



*HO FUNG
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Plan (2022-23)

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 (2022/22 TO 2024/25)

Major Concern	Targets	A General Outline of Strategies/Tasks	22/23	23/24	24/25
1. To nurture proactive learners	<ul style="list-style-type: none"> To foster a proactive attitude among students in their learning communities. To enhance students' motivation to learn and pursue for excellence. 	<ol style="list-style-type: none"> To help students to establish clear learning goals. To promote meaningful note-taking for learning. To improve students' participation in the classroom by <ol style="list-style-type: none"> providing more opportunities to showcase their learning outcomes and achievements. using various e-platforms for instant assessments and feedback. To make good use of information technology to enhance students' interest and motivation in learning. To adopt various teaching and learning strategies to promote students' meaningful learning. To encourage students to read different books and newspapers widely. To develop students' time management skills to improve their learning effectiveness. To establish a learning community among students (such as forming study groups or sharing among students). To make good use of verbal rewards and different academic awards to <ol style="list-style-type: none"> encourage students to learn independently, enhance students' sense of accomplishment, and pursue excellence. To establish a learning community among teachers through peer lesson observations. 	✓	✓	✓
2. To promote students' positive values and widen their horizons	<ul style="list-style-type: none"> To tighten students' discipline and foster positive values as well as attitudes. To increase students' exposure to the outside world. To further nurture students to be community contributors. 	<ol style="list-style-type: none"> To implement school-based moral and civic education in a bid to inculcate positive values and attitudes in students. To implement national education (including Constitution, Basic Law and national security education) in subjects. To develop empathy through experiential learning. To encourage students to engage in more social services. To enhance students' understanding of the current affairs of the community, our country and the world. 	✓	✓	✓

MAJOR CONCERNS

Major Concern 1: To nurture proactive learners

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	To help students to establish clear learning goals	<ul style="list-style-type: none"> Hold goal setting workshops 	<ul style="list-style-type: none"> Over 80% of attendance rate for the goal setting workshops Over 80% of participants are satisfied with the activities conducted 	<ul style="list-style-type: none"> Roll call Questionnaire Internal exams and tests 	February – March 2023	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Hold After-school Learning and Support programmes 	<ul style="list-style-type: none"> Over 80% of attendance rate Over 80% of participants satisfy with the activities conducted 	<ul style="list-style-type: none"> Roll call Questionnaire Internal exams and tests 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Provide information about relevant career path or job opportunities in S3 career talk 	<ul style="list-style-type: none"> Information about relevant career path or job opportunities has been provided to S3 students 	<ul style="list-style-type: none"> Teachers' observation Students' response and participation 	Throughout the year	<ul style="list-style-type: none"> Career Section Subject departments
		<ul style="list-style-type: none"> Conduct lessons related to choice of electives for S3 students during "Life Education lessons" 	<ul style="list-style-type: none"> Able to reduce stress and worries over the choice of electives 	<ul style="list-style-type: none"> Teachers' evaluation 	Tentative	<ul style="list-style-type: none"> Career Section Student Counseling Section
		<ul style="list-style-type: none"> Teachers display and explain learning goals to students. 	<ul style="list-style-type: none"> 70% students have clear learning goals 	<ul style="list-style-type: none"> Teachers' observation Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Provide Challenging questions to S4 – S6 high achievers as examination drilling. 	<ul style="list-style-type: none"> Improvement on exam performance 	<ul style="list-style-type: none"> Internal exam results DSE results 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Organize make-up lessons for S5 – S6 low achievers on the mastery of examination skills 	<ul style="list-style-type: none"> Improvement on exam performance 	<ul style="list-style-type: none"> Internal exam results DSE results 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> In summer vacation, pre S1 students are required to prepare a bridging chapter in Mathematics and tests will be held at the beginning of September 	<ul style="list-style-type: none"> Students should be able to learn the bridging materials by themselves 	<ul style="list-style-type: none"> Result of form 1 first class test 	Throughout the year	<ul style="list-style-type: none"> Mathematics departments
		<ul style="list-style-type: none"> Organize 'start their own business' project with game booth in lunar new year market to S3 with the provision of students' self-reflections 	<ul style="list-style-type: none"> S3 students are more familiar with business operation 	<ul style="list-style-type: none"> Questionnaire 	October 2022 – April 2023	<ul style="list-style-type: none"> BAFS departments

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	<p>To help students to establish clear learning goals</p>	<ul style="list-style-type: none"> Organize a sharing session of alumni with S3 students on the prospect of geography study 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation 	Second Term	<ul style="list-style-type: none"> Geography department
		<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, 2022	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Conduct academic advising sessions for all S5 students in order to 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, 2022	<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 	November – December 2022	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Arrange Job Exploration for S4 and S5 students 	<ul style="list-style-type: none"> Able to know more about their interests and different jobs 	<ul style="list-style-type: none"> Observation and teachers' evaluation 	Throughout the year	<ul style="list-style-type: none"> Careers Guidance Section
		<ul style="list-style-type: none"> Organize various workshop (University Entrance Interview, Interview Skills etc.) for S6 students 	<ul style="list-style-type: none"> Students are able to grasp the skills taught in the workshops 	<ul style="list-style-type: none"> Number of participating students Questionnaire 	May – July 2023	<ul style="list-style-type: none"> Careers Guidance Section English Department

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<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	To help students to establish clear learning goals	♦ Arrange talks for S3 students on the selection of electives (with introduction of electives by subject teachers)	♦ Extent of participation (over 80%)	♦ Number of participating students ♦ Questionnaire	May 2023	♦ Careers Guidance Section
		♦ Arrange workshop on "Career Mapping" for S4 students	♦ Students are able to be aware of the need to set a goal in the coming DSE	♦ Social workers' and teachers' evaluation	Tentative	♦ Careers Guidance Section
		♦ Arrange workshop on "Finding your colours of life" for S2 students	♦ Students are able to know themselves more so as to choose an elective subjects which suit them most	♦ Social workers' and teachers' evaluation	Tentative	♦ Careers Guidance Section
		♦ Arrange Electives Advising Session – prepared by Carriers Prefect for S3 students	♦ Students are able to make an informal choice of electives in S4 and the number of S3 students enrolled	♦ Number of S3 students enrolled	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	September / October 2022 and February / March 2023	♦ Careers Guidance Section ♦ Library
		♦ 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	♦ Questionnaire	Throughout the year	♦ Careers Guidance Section
		♦ Cambridge Occupational Analysis (COA) for S1 – S3 students	♦ Students are able to have better understanding of themselves	♦ Questionnaire	Throughout the year	♦ Careers Guidance Section
		♦ Arrange campus tour(s) to one of the local universities, e.g. HKU, CUHK, PolyU, etc.	♦ The number of enrollments exceeds the quota limit	♦ Number of students enrolled and their degree of involvement in the event	Tentative	♦ Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To foster a proactive attitude among students in their learning communities	To promote meaningful note-taking for learning	<ul style="list-style-type: none"> Teachers encourage students to have pre-lesson preparation, write down key ideas in textbooks or notes. 	<ul style="list-style-type: none"> Students actively participate in pre-lesson preparation, write down key ideas in textbooks or notes 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Academic Development and Affairs Section Subject departments
		<ul style="list-style-type: none"> Incorporate skills for note-taking (e.g. mind map, flow diagram, diagram drawing, point form listing etc.) and highlighting key concepts, misconceptions and exam focus in lessons 	<ul style="list-style-type: none"> 70% students takes notes during lesson 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments
To enhance students' motivation to learn and pursue for excellence	To improve students' participation in the classroom by providing more opportunities to showcase their learning outcomes and achievements, by using various e-platforms for instant assessments and feedback.	<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 Feedback from subject departments 	August 2022	<ul style="list-style-type: none"> EMI Concern Section PTA
		<ul style="list-style-type: none"> Showcase students' learning outcomes through broadcasting speeches given and / or videos produced by students who receive public speaking training 	<ul style="list-style-type: none"> Students can give speeches and make a broadcast confidently and effectively 	<ul style="list-style-type: none"> Students' participation rate and performance 	November 2022 – May 2023	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Organize public speaking competitions for students 	<ul style="list-style-type: none"> At least two forms of students can benefit from being a participant or an audience in Inter-class public speaking competitions 	<ul style="list-style-type: none"> Students' participation rate and performance 	Dec – May	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Teachers provide more opportunity for students to display learning outcomes or share ideas in the interactive touch panel during lesson. 	<ul style="list-style-type: none"> Students have more opportunity to display learning outcomes or share ideas in the interactive touch panel during lesson. 	<ul style="list-style-type: none"> Teachers' observation Students' response and participation 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Teachers provide more opportunity for students to have group discussion, experiments or projects on subject issues during lesson. 	<ul style="list-style-type: none"> Students have more opportunity to have group discussion, experiment and projects on subject issues during lesson 	<ul style="list-style-type: none"> Teachers' observation Students' response and participation 	Throughout the year	<ul style="list-style-type: none"> Subject departments

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To foster a proactive attitude among students in their learning communities To enhance students' motivation to learn and pursue for excellence	To improve students' participation in the classroom by providing more opportunities to showcase their learning outcomes and achievements, by using various e-platforms for instant assessments and feedback.	<ul style="list-style-type: none"> Teachers use various e-platforms (Excel, Google Form, Google Classroom, Kahoot!, Quizizz, Plickers, jamboard etc) for instant assessment and feedback. 	<ul style="list-style-type: none"> 70% of students agree that e-platform is useful in assessment and feedback. 	<ul style="list-style-type: none"> Teachers' observation Students' response and participation Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Subject departments
	To make good use of information technology to enhance students' interest and motivation in learning	<ul style="list-style-type: none"> Monitor the growth of the living organisms in the aquaponics system and the butterfly garden by Student Environmental Protection Ambassadors Data will be collected using sensors and recorded using Google forms. For S1 – S3 students, more e-learning component by using iPad should be adopted under the BYOD scheme (e.g. Online Platform PaGamO, google culture, Pages, fresco etc.) For S1 – S6 students, make use of computer rooms / mobile learning devices / interactive touch panels to facilitate learning activities Online MC platform will be purchased from HKEdCity and senior form students can complete multiple choice questions as prepared by subject teachers Teachers make use of various approaches (e.g. Flipped Classroom, YouTube videos etc.) to motivate students' learning. Employ various e-learning resources to distribute learning materials or assignments (e.g. Google Classroom, Google Site, Google forms, Google Drive, e-Class, OneDrive) 	<ul style="list-style-type: none"> Students participate in the activities Students show interests in e-learning and active participate in the activities Students should learn and understand corresponding topics easily through e-learning and pay more attention in lessons 70% of students agree that e-learning is useful in studying 70% of students agree that online MC platform is useful in studying 70% of students agree that their learning motivation improves Students can finish and submit online assignments through various e-learning resources 	<ul style="list-style-type: none"> Teachers' observation Students' feedback and evaluation Students' feedback Teachers' observation and evaluation Assessments Students' feedback Questionnaire Students' feedback Questionnaire Students' feedback Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Subject departments Subject departments Subject departments Subject departments

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To foster a proactive attitude among students in their learning communities	To make good use of information technology to enhance students' interest and motivation in learning	<ul style="list-style-type: none"> ♦ Make use of online assessment tools ♦ Make use of the BYOD policy 	<ul style="list-style-type: none"> ♦ Students develop habits of previewing and consolidating knowledge through self-learning activities 	<ul style="list-style-type: none"> ♦ Teachers' observation ♦ Assessment 	Throughout the year	<ul style="list-style-type: none"> ♦ Subject departments
To enhance students' motivation to learn and pursue for excellence		<ul style="list-style-type: none"> ♦ Make use of wireless sensors and computer technology to facilitate easy setup of quantitative experiments. ♦ Data collected will be analyzed with the aid of tablet computers for further investigation and presentation. 	<ul style="list-style-type: none"> ♦ Students participate in the laboratory work ♦ Students manage to use appropriate laboratory equipment and computer aids 	<ul style="list-style-type: none"> ♦ Students' feedback ♦ Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> ♦ Physics department ♦ Chemistry department ♦ Biology department
		<ul style="list-style-type: none"> ♦ Introduce different music software for music composition and performances in class (MuseScore for S2 and S3 & GarageBand for S1 to S3) 	<ul style="list-style-type: none"> ♦ Students show interests in learning different music software and active participate in the lessons 	<ul style="list-style-type: none"> ♦ Students' feedback ♦ Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> ♦ Music department
		<ul style="list-style-type: none"> ♦ Promote virtual field study during lessons and e-learning activities during field trips 	<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"> ♦ Geography department
		<ul style="list-style-type: none"> ♦ Nominate students to join the IT Innovation Lab in Secondary School activities 	<ul style="list-style-type: none"> ♦ Students obtain more in-depth knowledge about programming 	<ul style="list-style-type: none"> ♦ Teachers' observation ♦ Assessments 	Throughout the year	<ul style="list-style-type: none"> ♦ C&T and ICT departments
		To adopt various teaching and learning strategies to promote students' meaningful learning	<ul style="list-style-type: none"> ♦ 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 ♦ Continue providing IT support to teachers so that teachers feel at ease while adopting IT in their teaching 	<ul style="list-style-type: none"> ♦ Teachers willing to adopt IT tools / apps / platforms in their lessons 	<ul style="list-style-type: none"> ♦ Surveys 	Throughout the year
	<ul style="list-style-type: none"> ♦ To implement an interdisciplinary STEM education <ul style="list-style-type: none"> ⇒ STEM activity in S4 and S5 physics, chemistry and biology classes: students will make use of the wireless data-loggers to devise and conduct experiments to solve scientific problems. ♦ Various STEM activities (e.g. 4WD mini car, vortex tube/EM train, laser cut technology etc.) will be held 		<ul style="list-style-type: none"> ♦ S4 and S5 students participate in the STEM activity 	<ul style="list-style-type: none"> ♦ Teachers' observation and evaluation ♦ Students' feedback 	Throughout the year	<ul style="list-style-type: none"> ♦ Subject departments ♦ STEM teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	<p>To adopt various teaching and learning strategies to promote students' meaningful learning</p>	<ul style="list-style-type: none"> Purchase books and resources related to STEM and robots Implement book display and promotion 	<ul style="list-style-type: none"> More than 50% of students know the STEM books and resources collection in the library 	<ul style="list-style-type: none"> Circulation record of the STEM books Questionnaires from STEM teachers 	Throughout the year	<ul style="list-style-type: none"> Librarian Science department
		<ul style="list-style-type: none"> Organize inter-house debate competitions for S3 – S5 students 	<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 	January – May 2023	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Train elite or more able students for external debate competitions 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 	July 2023	<ul style="list-style-type: none"> EMI Concern Section CCA Section Chinese department English department PTH department
		<ul style="list-style-type: none"> Train elite or more able students for public speaking / toastmaster competition 			<ul style="list-style-type: none"> Teachers' observation and evaluation Students' feedback 	
		<ul style="list-style-type: none"> Encourage students to participate in internal and external competitions and activities (e.g. Speech Festival, Sport competition etc.) 	<ul style="list-style-type: none"> Students actively participate in internal and external competitions and activities 	<ul style="list-style-type: none"> Students' Association Activity Record 	Throughout the year	<ul style="list-style-type: none"> CCA Section Section Subject department
		<ul style="list-style-type: none"> Organize various academic activities with subject departments 	<ul style="list-style-type: none"> At least three activities are organized 		Throughout the year	
		<ul style="list-style-type: none"> Cross subjects' collaboration (T&L and ICT) in S2 cookery lessons recording and editing) 	<ul style="list-style-type: none"> 80% students show effort in video recording during cookery lesson. 	<ul style="list-style-type: none"> Students' performance 	November 2022 and May 2023	<ul style="list-style-type: none"> Technology and Living department ICT department
		<ul style="list-style-type: none"> Group students with various ability to facilitate collaboration, enquiry learning, group discussion and project-based learning 	<ul style="list-style-type: none"> Students make contribution and be benefited in the process of knowledge construction 	<ul style="list-style-type: none"> Teachers' observation Assessments 	Throughout the year	<ul style="list-style-type: none"> Subject department
		<ul style="list-style-type: none"> Arrange English rugby classes for junior form students to enrich students' English learning experiences and to cater for students' diverse interests and needs 	<ul style="list-style-type: none"> 70% participating students are engaged in the English rugby classes and show a boost of confidence in conversing in English 	<ul style="list-style-type: none"> Questionnaires from students and teachers 	October – December 2022, February – May 2023	<ul style="list-style-type: none"> English department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To foster a proactive attitude among students in their learning communities	To adopt various teaching and learning strategies to promote students' meaningful learning	<ul style="list-style-type: none"> ◆ Conduct lesson study on the module of 'Globalization' 	<ul style="list-style-type: none"> ◆ Students' participation 	<ul style="list-style-type: none"> ◆ Teachers' observation and evaluation 	First Term	<ul style="list-style-type: none"> ◆ Liberal Studies department
To enhance students' motivation to learn and pursue for excellence	To encourage students to read different books and newspapers widely	<ul style="list-style-type: none"> ◆ Implement school-based reading scheme: <ul style="list-style-type: none"> ⇒ 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. ⇒ Marks for the reading scheme will be calculated as House scores. ⇒ The reading time during the form-teacher period will be well spent. 	<ul style="list-style-type: none"> ◆ More than 80% of students can fulfill the basic requirements of the school-based reading scheme. ◆ Students can finish the reading tasks and the follow-up activities 	<ul style="list-style-type: none"> ◆ Marks for reading scheme 	October 2022 – May 2023	<ul style="list-style-type: none"> ◆ Teaching and Learning Resources Section ◆ EMI Concern Section ◆ Librarian
		<ul style="list-style-type: none"> ◆ Carry out the refined extensive reading scheme: <ul 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 in the refined extensive reading scheme. 	<ul style="list-style-type: none"> ◆ Library reading records and reading worksheets submitted by students 	October 2022 – May 2023	<ul style="list-style-type: none"> ◆ Teaching and Learning Resources Section ◆ English department ◆ Librarian
		<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"> ◆ Teaching and Learning Resources Section ◆ Librarian ◆ English departments

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	<p>To encourage students to read different books and newspapers widely</p>	<ul style="list-style-type: none"> Organize Inter-class Morning Reading Competition and presenting Best Performance Awards to help students develop good reading habits. 	<ul style="list-style-type: none"> Reading periods are well-operated 	<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"> 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"> Post-activity evaluation 	Second Term	<ul style="list-style-type: none"> Moral and Civic Education Section Chinese department
		<ul style="list-style-type: none"> Purchase more books with various topics (e.g. positive thinking, adversity quotient etc.) in the library. 	<ul style="list-style-type: none"> New books are purchased Students will borrow these books 	<ul style="list-style-type: none"> Circulation record of the books concerned 	Second Term	<ul style="list-style-type: none"> Moral and Civic Education Section Librarian
		<ul style="list-style-type: none"> Organize cross-curricular activities with subject departments Discuss collaborative schemes with subject departments Select, order and process appropriate books for the schemes Circulate books and other resources 	<ul style="list-style-type: none"> 80% subject panel heads involved agree that the scheme is helpful to consolidate the studies of their subjects 	<ul style="list-style-type: none"> Verbal report Questionnaires from subject panels 	Throughout the year	<ul style="list-style-type: none"> Librarian Subject departments
		<ul style="list-style-type: none"> Establish the Reading Ambassador Team to invite class representatives to update the school library's stock with their recommendations and promote extensive reading through activities in collaboration with the school library 	<ul style="list-style-type: none"> 50% students joining the club recommend books to be purchased for the school library 	<ul style="list-style-type: none"> Students' performance 	Throughout the year	<ul style="list-style-type: none"> English department
		<ul style="list-style-type: none"> Students are requested to subscribe various newspaper or articles (e.g. SCMP) to cultivate their learning habits 	<ul style="list-style-type: none"> 70% students can demonstrate a decent understanding of current issue Improvement on student's awareness of current issues on various aspects 	<ul style="list-style-type: none"> Students' performance in news quizzes, news presentations and Chat Room 	Throughout the year	<ul style="list-style-type: none"> English department
		<ul style="list-style-type: none"> Organize talks by authors to enrich students' exposure to English in the real world and to promote reading through purchasing books written by the authors. 	<ul style="list-style-type: none"> 70% participating students benefit from the talks and are interested to read more about the topics 	<ul style="list-style-type: none"> Questionnaires from students and teachers 	First Term	<ul style="list-style-type: none"> English department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To foster a proactive attitude among students in their learning communities To enhance students' motivation to learn and pursue for excellence	To encourage students to read different books and newspapers widely	<ul style="list-style-type: none"> Promote the reading of 'National Geographic' and other selected articles concerning current geographic issues 	<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"> Geography department
		<ul style="list-style-type: none"> S1 students will read the "I wonder why" series during selected lesson in the library. Students are required to complete an exercise after reading at least one of the books. Co-organize an inter-class science competition with school library. 	<ul style="list-style-type: none"> 80% students hand in the exercise on time. 	<ul style="list-style-type: none"> Exercise worksheet 	Throughout the year	<ul style="list-style-type: none"> Integrated Science department
To foster a proactive attitude among students in their learning communities To enhance students' motivation to learn and pursue for excellence	To develop students' time management skills to improve their learning effectiveness	<ul style="list-style-type: none"> Hone students' time management skills and nurture self-discipline among the students through assemblies 	<ul style="list-style-type: none"> Students join the assemblies punctually Students maintain good discipline 	<ul style="list-style-type: none"> Late record and Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Conduct lessons related to "Time management" in Life Education lessons in S1 and 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
		<ul style="list-style-type: none"> Enforce guidelines on document submission for societies and clubs 	<ul style="list-style-type: none"> 70% of the societies or clubs follow the guidelines. 	<ul style="list-style-type: none"> School record 	Throughout the year	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Help students to have better time management during the evaluation of assessment performance and preparation for the upcoming assessments on the learning outcomes 	<ul style="list-style-type: none"> 70% students agree that their time management skills have improved which aid their learning effectiveness 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	Throughout the year	<ul style="list-style-type: none"> Biology department
		<ul style="list-style-type: none"> Higher marks will be given to students who can finish classwork within lesson time. 	<ul style="list-style-type: none"> 80% students can finish the work within lesson time. 	<ul style="list-style-type: none"> Percentage of students leaving the lesson punctually 	Throughout the year	<ul style="list-style-type: none"> Technology and Living department

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	<p>To establish a learning community among students (such as forming study groups or sharing among students)</p>	<ul style="list-style-type: none"> The scheme of S6 Study Room to offer extra guidance and support to students is launched. Students can form study groups or share their opinions and ideas to others there. 	<ul style="list-style-type: none"> Student can develop study groups by their own. 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	Throughout the year	<ul style="list-style-type: none"> Academic Development and Affairs Section
		<ul style="list-style-type: none"> Morning assemblies for book sharing and book introductions will be arranged. 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Post-activity evaluation 	Second Term	<ul style="list-style-type: none"> Moral and Civic Education Section
		<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"> 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) 	<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. 	<ul style="list-style-type: none"> Students' participation rate and performance 	September – November 2022	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> 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"> Students M.C.s can make announcements confidently and effectively. 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> To foster S4 – S6 peer learning by groupings, e.g. forming learning circles with mixed abilities to provide students impetus to learn, be it highflyers or underachievers 	<ul style="list-style-type: none"> Active interaction between students within the learning circles 	<ul style="list-style-type: none"> Students' feedback Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Form groups to participate in various learning activities (analyze past paper questions, projects, competition etc.) 	<ul style="list-style-type: none"> Active interaction between students within the study group 	<ul style="list-style-type: none"> Students' feedback Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge	
<p>To foster a proactive attitude among students in their learning communities</p> <p>To enhance students' motivation to learn and pursue for excellence</p>	<p>To make good use of verbal rewards and different academic awards to encourage students to learn independently, enhance students' sense of accomplishment and pursue excellence</p>	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> Selected students who qualify for the award are nominated and recognized. 	<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 Subject departments 	
		<ul style="list-style-type: none"> Launch academic award schemes for S1 students 	<ul style="list-style-type: none"> 5% increase in average marks 	<ul style="list-style-type: none"> Internal exams and tests 	March – June 2023	<ul style="list-style-type: none"> Student Counseling Section 	
		<ul style="list-style-type: none"> Students with good learning attitude or significant improvement in test and exam will be awarded complements or gifts 	<ul style="list-style-type: none"> Gifts are awarded to students. 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments 	
		<ul style="list-style-type: none"> Learning marks and conduct marks will be added to students with good learning attitude or performance in activities 	<ul style="list-style-type: none"> learning marks and conducts marks are added to students. 	<ul style="list-style-type: none"> Teachers' observation Learning marks and conduct marks record 	Throughout the year	<ul style="list-style-type: none"> Subject departments 	
	<p>To establish a learning community among teachers through peer lesson observations</p>		<ul style="list-style-type: none"> To coordinate and facilitate internal peer observations 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 Surveys 	Through the year	<ul style="list-style-type: none"> Professional Teacher's Development Section
			<ul style="list-style-type: none"> Send information related to the courses provided by the Education Bureau Encourage teachers to join the related 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
			<ul style="list-style-type: none"> Co-organize a seminar conducted by a professor who found the ACE Personality Typology in order to enable teachers to know their students and colleagues better Organize staff development programmes that improve teachers' wellbeing 	<ul style="list-style-type: none"> Teachers' active participation in the staff development day 	<ul style="list-style-type: none"> Google Forms / Questionnaires to teachers 	Staff Development Day (24 Oct 2022) (5 Jun 2023)	<ul style="list-style-type: none"> Professional Teachers' Development Section
			<ul style="list-style-type: none"> Invite other subject teachers for lesson observation. Sharing of teaching ideas and materials among subject teachers 	<ul style="list-style-type: none"> Peer lesson observation becomes a usual practice 	<ul style="list-style-type: none"> Lesson observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments

Major Concern 2: To promote students' positive values and widen their horizons

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To implement school-based moral and civic education in a bid to inculcate positive values and attitudes in students.</p>	<ul style="list-style-type: none"> Prepare teaching plans and deliver lessons on moral and civic education through S1 – S6 class teachers' period 	<ul style="list-style-type: none"> Active participation of students in each class Students show the enhanced awareness of the issue related to moral education and good learning attitudes 	<ul style="list-style-type: none"> Teachers' observation Questionnaires from teachers concerned APASO 	1 lesson per cycle (moral and civic education)	<ul style="list-style-type: none"> Moral and Civic Education Section Teaching and Learning Resources Section CCA Section Librarian Subject departments
		<ul style="list-style-type: none"> Conduct interclass competition to strengthen student's confidence. 	<ul style="list-style-type: none"> Active participation of students in each class 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Teaching and Learning Resources Section
		<ul style="list-style-type: none"> Introduce books for life education / value education during assemblies and via Ho Fung Channel. Mini book fair will also be held. 	<ul style="list-style-type: none"> Students show 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 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Teaching and Learning Resources Section
		<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 (House/Clubs/Societies/Uniform groups) and students earning recognition from various competitions in addition to commended student speakers from each class 	<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"> Feedback from students and teachers 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section EMI Concern Section CCA Section

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<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To implement school-based moral and civic education in a bid to inculcate positive values and attitudes in students.</p>	<ul style="list-style-type: none"> Organize 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 	March 2023	<ul style="list-style-type: none"> Discipline 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"> Join the "Fit For Life" Programme (Healthy School Program) 	<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 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Organize 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 	October – November, 2022 February 2023	<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 are brought out through the theme of house drama 	<ul style="list-style-type: none"> Teachers' observation 	July 2023	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Establish the class library (S1 – S3) ⇒ Each class is required to establish a class library ⇒ Students are encouraged to donate books to their class library 	<ul style="list-style-type: none"> More than 50% of classes make good use of the class library and maintain the tidiness of the library 	<ul style="list-style-type: none"> Questionnaires from class teachers and reading performance of assessment form 	Throughout the year	<ul style="list-style-type: none"> Teaching and Learning Resources Section Librarian
		<ul style="list-style-type: none"> Invite organizations to have talks or sharing in school. 	<ul style="list-style-type: none"> Students participate in the talks or sharing 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Select materials on traditional Chinese culture and positive value for students to read and discuss during lessons 	<ul style="list-style-type: none"> Students participate in reading and discussion during lessons 	<ul style="list-style-type: none"> Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Chinese Literature department
		<ul style="list-style-type: none"> Students will be encouraged to recycle appropriate resources used 	<ul style="list-style-type: none"> Over 80 items of resources are recycled 	<ul style="list-style-type: none"> Teachers' and janitors' verbal report 	Throughout the year	<ul style="list-style-type: none"> Technology and Living department
		<ul style="list-style-type: none"> Students should bring lunch box and apron when they have cookery lessons 	<ul style="list-style-type: none"> 80% of students can bring lunch box and aprons during the cookery lessons 	<ul style="list-style-type: none"> Teacher' verbal report 	Throughout the year	<ul style="list-style-type: none"> Technology and Living department
<ul style="list-style-type: none"> Make use of traditional Chinese art to create mediums, such as ink painting, which allow students to understand traditional Chinese culture 	<ul style="list-style-type: none"> Students show understanding of traditional Chinese culture 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	Throughout the year	<ul style="list-style-type: none"> Visual Arts department 		

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To implement national education (including Constitution, Basic Law and national security education) in subjects.</p>	<ul style="list-style-type: none"> Teach students about basic law, national flag, national anthem and rule of law education 	<ul style="list-style-type: none"> Students can learn about basic law, national flag, national anthem and rule of law education in classes 	<ul style="list-style-type: none"> Teachers' observation Students' feedback Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Subject departments
		<ul style="list-style-type: none"> Co-organize an inter-class (S1-S3) quizzes on "Basic Law", Chinese history, current affairs and social issues related to maintenance of national security with Library, Chinese History Depart, History Department and Chinese Culture Club 	<ul style="list-style-type: none"> Students participate in activities and learn about maintenance of national security 	<ul style="list-style-type: none"> Teachers' observation Students' performance 	Second Term	<ul style="list-style-type: none"> Moral and Civic Education Section Chinese History departments History departments Chinese Culture Club
		<ul style="list-style-type: none"> Arrange the "Ho Fung Flag-guards", bearing the responsibilities of flag raising at morning assemblies, different internal ceremonies and activities. 	<ul style="list-style-type: none"> Flag raising ceremonies being held smoothly without mistakes 	<ul style="list-style-type: none"> Teachers' observation Students' performance 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Organize talks on fight crime and national education (including Constitution, Basic Law and national security education) to students 	<ul style="list-style-type: none"> Students show the enhanced awareness of fight crime and national education 	<ul style="list-style-type: none"> Teachers' observation 	Throughout the year	<ul style="list-style-type: none"> Discipline Section
		<ul style="list-style-type: none"> Teachers allow students to have discussion on social or cultural issues in class. 	<ul style="list-style-type: none"> Students participate in discussion on social or cultural issues in class 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> To further implement national education according to the framework provided by EDB in all forms 	<ul style="list-style-type: none"> 70% students understand the concept and importance of national security 	<ul style="list-style-type: none"> Teachers' observation Students' feedback Questionnaire 	Throughout the year	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Revision on the curriculum of 'Rule of Law' 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Liberal Studies department
		<ul style="list-style-type: none"> Cookery lessons for Chinese Festival food will be introduced 	<ul style="list-style-type: none"> 70% students love cooking the festival food 	<ul style="list-style-type: none"> Students' verbal report Teacher's observation 	Throughout the year	<ul style="list-style-type: none"> Technology and Living department

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<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To develop empathy through experiential learning</p> <p>To encourage students to engage in more social services</p>	<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"> Volunteer activities or visits are organized Students' active participation in the activities 	<ul style="list-style-type: none"> Student response and participation Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Organize volunteer activities or visits to social enterprises to develop students' empathy through experiential learning 	<ul style="list-style-type: none"> Volunteer activities or visits are organized Students' active participation in the activities 	<ul style="list-style-type: none"> Student response and participation Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Students will help in a Box turtle rearing and fishkeeping project. They will take care of the Box turtle in the IS lab and fish tanks in the Bio lab. 	<ul style="list-style-type: none"> Students participated in the Box turtle rearing and fishkeeping project 	<ul style="list-style-type: none"> Student response and participation Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Invite senior form students to share how to distribute time to participate in voluntary work and his experiences during morning assembly 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Teachers' observation and evaluation 	First Term	<ul style="list-style-type: none"> Moral and Civic Education Section CCA Section
		<ul style="list-style-type: none"> Encourage students to join various voluntary services 	<ul style="list-style-type: none"> Active participation in voluntary work 	<ul style="list-style-type: none"> Record booklet of voluntary service 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Organize visit to Jockey Club Life Journey Centre for S4 students to further develop students' positive value, life planning, treasure time, caring for others and respect life etc. 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation APASO 	January – February	<ul style="list-style-type: none"> Student Counseling Section Moral department
		<ul style="list-style-type: none"> Arrange education psychologist's class visit 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 APASO 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Organize A-Connect Training Workshops Organize SEN programs 	<ul style="list-style-type: none"> Students improvement in interpersonal communication 	<ul style="list-style-type: none"> Questionnaire Teachers' and parents' observation 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To tighten students' discipline and foster positive values as well as attitudes	To develop empathy through experiential learning	<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 and 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 	Throughout the year	<ul style="list-style-type: none"> EMI Concern Section
To increase students' exposure to the outside world	To encourage students to engage in more social services	<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"> EMI Concern Section
To further nurture students to be community contributors		<ul style="list-style-type: none"> Require all S2 and S3 students to join a uniform team or service group (i.e. 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 	Throughout the year	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Organize Blood Donation Day with Red Cross to encourage students in blood donation 	<ul style="list-style-type: none"> 70% or more students participate in the event 	<ul style="list-style-type: none"> Participation Record 	November	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Award students with outstanding service record with prizes so as to motivate other students to take part in social service 	<ul style="list-style-type: none"> Ten students are given the award 	<ul style="list-style-type: none"> Award Record 	July	<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Organize community based service activity by the Geography Society 	<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"> Geography department
		<ul style="list-style-type: none"> S4 students will visit Sham Shui Po and buy clothing design materials in OLE. 	<ul style="list-style-type: none"> Students' active participation in the activities 	<ul style="list-style-type: none"> Student response and participation Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Visual Arts department
	To enhance students' understanding of the current affairs of the community, our country and the world.	<ul style="list-style-type: none"> Give talks concerning "Value Education" during morning assemblies 	<ul style="list-style-type: none"> Students actively participate in morning assemblies and various activities 	<ul style="list-style-type: none"> Teacher observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Encourage students to reflect on how they deal with people and things around them through an 'Issue of the Year Selection'. 	<ul style="list-style-type: none"> 70% students participate in 'Issue of the Year Selection' 	<ul style="list-style-type: none"> Student participation and feedback Teacher observation and evaluation 	First Term	<ul style="list-style-type: none"> Moral and Civic Education Section

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<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To enhance students' understanding of the current affairs of the community, our country and the world.</p>	<ul style="list-style-type: none"> Organize study tour for S6 after DSE. 	<ul style="list-style-type: none"> Students actively participate in the study tour Students have a fruitful sharing in the morning assembly 	<ul style="list-style-type: none"> Student participation and feedback Teacher observation and evaluation 	Second Term	<ul style="list-style-type: none"> Moral and Civic Education Section
		<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 show awareness of recycling 	<ul style="list-style-type: none"> Student participation and feedback Teacher observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section
		<ul style="list-style-type: none"> Co-organize a field study tour to Hoi Ha Wan Marine Park with Geography Department. 	<ul style="list-style-type: none"> Students actively participate in the activities 	<ul style="list-style-type: none"> Student participation and feedback Teacher observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education Section Geography Department
		<ul style="list-style-type: none"> Display social issues on board 	<ul style="list-style-type: none"> Students finish the task on time. Students aware of social issues 	<ul style="list-style-type: none"> Student feedback 	Throughout the year	<ul style="list-style-type: none"> Moral and Civic Education
		<ul style="list-style-type: none"> Organize Taste of Life programmes to S3 – S5 students 	<ul style="list-style-type: none"> Students' improvement in self-esteem and engagement in campus life 	<ul style="list-style-type: none"> Questionnaire APASO 	Throughout the year	<ul style="list-style-type: none"> Student Counseling Section
		<ul style="list-style-type: none"> Organize seminar about study and career pathways in Greater Bay Area for S4 to S6 students 	<ul style="list-style-type: none"> Students able to explore and have a deeper understanding of the opportunities (both study and work) beyond Hong Kong in Greater Bay Area and also aware of the associated challenges 	<ul style="list-style-type: none"> Questionnaire 	Tentative	<ul style="list-style-type: none"> Career Guidance Section

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<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To enhance students' understanding of the current affairs of the community, our country and the world.</p>	<ul style="list-style-type: none"> Participate in Mentorship Programme Life Buddies (A Youth mentoring scheme [友・導向] launched by the Commission on Poverty) 	<ul style="list-style-type: none"> Participants are able to grasp something (experience in studies & work), maintain a good relationship with mentors 	<ul style="list-style-type: none"> Attendance rate and feedback from mentors Questionnaire 	<p>Starts from September 2022</p> <p>Throughout the year (tentative)</p>	<ul style="list-style-type: none"> Career Guidance Section
		<ul style="list-style-type: none"> Participate in "Careers Programme" by ACO (S4 to S5) 	<ul style="list-style-type: none"> Number of students enrolled is more than 3 	<ul style="list-style-type: none"> Number of students selected to take part in the programme 	<p>January – February 2023</p>	<ul style="list-style-type: none"> Career Guidance Section
		<ul style="list-style-type: none"> Encourage students to participate in "Sportszero", "Jockey Club Row for Future Scheme" and "Project ONE to Infinity 3.0 (HQs Project-Career exploration)" to broaden their horizons 	<ul style="list-style-type: none"> Students participate in the activities 	<ul style="list-style-type: none"> Participation Record 		<ul style="list-style-type: none"> CCA Section
		<ul style="list-style-type: none"> Encourage students to participate in inter-school activities, workshops or competitions 	<ul style="list-style-type: none"> At least 150 students take part in inter-school activities, workshops or competitions 	<ul style="list-style-type: none"> Participation Record 		<ul style="list-style-type: none"> CCA Section Subject departments
		<ul style="list-style-type: none"> Broadcast videos related to current affairs in class and provide opportunity for students to have discussion on related issues in class. 	<ul style="list-style-type: none"> Students participate in class and share idea on related issues 	<ul style="list-style-type: none"> Student participation and feedback Teacher observation and evaluation 	<p>Throughout the year</p>	<ul style="list-style-type: none"> Subject departments
		<ul style="list-style-type: none"> Exposing students to texts and videos related to environmental education Cooperate with History, L&S and Economic Departments in school-based projects 	<ul style="list-style-type: none"> Students show enhanced awareness on the issues in sustainable use of resources, the community and the global environment 	<ul style="list-style-type: none"> Teachers' observation Questionnaire 	<p>Throughout the year</p>	<ul style="list-style-type: none"> Geography department related subject departments
		<ul style="list-style-type: none"> Arrange Chat Room sessions for S2 – S6 to encourage students to think holistically and critically about their social surroundings and actions 	<ul style="list-style-type: none"> 70% students can demonstrate a decent understanding of current issues in the Chat Room activities 	<ul style="list-style-type: none"> Students' performance and participation 	<p>Throughout the year</p>	<ul style="list-style-type: none"> English department

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<p>To tighten students' discipline and foster positive values as well as attitudes</p> <p>To increase students' exposure to the outside world</p> <p>To further nurture students to be community contributors</p>	<p>To enhance students' understanding of the current affairs of the community, our country and the world.</p>	<ul style="list-style-type: none"> Recruit students to join the GRUEN programme co-organised by the Baptist University of Hong Kong and the European Union 	<ul style="list-style-type: none"> 50% of the participants actively participate in the GRUEN programme and are benefitted from the workshops, sharing sessions and the presentations covered in the programme. 	<ul style="list-style-type: none"> Students' performance 	Throughout the year	<ul style="list-style-type: none"> English department
		<ul style="list-style-type: none"> Organize visit to HKMA to enhance students' understanding of money and banking system in Hong Kong 	<ul style="list-style-type: none"> Improvement on students' awareness of economic issues 	<ul style="list-style-type: none"> Questionnaire 	Jan-Jun	<ul style="list-style-type: none"> Economics departments
		<ul style="list-style-type: none"> Game booths will be set up during PSHE weeks, featuring values inculcation, say conservation and sustainability 	<ul style="list-style-type: none"> Values education is implemented by whole-school approach through various activities 	<ul style="list-style-type: none"> Students' feedback Students' participation 	Mar	<ul style="list-style-type: none"> Economics departments
		<ul style="list-style-type: none"> Organize study tour to Local Heritage of Hong Kong – Tai O for S3 and S5 students Co-organize study tour to Hong Kong Museum of History for S4 students with Chinese History department 	<ul style="list-style-type: none"> Over 80% participants consider the visit very successful and students reflect their positive attitude 	<ul style="list-style-type: none"> Student Questionnaire 	Throughout the year	<ul style="list-style-type: none"> History department Chinese History department
		<ul style="list-style-type: none"> S1 students are required to do a presentation about food for culture. 	<ul style="list-style-type: none"> 90% students can get a passing marks for the presentation about food for culture 	<ul style="list-style-type: none"> Students' participation 	Nov, Apr	<ul style="list-style-type: none"> Technology and Living departments
		<ul style="list-style-type: none"> Encourage students to participate activities organized by the STEM Club Encourage students to participate ICT-related competitions 	<ul style="list-style-type: none"> Students develop a sense of responsibility 	<ul style="list-style-type: none"> Teachers' observation and evaluation 	Throughout the year	<ul style="list-style-type: none"> C&T and ICT departments