



*HO FUNG  
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Report (2021-22)

## OUR SCHOOL

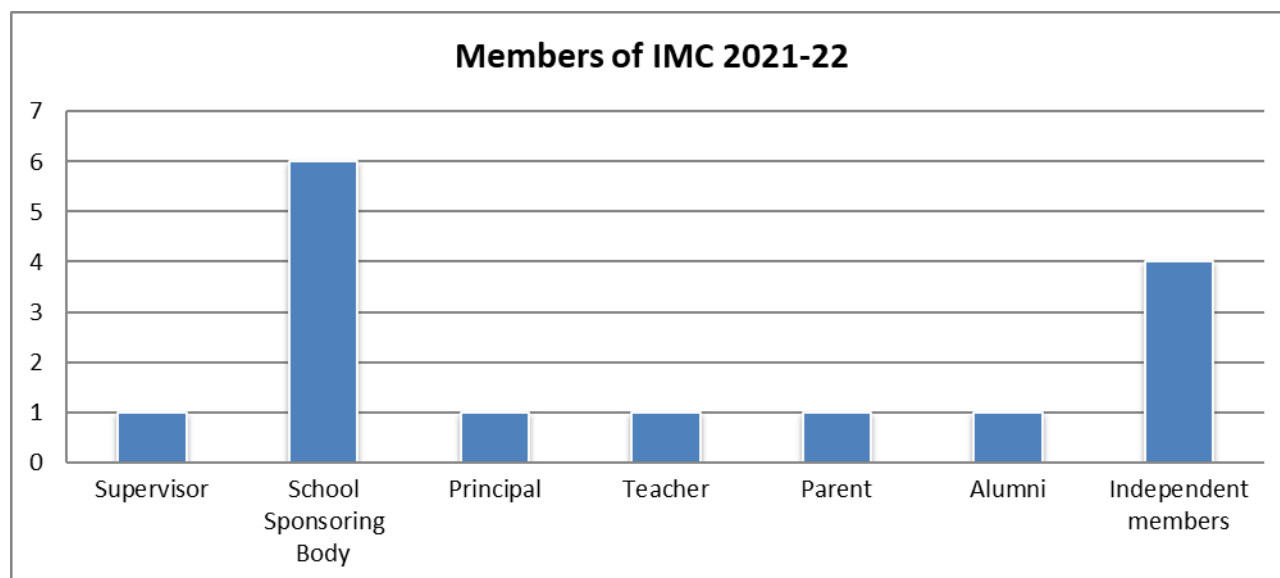
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The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

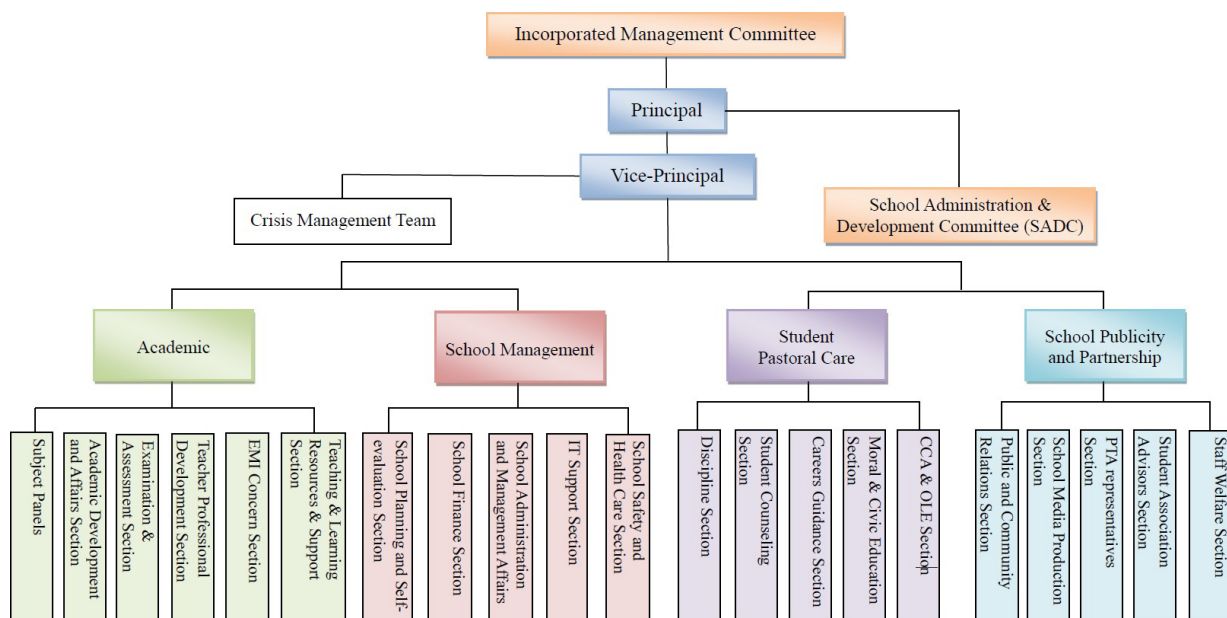
Our school has been sustaining quality improvement of our hardware. School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology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

### School Management

To work in line with EDB’s principles of ‘school-based management’ and ‘Streamlining and Delegation’, the school has finished the compilation of the ‘school annual plan’, the ‘School Annual Report’, the ‘School Procedure Manual’ as well as the ‘School Profile’ on a gradual basis. The school finance team was also established to oversee budgeting and application for school funding by various subject departments and functional groups. An annual school finance report is also compiled.

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr. LAI Chak-sum comprises 15 members.





## Teachers Team

### 1. Teachers' qualifications and experience

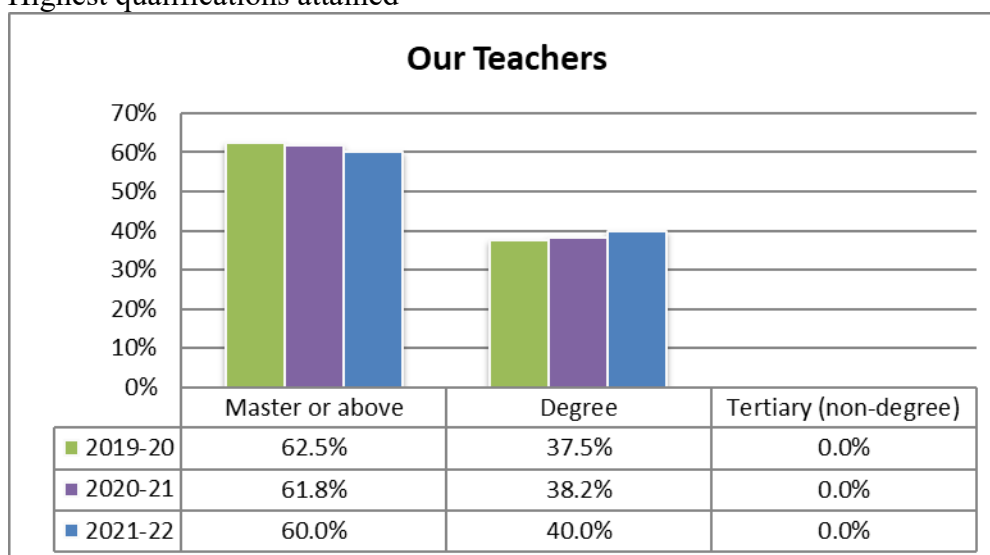
#### 1.1 Teachers' professional qualifications

All 55 teachers in our school (inclusive of the Principal) received professional training.

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	14.5 %
5-9 years of teaching experience	5.5%
10 or above years of teaching experience	80 %

#### 1.3 Highest qualifications attained



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

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

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

The school attaches great importance to the teachers' professional training and development so as to nurture students of high caliber. Through the internal and external staff development days that centre on IT in education, STEM education, National Security Education as well as peer lesson observation, teachers can keep abreast of recent development in education.

	Date	Activity
1	23/8/2021	New Teacher Induction Day
2	3/9/2021	Talk: How to spot and support students at risk of suicide
3	3/9/2021	Workshop: Promotion of STEM Education in Hong Kong Secondary Schools
4	10/9/2021	Joint School Staff Professional Development Day – In-School Teacher Workshop on National Security Education
5	3/1/2022	Promotion of National Security Education At School
6	11/7/2022	STEM Laser Cut Training
7	29/7/2022	Evaluation of the Current Three-Year Plan (2019-2022) and Devising the Upcoming Three-Year Plan (2022-2025)

### 4. Teacher Turnover

Six teachers, Ms Chan Yee Ting, Ms Lao Hoi Pan, Ms Lee Wai Yi, Mr. Wu Chi Wa, Ms Wu Yu Qing and Ms. Zhuang Yan, left school this academic year.

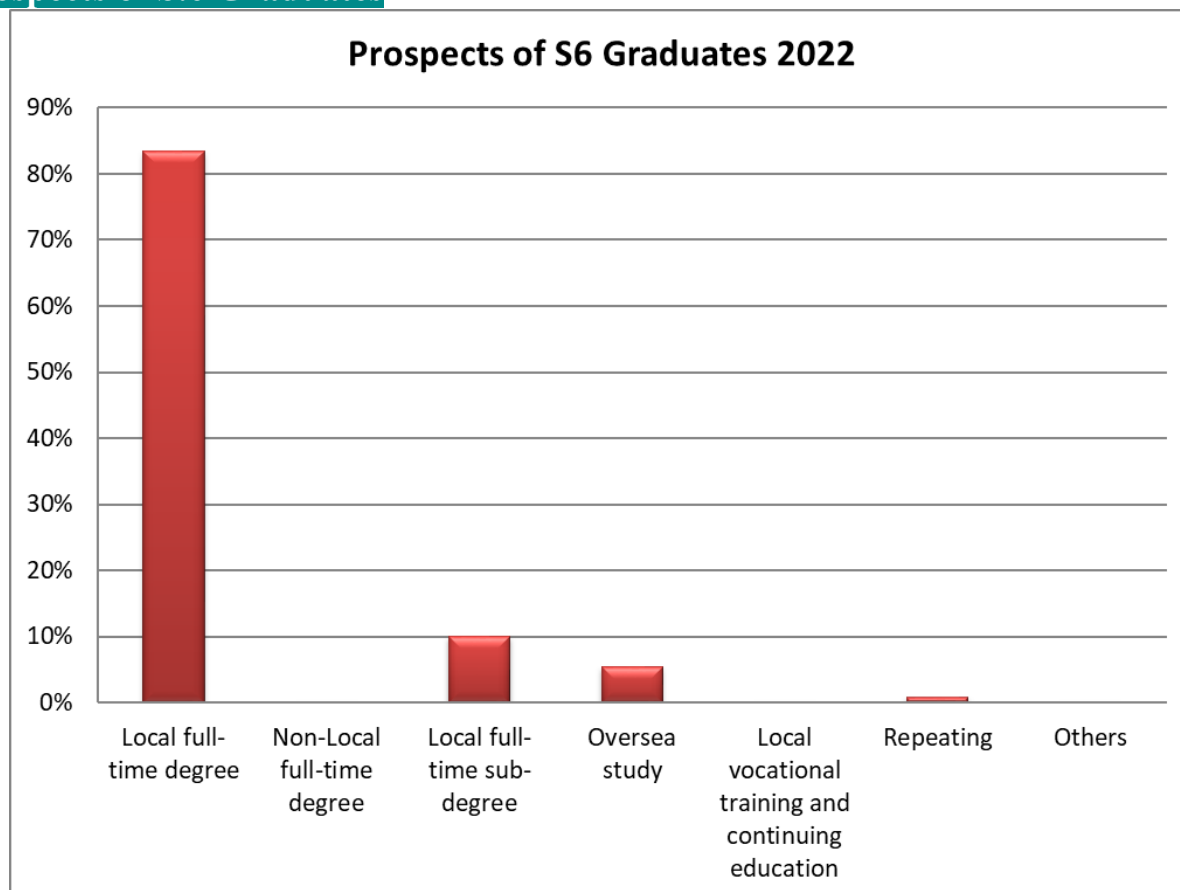
Seven teachers, Ms. Chan Cheuk Nam, Mr. Chan Tsz Him, Mr. Cheng Chu Hin, Ms Cheung Shun Yim, Ms. Chung Hou Jen, Ms Hung Yeuk Wah and Ms. Lam Shih En, were recruited.

## OUR STUDENTS

### Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	126	130	123	127	115	109	730

## Prospects of S.6 Graduates



## OUR LEARNING AND TEACHING

### School Days

There were a total of 191 school days (inclusive of tests/examinations), out of which 159 days were allocated for regular classes.

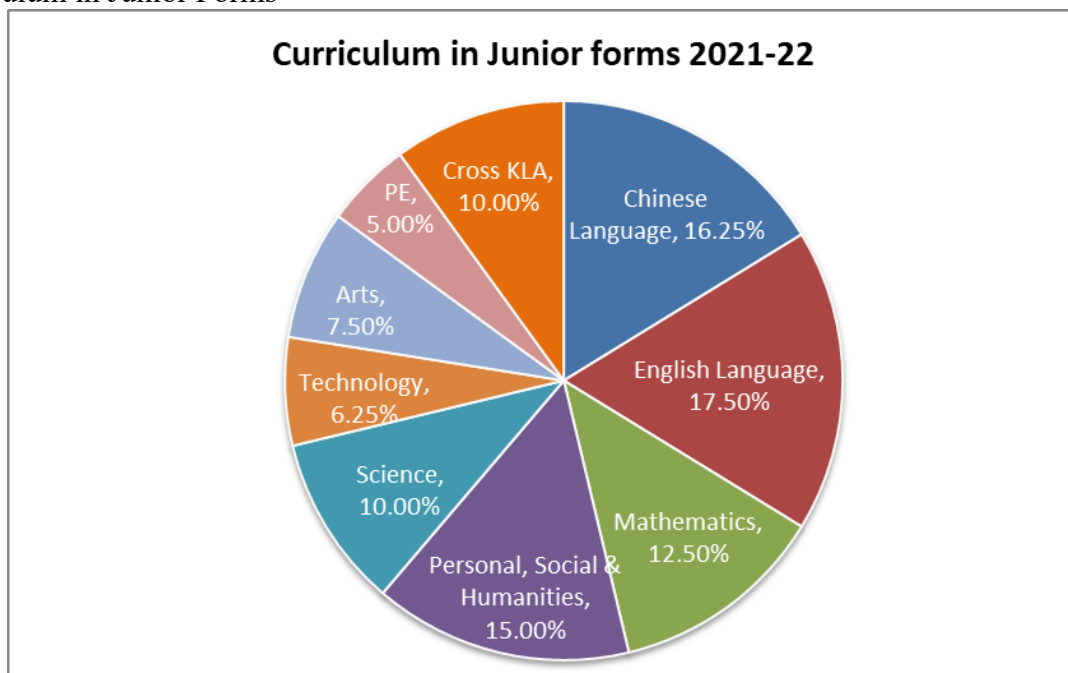
### English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1<sup>st</sup> December 1997. A committee was formed to supervise matters on MOI and created an authentic English-rich learning environment for students. The committee also handled issues related to language across the curriculum.
2. The EMI Concern Section provided language support to subject departments of Mathematics, Integrated Science, Life and Society, History, Geography, Physics, Chemistry, Biology, Information and Technology, and any other related subjects, which could enhance students' understanding and learning in English.
3. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for Pre-S.1 students. This course helps students to build a solid foundation in English and be well-equipped for English instructions.
4. The NET teacher is a major facilitator in enriching the English environment.
5. The Section has been offering support to other teachers by assisting in the promotion of the language across the curriculum.

## Curriculum

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

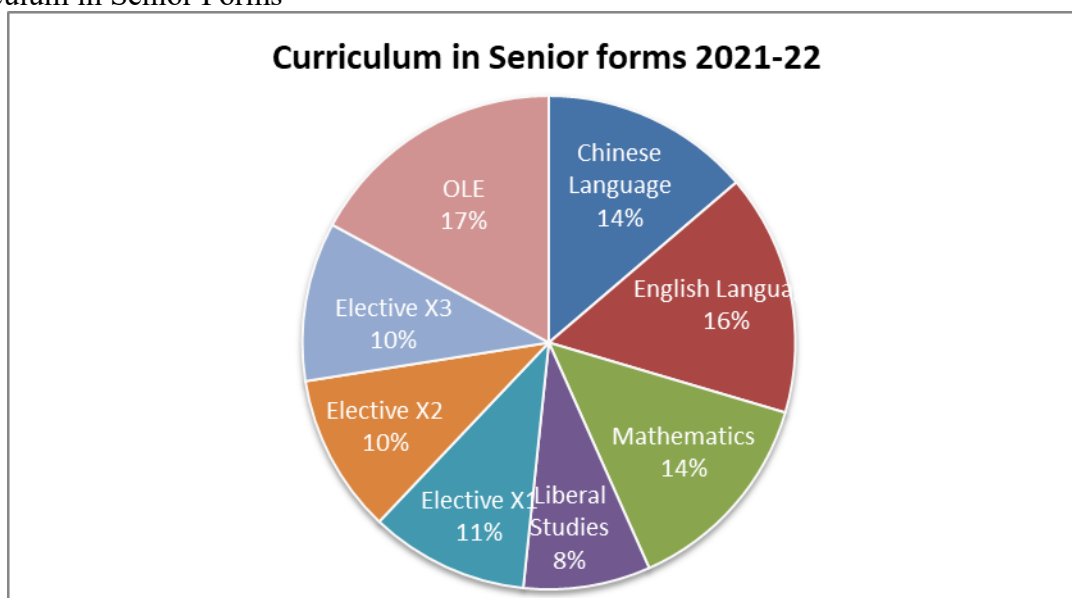
### 1. Curriculum in Junior Forms



KLA	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life and Society	Life and Society	Life and Society
	Chinese History	Chinese History	Chinese History
	History	History	History
	Geography	Geography	Geography
Science	Integrated Science	Integrated Science	Biology
			Chemistry
			Physics
Technology	Computer and Technology	Computer and Technology	Computer and Technology
	Technology and Living	Technology and Living	Business Fundamentals
	STEM	STEM	
Aesthetic	Visual Arts	Visual Arts	Visual Arts
	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education

One Moral and Life Education period is allocated in S1 – S3. School-based moral education, talks and sharing with elements of moral education often take place during this period.

## 2. Curriculum in Senior Forms



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

### Reading to Learn

In order to motivate students to read and nurture a good reading habit, our school organizes regular reading periods in the morning session. During reading periods, students read silently in the classroom. To help students develop good reading habits, Inter-class Morning Reading Competition is organised and Best Performance Awards are presented.

Our school library collaborates with various subject departments and external units to launch extensive reading schemes and provides a great variety of reading and learning materials, some of which are stored in classroom libraries as well. These enable our students to make connections across different fields of knowledge and to broaden their horizons.

### Support to Student Learning

To develop students' generic skills, offer guidance to their academic pursuit and develop effective study strategies, our school formulates the following study support schemes:

1. To alert students of the importance of diligence and to enhance their self-regulated learning ability, the school has been committing great effort in the past few years to a series of school-based learning and supporting programmes to improve students' learning attitude and efficacy.
2. To improve students' learning attitude, the school developed the scheme of 'classroom management'. By implementing class rules and organising a series of activities like inter-class competitions, solidarity within classes has been enhanced. Through interactive learning, self-directed learning and collaborative learning, students are encouraged to take the initiative to study. The school assigns Form Coordinators to enhance planning and coordination among the form.
3. To enhance students' learning efficacy and develop their self-directed and introspective ability,

a variety of activities, for instance, integrated activities, study groups, tutorials, and seminars, are regularly implemented to enhance students' time management and strengthen their study and examination skills and reflection capability.

4. Remedial and supplementary tutorials are offered to S.4 - S.6 students during summer holidays and after school. Making use of EDB funding, the school implemented 'School-based After-school Learning and Support Programme' to run tutorials for students in all levels. This measure aimed at catering for learner diversity.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) is allocated to programmes benefitting high performing students recommended by teachers. It offers a lump-sum to pay various courses for S.4 - S.6 students to develop sports and artistic talents, critical, analytical, and creative thinking in diverse subjects.
6. The morning period, which takes place on a cyclic basis, helps students foster a habit of reading.
7. Split class arrangements are implemented to cater for learner diversity with extra classes added in order to increase individual attention administered by teachers.
8. Enhancement schemes are constantly revised to cater for learner diversity.
9. The curriculum structure has been reviewed to give further academic support to students to cater for their ever-changing needs.
10. To create a positive learning atmosphere and integrate subject knowledge in daily life and enhance their overall understanding of certain subjects, educational visits, talks, seminars and academic activities are regularly organised.
11. Award schemes and scholarship opportunities are introduced and constantly modified to recognise students for their efforts and boost their confidence and self-esteem in learning.

## **SUPPORT FOR STUDENT DEVELOPMENT**

### **Student Discipline**

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

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

The Prefect Team and class monitors assist in discipline work. The Inter-class Discipline Competition is organised to sharpen self-management skills in students. Our teachers always keep a close watch on students' behaviour as preventive measures, allowing students to study and grow in a modest learning atmosphere.

### **Student Support and Care**

The school adopts the 'Class Management' scheme, which empowers classes to set up and, where necessary, reviews their own rules. It facilitates the establishment of a good class atmosphere and the development of a learning community in which students help and encourage each other while being self-motivated and self-disciplined.



## Student Counselling

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

### 1.1 Sex Education Program

- All workshops arranged to S1-S6 students were organized to help them understand the puzzles encountered during growth and the content fit our students' needs. ECSAF, FPAHK, Department of Health will be invited to run the programmes again in the next academic year. Over 90% students acknowledged the workshops enhanced their awareness and knowledge of sex education.

### 1.2 'Big Brother, Big Sisters' Scheme

- 27 S3-S5 student counsellors were paired up with 37 S1 students, mainly on a one-to-one basis. The four Head Counsellors were conscientious and reliable students with exemplary character and fine personality. Student counsellors were responsible and caring, providing their fellow S1 students with timely advice through the internet /social media during the online learning period. Two training sessions were held to enhance communication skills and team spirit among student counsellors. Except film appreciation and six face-to-face tutorial classes, all other activities including volunteer work, message conveyance, quizzes, etc. were cancelled due to the epidemic.

### 1.3 Goal Setting Workshops

- Workshops were organized by school social workers and the educational psychologist. The bottom 20 S1 students were expected to set personal goals, have better time management skills and master effective learning strategies through joining the 5 online workshops in March and April. The attendance rate was high, over 90%. Besides, over 90% students acknowledged the workshops enhanced their learning skills, etc.

### 1.4 Award Program for Junior Form Students

- 65% of the participants had their average marks increased in the Final Examination. 25% of the participants even got at least 5% improvement compared with the first term. Students concerned joined a post-exam activity 'Master Archer'. Those who met the criteria set in the programme were given a certificate as recognition of their effort made.

### 1.5 Stress Management training programs

- Workshops of making cupcakes and latte art were part of 'Taste of Life' Programme to enhance students' social communication skills and stress management skills respectively. The programme ended successfully. Both activities were organized in collaboration with Health Club.
- A yoga coach was invited to offer a 6-session yoga course for 8 S3-S5 students with emotional disturbance to teach them to regulate their breathing, relax, have mindful eating and yoga practice.

### 1.6 Stress Management Workshops and Cheering Function for S6 students

- Students showed their positive response towards the workshop. Activities of Deep Relaxation proved to be effective and S6 students found them useful in reducing pressure.
- The cheering function for S6 students could only be hosted via Zoom in the class-based format due to the epidemic. Students were able to express their gratitude to school in the cheering function and farewell ceremony.

### 1.7 Voluntary Service

- A programme about child growth was organized by Family Resource Centre during the special holiday in March and April, targeting at 11 S3-S5 students to train them as volunteer coaches to serve kids from families of single parent, low-income group or new immigrants. Our students were responsible and performed well. They were highly appreciated by the trainers.

### 1.8 After-school Learning and Support Programmes

- After-school learning and support programmes about junior form English and senior form Mathematics were conducted mainly via Zoom by the Assistant Teacher throughout the year to boost students' confidence and lay a better foundation for their studies. Some students were absent without proper reasons and social workers followed up the cases timely.

### 1.9 Have a Blessed Week

- The Counselling Section held the 'Have a Blessed Week' in June, which included song dedication, message conveying, handicraft making and film appreciation etc. It was hoped that students could care more about themselves, encourage their peers, count their blessings and foster a caring school environment during the epidemic. Many students joined the activities and were actively involved. Organizers included student counsellors, peer counsellors and delightful TEEN ambassadors.

### 1.10 School-based Education Psychologist Service

- The educational psychologist showed active engagement in both developmental programmes and case work. Supportive measures to students, parents and teachers were facilitated (through class visit, consultation, assessment etc.) with close collaboration with social workers, counseling teachers and the education psychologist. Two workshops for teachers entitled 'How to identify and support students with suicide risk' and 'How to identify and support students with mental illness' were hosted by the educational psychologist, who also offered assistance and counselled both teachers and students while handling crucial incidents.

### 1.11 Delightful TEEN Ambassador Programme

- This programme was conducted by social workers in collaboration with the educational psychologist. S1 and S2 students were the target audience. The programme included games and group activities. This programme was conducted by social workers in collaboration with the educational psychologist. S1 and S2 students were the target audience. The programme included games and group activities.

### 1.12 Life Education

- Form teachers agreed that the course materials and activities had been tailored to facilitate the implementation of life and value education from S1 to S6. It was commented that too many themes and sessions were included in the moral course curriculum of S1 set by Sik Sik Yuen and thus students lost chances to attend the morning assemblies held in the school hall, which might not be so effective. But for other forms, teachers reflected that the topics were relevant to students' needs and they actively participated in the activities which were smoothly run.
- The visit of Jockey Club Life Journey Centre that was co-organized by the Counselling Section and the Moral and Civic Education Section was cancelled due to the epidemic. It is suggested that the visit to the Centre should be arranged in the next academic year.

### 1.13 Talk on how to cope with cyber stress

- Caring about students' psychological health, especially in terms of positive thinking and ways to handle stress, the Counselling Section invited HKFYG to host a talk to let students

understand how cyber stress affects their mental health and teach them responding skills. Students of S2 and S3 were engaged in the talk with good response.

#### 1.14 S4 Peer Mediation Training Program

- This programme was one of the Other Learning Experience Courses for S4 students. Quite a lot of students took the initiative to choose this programme and their performance in class was good. The programme emphasized interaction among teammates. Students could understand themselves better and establish a good inter-personal relationship.

#### 1.15 SEN Co-ordination

- Speech Therapy: The speech therapist offered regular training on thinking skills, comprehension and expression for 12 students from different forms to enhance their confidence and speaking ability. The speech therapist could successfully contact most of the parents to inform them of the progress of their children.
- Training on fine motor skills: 5 students took part in 6 individual training workshops that lasted for 2 hours per visit of the occupational therapist. Teachers commented that some students had improvement in writing speed. The training will be arranged again.
- Training on executive function: 8 training sessions which were about organizational skills, prioritization, time management and maintaining focus were conducted. 8 students were put into 2 groups with 45-minute training, which tended to be too rush. It is suggested to organize the workshops in a group of 4-6 with 1.5 hour-sessions.
- JC A-Connect Programme: In collaboration with HK Sheng Kung Hui, the JC A-Connect Programme progressed to the first phase of a new 3-year cycle. Due to the coronavirus, the training changed into an online format, except the last peer activity that was conducted face-to-face. All six students actively participated in the activities designed by the coach and attended all sessions. The coach also offered counselling to parents by telephoning them to give advice on how to help their kids more effectively.
- 3 workshops about social skills were conducted by LevelMind@JC-Caritis (Tsuen Wan) and HKBGEA during the special holiday and summer holiday with the target of S1-S5 students. It was expected that students could make good use of the holiday to improve their communication skills, nurture their empathy and positivity. Students, on the whole, performed well. Some even took the initiative to join the post-session activities.

### **School Social Workers**

The Hong Kong Family Welfare Society appointed Ms. Hui Sau Chun Serena and Ms. Hui Sin Yi Cindy as our school social workers. They provided professional casework counselling for students and families in need. Academic performance, parental relationship and peer relationship were their prime concerns. Considering the rapid changes that students underwent in the adolescent stage, they co-operated with different functional groups in school and organised various programmes to help enhance students' self-esteem, communication skills, leadership and problem-solving skills via S1 Orientation, class visit, Goal Setting Workshop, S1&S2 "Delightful TEEN Ambassador Programme", S3-S5 'Taste of Life' and S6 stress management Programme, etc. All these developmental programmes launched by our school social workers proved to be essential to the personal growth of our students. In this academic year, due to COVID-19 pandemic and the constant shifts between online and face-to-face school, collaboration between form teachers, counselling teachers, education psychologist, speech therapist and school social workers was close to handle students' academic and emotional issues.

## Careers Guidance

The Careers Guidance Team aims to help students acquire the knowledge, information, skills and experience necessary to identify education and career options and make informed decision.

Activities conducted this year were as follows:

Date	Class ( Number of Students)	Event & Particulars
5&6/10/2021	S6 (105)	Talk on JUPAS for S6 (Zoom)
15/10/2021	S4-S5 (37)	Life Buddies Mentorship Programme (UBS) – Activity 1 Kick off session (Zoom)
27/10/2021	S6 (6)	Job Exploration Workshop on Environmental Management and Technology Speaker: Our alumnus, Crystal Cheng, who is now the Manager of Carbon Ratings at EcoVadis
17/11/2021	S4-S5 (29)	Life Buddies Mentorship Programme - Activity 2 Let your dream take flight (at Science Park)
4/12/2021	S4-S5 (34)	Life Buddies Mentorship Programme - Activity 3 School visit cum Human library (at school campus)
14/12/2021	S4-S5 (230)	Sharing on “Study skills for DSE” by 2 alumni, namely Ku Chi Ting (HKU Medicine) & Wong Tsz Wai (PolyU Occupational Therapy)
15/12/2021	S3-S5 (380)	「未來職人」講座（香港青年協會青年就業網絡）
16/12/2021	S3 (120)	Talk on choices after S3 in our school, like elective subjects & APL
Early Jan., 2022	S6 (109)	Briefing on E-APP (Videos posted in S6 Careers Information @ Google Classroom)
11/2/2022	S4-S5 (36)	Life Buddies Mentorship Programme - Activity 4 Meeting with 37 Asian Pacific MTs (Zoom)
Feb., 2022	S6	Admission Talk (Video) by HKU SPACE & Introduction of various programmes offered and their respective admission requirements (through hyperlink) by HKCC
28/2/2022	S4-S5 (34)	Life Buddies Mentorship Programme - Activity 5 Beginners – Business Tasks (Zoom)
17/3/2022	S4-S5 (34)	Life Buddies Mentorship Programme - Activity 6 Future Skills in Banking Industry (Zoom)
24/3/2022	S3-S6 (7)	UBS Law Programme - Activity 1 (under the Life Buddies Mentorship Programme) Kick off session (Zoom)
21/4/2022	S3-S6 (7)	UBS Law Programme - Activity 2 (under the Life Buddies Mentorship Programme) Life as Lawyer / Difference in job nature between solicitor and barrister (Zoom)
22/4/2022	S4-S5 (35)	Life Buddies Mentorship Programme - Activity 7 Closing Ceremony (at xxxx)
22/4/2022	S3-S5 (80)	Recognizing our Business World (Zoom) Speaker: Our alumnus, Eric Chan who is now working in Bank
Late April, 2022	S5 (119)	Advising sessions (through Zoom) for S5 students based on their S5 First Term Examination Results
30/4/2022	S5 (91) (In collaboration with English Department)	University Entrance Interview Workshop (for Pre-S6 students)
20/5/2022	S3-S6 (6)	UBS Law Programme - Activity 3 (under the Life Buddies Mentorship Programme) From Law firm solicitor to In-house legal counsel (Zoom)
4/6/2022	S3 Parents (80) (Zoom)	Electives Selection Talk for S3 Parents
4/7/2022	S6 (20) (Zoom)	Interview Workshop for JUPAS Applicants (through Zoom)
14/7/2022	S6 (95) (Zoom)	DSE Talk on Results Release for S6
20-23/7/2022	S6 (108)	Advising service offered by careers teachers, S6 Class teachers and senior form Class teachers as to reprioritizing and/or modifying the JUPAS/study choice during the allotted time-slot in the 3-day period after the release of the DSE results

25/7/2022	S2 (131) (Jointly held with the school social worker)	Workshop on “Finding your colours of life”, published by EMB and Careers Guidance Association
22/7/2022	S3-S6 (7)	UBS Law Programme - Activity 4 (under the Life Buddies Mentorship Programme) Human Library (at UBS/School Campus)
20/5/2022 & 27/7/2022	S4 (118) (Jointly held with the school social worker)	Workshop on “Career Mapping” published by EMB and Careers Guidance Association
28/7/2022	S2&S3 Girls (8)	Summer Camp for Future Ready Leaders 2022 (organised by the Jennifer Yu Cheng Girls Impact Foundation)
1/8/2022	S3 (120)	Electives Selection Talk for S3 students on the election of electives (with subject introduction by respective electives subjects teachers)
3/8/2022	S4-S6 (8)	UBS Law Programme - Activity 5 (under the Life Buddies Mentorship Programme) Sharing from LinkLaters (a global law firm)
Mid Aug., 2022	S1 – S3 (350)	COA – Inclination Assessment Test
Mid Aug., 2022	S4-S6 (8)	UBS Law Programme - Activity 6 (under the Life Buddies Mentorship Programme) Closing ceremony (at UBS or School Campus)
10/8/2022	S4 (110)	Visit to BU Visiting School of Communication
Mid to Late Aug., 2022	S5 (119)	Advising sessions (through Zoom) for the coming S6 students based on their S5 Final Examination Results

## Moral and Civic Education

Moral and Civic Education Section is comprised of four aspects, namely, ‘moral education’, ‘civic education’, ‘national education’, and ‘environmental education.’

In the aspect of moral education, the Section coordinates the implementation of hall assemblies and morning assemblies year-round. This year, morning assemblies were conducted in Day 4, 6 and 7 for junior form and Day 3, 6 and 8 for senior form in the school hall, each lasting around 20 minutes. Teachers and students were invited to share experiences of academic research and interflow trips. Guest speakers included scholars, social dignitaries, alumni, experts on various careers. Other examples were seminars on guiding students in building up good personal habits and learning attitude and other topics that were closely related to students’ daily life.

In the aspect of civic and national education, the Section coordinates the daily display of the national flag, implementation of and the etiquette to be followed in national flag raising ceremony in school. Specific strategies and contingency measures are formulated to prevent and deal with political or other illegal activities invading the campus and other emergencies, so as to create a safe and orderly learning environment for students and promote students’ effective learning and healthy growth. The Section assist the school in planning and promoting strategies related to safeguarding national security and national security education, including curriculum planning, implementation and supervision (including the design and preparation of teaching resources, staff training etc.), and coordinate the implementation of relevant measures and timely review by subject groups in school.

The following activities were organised this year:

### 1. Inter-class Reading Award Scheme:

The Inter-Class Morning Reading Competition was organised to develop students’ habit of reading regularly. Students’ performance in each morning reading session was assessed by the class teacher. The two classes with the highest scores were awarded prizes at the end of each term.

### 2. Working in line with the Student Counselling Section and Career Guidance Section in enhancing ‘Moral and Life Education’, and devising the respective lesson plans for class teachers.



Students could actively participate in discussions and express their own opinions with earnest attitude. Talks concerning 'Value Education' were conducted in morning assemblies to inculcate positive values and attitudes in students.

3. Co-organising a book report writing activity for S.3 students with the Chinese Department:

Students were assigned to read books about how people persevere and overcome adversities and submit a book report for deep reflection upon life and its many challenges and struggles the reader would possibly face.

4. Organising activities like 'Issue of the Year Selection':

The purpose of organising these activities is to build students' resilience and sense of responsibility and develop a positive attitude. This year, our students participated in "The 30<sup>th</sup> Hong Kong High School Student Top Ten News Election".

The Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme,' where several S4 students were appointed Student Environmental Protection Ambassadors (SEPAS) to attend the online Basic Environmental Badge training to acquire basic environmental knowledge and skills. They have devoted time regularly to maintain facilities like the butterfly garden and the aquaponics system.

The limited chance to organise environmental protection activities rendered them ineligible for the Basic Environmental Badge or any outstanding SEPAS awards.

## Community Services

### 1. Junior Level Voluntary Service

- Due to the outbreak of coronavirus, the visit to solidary old people was cancelled. The activity was originally co-organised by the school volunteer team and the Student Counselling Section for S.1 participants of the Big Brother, Big Sister Scheme.

### 2. Senior Level Voluntary Service

- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organised for twelve consecutive years. All S4 students attended a briefing in the first term. However, due to the outbreak of coronavirus and the special vacation arranged on March and April, activities were cancelled during class suspension and after classes resumed. In the briefing, students learnt more about the disabled and understood the difficulties they face.
- Due to the outbreak of coronavirus, elderly visits jointly organised by the Hong Kong Society for the Aged has been cancelled in this year.

### 3. Fundraising Activities

- Dress Casual Day was held on 21<sup>st</sup> Dec 2021. Students could dress casual on that day if they donated 20 dollars or more. \$11,820 was raised in the activity.
- 8 members of Interact club participated the Flag Day on 6<sup>th</sup> Nov 2021 held by Fu Hong Society.

### 4. Other Volunteer Training and Voluntary Services

- There are altogether 20 students participating in the S4 Volunteer Training and Voluntary Service (OLE) organised by Tsuen Wan Federation of Youth Groups (Tsuen Wan Youth S.P.O.T.). Due to the COVID-19 pandemic, some of the training sessions and services were conducted online. The service target groups included families at subdivided units,

the elderly and the mentally disabled. Most of the students were fully engaged and able to reflect upon themselves.

- A balloon twisting workshop was held by the Interact Club. The modelled balloons resembling “Winnie the Pooh”, a cartoon character, will be given to different service target groups in the future.
- 24 students and teachers donated blood on the Blood Donation Day (26<sup>th</sup> Nov, 2021) organized by Hong Kong Red Cross. Their participation is deeply appreciated.

## 5. **Volunteer Awards**

- 112 students joined the Inter-school Co-curricular service award scheme. 29 students awarded gold medal, 14 students awarded silver medal, 39 students awarded bronze medal and 25 students awarded merit. The total voluntary service hours accumulated was 1,897 hours. Ho Fung College was awarded Group Gold Certificate; 2 were awarded Individual Silver Certificates and 10 were awarded Individual Bronze Certificates.
- A total of 10 students have met the corresponding volunteer service hours of 「荃城義工獎勵計劃」 organized by Tsuen Wan DYPC. Each of them was rewarded with a ticket of the theme park.
- 2 students were nominated for 「愛心行動獎2021-2022」 organized by Hong Kong Youth Exchange Promotion United Association. This reward aims to praise the student who join volunteer services and contribute the society initiatively.

## **Co-curricular Activities**

1. Our school places great emphasis on nurturing students’ multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S.1 students are required to join a musical instrument class and a sport/uniform team to receive one-year training related to these aspects.
2. Leadership training is another feature of our co-curricular activities. Participants are exposed to appropriate induction, which gives them opportunities to unveil their leadership potential. This year, “The Elite Leaders Programme” was implemented and a total of 70 Secondary 1 to 4 students joined the leadership training scheme. However, all training sessions were held in the post-exam period, for a duration far shorter than planned, due to the COVID-19 pandemic.
3. The Hong Kong Award for Young People” (AYP) has been implemented over the past few years. 7 students joined the Bronze level and 10 students joined the Silver level this school year. A total of 21 students finished the Expedition section of Silver level this school year.
4. ‘CCA Award Scheme’ was implemented to recognise students’ outstanding performance in activities, leadership skills, community services, and voluntary work. A total of 304 students received gold, silver, bronze medals or merits in the program. 98 students are given Gold Badge in the scheme due to their outstanding performance.
5. Other co-curricular activities are categorised into three areas: house activities, club activities and school teams/tutorial classes:

### 5.1 House activities

Students are divided into four Houses, namely Red, Yellow, Blue, and Green. Under the supervision of teachers-in-charge, various inter-house competitions are organised annually, such as Sports Day, Cheering Team Competition, Swimming Gala, Cross-country Run, different matches and competitions on debate and drama. However, only

competitions on Chinese Debate, English Debate, Drama, Rope Skipping and House T-shirt Design was organised because of the COVID-19 pandemic.

## 5.2 Club activities

Clubs and societies are categorised as academic, interest, sports, uniform teams, and community services.

- Academic clubs and societies aim to stimulate participants' interest in learning specific school subjects like Chinese Language, English Language, STEM, Geography, Economics and, Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, exhibitions, movie shows, hiking, visits, club bulletin are organised year-round.
- Interest groups, such as the Chess Club, Girls Baseball Club, Japanese Language Study Group and Korean Language Study Group, are popular with students. Sports teams like ball games and athletics have a wide appeal to students as well. Tutorial classes on school band, choir, Chinese orchestra and piano accompaniment are offered.
- There are four uniform teams at school, namely, scouts, girl guides, wind band, and St. John's Ambulance. Participants are drilled marching and life skills and they take part in hiking, camping and other community services on a regular basis.

## 5.3 School teams and tutorial classes

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

## Physical Well-being

The P.E. Department planned to organise various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. The annual Sports Day, Cross-country Run and Swimming Gala were cancelled this year due to COVID-19 pandemic and restriction of half day face-to-face lesson mode. In order to provide more opportunity for students to participate sport activity and relieve pressure, the School, together with the Department of Health and Physical Education, The Education University of Hong Kong, organised a "Ho Fung Runners Virtual Running Competition" for students, encouraged them to participate in more sports activities.

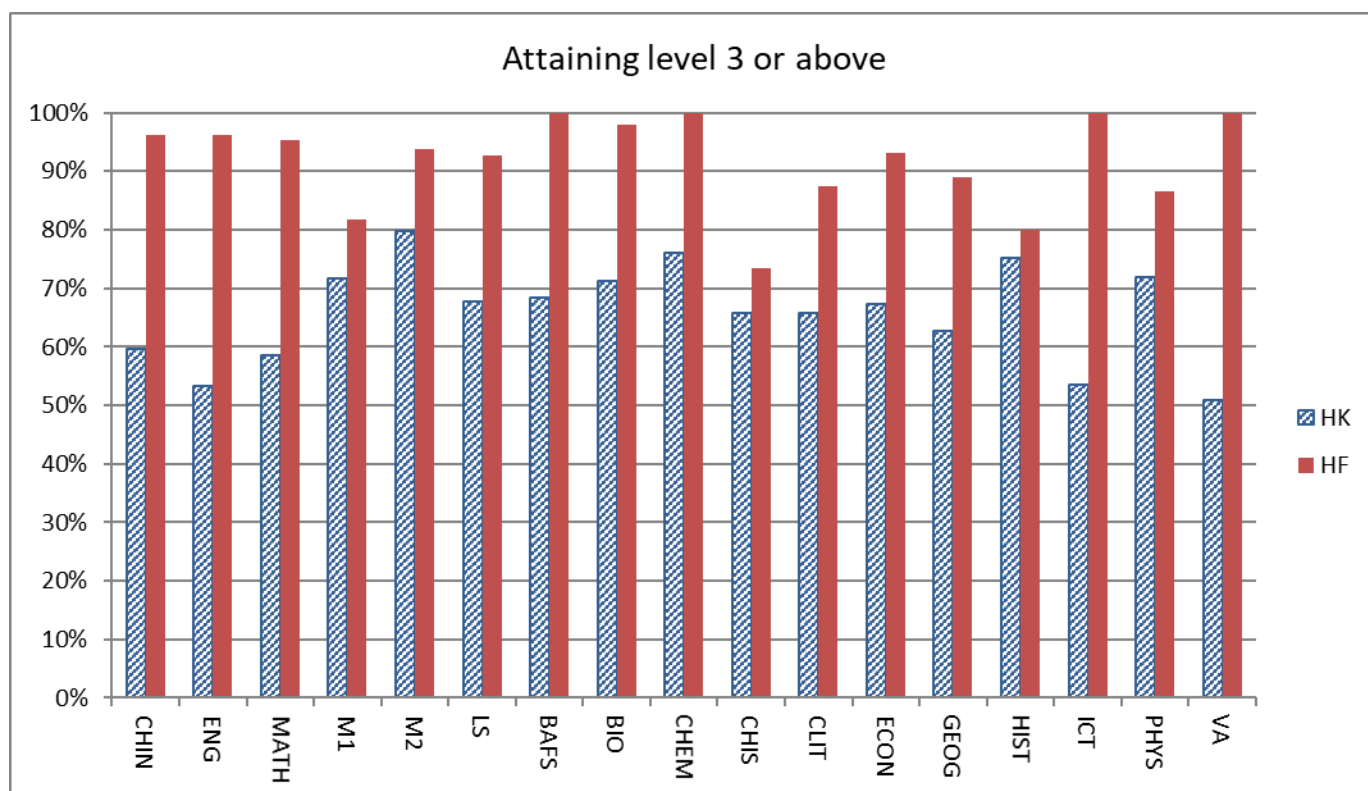


# STUDENT PERFORMANCE

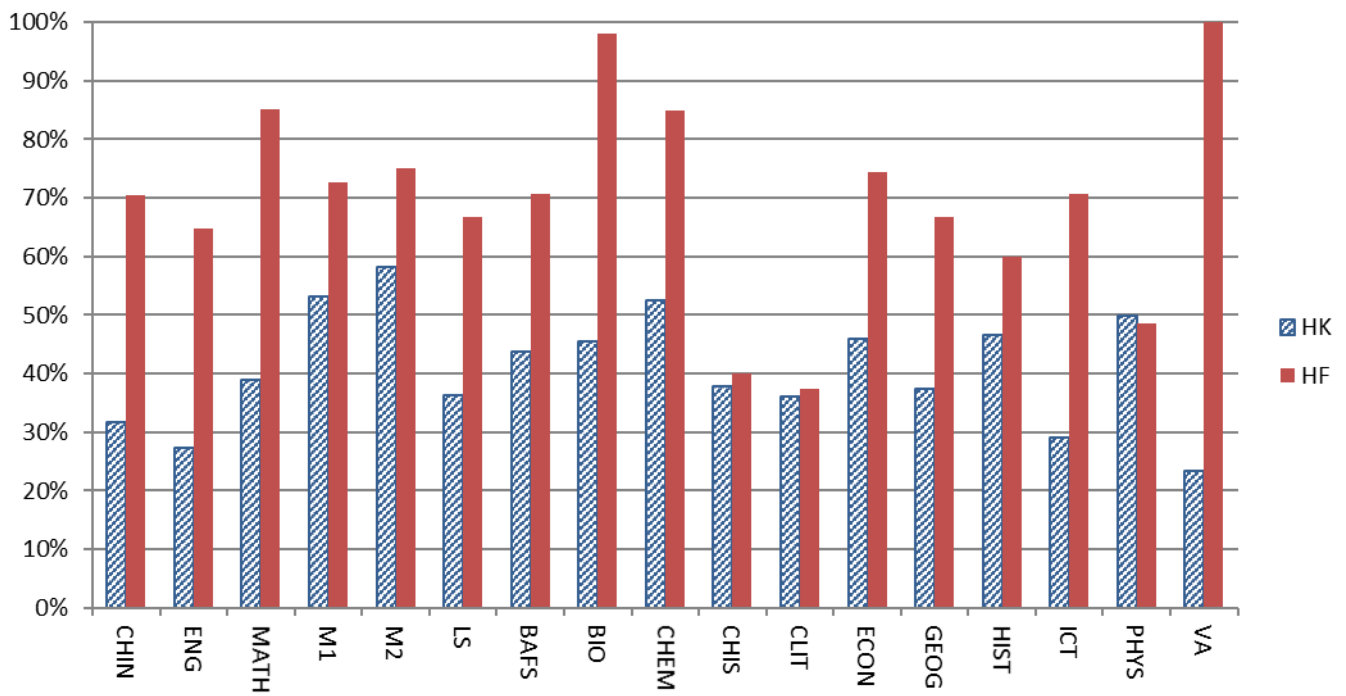
## Academic Performance

108 of our S.6 students took part in the 2022 HKDSE. 92.6% of them achieved level 3 or above and 54.6% acquired level 4 or above *in both Chinese Language and English Language*. 91.7% of candidates fulfilled the minimum requirement of university entry (i.e. levels 33222 in Chinese Language, English Language, Mathematics, Liberal Studies and one elective subject respectively), well above the territory-wide day school figure (41.9%).

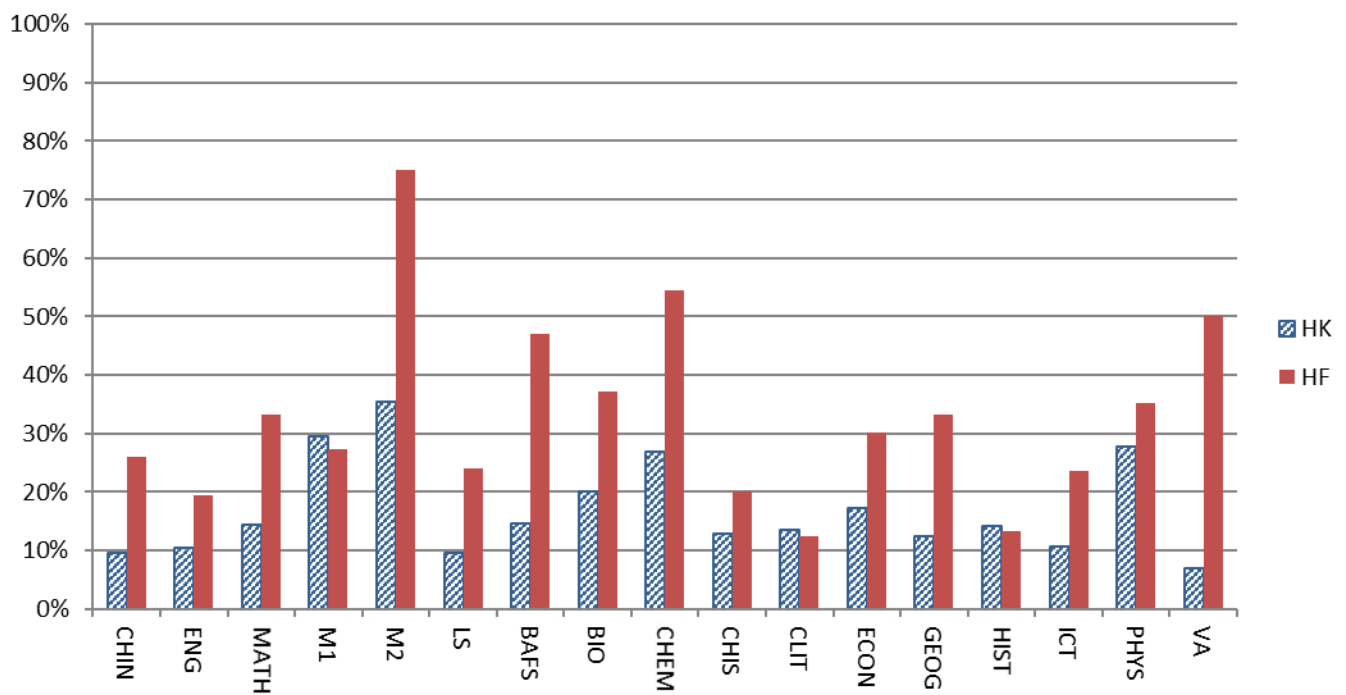
Performance in HKDSE 2022	Ho Fung (%)	HK (%)
English Language (Level 3 or above)	96.3%	53.2%
Chinese Language (Level 3 or above)	96.3%	59.7%
Mathematics (Compulsory Part) (Level 2 or above)	100.0%	82.2%
Liberal Studies (Level 2 or above)	98.1%	89.8%
Students eligible for degree programmes (“33222”)	91.7%	41.9%
Accumulated total of attaining level 3 or above	94.1%	61.9%
Accumulated total of attaining level 4 or above	72.0%	36.2%
Accumulated total of attaining level 5 or above	29.9%	13.1%

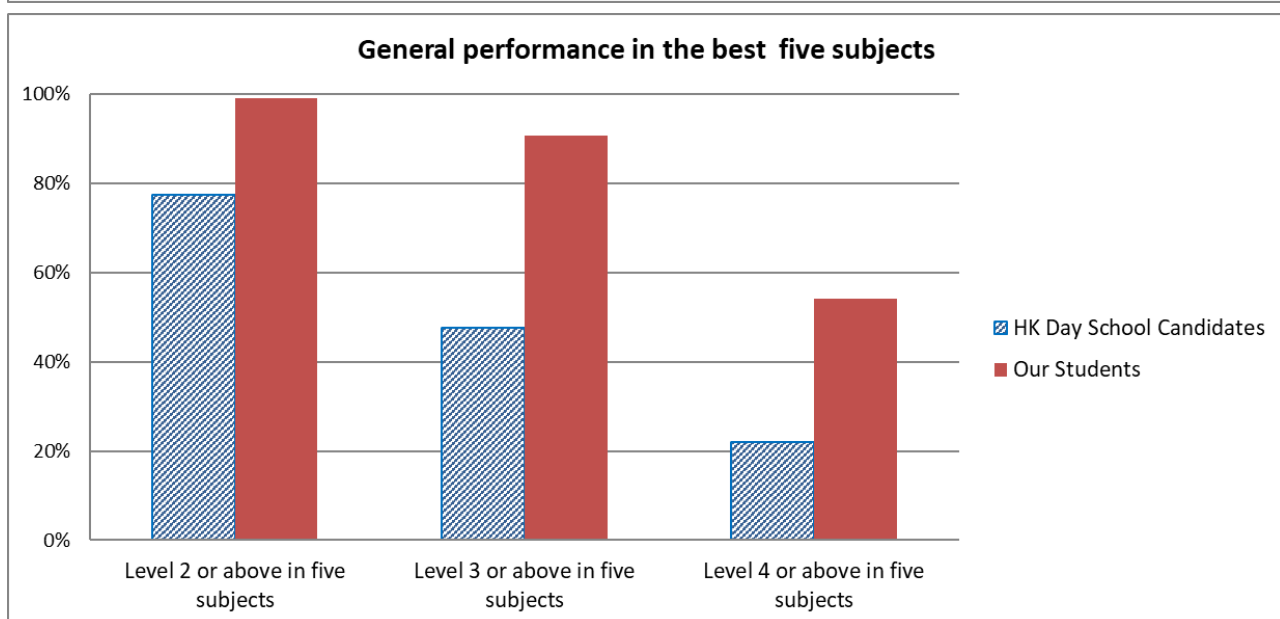
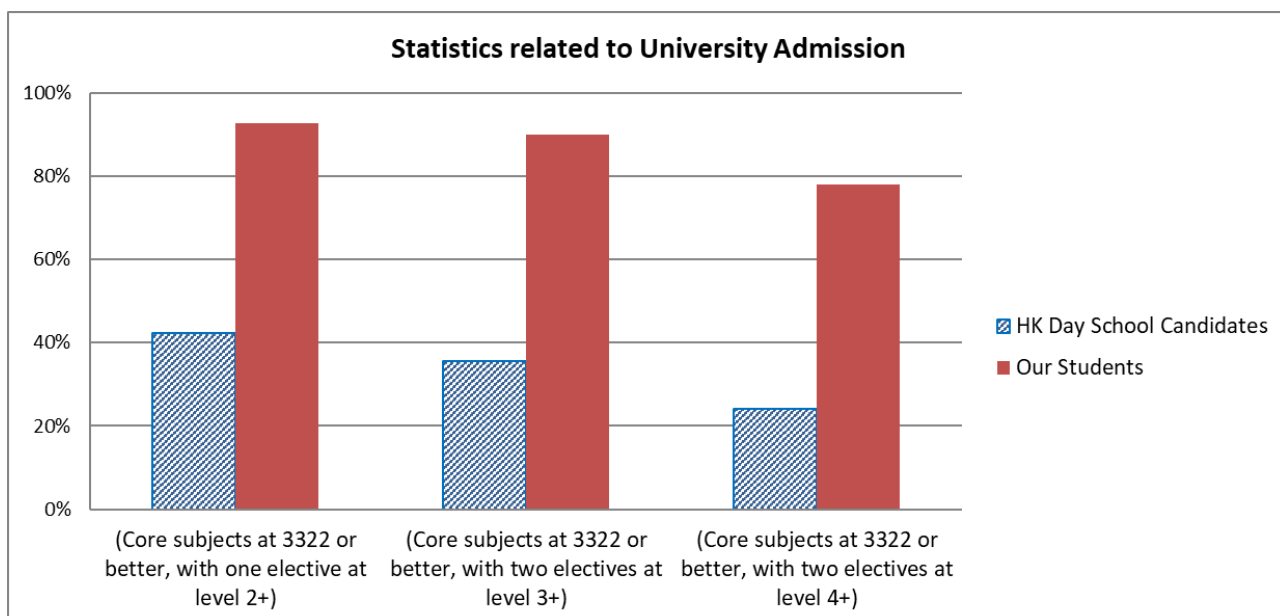


Attaining level 4 or above



Attaining level 5 or above

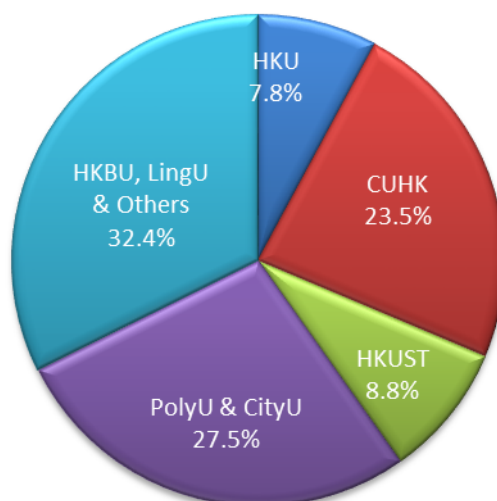




94% (102) of our students received offers in 2022 JUPAS.

Tertiary Institutions	Degree	Sub-degree	Total
University of Hong Kong	8	0	8
The Chinese University of Hong Kong	24	0	24
The Hong Kong University of Science and Technology	9	0	9
The Hong Kong Polytechnic University & City University of Hong Kong	16	0	16
The City University of Hong Kong	12	0	12
Hong Kong Baptist University, Lingnan University (Hong Kong) and Others	32	1	33
<b>Total</b>	<b>101</b>	<b>1</b>	<b>102</b>

### JUPAS Offer (2022) : 102 offers



## Other Achievements

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

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
31/8/2021	Dr Stephen Chan Education Foundation Limited	第七屆陳贊一博士聯校微型小說創作獎	4B CHAK WAI SEE Merit Award (Junior Group) 6B CHENG HEI Champion (Senior Group)	Champion for Schools (Senior Group)
18/09/2021	Hong Kong Institute of Memory Education	30th World Memory Championships – Hong Kong Qualifying & Hong Kong Memory Championships 2021	1A CHEN KEXIN 1A LAI KA LOK 1A LEUNG CHEUK NAM GODFREY 1A WONG YIN LONG 1B KAM CHI HO 1B LAI CHUN KING 1B LAM CHUN YAM 1B LAW CHOI HEI KELVIN 1B LAW KWAN CHAI 1B LOH YAN TUNG 1B NIP TSZ YING 1B WONG NGO YIN 1C CHENG WING SI 1C LAM KING CHUNG ANDREW Overall 4th Place 1C LO KA YU 1C MAU KIT CHI 1C NG CHEUK KIU 1C SUEN LONG YIN 1C WANG KIN MING 1D CHAN CHI YUEN 1D LAU ON YIN 1D SHO HAU YAU 1D SUEN TSZ LAM 1D YAN TSZ HIM 2A LAI TSZ YIN 2A MAK PO YING Overall 1st Place 2B WU YAT HEI	Champion (Secondary School)

			2B YEUNG CHEUK HENG	
			2C LI TSZ KIU	
			2C SHEK HIU SHUN	
			2C WONG CHING NAM	
			2D HUI SUM CHING	
			2D LAI TSZ YI	
			2D SO CHUN MING	
			3B KONG YUK YU Alisa	
			3C WONG CHIU HIN	
			3D LAU MEI KWAN	
			3D TSOI LOK SZE Overall 8th Place	
			4B CHAN CHUN YIN	
			4B TAI CHUNG HO	
			4C LAU MAN CHING Overall 3rd Place	
			4C NG HEI MAN MICHELLE	
			4C NG TSZ YU	
			5A YU MAN PO	
			5B SIU TSZ YIN Overall 6th Place	
			5C LIANG KA KI Overall 5th Place	
26/09/2021	The Hong Kong Academy for Gifted Education	International Junior Science Olympiad 2022 – Hong Kong Screening	3D GUAN LING YI Third Class Honours	
			3D LEE TSZ WAI Third Class Honours	
01/10/2021	荃灣區議會交通及運輸委員會交通安全教育推廣小組	交通安「荃」Teen教育推廣活動	3A JIANG PENG 1 <sup>st</sup> runner up	
			3C YAU TAT YAN 1 <sup>st</sup> runner up	
			3D CHAN SZE WING 1 <sup>st</sup> runner up	
			3D SO CHEUK YING 1 <sup>st</sup> runner up	
			4B LIN CHEUK FUNG Merit, Best splicing	
			4D LEUNG KIN PONG Merit, Best splicing	
			4D CHIM HON HEI Merit, Best splicing	
			4D WONG NOK LAM Merit, Best splicing	
05/10/2021	Hong Kong Schools Sports Federation	Inter School Swimming Championship	2B SHEK LOK SZE HANNAH JOY 1 <sup>st</sup> runner-up (200m Freestyle, Girls Grade C)	
			2B YIP TSUN LOK Champion (200m Individual Medley, Boys Grade B)	
			2C LAM SIN MAN Champion (100m Backstroke, Girls Grade C)	
			2C LAW WAI TIK Champion (100m Backstroke, Boys Grade C)	
			4A IP SIN HANG Champion (50m Freestyle, Girls Grade B)	
			6A IP HONG YING Champion (50m Freestyle, Girls Grade A)	
17/10/2021	The Hong Kong	International Biology	5D LAM YUI ON Silver Award	Honourable

	Academy for Gifted Education	Olympiad - HK Contest 2021	5D HA KWOK HANG Honourable Mention	Mention for Schools
26/10/2021	香港青年旅舍協會	第七屆「兩代情」徵文比賽	4B HO SUM YIN Merit Award 4D CHIU YIN HO KIM Merit Award	
26/10/2021	燕然基金會、新界校長會	「燕然盃」慶祝中華人民共和國成立72周年學生徵文比賽	3D YIP HO YI Merit Award	
26/10/2021	Hong Kong Quality Assurance Agency	香港品質保證局理想家園 第十五屆徵文比賽	3D CHAN KA YI 亞軍 3D LEE YI TING 入圍獎	
30/10/2021	Federation of New Territories Youth, Hong Kong Outstanding Student Union	Outstanding Student Election 2021 (New Territories)	4D WONG SIN YING Outstanding student (New Territories)	
31/10/2021	Tsuen Wan Youth Association, Federation of New Territories Youth	Tsuen Wan, Kwai Chung and Tsing Yi Districts Outstanding Students Award 2021/22	4D WONG SIN YING Outstanding award (Junior Form) 4D LIN LIANGWEI Merit Award (Junior Form) 5D LEE PUI KI Merit Award (Senior Form)	
01/11/2021	Hong Kong Schools Music and Speech Association	73rd Hong Kong Schools Speech Festival (2021)	1A PENG VICKY 1 <sup>st</sup> runner-up in Solo Verse Speaking (Putonghua) 1B LAI CHUN KING Champion in Solo Prose Speaking (Putonghua) 1B LAI CHUN KING 1 <sup>st</sup> runner-up in Solo Verse Speaking (Putonghua) 2A HUNG CHUN HEI 2 <sup>nd</sup> runner-up in Solo Prose Speaking (Putonghua) 2B KWAN HOI TING 1 <sup>st</sup> runner-up in Solo Verse Speaking (Putonghua) 2B KWAN HOI TING 1 <sup>st</sup> runner-up in Solo Prose Speaking (Putonghua) 1A HO TSZ YIN Merit in Solo Verse Speaking (Putonghua) 1A LIU HIU WAI Merit in Solo Verse Speaking (Putonghua) 1C CHENG WING SI Merit in Solo Verse Speaking (Putonghua) 1C LAM KA YIN Merit in Solo Verse Speaking (Putonghua) 1D WONG HEI YAN Merit in Solo Verse Speaking (Putonghua) 2A LO YIN WAI Merit in Solo Verse Speaking (Putonghua)	
01/11/2021	Hong Kong Schools Music and Speech Association	73rd Hong Kong Schools Speech Festival (2021)	1A MAK WING YAN Proficiency in Solo Verse Speaking (Cantonese) 1C LAM KA YIN Champion in Solo Verse Speaking (Cantonese) 1C NG CHEUK KIU Merit in	

			Solo Prose Speaking (Cantonese)	
			1C NG CHEUK KIU Proficiency in Solo Verse Speaking (Cantonese)	
			1C TSANG YU HIN Merit in Solo Verse Speaking (Cantonese)	
			1D MA SUET CHING Merit in Solo Prose Speaking (Cantonese)	
			3C YU CHEUK YING Merit in Solo Prose Speaking (Cantonese)	
			3D PUK WAN KWAN Merit in Solo Verse Speaking (Cantonese)	
			3D SO CHEUK YING Merit in Solo Prose Speaking (Cantonese)	
			3D TSOI LOK SZE Proficiency in Solo Verse Speaking (Cantonese)	
			4C LI SZE WAN Merit in Solo Verse Speaking (Cantonese)	
			5C HO WING LAAM Merit in Solo Prose Speaking (Cantonese)	
			5C IP CHING YI Merit in Solo Prose Speaking (Cantonese)	
			5C LIANG KA KI Merit in Solo Prose Speaking (Cantonese)	
14/11/2021	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	6C LUI WAI YU	Girls Grade A Champion
			5A LAM LOK YIN	
15/11/2021	電影、報刊及物品管理辦事處	健康學生短片大賽 2021	5B CHING CHING	1 <sup>st</sup> runner up (Secondary School)
			5C TAM TIK LONG	
			5D FUNG HOK YEUNG (Best actor)	
			5D LAI CHI KIN	
			5D LEE TSZ YU	
01/12/2021	Hong Kong Schools Music and Speech Association	73rd Hong Kong Schools Speech Festival (English Speech)	1C CHENG WING SI Solo Verse Speaking – Merit, First Place	
			1C LAM KA YIN Solo Verse Speaking – Merit, First Place	
			1D CHAN CHI YUEN Solo Verse Speaking – Merit, Third Place	
			1D LAU ON YIN Solo Verse Speaking - Merit, Third Place	
			1D WONG HEI YAN Solo Verse Speaking - Merit, Third Place	
			2B LI KEXIN CANDY Solo Verse Speaking - Merit, Third Place	
			1C NG CHEUK KIU Solo Verse Speaking - Merit	
			1D TIN TSZ CHING Solo Verse Speaking - Merit	
			2A LI PUI CHING Solo Verse Speaking - Merit	
			2B MAK CHING YIU CHERRY Solo Verse Speaking - Merit	
			2B SO ZI YOU Solo Verse Speaking - Merit	



			2B WONG SING YEUNG Solo Verse Speaking - Merit	
			2B YEUNG CHEUK HENG Solo Verse Speaking - Merit	
			2C CHAN KIN FUN Solo Verse Speaking - Merit	
			2C LI TSZ KIU Solo Verse Speaking - Merit	
			3B KONG YUK YU Alisa Solo Verse Speaking - Merit	
			3C CHAN HONG YAU Solo Verse Speaking - Merit	
			3C CHUNG CHING Solo Verse Speaking - Merit	
			3C WONG CHIU HIN Solo Verse Speaking - Merit	
			3D LAU MEI KWAN Solo Verse Speaking - Merit	
			3D LEE YI TING Public Speaking Solo - Merit	
			3D YIP HO YI Public Speaking Solo - Merit	
			5B SIU TSZ YIN Solo Verse Speaking - Merit	
10/12/2021	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	1A CHENG AN YIN (3 <sup>rd</sup> runner-up, Long Jump, Boys Grade C)	
			2A LI ZI HEI (Champion, 100m, 200m, Girls Grade C)	
			2B SHEK LOK SZE HANNAH JOY (Champion, Javelin, Girls Grade C)	
			2C MAK HO YIN (Champion, 100m, 200m, Boys Grade C)	
			3A CHOI CHAK HEI (Champion, 400m, 800m, Girls Grade B)	
			3D FUNG SUM YU (1 <sup>st</sup> runner-up, 400m, Girls Grade B)	
			4B LAI SIN MAN (1 <sup>st</sup> runner-up, shot put, Girls Grade A)	
			5B NG SI WING ATHENA (Champion, 100m, 200m, Girls Grade A)	
			5C CHOI CHAK YAN (Champion, 400m, 800m, Girls Grade A)	
12/12/2021	SIYAN PTH EDUCATION	2021香港「思研盃」即席中文寫作大賽—中學組	1A PENG VICKY 2021香港「思研盃」即席中文寫作大賽—中學組季軍	
15/12/2021	New Territories School Heads Association	共享拼圖-我們都是CEO 社區共享設計比賽	2A CHAN TIN CHI	Champion
			2A CHAN WING KA	
			2A MAK PO YING	
			2A WONG LONG SUN ANDREW	
			2A YEUNG KING YAN	
18/2/2022	Education Bureau	Hong Kong School Drama Festival 2021/22	1B KAM CHI HO	Award for Outstanding Cooperation
			1D MA SUET CHING	
			1D WONG HEI YI	



			3A KO YIN CHUN Award for Outstanding Performer	
			3C YU CHEUK YING Award for Outstanding Performer	
			4A WONG SZE CHAI CHELSEA	
			4B LAI CHEUK WING	
			4B NG SIU TSUN	
			5A YU YI	
09/05/2022	Math Conception	[HKG Region] 2022 Inter-School Contest	1D CHAN CHI YUEN Silver	
			1D WONG WAI PAN Bronze	
			1D LAU ON YIN Bronze	
			3D TSANG KA MAN Bronze	
			3D TSANG LONG YIN Bronze	
			3D LAM KWONG HEI Bronze	
11/06/2022	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	1D FU HEI YU HALEY 2A KWAN J 2A MAK PO YING	Girls Grade C Champion
11/06/2022	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	3A CHAU TSZ CHING 3B CHAN TSZ ON 3D YIU KIN WAI 4D SHUM MING HEI MATTHEW	Boys Grade B 1st runner-up
12/06/2022	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	4D NG IRENE 2B LI KEXIN CANDY 1B YU PAK TUNG	Girls Grade B 2nd runner-up
12/06/2022	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	1C YAU CHUNG HIN OSCAR 2A CHAN CHUN CHEONG 2C WONG CHING NAM 2C YU YAT HEI	Boys Grade C Champion

## ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

### Priority Task 1: To enhance efficacy in learning and teaching

#### 1. Achievements

Ho Fung College put in efforts to offer strong support and guidance for all students through various channels. In order to cater for the diverse needs of our learners, a well-rounded and holistic approach was executed. A wide range of electives were made available to students. Tailored academic and careers workshops, seminars, online programmes and reading schemes were also directed by various subject departments and the school library to provide students with further guidance.

Our school devised measures to strengthen learning and teaching. By performing a more detailed analysis of students' performance in tests and examinations, various class arrangements were made to optimize students' learning in class to promote an environment conducive to studying. Morning reading sessions were refined to foster a passion for reading in students, and various sharing sessions and activities were conducted in assemblies to integrate moral education in school life on an everyday basis.

Class arrangement was tailored to students' needs. Four L.S. lessons (original 8) were replaced by one PE lesson and three elective lessons, while the remaining lessons will be CSD lessons. One S.5 L.S. class and one S.6 L.S. class employed English as the medium of instruction and the others were conducted in Chinese to cater to students showing strong preference for Chinese or English. Extra tutorial groups in core subjects were also arranged for students having dropped elective subjects in S.5 and S.6.

Various schemes were devised to bolster students' learning outside of class. Study rooms were made available to S.6 students from the start of the academic year to the end of the HKDSE examinations. The arrangement of study rooms was critical to fostering a supportive learning environment while giving students extra guidance and advice whenever needed. Funding from School-based After-school Learning and Support Programmes was allocated to supplementary tutorials for S.1 to S.6, who were shown to have benefitted from these extra classes. Diversity Learning Grant supported a diversified curriculum encompassing Music, Liberal Studies, Chinese debate, English debate, drama and speaking. All these schemes supported students' growth and boosted their achievements beyond classroom.

As part of the school-based reading scheme, an increased number of library visits for junior form students were conducted, which helped to increase engagement and nurture avid learners. Library resources were replenished. Fictions and non-fictions related to science, environmental protection, career planning and life goals were acquired.

Having adopted IT in Education for years, the school continued to acquire better hardware devices and adopted more learning platforms this year with the funding designated for IT in Education from the EDB. All classrooms and laboratories have been equipped with Interactive Touch Display Panel. The IT Support Section offered their guidance and resources to help teachers familiarize themselves with the new IT equipment and platforms. Many teachers adopted various IT resources in pedagogies, which fostered a culture of continuous improvement in teaching with mobile devices and e-learning pedagogies. Sharing sessions among teachers contributed to the exchange of ideas and inspire them to adopt IT in education.

Learning communities were formed via various learning platforms; self-directed learning was promoted with the help of online assessment tools and e-learning resources. During class suspension, teachers delivered lessons through online real-time teaching and assigned homework through various platforms to ensure learning would continue despite the pandemic. Cloud storage not only promoted file sharing among teachers and students, but also supported the school administration, particularly in meetings where Surface Pros were allocated to attendees for access to documents. This measure reduced the use of paper in school and prevented unexpected disclosure and loss of important documents.

Utilizing the grant from the Quality Education Fund on our School-based STEM Education Programme, room 501 has been established as our STEM room which is capable of hosting regular STEM lessons as well as providing a maker space for STEM project works. The STEM room provides different types of 3D printers, die cutting machines and laser engravers. Such range of equipment allows the actualization of student designs and ideas into real models and products, promoting reflection, evaluation and further development of design thinking and problem-solving skills. Various STEM teaching and learning activities from different subjects have been held in the STEM room, these include STEM project in the junior integrated science subject, learning mechanics through 4WD cart race for S4 students, and the investigation of vortex tube using 3D printers for S5 students.

During the special vacation in March and April, the school has organized learning workshops for students to learn about Financial Technology funded by the IT Innovation Lab in Secondary School. Workshops were conducted through Zoom for S4 to S5 students who studied the relative subjects. A board game session was held face-to-face in May. Students were excited and had positive feedback to the programme.

The school continued to implement award and scholarship programmes, eligibility criteria were widened to recognise the effort of an increased number of students, including the less able ones. Students with strengthened self-esteem and confidence in their individual ability were thus able to form learning communities that were more engaged.

The performance of S.6 students in the HKDSE examinations was outstanding compared to that in previous years, with 91.7% of our students meeting the basic entrance requirement for

admission to publicly funded undergraduate programmes. This was well above the territory-wide day school figure of 41.9%. The number of JUPAS offers received was as well impressive; 92% of our students received main round offers to degree programmes of local UGC-funded universities.

## **2. Reflection**

In order to continue to cultivate reading habits and nurture self-dependent and efficient learners, the reading scheme will continue to be implemented and performance monitored. There can be further enhancement of measures taken for incoming S.1 students and in-lesson silent reading time for students. We will continue to explore opportunities to make reading a unique and fruitful experience across forms and beyond the classroom boundaries.

The additional enhancement measures listed above for subject departments and functional groups allowed the school to effectively guide students to be more competent learners, which in turn created a more vibrant learning community in our school. The above measures will be continued as students have proven themselves capable to embrace a self-directed learning attitude, which optimizes their learning opportunities. The student-centered approach provides ample opportunities for students to express their ideas, despite the extra time required compared with traditional teaching pedagogies. More cross-curricular projects and lesson observations can be planned to enhance professional exchange among teachers.

Due to the re-tendering and delay of shipping under pandemic, IT devices were distributed late to students in April 2022. Due to the outbreak of the coronavirus, face-to-face lessons were restricted to half day mode in the 1<sup>st</sup> semester. The school resumed whole day face-to-face lesson around May 2022. The school adopted regular online tutorials in the afternoon during the 1<sup>st</sup> semester, on which feedback from teachers, students and parents was positive.

## **3. Suggestion for Improvement**

Based on the achievements from the previous years, enrichment programmes and measures to boost learning performance will be enhanced and revised by each department. In the academic year of 2022-23, flexible grouping arrangements will continue to be made capitalising on students' strengths. Considerable emphasis will be placed on STEM education, IT in Education and Value Education so as to nurture proactive learners and to promote students' positive values and widen their horizons. The school will continue to allocate more resources to further integrate STEM education into the everyday school life of junior form students. One STEM period will continue to be included in each cycle for S.1 and S.2 students, providing them with systematic and regular training in science and technology as well as cultivating their interest and abilities in STEM education. The STEM QEF project will be completed in March 2023. Remaining student activities under the project will be implemented before Feb 2023. The school will continually prioritise IT in Education with more hardware and more support building on existing established infrastructure. The school will join the "Community Care Fund Assistance Programme – Provision of subsidy to needy Primary and Secondary students" for purchasing mobile computer devices to strengthen the practice of eLearning. Value Education and National Security Education will be embedded in the curriculum to nurture students' sense of responsibility, environmental protection, punctuality, moral values and the like. Academic activities will remain an essential part of the curriculum to fully unleash students' learning potential.

The Student Performance Grading System will be further utilised to accurately reflect students' performance in learning attitude, conduct and activity. The performance of the first and second terms will be monitored separately. It is suggested that teachers optimise the opportunities presented in this system to reflect students' performance and a better understanding of this system is crucial to mark standardisation.

More effort will be put into enhancing students' learning confidence and group learning by

identifying the specific strengths and weaknesses of each class in a tailored approach. Teachers will be encouraged to explore the possibility of innovative and alternative pedagogies by having more lesson observation and post lesson sharing, particularly using IT equipment and software, such as 3D printing and laser engraving. Due to COVID-19 pandemic, rate of usage of study room was lower. Lesson time for junior forms was below average and shall be addressed in the next academic year.

## **Priority Task 2: To develop students' sense of responsibility and empathy**

### **1. Achievements**

The school created ample opportunities to encourage students to be more engaged in their own learning pursuit. The initiatives taken by the school resulted in a more inclusive learning community where students could develop their own interests and become proactive learners.

Life and moral education was promoted in junior forms. Moral education classes were smoothly conducted in S.1 to S.3. Teaching contents were thoughtfully selected by the Moral and Civic Education Section and the Student Counselling Section, including but not limited to life and career planning, value education, and moral education. Elements related to life and moral education were incorporated in different subjects with a goal to instil in students' positive attitudes and promote healthy lifestyle changes. This also provide an opportunity for teachers to communicate well with students and enable them to share their personal experience and impression. Most students could actively participate in discussions and express their own opinions with earnest attitude.

Throughout the year, a series of relevant books, articles and other reading materials which touched upon self-improvement, moral education, self-reflection, personal growth and development were adopted and integrated into the curriculum. Students were led by teachers to read texts on self-improvement, management and problem-solving skills as well as competing in the 'Class Management Scheme'. A sense of accountability was instilled. Life objectives and future planning were underscored, with students engaging in various activities that helped them to become more aware of their own career aspirations and to achieve them.

The Student Performance Grading System was useful to independently assess and reflect students' performance in their learning attitude, conduct and CCA participation, acting as an indicative tool to help promote students' personal growth. Over 75% of the S.2 and S.3 students joined a uniform team or service group.

A refined CCA Award Scheme was effectively launched to award students for their achievements in extra-curricular activities. A total of 304 students received gold, silver and bronze medals or merits in the program. Excel tools for recording data of students' performance in CCA activities and services were developed to keep track of their progress. The data were further incorporated into an annual achievement record which showed the overall performance of students. These motivated students to acknowledge and enhance their own performance.

Holistically, through the efforts of various departments, the school arranged a diverse collection of environmental protection and awareness programmes. The results of these were collated into a report to show the overall impact that our school was making on combatting environmental changes. Our school joined the Student Environmental Protection Ambassador Scheme (2021-22) organised by Environmental Campaign Committee, appointing several Student Environmental Protection Ambassadors (SEPAS) in S4 to acquire basic environmental knowledge and skills through Basic Environmental Badge training held online. Students have devoted time regularly to maintain facilities like the butterfly garden and the aquaponics system in School. Intra-school activity has also been held to promote the awareness of endangered species.

Like what the school emphasised in the previous years, stress management was a central theme for senior form students since they were faced with the task of balancing their examination preparation, study and personal life. In addition to workshops on stress management tailored to senior form students, talks on various topics, such as JUPAS, alternative study paths after S.6 (associate degrees and/or higher diploma), jobs, resume writing, and interview skills, were conducted. Academic advising sessions conducted in groups of one to three, were helpful for S.5 and S.6 students to explore their interest and potentials and keep themselves abreast of the latest information on alternative study paths after S.6. All these programmes widened their horizons and ensured that students were well-informed of their choices. As advisors, teachers on the team spent substantial time guiding students to identify their goals in academic studies and future career to enable them to leverage their personal qualities and strengths and devote effort to pursue their individual goals.

The school promotes communication and collaboration among different stakeholders to strengthen students' character development and related training and counselling work. The school organizes talks and activities to enhance students' information literacy and develop their ability to search, evaluate and use information (including social media), understand the history and development of the country, national security, the importance of the national flag, national emblem and national anthem, as well as the constitutional order, national identity, spirit of the rule of law and other relevant issues established by the Constitution and the Basic Law for the Hong Kong Special Administrative Region, and guide them to perform their responsibilities as citizens and Hong Kong residents in a positive and responsible manner.

## **2. Reflection**

Similar to last year, we saw students excel in various areas like music and sport, and therefore the means employed were deemed successful. Due to the outbreak of the coronavirus, most of the events that could showcase students' accomplishments were cancelled. The school will continue implementing such measures in the coming academic year 2022-2023 so that students could be rewarded for their effort in these areas.

The school has continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided excellent opportunities for students to demonstrate their enthusiasm and allow them to grow and develop various virtues and strengths, particularly their introspective ability, perseverance, responsibility, resilience and self-discipline.

Due to the outbreak of the coronavirus, all exchange trips were cancelled. Recognising the unique role of exchange trips in giving students the opportunity to engage in team-building, cooperation, responsibility and accountability and promoting the development of independence and self-confidence, we will continue to explore possibility in organising these trips in the coming academic year.

It remains one of our key goals to help students manage their many aspects of lives so that they reap the benefits from the mastery of their own, especially their time. Class teachers can play a more prominent role in guiding students in time management. Meanwhile, morning assemblies, along with flag raising and prize-giving ceremonies, continue to serve as an excellent platform to cultivate respect and attentiveness and to inculcate in students a strong sense of belonging and devotion to both the school community and the country. National Security education would as well be an integral part across the subjects' curricula to meet the prominent needs.



### 3. Suggestion for Improvement

Considering the constructive effect of the Student Performance Grading System, we plan to capitalise on it to preach students' personal development and cultivate virtues. The system is effective in recognising positive behaviours whilst correcting inappropriate ones. Students therefore feel emboldened to strive for improvement and stretch their potential.

The Student Performance Grading System has continued to be in place to record students' attitude and conduct effectively. The record will continue to be collated once per term, reviewed and refined at the end of each term. Meanwhile, the scope of the grading scale for the learning and conduct marks has been adjusted. The means of recording students' punctuality was updated to reflect the actual attendance of online lessons; together with teachers' guidance, these measures coach students on essential attributes like punctuality and self-accountability in students. Students should be encouraged to serve and participate in voluntary work and be reminded to submit their service records on time. The school will explore to use different platform to record students' attendance in activities or meetings in uniform team or service group.

A more holistic approach will be made on Value Education to nurture students' positive personal attributes on all fronts. To optimise the "class management" scheme through conveying values and beliefs, form coordinators will continue to be in place to better assist and promote class business measures. Life and moral education will be strengthened, and such elements will be incorporated in the learning contents from various subjects. Teaching packages of SSY Moral Education will be used in 2022-23 in S.1 and S.2 followed by evaluation that assesses its effectiveness, in addition to the National Security education that will be implemented as part of the subject curriculum in a similar manner.

The CCA Award scheme will continue be used to reflect students' performances more comprehensively. In order to monitor the attendance of S.1 students joining musical instrumental classes and training sessions of sports teams or uniformed teams, the CCA platform on e-Class will be optimised to enhance monitoring and corresponding follow-up actions. Also, promotion of the scheme is necessary to raise the awareness of students, particularly student leaders. The related excel file will be modified to streamline the procedure of award record and enhance data accuracy. Similarly, various data sheets will be generated automatically to alleviate teachers' workload and to enhance efficiency in processing activity and award record.

As an essential part of students' long-term and whole-person development, career planning and guidance are indispensable. Elements of career guidance will continue to be included in the curriculum, so as to stimulate thinking about future opportunities and nurture intelligent, educated citizens. Having regards to exploring students' interests, strengths and weaknesses, the school will have a more defined focus on where students can excel and improve. As part of a whole-school learning community, students can feel more confident in approaching their future with open arms.

## FEEDBACK ON FUTURE PLANNING

Our school is committed to providing our students with all-round quality education so that they can make valuable contribution to the well-being of our community. We aim at developing students' self-directed learning and their introspective ability to gear them up for lifelong challenges. We plan to continue to optimise our school-based curriculum with focus on fostering greater inter-departmental collaboration and a more student-centered learning and teaching approach. Teachers will be mobilised to work more closely in lesson preparation, class observation, assessment adjustments and formulation of school development plans. We also aim to explore measures to cater for learner diversity and to enhance students' balanced development, as well as following the guidelines provided by the EDB on the inclusion of the national flag and national emblem in school education. Relevant curriculum resources and support measures related to National Security Education have been incorporated in lessons and various aspects in school.

In the next cycle of school development, we will continue to achieve the goal of the holistic development of students by capitalizing our strengths to nurture proactive learners; promote students' positive values and widen their horizons.

The major concerns thus formulated are as follows:

1. To nurture proactive learners through fostering a proactive attitude among students in their learning communities, enhancing students' motivation to learn and pursue for excellence.
2. To promote students' positive values and widen their horizons through tightening students' discipline and fostering positive values as well as attitudes, increasing students' exposure to the outside world and further nurturing students to be community contributors.

# FINANCIAL SUMMARY

## Financial Summary (2021 -2022)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
<b>Government Funds</b>				
Balance B/F from previous year				5,691,950.57
(1) School Specific				
1.1) Administration Grant	4,072,524.00	(3,549,993.15)	522,530.85	
1.2) Capacity Enhancement Grant	642,934.00	(515,420.86)	127,513.14	
1.3) Composite Information Technology Grant	494,240.00	(481,428.68)	12,811.32	
1.4) Air-conditioning Grant	631,825.00	(372,643.35)	259,181.65	
1.5) School-based Management Top-up Grant	50,702.00		50,702.00	
1.6) School-based Speech Therapy Administration Recurrent Grant	8,112.00		8,112.00	
<i>Sub-total (1)</i>	5,900,337.00	(4,919,486.04)	980,850.96	
(2) Non-School Specific (Baseline Reference)	2,009,937.69	(2,948,514.82)	(938,577.13)	
(3) Other Income	2,624.09		2,624.09	
<i>Sub-total (2) &amp; (3)</i>	2,012,561.78	(2,948,514.82)	(935,953.04)	
<b>Surplus for the year (Government Funds)</b>				44,897.92
<b>School Funds</b>				
Balance B/F from previous year				1,632,667.93
(1) Tong Fai	110,670.00		110,670.00	
(2) Subsidy from Sik Sik Yuen	360,407.40		360,407.40	
(3) Other Income and Expenditure	285,047.66	(718,949.78)	(433,902.12)	
<i>Sub-total</i>	756,125.06	(718,949.78)	37,175.28	
<b>Deficit for the year (School Funds)</b>				37,175.28
Approved Collection for Specific Purposes Account				
Current Year	232,500.00	(213,680.88)	18,819.12	
Balance B/F from previous year			179,076.78	
Surplus Carried Forward to Next Year :			197,895.90	
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2022</b>				7,406,691.70