps/ online platforms to facilitate teaching and learning ◆ Promote online learning / flipped classroom strategies ◆ Co-organise (with School Counselling Section) seminars about social implications aroused by e-learning and using IT devices ◆ Promote the use of interactive touch panels in a more advanced way so as to increase the interactivity between teachers and students ◆ Continue providing IT support to teachers so that teachers feel at ease while adopting IT in their teaching 	<ul style="list-style-type: none"> ◆ An increased number of teachers using the tools/ apps/ platforms ◆ Positive feedback from teachers (i.e. teachers finding the training in relation to IT training sufficient) 	<ul style="list-style-type: none"> ◆ Google Forms/ Questionnaires to teachers 	Throughout the year (once per term)	<ul style="list-style-type: none"> ◆ Professional Teachers’ Development Section ◆ IT Support Section ◆ School Counselling Section
	<ul style="list-style-type: none"> ◆ To re-allocate the resources in existing infrastructure to IT Innovation laboratory 	<ul style="list-style-type: none"> ◆ Set up the IT Innovation laboratory ◆ Organise learning activities funded by the IT Innovation Lab in Secondary Schools 	<ul style="list-style-type: none"> ◆ IT Innovation laboratory has been set up. ◆ learning activities are organised to students. 	<ul style="list-style-type: none"> ◆ Teachers’ observation and feedback ◆ Students’ feedback 	Throughout the year	<ul style="list-style-type: none"> ◆ IT Support Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To re-allocate the resources in existing infrastructure to extend STEM education 	<ul style="list-style-type: none"> Re-design Rm.501 as STEM room Organize teacher training activities on use of STEM equipment, STEM pedagogy and curriculum design. Organize student activities for STEM education 	<ul style="list-style-type: none"> One classroom has been re-designed and equipment is purchased for STEM education. 	<ul style="list-style-type: none"> Teachers' observation and feedback Students' feedback 	Throughout the year	<ul style="list-style-type: none"> STEM education Section Subject Departments (Maths, IS, Phy, Chem, Bio, ICT, T&L, Visual Arts)
	<ul style="list-style-type: none"> To further promote and develop STEM education in various subjects 	<ul style="list-style-type: none"> Assist in workshops conducted by the STEM teachers Purchase books and resources related to STEM Buy more books about robots Implement book display and promotion 	<ul style="list-style-type: none"> Teachers willing and eager to join the workshops Positive feedback from teachers (i.e. teachers knowing more about the STEM curriculum) 	<ul style="list-style-type: none"> Google Forms/ Questionnaires to teachers 	3 Sep 2021 (Staff Development Day) Throughout the year	<ul style="list-style-type: none"> Professional Teachers' Development Section Stem teachers Librarian
		<ul style="list-style-type: none"> Promote 3D printings (S1), Arduino micro-controller and project work (S2) Organise interhouse robotics competition. Organise STEM training for junior form talented students. 	<ul style="list-style-type: none"> Students take an active role in participating the activities. Students' attitudes towards STEM education are positive, and they are proactive and engaged in activities. 	<ul style="list-style-type: none"> Teachers' observation and feedback. Students' feedback 	Throughout the year	<ul style="list-style-type: none"> STEM Education Section IT Support Section
To step up gifted education	<ul style="list-style-type: none"> Set up a task group for students' Multiple Intelligence Development (focusing on talent students) 	<ul style="list-style-type: none"> coordinate and arrange talent students to join various activities or competitions 	<ul style="list-style-type: none"> A task group has been set up to coordinate and arrange talent students to join various activities or competitions 	<ul style="list-style-type: none"> Teachers' observation and feedback Students' feedback 	Throughout the year	<ul style="list-style-type: none"> Task Group for Students' Multiple Intelligence Development
To strengthen values education (including moral and civic education, Basic Law education and national security Education)	<ul style="list-style-type: none"> Plan and promote strategies related to the maintenance of national security and national security education 	<ul style="list-style-type: none"> Teach students about basic law, national flag, national anthem and rule of law education. Organize inter-class (S1-S3) quizzes on "Basic Law", Chinese history, current affairs and social issues related to maintenance of national security. 	<ul style="list-style-type: none"> Students can learn about basic law, national flag, national anthem and rule of law education in classes. Students participate in activities and learn about maintenance of national security 	<ul style="list-style-type: none"> Teachers' observation Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Subject departments

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Monitor the growth of the plants and butterflies in the butterfly garden by Student Environmental Protection Ambassadors 	<ul style="list-style-type: none"> Students' active participation in the activities 	<ul style="list-style-type: none"> Observing students' performance in the activity and having post-activity evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
To cultivate a good study atmosphere and enhance learning motivation.	<ul style="list-style-type: none"> To encourage a student-centered paradigm in learning and teaching 	<ul style="list-style-type: none"> Plan and assign cross-curricular language tasks / assessments in junior forms: <ul style="list-style-type: none"> App review (S1, C&T) Rugby training programme (S2, PE) Lyrics rewriting project (S3, Music) Others 	<ul style="list-style-type: none"> At least two cross-curricular tasks can be implemented in S1-S3. 	<ul style="list-style-type: none"> Questionnaires for students and relevant subject departments 	Throughout the year	<ul style="list-style-type: none"> EMI Concern Section English teachers Subject departments (Music, C&T and others if needed)
		<ul style="list-style-type: none"> Co-organize a book report writing activity with the Chinese Department in S3. 	<ul style="list-style-type: none"> Students of each class finish writing the reports and submit them on time. 	<ul style="list-style-type: none"> Teachers' observation 	2 nd Term	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Introduce different music software for music composition and performances in class (MuseScore for S.3 & Garageband for S.1 & S.2) 	<ul style="list-style-type: none"> 70% of students are able to use those software and submit online and composition assignments 	<ul style="list-style-type: none"> Number of assignment collected and the quality of work 	Throughout the year	<ul style="list-style-type: none"> Music Department
To promote teachers' professional growth and enhance teachers' professional status	<ul style="list-style-type: none"> To promote "T-standard+" as the goals for teachers' professional development The three core elements of teachers' professional growth include professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection The focus of the year could be "Caring Cultivators". 	<ul style="list-style-type: none"> Co-organise a seminar conducted by the in-school Education Psychologist with the Counselling Section to help teachers identify students with suicidal thoughts Encourage teachers to join related courses provided by the Education Bureau 	<ul style="list-style-type: none"> Teachers' feedback at the end of the seminar related to student suicide An increased number of teachers joining the EDB training courses 	<ul style="list-style-type: none"> Google Forms/ Questionnaires to teachers 	3 Sep 2021 (Staff Development Day) Throughout the year	<ul style="list-style-type: none"> Professional Teachers' Development Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To foster a good learning atmosphere and increase learning motivation	♦ To cultivate a strong reading culture through implementing various reading activities	<ul style="list-style-type: none"> ♦ Arrange the loan of cross-curricular magazines in class reading periods ♦ Promote online reading platforms to students in assemblies and teachers in professional development sessions ♦ Identify and promote cross-curricular non-fictions through quiz competitions, presentations in Morning Assemblies, class reading periods in S1 and other platforms ♦ Implement a reading incentive scheme with the school library to encourage S1 students to read across the curriculum ♦ Purchase cross-curricular fictions/non-fictions for different subject departments ♦ Purchase cross-curricular fictions/non-fictions for different subject departments 	♦ 60% S1-S3 students participate in tasks and activities related to cross-curricular non-fictions.	<ul style="list-style-type: none"> ♦ S1-S3 Students' loan rate ♦ Questionnaires from subject departments 	Oct 2021 Feb-Apr 2022 (Presentations in morning assemblies) Throughout the year (Sharing sessions in class reading periods)	<ul style="list-style-type: none"> ♦ EMI Concern Section ♦ School Librarian ♦ Subject departments (Math, IS, Geog, Hist, C&T and others if needed)
		♦ Organize Inter-class Morning Reading Competition and presenting Best Performance Awards to help students develop good reading habits.	♦ Reading periods are well-operated	♦ Teachers' observation in reading periods	Throughout the year	♦ Moral and Civic Education Section
	♦ To build up a culture of collaboration	<ul style="list-style-type: none"> ♦ Cross-curricular activities are to be co-organized with various departments. ♦ Collaborative schemes are to be discussed with subject panels. ♦ Appropriate books for the schemes are to be selected, ordered and processed. ♦ Circulation of books and other resources are to be arranged. 	♦ More than 80% of subject panel heads involved agree that the collaborative schemes are helpful to consolidate the studies of their subjects.	♦ Verbal report and questionnaires from subject panels involved	Throughout the year	♦ Librarian

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To continue to adopt the “student-centred” teaching/ learning paradigm</p> <p>To further strengthen the learning community at school</p>	<ul style="list-style-type: none"> ◆ To encourage a student-centered paradigm in learning and teaching ◆ To promote a culture of collaboration and professional sharing among teachers through peer lesson observation and form/subject meetings ◆ To adopt class streaming/grouping with accordance to students’ learning abilities 	<ul style="list-style-type: none"> ◆ Continue to promote the use of the school bag cabinet in junior forms to make sure the classroom environment is conducive to group activities in lessons ◆ Urge teachers to conduct peer lesson observation in different KLAs in a way that each KLA should have two teachers opening their classes for internal peer observation. 	<ul style="list-style-type: none"> ◆ Smooth implementation ◆ Teachers’ demonstrating the student-centred paradigm in lessons observed 	<ul style="list-style-type: none"> ◆ Records of lesson observations provided from Panel Heads 	Throughout the year	<ul style="list-style-type: none"> ◆ Professional Teachers’ Development Section
To continue promoting teachers’ professional growth and enhance teachers’ professional status	<ul style="list-style-type: none"> ◆ To continue encouraging teachers to join EDB training courses in relation to their personal growth 	<ul style="list-style-type: none"> ◆ Send information related to the courses provided by the Education Bureau 	<ul style="list-style-type: none"> ◆ An increased number of teachers joining the EDB training courses 	<ul style="list-style-type: none"> ◆ Google Forms/ Questionnaires to teachers 	Throughout the year	<ul style="list-style-type: none"> ◆ Professional Teachers’ Development Section
To train students to be confident learners	<ul style="list-style-type: none"> ◆ To cultivate a strong reading culture through implementing various reading schemes ◆ To optimize the award scheme system ◆ 	<ul style="list-style-type: none"> ◆ Implement school-based reading scheme: <ul style="list-style-type: none"> (i) S1 -S3 students should finish book reports and join some reading activities in order to obtain marks for the reading scheme. Awards will be given to those students who do well in the scheme. (ii) Marks for the reading scheme will be calculated as House scores. (iii) The reading time during the form-teacher period will be well spent. ◆ Subject based award scheme 	<ul style="list-style-type: none"> ◆ More than 80% of students can fulfill the basic requirements. ◆ Students can finish the reading tasks and the follow-up activities. 	<ul style="list-style-type: none"> ◆ Marks for reading scheme. 	10/2021-5/2022	<ul style="list-style-type: none"> ◆ Librarian ◆ T&L Resources Section ◆ Subject departments

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Carry out the refined extensive reading scheme: <ol style="list-style-type: none"> Students are required to read a designated amount of books each month (S.1 & S.2 students should read at least 2 books while S.3 students should read at least 1 book each month.) Students are required to read both English newspapers and the books they have chosen during the reading periods on Day 1 and Day 6. Students are to finish a reading worksheet each month. 	<ul style="list-style-type: none"> More than 80% of students met the requirements and submitted at least 7 worksheets throughout the year 	<ul style="list-style-type: none"> Library reading records and reading worksheets submitted by students. 	10/2021-5/2022	<ul style="list-style-type: none"> English Department Librarian
	<ul style="list-style-type: none"> To cultivate a strong reading culture through implementing various reading activities 	<ul style="list-style-type: none"> Morning assemblies for book sharing and book introductions will be arranged. Hold book sharing sessions, author talks and a reading workshop 	<ul style="list-style-type: none"> More than 80% of subject panels involved agree that the books recommended can help broaden students' horizon. 	<ul style="list-style-type: none"> Verbal report from subject panels involved Circulation record of the books concerned 	Throughout the year	<ul style="list-style-type: none"> English Department Librarian
	<p>To equip students with subject-based learning strategies focusing on:</p> <ol style="list-style-type: none"> various study skills in the junior forms; and <ul style="list-style-type: none"> examination skills in the senior forms. 	<ul style="list-style-type: none"> Compile/update booklets outlining common subject specific language problems and more advanced language use in questions and answers (e.g. essay writing) for senior form students especially for humanities subjects 	<ul style="list-style-type: none"> 70% S4 students agree that the learning materials can bridge the language divide that students come across when submitting assignments requiring more advanced language skills. 70% teachers of subjects with instructional medium in English agree that they can consult and inform the Section on language issues whenever needs arise. 	<ul style="list-style-type: none"> Questionnaires for students and subject departments 	Oct 2021	<ul style="list-style-type: none"> EMI Concern Section
	<p>To equip students with subject-based learning strategies focusing on:</p> <ol style="list-style-type: none"> various study skills in the junior forms; and <ul style="list-style-type: none"> examination skills in the senior forms. 	<ul style="list-style-type: none"> Update and print a booklet of common subject specific language problems for S1 and S2 students and allocate class teacher's period to go over the materials 	<ul style="list-style-type: none"> 70% S1-S2 students agree that the booklets could help them prepare for answering techniques. 	<ul style="list-style-type: none"> Questionnaires for students and subject departments 	Oct 2021	<ul style="list-style-type: none"> EMI Concern Section Subject departments (Math, IS, Geog, Hist, L&S and others if needed) S1 Class teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To further promote and develop e-learning in teaching and learning ◆ To encourage a student-centered paradigm in learning and teaching 	<ul style="list-style-type: none"> ◆ Implement the Pre-S1 English summer course in collaboration with PTA with a cross-curricular vocabulary list provided with an activity-based approach (e.g. Games Day, games through e-learning) 	<ul style="list-style-type: none"> ◆ 90% Pre-S1 students take part in the dictations. ◆ 70% subject teachers see that students are generally well-equipped for EMI. 	<ul style="list-style-type: none"> ◆ Pre-S1 Course - Dictation records ◆ Questionnaires from subject departments 	Jul – Sep 2021	<ul style="list-style-type: none"> ◆ EMI Concern Section ◆ PTA
		<ul style="list-style-type: none"> ◆ Make use of computer rooms/mobile learning devices to facilitate learning activities ◆ Promote online writing and sharing among students ◆ Employ various e-learning resources to distribute online assignments (e.g. Google Classroom, Google Site, Google forms, Google Drive, e-Class, OneDrive) 	<ul style="list-style-type: none"> ◆ Teachers actively adopt tools/ apps/ platforms in teaching. ◆ Students show interests in e-learning. ◆ Students learn more effectively through e-learning tools. 	<ul style="list-style-type: none"> ◆ Feedback from teachers and students 	Throughout the year	<ul style="list-style-type: none"> ◆ Subject departments
	<ul style="list-style-type: none"> ◆ To build a learning community among students and teachers 	<ul style="list-style-type: none"> ◆ Organise inter-house debate competitions for at least S3, S4 and S5 students, inter-class debate competitions for at least two forms ◆ Train elite students for external debate competitions and coordinate debate contests with the organisers and other participating schools 	<ul style="list-style-type: none"> ◆ At least four forms of students can benefit from being a participant or an audience in inter-class debate competitions and inter-house competitions 	<ul style="list-style-type: none"> ◆ Students' participation rate and performance 	Jan-May 2022 (Inter-class debate) Jul 2022 (Inter-house debate)	<ul style="list-style-type: none"> ◆ EMI Concern Section ◆ Debate coaches
	<ul style="list-style-type: none"> ◆ Hold MC workshops for Ho Fung Ambassadors and other potential MCs to develop student leaders in this aspect and nurture a sense of pride in using English in different large-scale events (with the School Publicity Section) ◆ Work closely with departments involved in large-scale events, e.g. the PE Department, in making sure the speech performances of event M.C.s are up to standard 	<ul style="list-style-type: none"> ◆ A MC training workshop is held for student M.C.s. The student M.C.s. trained are deployed by various subject departments and functional groups to host their respective functions. ◆ Students M.C.s can make announcements confidently and effectively. 	<ul style="list-style-type: none"> ◆ Students' participation rate and performance 	Sep-Nov 2021 (workshop) Year-round	<ul style="list-style-type: none"> ◆ EMI Concern Section ◆ School Publicity Section 	

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Implement S.1 Big Brothers and Big Sisters Scheme 	<ul style="list-style-type: none"> Over 80% of attendance rate Over 80% of participants are satisfied with the activities conducted. 	<ul style="list-style-type: none"> Roll call Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements 	<ul style="list-style-type: none"> Organise public speaking competitions for at least two forms 	<ul style="list-style-type: none"> At least two forms of students can from being a participant or an audience in inter-class/inter-house competitions 	<ul style="list-style-type: none"> Students' participation rate and performance 	Sep-Dec 2021	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Hold goal setting workshops 	<ul style="list-style-type: none"> Over 80% of attendance rate Over 80% of participants are satisfied with the activities conducted 	<ul style="list-style-type: none"> Roll call Questionnaire Internal exams and tests 	March- June, 2022	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Launch academic award schemes for S.1 	<ul style="list-style-type: none"> 5% increase in average marks 	<ul style="list-style-type: none"> Internal exams and tests 	March- June, 2022	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To establish students' good learning practices by enforcing rules to maintain good discipline. 	<ul style="list-style-type: none"> Plan activities and contests held during lunch break to end well before class time 	<ul style="list-style-type: none"> All activities and contests shall end well before class time. 	<ul style="list-style-type: none"> Activity Record 	Throughout the year	<ul style="list-style-type: none"> CCA Section
	<ul style="list-style-type: none"> To optimize the award scheme system and establish new measures to recognize students' outstanding performance. 	<ul style="list-style-type: none"> Give out Best Academic Improvement Awards to recognise students who show the best improvements among others in the House 	<ul style="list-style-type: none"> All awardees are commended publicly. 	<ul style="list-style-type: none"> House meeting record 	<ul style="list-style-type: none"> September 2021 	<ul style="list-style-type: none"> CCA Section

Major Concern 2: To develop students' sense of responsibility and empathy

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To build resilience in students and sharpen their sense of responsibility	♦ To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth.	♦ Encourage students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards (which are presented to those who perform brilliantly in terms of academic performance, discipline and social services.)	♦ Selected students who qualify for the award are nominated and recognized.	♦ Establishing a Selection Committee and select the outstanding students	Throughout the year	♦ Moral and Civic Education Section
	♦ To enhance students' discipline and time management in school	♦ Hone students' time management skills and nurture self-discipline among the students through assemblies	♦ Students maintain good discipline.	♦ Late record & teachers' observation	Throughout the year	♦ Moral and Civic Education Section
		♦ Enforce guidelines on document submission for societies and clubs.	♦ 70% of the societies or clubs follow the guidelines.	♦ School record	Throughout the year	♦ CCA Section
	♦ To cultivate students' sense of responsibility through commitment to community services or cross-curricular activities	♦ Recruit and train student librarians ♦ Carry out orientation and training for Student Librarians ♦ Assign student Librarians to assist in the organising of reading activities and the daily operation of the library, including but not limited to shelving books and circulating books, and to keep the library clean and tidy	♦ More than 70% of Student Librarians can achieve 70% of attendance for duty.	♦ Attendance of student librarians	Throughout the year	♦ Librarian
		♦ Invite a guest from Hong Kong Outstanding Youth Volunteers' Association to share how to change our life of being a volunteer in a junior form morning assembly	♦ Active participation of students	♦ Teachers' observation ♦ Post-activity evaluation	1 st term	♦ Moral and Civic Education Section
		♦ Encourage students to join various voluntary services	♦ Active participation in voluntary work	♦ Record booklet of voluntary service	Throughout the year	♦ Student Counseling Section
	♦ To develop and make good use of "class management scheme" to promote students' self-management, and facilitate their personal growth.	♦ Establish the class library (S1 –S3): (i) Each class is required to establish a class library. (ii) Students are encouraged to donate books to their class library.	♦ More than 50% of classes make good use of the class library and maintain the tidiness of the library	♦ Questionnaires from class teachers and reading performance of assessment form	Whole year	♦ Librarian

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth. 	<ul style="list-style-type: none"> Make good use of the "CCA Award Scheme" to cultivate students' sense of responsibility and commitment in community services/co-curricular activities Make good use of the "Student Performance Grading System" to encourage students' active participation in activities and services for promotion of students' self-management skills and facilitate their personal growth 	<ul style="list-style-type: none"> 150 or more students participate in the scheme 25% of the students receive B+ in the activity grading system. 	<ul style="list-style-type: none"> Award Record School Record 	Throughout the year	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Encouraging students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards. (The Spirit of Ho Fung Awards are presented to those who perform brilliantly in terms of academic performance, discipline and social services.) 	<ul style="list-style-type: none"> More students who are up to standard are nominated and awarded 	<ul style="list-style-type: none"> Establishing a Selection Committee and select the outstanding students 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
	<ul style="list-style-type: none"> To optimize the "Class Management" Scheme through conveying norms, values and beliefs 	<ul style="list-style-type: none"> Organise inter-class discipline competition to implement the "Class Management" Scheme 	<ul style="list-style-type: none"> Discipline of each class is further enhanced. 	<ul style="list-style-type: none"> Questionnaire from teachers 	March 2022	<ul style="list-style-type: none"> Discipline Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To tighten students' discipline and foster positive values and attitudes</p> <p>To develop empathy in students</p>	<ul style="list-style-type: none"> To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. 	<ul style="list-style-type: none"> Schedule speeches on positive personal attributes / experiences sharing on achievements to be given by student leaders from different student bodies (Houses/Clubs/Societies/Uniform groups) and students earning recognition from various competitions in addition to commended student speakers from each class (with Moral and Civic Education Section and CCA Section) 	<ul style="list-style-type: none"> All student speakers are able to deliver speeches confidently and effectively. 70% students agree that they can learn moral values from the speakers. 	<ul style="list-style-type: none"> Questionnaires from students and teachers 	Throughout the year	<ul style="list-style-type: none"> EMI Concern Section Moral and Civic Education Section CCA Section
		<ul style="list-style-type: none"> Organize elderly visits jointly with the Hong Kong Society for the Aged. S1, S3-S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate 	<ul style="list-style-type: none"> Students' active participation in the activities 	<ul style="list-style-type: none"> Observing students' performance in the activity and having post-activity evaluation 	2 nd term (after school)	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Monitor the growth of the plants and butterflies in the butterfly garden by Student Environmental Protection Ambassadors 	<ul style="list-style-type: none"> Students' active participation in the activities 	<ul style="list-style-type: none"> Observing students' performance in the activity and having post-activity evaluation 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Set up an aquaponics in the school greenhouse and monitor the growth of plants and fish by Student Environmental Protection Ambassadors 	<ul style="list-style-type: none"> Students' active participation in the activities 	<ul style="list-style-type: none"> Observing students' performance in the activity and having post-activity evaluation 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Inform parents the opportunity and benefits of hosting an exchange student through articles printed in the school newsletter / circular Inform students the opportunity and benefits of hosting an exchange student in their families through presentations in the morning assembly 	<ul style="list-style-type: none"> 90% parents and students will be informed of the opportunity to host exchange students. 	<ul style="list-style-type: none"> Parents' replies 	<ul style="list-style-type: none"> Sep 2021 	<ul style="list-style-type: none"> EMI Concern Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Train the announcement team for arranging announcements and prize giving ceremonies in morning periods / outdoor playground assemblies and offer language support to other students and teachers, e.g. training student announcers, proofreading and translating announcements 	<ul style="list-style-type: none"> 90% teachers agree that prize presentations are run smoothly as requested and can recognize students' achievements. 	<ul style="list-style-type: none"> Questionnaires from students and teachers 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> EMI Concern Section Ho Fung Channel
	To cultivate students' empathy through workshops of personal growth for junior form students	<ul style="list-style-type: none"> Arrange education psychologist's class visits and talks on interpersonal skills Arrange activities on peer mediation 	<ul style="list-style-type: none"> Students' improvement in interpersonal communication 	<ul style="list-style-type: none"> Teachers observation and APASO 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student Counseling Section
	To implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students	<ul style="list-style-type: none"> Join the "Fit For Life" Programme (Healthy School Programme) 	<ul style="list-style-type: none"> Students enhance their awareness in physical and mental health. 	<ul style="list-style-type: none"> Headcount Teachers observation Questionnaire 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> School-based programmes: 樂 TEEN 大使 Programmes 	<ul style="list-style-type: none"> Organise screening sessions and training workshops for S1, S2 and S4 students Arrange parent talks and staff development sessions on the topics of stress management and suicidal issues 	<ul style="list-style-type: none"> Students' improvement in self-esteem and engagement in campus life 	<ul style="list-style-type: none"> Questionnaire APASO 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To launch programmes for students' improvement in communication and interpersonal skills 	<ul style="list-style-type: none"> Organise A-Connect Training Workshops Organise SEN programs 	<ul style="list-style-type: none"> Students' improvement in interpersonal communication 	<ul style="list-style-type: none"> Questionnaire Teachers' and parents' observation 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To launch programmes on stress management and mental health 	<ul style="list-style-type: none"> Organise Taste of Life programmes Arrange parent talks and staff development sessions on the topics of stress management and suicidal issues 	<ul style="list-style-type: none"> Students' improvement in self-esteem and engagement in campus life 	<ul style="list-style-type: none"> Questionnaire APASO 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To reinforce students' skills and emotions through assemblies and counselling programmes 	<ul style="list-style-type: none"> Organise stress management workshops and cheering functions for S6 students 	<ul style="list-style-type: none"> Students positive response towards the activities 	<ul style="list-style-type: none"> Teachers observation APASO 	<ul style="list-style-type: none"> Oct – Nov, 2021 Feb, 2022 	<ul style="list-style-type: none"> Student Counseling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To launch and optimize various life planning programmes 	<ul style="list-style-type: none"> Introduce books for life education/values education during assemblies and via Ho Fung Channel. Encourage students to read at least one book related to moral education Categorise book titles related to different subjects in the internal library system Purchase more books related to moral education 	<ul style="list-style-type: none"> Students show the enhanced awareness of the issue related to moral education and good learning attitudes 	<ul style="list-style-type: none"> Circulation record of moral books Questionnaires from teachers concerned 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Librarian, T&L Resources Section
	<ul style="list-style-type: none"> To launch and optimize various life planning programmes 	<ul style="list-style-type: none"> Prepare teaching plans on and deliver lessons on career education through S3 class teacher's period 	<ul style="list-style-type: none"> Active participation of students in each class 	<ul style="list-style-type: none"> Post-activity evaluation 	<ul style="list-style-type: none"> 2-4 lessons per term 	<ul style="list-style-type: none"> Moral and Civic Education Section Career Guidance Section
	<ul style="list-style-type: none"> To cultivate junior form students' self-care abilities. 	<ul style="list-style-type: none"> Require all S2 and S3 students to join a uniform team or service group (ie. Wind Band, Girl Guide, Scout, St.John Cadet, HKAC, Community Youth Club, Interact Club, Junior Police Call, School Prefect, Student Librarian, Student Counsellor, Ho Fung Channel, Ho Fung Ambassador, Stage Management Team) 	<ul style="list-style-type: none"> 75% of the S2 and S3 students join a uniform team or service group 	<ul style="list-style-type: none"> Enrolment Record 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> CCA Section
	<ul style="list-style-type: none"> To implement a school-based moral and civic education to cultivate positive core attitudes and values in students 	<ul style="list-style-type: none"> Prepare teaching plans and deliver lessons on moral and civic education through S1, S2, S5 and S6 class teacher's period 	<ul style="list-style-type: none"> Active participation of students in each class 	<ul style="list-style-type: none"> Teachers' observation Post-activity evaluation 	<ul style="list-style-type: none"> 42 lessons per year (S1) 2-4 lessons per term (S2) 1-2 lessons per term (S5-S6) 	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Arrange students' presentations in assemblies; with a focus on environmental conservation delivered by S4 and S5 student representatives 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Observing students' performance in the activity 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Moral and Civic Education Section LS subject teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Implement the waste separation and recycling Scheme through hand-made waste plastic bottle recycle bins placed at school Train student SEPAs to organise activities to arouse the awareness of students in plastic bottle separation and recycling. (In collaboration with Buddhist Compassion Relief Tzu Chi Foundation Hong Kong) 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Arrange S1 – S6 Sex Education Workshops 	<ul style="list-style-type: none"> Over 90% participants satisfy with the activities 	<ul style="list-style-type: none"> Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Incorporate the element of moral and civic education in inter-house drama competition 	<ul style="list-style-type: none"> Positive messages through the theme of house drama 	<ul style="list-style-type: none"> Teacher's Observation 	July 2022	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Send senior form students to visit special schools 	<ul style="list-style-type: none"> 90% of the participants agree that the activity enables them to care more about the disabled 	<ul style="list-style-type: none"> Questionnaire 	Throughout the year	<ul style="list-style-type: none"> CCA Section
	To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources	<ul style="list-style-type: none"> Continuously acquire, update and regularly evaluate resources at the Environmental Educational Resources Centre 	<ul style="list-style-type: none"> Teacher-in-charge agrees that the resources centre is well established. 	<ul style="list-style-type: none"> Evaluation form from teacher-in-charge. 	Throughout the year	<ul style="list-style-type: none"> Librarian Geography Department LS Department
<p>To foster positive values and attitudes in students</p> <p>To build resilience in students and sharpen their sense of responsibility</p>	<ul style="list-style-type: none"> To launch/optimize various life planning programmes to render support to students in pursuing their interests and realizing their potentials in order to better prepare students in making informed and responsible choices with respect to their study and careers goals 	<ul style="list-style-type: none"> Conduct academic advising sessions concerning choices on further studies they will have made in JUPAS with all the S6 students in groups of one to three (with similar interests and characters) so that they can have a chance to discuss with careers teachers different study paths for their future studies and be informed of the latest information on further studies 	<ul style="list-style-type: none"> Reduced stress and worries over the JUPAS choice 	<ul style="list-style-type: none"> Feedback based on chats with students & Class teachers 	August, 2021	<ul style="list-style-type: none"> Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Conduct academic advising sessions for all S5 students in order to <ol style="list-style-type: none"> explore their interests and potential; provide them with latest information on various study paths after S6; widen their horizon and ensure that they are well-informed of their future JUPAS choices 	<ul style="list-style-type: none"> Planning for future pathways is made clearer. 	<ul style="list-style-type: none"> Feedback based on chats with students & Class teachers 	Throughout the year after the first term exam. in next academic year	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Organise talks on JUPAS (with experience sharing session) (S6) 	<ul style="list-style-type: none"> Extent of participation (over 80%) by the students concerned 	<ul style="list-style-type: none"> Observation and informal chatting with students and/or teachers 	October, 2021	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Organise HKU/CU consultation session for S6 JUPAS applicants and S4 to S5 students 	<ul style="list-style-type: none"> Students are able to set a goal for studying or prioritizing their final JUPAS choices 	<ul style="list-style-type: none"> Number of participating students and through observation and informal chat with students 	Tentative	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Arrange talks on alternative study paths after S6 (associate degrees and/or HD) 	<ul style="list-style-type: none"> Able to know various study opportunities after finishing secondary courses 	<ul style="list-style-type: none"> Number of participating students and through observation and informal chat with students 	Nov.-Dec., 2021	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Organise various workshops (University Entrance Interview, Interview Skills, mock interview) for S6 students 	<ul style="list-style-type: none"> Student are able to grasp the skills taught in the workshops 	<ul style="list-style-type: none"> Feedback based on chats with students and teachers involved 	24 July 2021, May, 2022	<ul style="list-style-type: none"> Careers Guidance Section English Department
		<ul style="list-style-type: none"> Arrange talks for S3 students on the selection of electives (with introduction of electives by subject teachers) 	<ul style="list-style-type: none"> Extent of participation (over 80%) 	<ul style="list-style-type: none"> Feedback based on chats with students and teachers involved 	July, 2022	<ul style="list-style-type: none"> Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To launch/optimize various life planning programmes to provide students with direction and motivation through a series of goal setting and planning activities	♦ Arrange workshop on “Career Mapping” for S4 students	♦ Student are able to be aware of the need to set a goal in the coming DSE	♦ Observation and informal chatting with students	Nov. – Dec., 2021	♦ Careers Guidance Section
		♦ Arrange workshop on “Finding your colours of life” for S2 students	♦ Student are able to know themselves more so as to choose an elective subjects which suit them most	♦ Observation and informal chatting with students	June, 2022	♦ Careers Guidance Section
		♦ Arrange Electives Advising Session – prepared by Careers Prefect for S3 students	♦ Students are able to make an informal choice of electives in S4 and the number of S3 students enrolled	♦ Feedback based on chats with students & Class teachers	Throughout the year after the first term exam in next academic year	♦ Careers Guidance Section
		♦ Arrange exhibition of Careers & Life-planning books	♦ To convey the idea of life-planning among students, raising their awareness of the need to set a life goal	♦ Frequency of books borrowed and informal chat with library teachers and students	September/October, 2022 & February/March, 2023	♦ Careers Guidance Section ♦ Library
	♦ To launch various life planning programmes to help students explore and understand the world of work	♦ Arrange “Job Exploration” Sharing Session once a year [Inviting 1 to 2 professional alumnus/alumni in a specific field, like civil services, disciplined services, businesses, engineering, medical services, creative design, etc to share the up-to-date requirements, prospects, remunerations and trends of the related fields) for S3 - S6 students]	♦ Extent of participation (over 75%) by the students enrolled/able to aware of the current trend of job markets	♦ Feedback based on chats with students, alumni/guest speaker and teachers involved	Nov-Dec, 2021 Mar-Apr, 2022	♦ Careers Guidance Section
		♦ Arrange talk: 「未來職人」講座 (香港青年協會青年就業網絡)	♦ Participants are able to gain a better understanding of future career choices and skills demanded	♦ Feedback based on chats with students & class teachers involved	Tentative	♦ Careers Guidance Section
		♦ Participate in Mentorship Programme Life Buddies [友·導向] (A youth mentoring scheme launched by the Commission on Poverty)	♦ Participants are able to grasp something (experience in studies & work), maintain a good relationship with mentors	♦ Feedback based on chats with students, mentors & teachers involved	(i) From Sept. 2021 (ii) Throughout the year (tentative)	♦ Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦	♦ Participate in “Careers Programme” by ACO (S4 to S5)	♦ Number of students enrolled is more than 3	♦ Number of students selected to take part in the programme	Jan. 2022 – Feb. 2023	♦ Careers Guidance Section
		♦ Launch Mentorship Programme [Pilot Scheme on a voluntary basis] (Alumni mentoring senior form students)	♦ Participants are able to grasp something (experience in studies & work), maintain a good relationship with their mentors	♦ Informal chatting with students, the feedback from alumni participated & teachers involved	Tentative	♦ Careers Guidance Section
		♦ Arrange campus tour(s) to one of the local universities, e.g. HKU, CUHK, PolyU, etc. (Tentative) ♦	♦ The number of enrollments exceeds the quota limit.	♦ Number of students enrolled and their degree of involvement in the event	Tentative	♦ Careers Guidance Section
		♦ Conduct lesson on writing CV (S4/S5) and writing self-introduction essays for the upcoming JUPAS application (S5)	♦ Students are able to write a CV to a normal standard or introduction essay	♦ Through the scripts collected and by teachers	Throughout the year	♦ Careers Guidance Section ♦ Chinese Department ♦ English Department
		♦ Offer training courses or advice sessions for Careers Prefects so that they can help organise experience-sharing sessions and workshops, ♦ Offer “counseling advice” to those junior form students (especially S3 students) and introduce some pros and cons for overseas studies through careers presentations in morning assembly	♦ Students are able to launch some programmes beneficial to their schoolmates with new ideas & skills learnt in training courses and workshops	♦ Feedback from students, careers prefects and teachers involved	Throughout the year	♦ Careers Guidance Section
		♦ Cambridge Occupational Analysts (COA) for S1-S3 students	♦ Students are able to have better understanding of themselves	♦ Feedbacks from teachers and students	Throughout the year	♦ Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To launch various life planning programmes to let parents beware of their significant roles in guiding their children in their quest for self-understanding, personal planning, goal setting 	<ul style="list-style-type: none"> Arrange “Life Planning” Workshops (held by HKFWS) for interested parents, equipping them with some basic knowledge in conducting the Life Education for their children (in collaboration with the Parent Teacher Association) 	<ul style="list-style-type: none"> Participating parents become aware of the importance of Life Education for their children 	<ul style="list-style-type: none"> Number of parents enrolled for the talk and/or workshop 	Tentative	<ul style="list-style-type: none"> Careers Guidance Section Parent Teacher Association Social Worker
To foster positive values and attitudes in students, like time-management and commitment	<ul style="list-style-type: none"> To launch/optimize various life planning programmes to enhance students' time management and provide useful and necessary information/tips to help them start their career exploration 	<ul style="list-style-type: none"> Conduct lessons related to “Time management” in S1 Conduct lessons related to “Starting your career exploration” in S2 	<ul style="list-style-type: none"> Students are able to equip our students with ability to grasp the essential time management & career exploration skills which are a basic competence for learning efficiently & study motivation 	<ul style="list-style-type: none"> Feedback from Class teachers and students 	Tentative	<ul style="list-style-type: none"> Careers Guidance Section
To include Basic Law and National Security Law as a part of formal curriculum	<ul style="list-style-type: none"> To make use of the materials adapted from the EDB website. To incorporate the Basic Law well and National Security Law curriculum into formal curriculum 	<ul style="list-style-type: none"> Integrate Basic Law and National Security Law topics relevant to Citizenship and Social Development into the junior form curriculum Devise different question types for students from S1-S3 	<ul style="list-style-type: none"> Able to answer questions related to the Basic Law and national security law 	<ul style="list-style-type: none"> Exam and test questions 	Throughout the year	<ul style="list-style-type: none"> L&S Department
To integrate humanistic qualities and values education in PSHE Subject Departments	<ul style="list-style-type: none"> To strengthen students' understanding of the rule of law and the conditions of our country, enabling them to understand the importance of national security and enhance their sense of national identity 	<ul style="list-style-type: none"> Understand opportunities and challenges faced by our country in international affairs through examples (e.g. Sino-US trade conflicts) Explore contemporary issues related to national security (e.g. economic crises, belt and road) and recognize the importance of safeguarding national security to guarantee the security of the people 	<ul style="list-style-type: none"> Students willingly assume the responsibility for safeguarding national security 	<ul style="list-style-type: none"> Students' participation and feedback 	Throughout the year	<ul style="list-style-type: none"> Economics Department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To implement national security education to strengthen students' understanding of the rule of law, the importance of national securities and enhance their sense of national identity 	<ul style="list-style-type: none"> Organise group projects & inter-classes competitions in line with related themes. 	<ul style="list-style-type: none"> Able to participate in the activities or workshops 	<ul style="list-style-type: none"> Questionnaire (Over 70% participants consider the workshops successful) 	Throughout the year	LS/CSD Department
To maintain a safe learning environment and nurture good citizens	<ul style="list-style-type: none"> To strengthen student moral training and related training and guidance work To improve students' information literacy, develop students' ability to search, evaluate and use information (including social media) To help students understand the importance of national history and development, national security, the national flag, national emblem, and national anthem, as well as the constitutional order established by the Constitution and the Basic Law for the HKSAR, national identity, the spirit of the rule of law and other related issues, and guide them to fulfil the responsibilities of citizens and Hong Kong residents in a positive and responsible manner 	<ul style="list-style-type: none"> Hold regular seminars to teach students the correct use of social media, distinguish between true and false information, and enhance students' critical thinking skills. Through class management, conduct moral education in class periods to cultivate students' perseverance, respect for others, sense of responsibility, national identity, commitment, integrity, care for others, empathy and law-abidingness. 	<ul style="list-style-type: none"> Students can learn the correct use of social media, distinguish between true and false information etc. in seminars. Students can learn perseverance, respect for others, sense of responsibility, national identity, commitment, integrity, care for others, empathy and law-abidingness in moral education. 	<ul style="list-style-type: none"> Teachers' observation Questionnaire 	Throughout the year	Moral and Civic Education Section Class teachers