



# HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2016-17)

## OUR SCHOOL

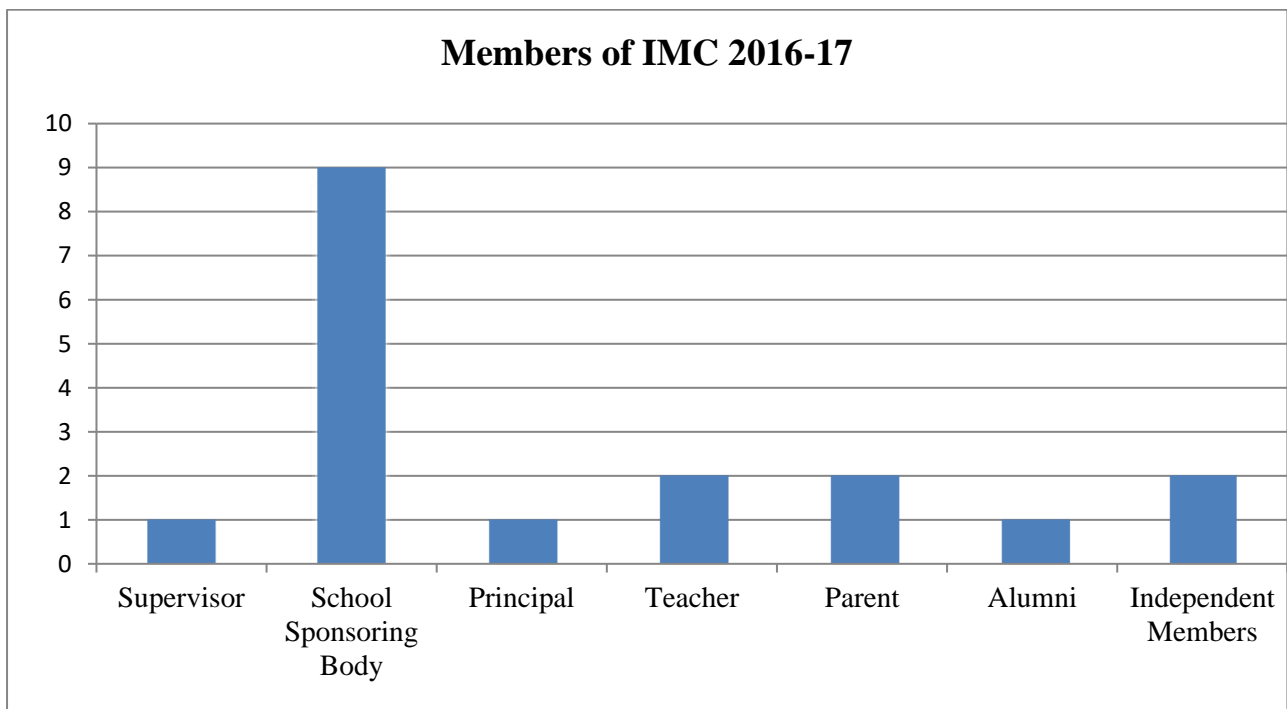
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The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

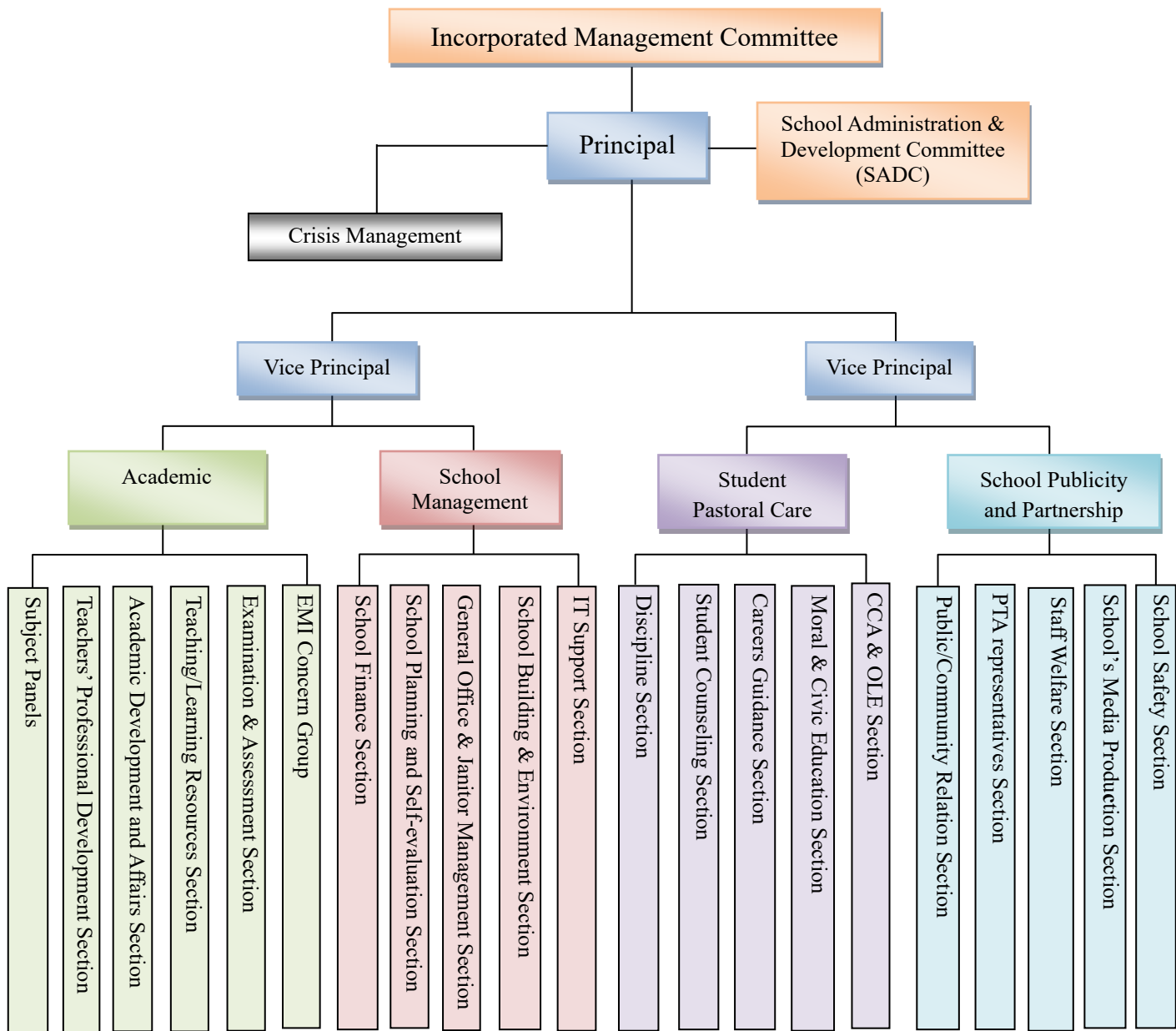
School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology room, a Student Activity Center, a Fitness Training and Assessment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

### School Management

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

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr. Lo Sun-ho comprises 18 members.





## Teachers Team

### 1. Teachers' qualifications and experience

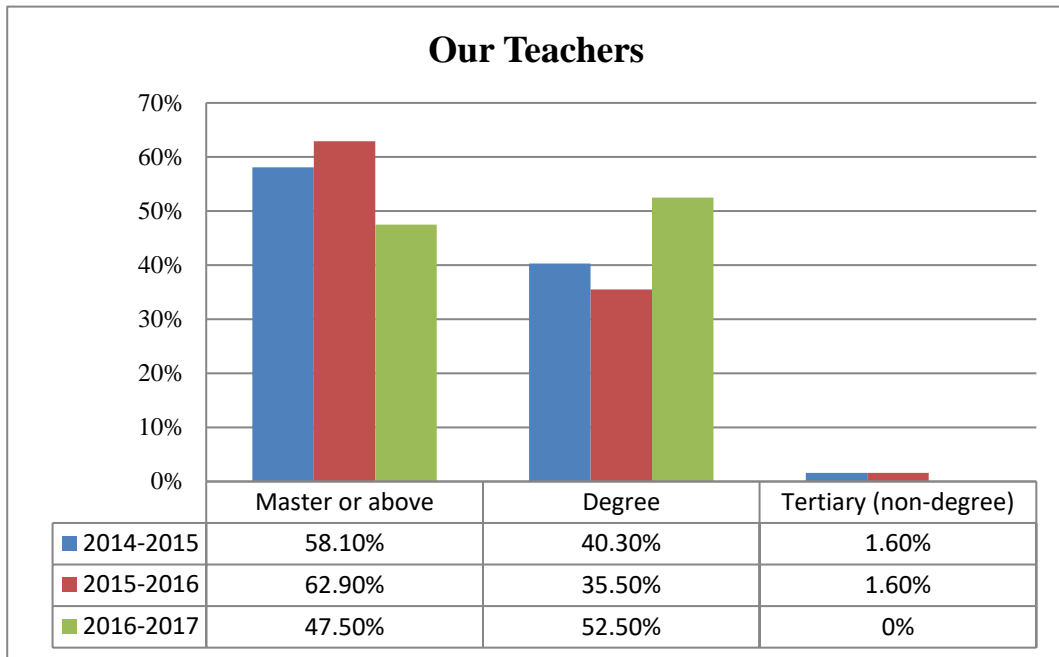
#### 1.1 Teachers' professional qualifications

Of the 59 teachers in our school (inclusive of the Principal), 59 are professionally trained.

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	11.9 %
5-9 years of teaching experience	25.4 %
10 or above years of teaching experience	62.7 %

### 1.3 Highest qualifications attained



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

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

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

##### Activity Review of Teachers' Professional Development Section

Date	Activity	Hours
24-08-2016	New teacher orientation	3
02-09-2016	- Introduction to "Healthy School Policy" by the registered social worker of Hong Kong Children & Youth Services - Introduction to the new system of students' performance	2
05-09-2016	- IT Workshop - Collaborative Learning Workshop	2
23-11-2016 25-01-2017	New teacher training - Teachers' reminder of the Parents' Night in the First Term and the Parents' Day in the Second Term	1
06-01-2017	Teachers' Workshop : "Support for Students with Attention-deficit / Hyperactivity Disorder" (by Wing Chan, School-based Educational Psychologist)	2
03-04-2017	AM session : Workshop on Meditation (Effects and Practice ) Guest speaker : Dr. Shui-fong Lam, Department of Psychology, the University of Hong Kong) PM session : Demonstration of Molecular Gastronomy	5
05-06-2017	AM session : The Analysis of the APASO Questionnaire/ Evaluation of Work of the 2016-2017 Academic Year PM session : Talk on Teachers' Well-being/ Workshop on leather accessories	5
Total		20

In the aspect of teaching and learning, our school continues to implement self-directed learning. At the beginning of this academic year, we launched the pilot scheme of collaborative learning in the junior forms in a bid to further foster the culture of student-centred classroom and cultivate students' self-learning ability. Teachers also benefitted from the peer interaction as well as the lesson observations. Overall speaking, collaborative learning is conducive to developing the school's learning community.

Teachers at our school value their professional development and training. In total, teachers achieved a total of 5734.7 hours of professional training in this academic year.

#### 4. Teacher Turnover

Five teachers left school in this academic year. They were Ms Cheung Chi-fong, Ms. Lau Man Man, Ms Ng Suk-ye, Ms Lam Shih-en, and Mr. Tang Wing-kong.

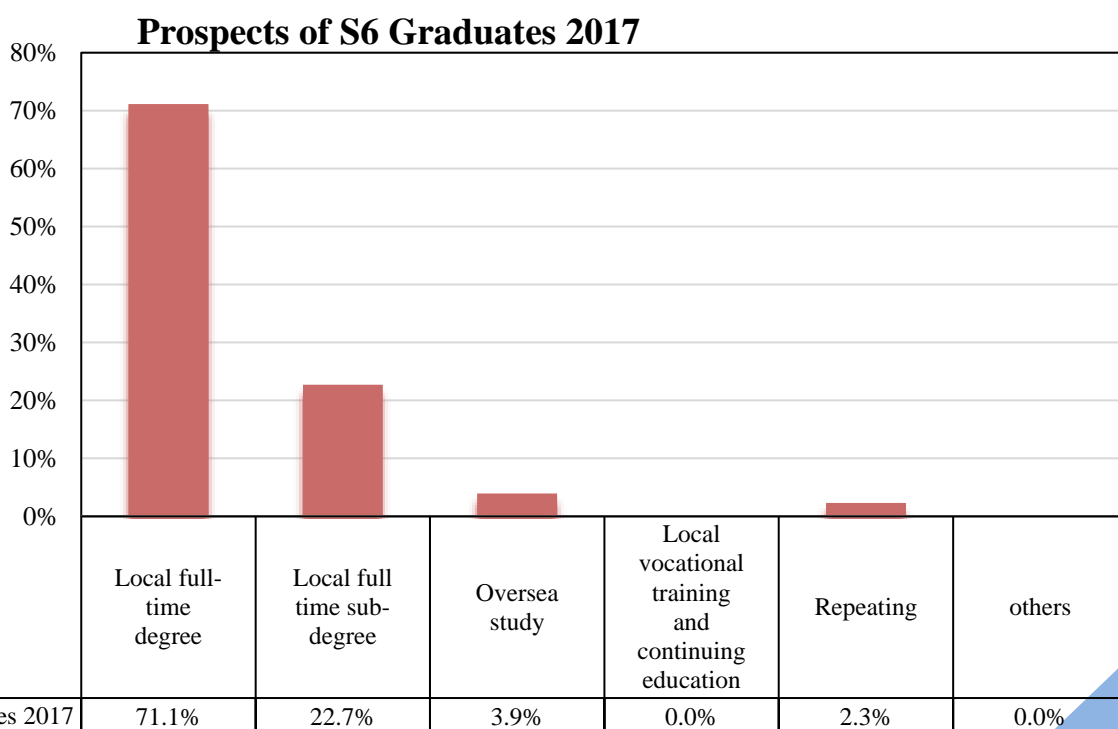
Two new teachers were recruited. They were Ms. Chik Ching-ning, and Ms Wu Yu-qing.

## OUR STUDENTS

### Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	5	5	5	27
Number of students	125	131	132	135	138	128	789

### Prospects of S6 Graduates



## OUR LEARNING AND TEACHING

### School Days

There were a total of 191 school days (inclusive of tests/examinations), out of which 163 days were allocated for regular classes.

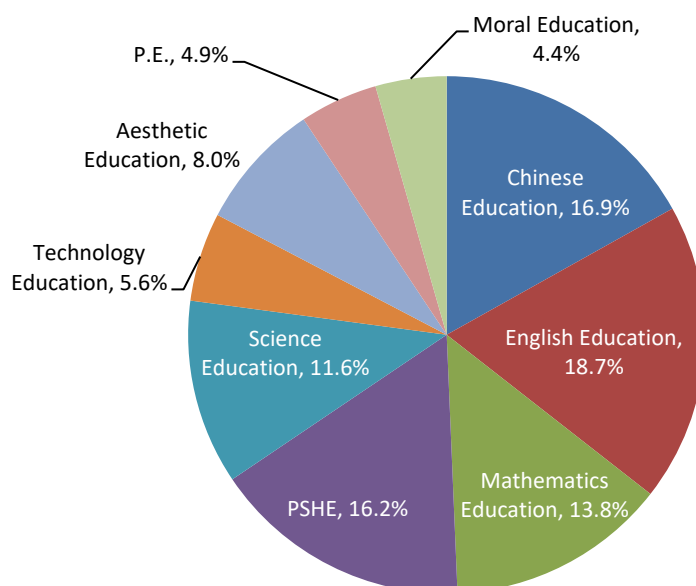
### English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1<sup>st</sup> December 1997. A committee was formed to supervise matters on MOI and create an authentic English-rich learning environment for students. The committee also handled issues related to language across the curriculum.
2. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for pre-S1 students. This course helps students to be well-equipped for English instructions and build a solid foundation in English.
3. The school has worked with AFS on student exchange for 14 years. One exchange student from Italy was admitted this academic year. She helped to foster an authentic English environment in the campus with her involvement in multiple school activities.
4. The NET teacher is a facilitator in enriching the English environment, offering support to other teachers by assisting in promoting language across the curriculum.

### Curriculum

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

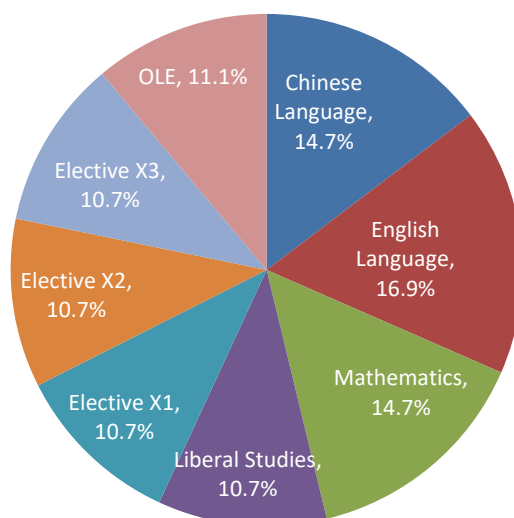
#### 1. Curriculum in Junior Forms



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
			Economics
Science	Integrated Science	Integrated Science	Biology
			Chemistry
			Physics
Technology	Computer and Technology	Computer and Technology	Basic Accounting
			Computer and Technology
	Technology and Living	Technology and Living	N.A.
Aesthetic	Visual Art	Visual Art	Visual Art
	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education
Life Education/ Moral/Liberal Studies	N.A.	N.A.	Moral

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

## 2. Curriculum in Senior Forms



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

## Support to Student Learning

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

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



## Student Discipline

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

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

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

## Student Counselling

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

### 1.1 Sex Education Program

- Classroom sex education programs by Health Department were offered to S2, S4 and S5 students throughout the year. As shown in the feedback from questionnaires, over 90% participants acknowledged that the workshops have enhanced their awareness and knowledge of sex.
- “Taste of Life” was replaced by “Fit for Life” program in the form of classroom workshops in S3. Over 90% participants agreed that the activities enhanced their awareness of developing a healthy relationship among gender with peers.

### 1.2 ‘Big Brother, Big Sisters’ Scheme

- Student counsellors, paired up with S1 students, tutored their juniors on homework. The two Head Counsellors are conscientious and reliable students displaying exemplary character and fine personality, and, with much creativity and dedication, have proven themselves good leaders and capable organizers. Other student counsellors are responsible and caring, providing S1 students with timely advice and support. S1 students’ attendance at tutorials was good. They showed avid interest in seeking help from the student counsellors.

### 1.3 Voluntary Services

- The school volunteer team worked in collaboration with the Student Counselling Section and PTA. Pre-visit briefing sessions delivered by the social workers in charge were effective. The high attendance rate and the active participation of both the senior form student leaders and S1 participants of the ‘Big Brother, Big Sister’ Scheme are evidence that the program is a success.

#### 1.4 Goal Setting Workshops

- Workshops were co-organised by our school social workers and education psychologist targeting low-achievers in S1 and S2, who responded to the program actively and positively, and learnt to set goals. The participants could explore their preferred values through action-based activities, and the debriefing session was effective. The attendance rate of S1 participants was good but that of S2 is below satisfactory. Overall, the workshops proved to be successful and worth continuing next year.

#### 1.5 Award Program for Junior Form Students

- About 50% participants had shown improvement in their average marks in the Final Examination. Among them, 25% met the requirements of the award scheme. Comparatively speaking, S2 students did not show strong motivation. It is recommended that the program should be reserved for S1 students, and a similar program for S2 would be incorporated into the Joyful@School Program.

#### 1.6 School-based Education Psychologist Service

- Our Education Psychologist Ms. Chan Ka-wing engaged actively in both developmental programs and case work. She played a central role in implementing supportive measures to students, parents and teachers through teaching training workshops, class visits, consultations, assessments, etc. with close collaboration between social workers, and counseling teachers.

#### 1.7 Life Education: Form Periods

- Course materials and activities had been tailored to facilitate the implementation of life and value education in S1 and S2. Form teachers agreed that the form period activities could cater for students with needs in personal growth.

#### 1.8 SEN Co-ordination

- Speech therapy was provided for SEN students. The training workshops organised by the Joyance Community Health Consultant Co. Ltd. proved to be effective. Participants showed encouraging progress in their oral communication.
- In collaboration with the New Life Psychiatric Rehabilitation Association, the JC A-Connect Program had progressed to the second phase. Members in the training workshops had developed stronger affiliation to the programme. Their readiness to engage and to prepare the activities was encouraging.
- Staff development sessions related to SEN was held through school-based training workshops and teachers' participation in professional training courses offered by EDB.

### **School Social Worker**

The Hong Kong Family Welfare Society appointed Ms. Ada Wong Hoi-shan and Mr. Lee Kwok-wai as our school social workers. Their stationing days were Monday and Wednesday (Ms. Wong) and Tuesday and Friday (Mr. Lee). They provided professional casework counselling to 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. Ms. Wong and Mr. Lee co-operated with different functional groups in school and organized various programs to help enhance students' self-esteem, communication skills, leadership and problem-solving skills. S1 Orientation, 'Avoiding Trap on the Internet' program, S2 Goal Setting Scheme, 'Smart Use on Smart Device' program, S2 and S3 'Finding Colour in Your Life' and S4 Career Mapping were some of the examples. Life Experience Journey, as a life education program, let

students experience birth to death through various games. After the program, students realized that time is limited and that they should spend time on valuable things, especially with their family. With a clear goal setting strategy, students have more confidence in facing challenges and bridging to the public examination in later stages. In addition to teenagers targeted program, seeing parents as key partners in nurturing students, Ms. Wong delivered topical seminars, for example, Youth Culture and Parenting Style. Such programs helped to enhance parenting skills and foster parental relationships. This year, peer mediation training was another major work focus. In Secondary School Peer Mediation Competition 2017 co-organised by Rotary and Hong Kong Family Welfare, our student mediators were awarded the championship. All these proved the developmental programs launched by our school social workers were essential to the personal growth of our students.

## Careers Guidance

The Careers Guidance Team aims to help students know themselves better, and alert them of the present and future education, training and career opportunities so that they may plan their studies and careers independently.

Activities conducted this year are as follows:

Date	Class (Number of Students)	Event & Particulars
Late Aug to early Sept	S6 (128)	Academic Advising Session (by careers teachers)
24/9/2016	S4-S6 (120)	UST Outreach Day
24/9/2016	S6 (110)	Talk on JUPAS for S6 and Experience Sharing Session with past S6 and S7 students, held at School Hall
24/9/2016	S4-S6 (26)	Life Buddies Mentorship Program - Activity 1
8/10/2016	S4-S6 (180)	PolyU Information Day
15/10/2016	S4-S5 (20)	Life Buddies Mentorship Program - Activity 2
27/10/2016	S4 (4)	Training session for Junior Career Planning Competition 2016 organized by Youth Employment Start
29/10/2016	S4-S6 (170)	HKU Information Day
31/10/2016	S4 (29)	Visit to THEI (Department of Multi-media Technology & Innovation and Information & Communication Technology)
5/11/2016	S4-S6 (140)	CU Information Day
8/11/2016	S4-S6 (350)	Talk on Interview Skills by HKWFS
17/11/2016	S5-S6 (40)	Admission Talk by HKCC
23/11/2016	S2 (130)	Life Planning Workshop - "I have a dream" (by Tung Wah Group of Hospitals Healthy Budgeting Family Debt Counselling Centre)
25/11/2016	S1-S6 parents (600)	Talk on the importance of life planning for secondary students and the role parents can take in their children's planning offered by HKWFS on Parents' Night
26/11/2016	S4-S5 (17)	Life Buddies Mentorship Program - Activity 3 (Studies & Careers Choice)
28/11/2016	S4-S6 (350)	Sharing session by students on their experience and the way their horizons were broadened through the ACO Career Program
1/11/2016 15/11/2016 29/11/2016	S4 (128) (Jointly held with the school social worker)	Workshop on "Career Mapping" published by EMB and Careers Guidance Association
8/11/2016 22/11/2016 28/11/2016	S3 (126) (Jointly held with the school social worker)	Workshop on "Finding your colours of life", published by EMB and Careers Guidance Association
10/12/2016	S3-S6 (22)	"Job Exploration" Workshop 5 - Architecture & Town-planning
15/12/2016	S3 (130)	Briefing session on points to note for selecting electives and the introduction of electives available
Dec 2016 – Jan 2017	S6 (65)	E-Portal: Inclination Assessment offered by CLAP

<b>Date</b>	<b>Class (Number of Students)</b>	<b>Event &amp; Particulars</b>
21/1/2017	S4-S5 (16)	Life Buddies Mentorship Program - Activity 4 (Skills in Job Application Workshop)
18/2/2017	S4-S5 (11)	Life Buddies Mentorship Program - Activity 5 (Visiting the construction site of Hong Kong-Zhuhai-Macao Bridge)
18/3/2017	S4-S5 (20)	Life Buddies Mentorship Program - Activity 6 (Visiting the office of Dragages)
1/4/2017	S4-S5 (2)	PolyU District-based Seminar (Kwai Chung and Tsuen Wan)
19/4- Mid-May 2017	S5 (138)	Advice sessions for S5 students based on their S5 First Term Examination Results
25/4/2017	S3-S5 (16)	“Job Exploration” Workshop 6 - Mass Media
Mar - May 2017	S4 (138)	E-Portal: Inclination Assessment offered by CLAP
Mar - April 2017	S3 (134)	COA – Inclination Assessment Test
Apr - May 2017	S5 (139)	E-Portal: Inclination Assessment offered by CLAP
6/5/2017	S4-S5 (23)	Life Buddies Mentorship Program - Activity 7 (Career exploration workshop 2)
8/5/2017	S4-S5 (260)	Talk on Translation (By Li Kwok-kan from HKBU)
8/5/2017	S6 (50)	Interview Workshop for JUPAS Applicants
8/5/2017	S3-S6 (40)	HKU Consultation Session
16/5/2017	S3-S5 (55) Including students, teachers and parents from Partners Schools with ACO	Talk on Further Study at UK and US Universities and their Application and Scholarships for Parents/Students/Teachers
18, 22, 23, 31/5/2017	S4 (8)	Training Workshops for Careers Prefects
May 2017	S1-S2 (250)	COA – Inclination Assessment Test
24/6/2017	S4-S5 (20)	Life Buddies Mentorship Program - Activity 8 (Sharing and consolidating experience session)
28/6/2017	S2 (128) (Jointly held with the school social worker)	Workshop on “Finding your colours of life”, published by EMB and Careers Guidance Association
23-30/6/2017	S3 (32)	Advising Session for the selection of electives (by careers prefects)
29/6/2017	S6 (70)	DSE Talk on Results Release for S6
4/7/2017	S3 (120)	Talk & Sharing session for S3 students on choosing NSS electives (with subject introduction by relevant subject teachers)
12/7/2017	S6 (128)	Advice session offered by our alumni from different tertiary institutions and degree/sub-degree programs Advice service offered by careers teachers, S6 class teachers and senior form class teachers as to reprioritize and/or modify the JUPAS/study choices during the allotted time-slot in the 3-day period after the release of the DSE results

## Moral and Civic Education

Moral and Civic Education Section is conducted in four aspects, namely, moral education, civic education, national education and environmental education.

In the aspect of moral education, the Section co-ordinates the implementation of hall assemblies and morning assemblies year round. Morning assemblies were conducted Monday through Wednesday in the school hall, 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 etc. Other examples were seminars on guiding students in building up good personal habits and learning attitude, topics that were closely related to students' daily life.

The following events were implemented this year:

1. Promoting perseverance through the inter-class 'Notice Board Decoration Competition';
2. Inter-class Reading Award Scheme:  
The inter-class reading competition was organised to develop students' good reading habits. 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;
3. Working in line with the Student Counselling Section in enhancing 'Life Education', and devising the respective lesson plans for the class teachers;
4. Organizing 'Chinese Reading Scheme' for S3 students;
5. Organizing activities like 'Top Ten News Election' and 'Knowing the Basic Law';
6. Organizing The Spirit of Ho Fung Awards, which are presented to those who perform brilliantly in terms of academic performance, discipline and social services. The award was given to Ku Chi-ting (5D), Wong Kin-hei (5D) and Yeung Hoi-yau (4B).

Concerning national education, the focus is on students' first-hand experience. They are encouraged to take part in mainland study tours to know their motherland and identify with Chinese longstanding civilisations. S2 and S5 students joined the study tour to Guangzhou and Shanghai respectively. The trip to Guangzhou involved 142 teachers and students whereas that to Shanghai, 150 teachers and students. Another trip to Nanjing involved 33 teachers and students. These tours allowed students to understand national culture, city architecture and the economy of Mainland China, at the same time giving students opportunities to interact with mainland students. The school also practised a monthly national flag hoisting ceremony in the playground.

With regards to environmental education, the Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme'. The Student Environmental Protection Ambassadors (SEPAS) were encouraged to participate in and organize activities related to environmental education and protection on campus. This year, Lam Hiu-tung (4D), Wong Yuen-man (4E) and Cheung Hoi-ching (4D) were nominated to receive the "Outstanding SEPA Awards", comprising Gold, Silver and Bronze Awards for excellent performance. They were encouraged to acquire basic environmental knowledge and skills through Basic Environmental Badge training. In addition, Specific Environmental Badge training was also available for SEPAs who possessed Basic Environmental Badges and were ready to acquire in-depth knowledge on specific environmental topics.

## Community Service

### 1. Junior Level Voluntary Service

- The school volunteer team worked in collaboration with the Student Counselling Section in the ‘Big Brother, Big Sister’ Scheme. Led by a senior form student, the S1 participants, in groups of two or three, visited an assigned solitary old person twice a year. The activity aimed to cultivate in students positive values, compassion for the needy and communication skills. Students learnt to strike up a conversation with the elderly. The result was satisfactory.

### 2. Senior Level Voluntary Service

- In the first term, all S4 students participated in a 3-hour raffle ticket sale organized by the ‘Care for the Elderly Association Limited’ in Tsuen Wan. Students showed excellent effort and attitude; many of them learnt how to mingle with strangers and improved their communication skills through the activity. The Yuen Yuen Institute – Tsuen Wan West Neighbourhood Elderly Centre, the organizer of the event, awarded certificates to participants, as well as book vouchers to the group which raised the most fund.
- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organized for eight consecutive years. After attending a briefing session, each S4 class went on a guided tour around the school, followed by games and performances organized by themselves. The visit was a success, and our students showed exceptional effort in their preparation and participation. In the debriefing session, students reflected that the activity allowed them to know more about the disabled. Having known the difficulties faced by the disabled, they realized that discrimination against the less privileged should be combated and that they should not take anything for granted. Participants were awarded certificates after the visit.
- The school has organized elderly visits jointly with the Hong Kong Society for the Aged for six consecutive years. Before Lunar New Year, S5 students, together with parent volunteers and teachers, visited solitary old people living in Lei Muk Shue Estate, giving them some rice cake, noodles and Lunar New Year decorations as gifts. With students’ care and warmth, the visit brought the solitary men/women love and joy. Students knew more about the elderly’s needs and the importance of filial piety.

### 3. Overseas Voluntary Service

- Twenty-nine S3 and S4 students participated in ‘Cultural Exchange Program for Student Volunteers 2017: Trip to Mainland China’, organized by Tsuen Wan Youth Association, each receiving the sponsorship of \$650 from the school. After much training and preparation, the student volunteers went on the trip during 3 – 6 July. They visited an elderly welfare agency and a home for the elderly in Zhaoxing, where they sang songs, did handicrafts and played games with the aged. They also visited poor families in the district. They will share their precious experience in the school’s morning assembly and encourage their fellow students to do voluntary work in the following school year.
- Four S4 students (Yeung Wing-sze (4B), Chan Kei-pan (4B), Leung Wai-hin (4B), Chu Pui-lam (4E)) were selected to join Xian Voluntary Service Tour (12 – 17 April 2017) organized by Tsuen Wan Youth Association. Through volunteering to teach in local schools, participants gained a better understanding of Mainland China and its education system.

#### 4. Fundraising Activities

- The Association of Evangelical Free Churches of Hong Kong organized a flag-selling event in March, 2017. 10 S4 students participated in the activity. Their participation is satisfactory.
- Dress Casual Day was held on 21 December 2016. Students could dress casual that day if they donated 10 dollars or more. \$8339.2 was raised in the activity.
- In the Flower Market held at school, \$11130.7 was raised for Society for The Hong Kong Down Syndrome Association

#### 5. Other Volunteer Training and Voluntary Service

- Four S4 students (Liang Yan (4E), Mak Hei-yin (4E), Cheung Hoi-ching (4D) and Shu Yuyan (4B)) were selected as Hong Kong Youth Ambassadors. The program was organized by the Tourism Commission and The Hong Kong Federation of Youth Groups. The students visited various government departments and private organizations, and received a series of trainings, after which they provided voluntary service at tourist spots on holidays, answering tourists' queries and introducing Hong Kong. The activities effectively broadened their horizons and improved their communication skills. They will share their experience in the school's morning assembly to encourage their fellow students to participate in voluntary service in the following school year.
- Three students (Wong Tsz-ying (5A), Zheng Kai-ying (5E), Tse Man-yan (6D)) were nominated for the Hong Kong Outstanding Youth Volunteer Scheme 2017-2018. The committee will select 20 outstanding Youth Volunteers, who will participate in the promotional work on volunteering in Hong Kong and exchange their volunteer experiences with people overseas.
- 75 students donated blood on the Blood Donation Day organized by Hong Kong Red Cross. Their participation is deeply appreciated.
- Our school nominated seventeen S2 students for Tsuen Wan District Youth Corps 2017-2019. In the two-year program, participants would organize and participate in community service, as well as personal growth related and team-building activities. Highlights of the program include exchange tours to Inner Mongolia and Singapore.

#### 6. Volunteer Awards

- In 2016, 435 students and parents joined the Volunteer Movement organized by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 10,888 hours. Ho Fung College was awarded Group Gold Certificate; 14 volunteers were awarded Individual Gold Certificates; 23 were awarded Individual Silver Certificates and 30 were awarded Individual Bronze Certificates.

## Co-curricular Activities

1. Our school places great emphasis on nurturing students' multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S1 students are required to receive one-year training related to music/physical education or uniform teams.
2. Leadership training is another feature of our co-curricular activities. Participants are exposed to appropriate induction, which gives them opportunities to unveil their leadership potential. In this year, the eighth 'Senior level leadership training scheme' was conducted and trained thirty four S3 participants. They were groomed to be responsible, active and enthusiastic student leaders who would chair the Students' Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully during 24 - 26 August.
3. On top of the above, other co-curricular activities are categorized into three areas: House activities, club activities and school teams/tutorial classes.

### 3.1 House activities

Students are divided into four Houses: Red, Yellow, Blue and Green. Under the supervision of House teachers-in-charge, various inter-House competitions are organized annually, for instance, Sports Day, cheering team competition, Swimming Gala, Cross-country Run, ball games, debate and drama competitions.

### 3.2 Club activities

Clubs and societies are grouped into the following: academic, interest, sports, uniform teams and community service.

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

### 3.3 School teams and tutorial classes

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



## Physical Well-being

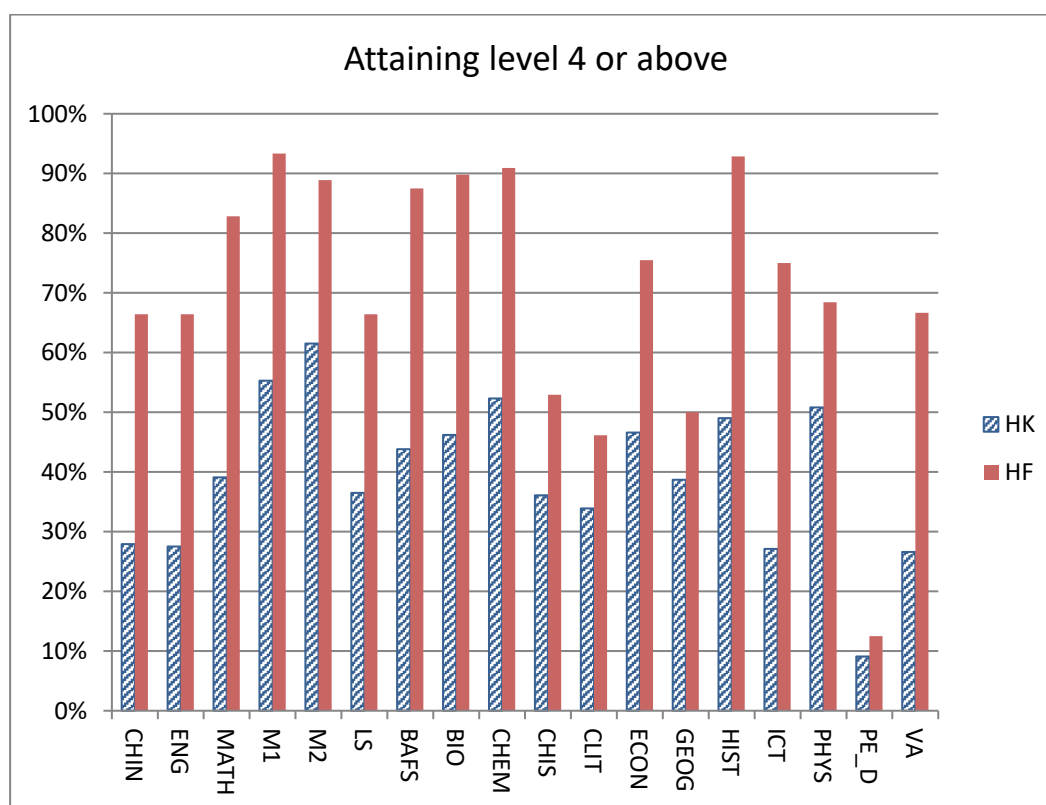
The P.E. Department organised various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. This year, the annual Sports Day was held on 10<sup>th</sup> and 11<sup>th</sup> November, 2016 in Shing Mun Valley Sports Ground. There were more than 100 events in which students participated vigorously. The event that followed was the Swimming Gala held on 20<sup>th</sup> September, 2016 at Shing Mun Valley Indoor Swimming Pool. The final whole-school sports function was 42<sup>nd</sup> Cross-country Run, which took place on 20<sup>th</sup> December, 2016 at Shing Mun Reservoir. Most of the students strived hard to finish running the whole course. Through co-operation and supervision of the teachers-in-charge, the department also offered a great variety of ball games and activities, such as handball, volleyball, football, basketball, badminton, table-tennis, athletics, cross-country run, etc. for students who received regular practice throughout the year. Our students exhibited impressive team spirit in the activities.

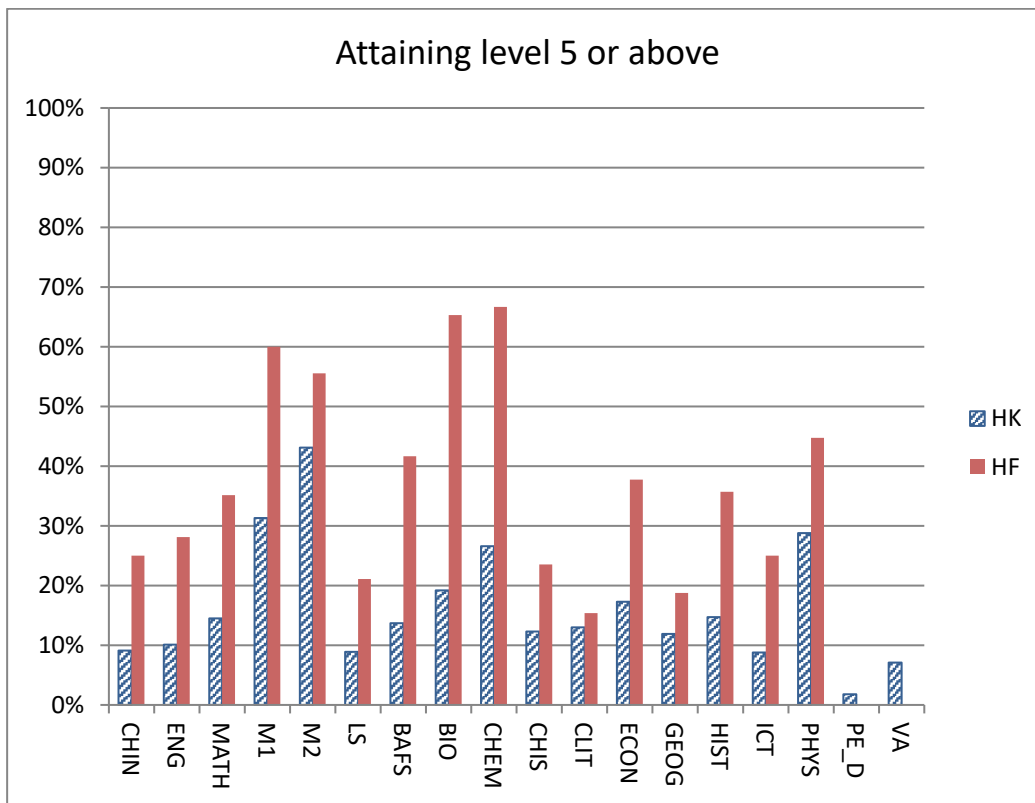
# STUDENT PERFORMANCE

## Academic Performance

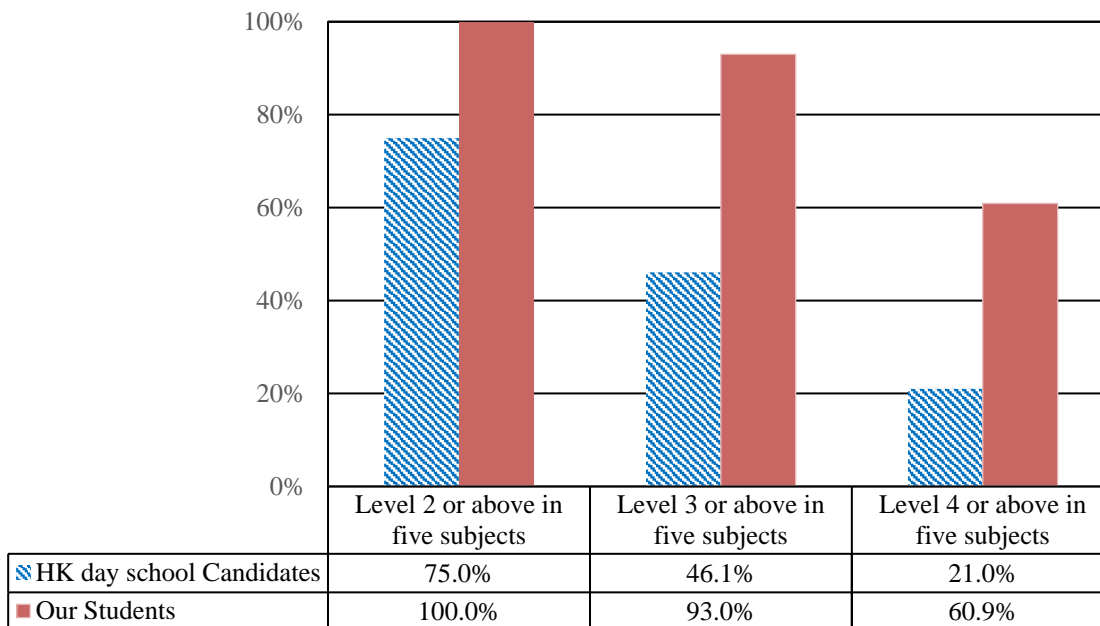
128 of our S6 students took part in the 2017 HKDSE. 94.5% of them achieved level 3 or above and 53.1% acquired level 4 or above *in both Chinese Language and English Language*. 94.5% of students fulfilled the minimum requirement of university entry (i.e. levels 33222 in Chinese Language, English Language, Mathematics, Liberal Studies and one elective subject respectively).

Performance in HKDSE 2017	Ho Fung (%)	HK (%)
Students eligible for degree programmes (“33222”)	94.5%	40.8%
English Language (Level 3 or above)	100.0%	52.2%
Chinese Language (Level 3 or above)	94.5%	55.8%
Mathematics (Compulsory Part) (Level 2 or above)	100.0%	81.1%
Liberal Studies (Level 2 or above)	99.2%	89.4%
Percentage of students with a subject score of level 4 or above (excluding M1 and M2)	71.5%	35.0%
Percentage of students with a subject score of level 5 or above (excluding M1 and M2)	32.3%	12.6%





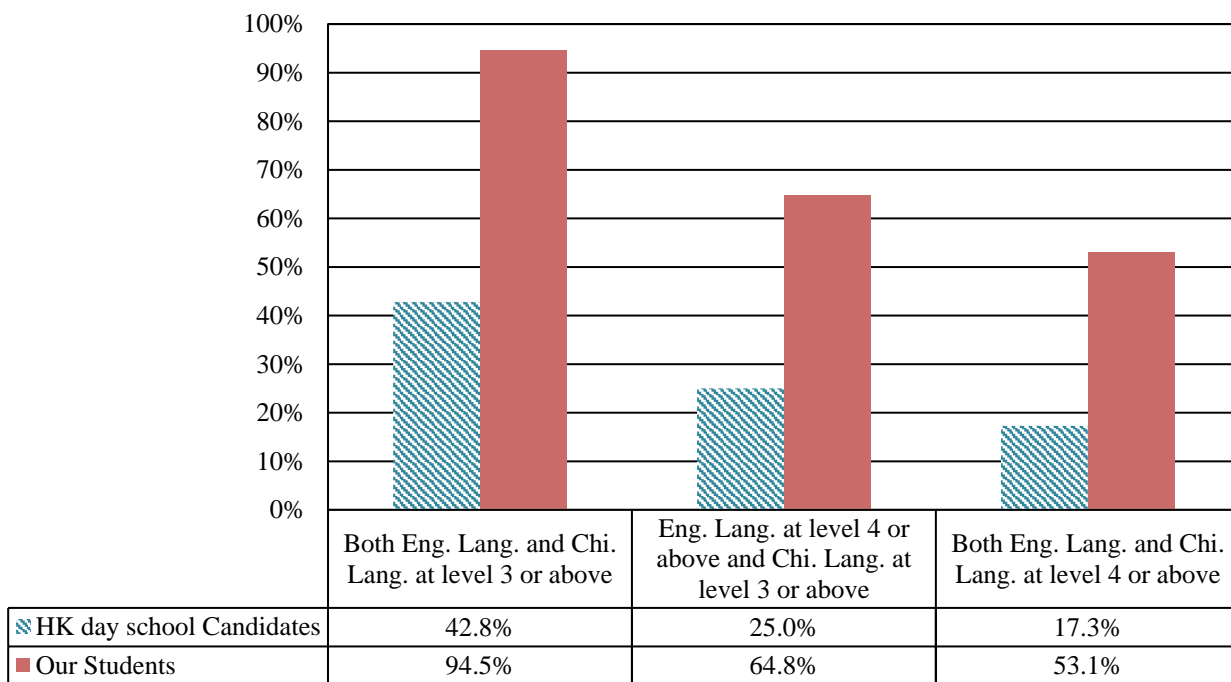
**General performance in the best five subjects (2017 HKDSE)**



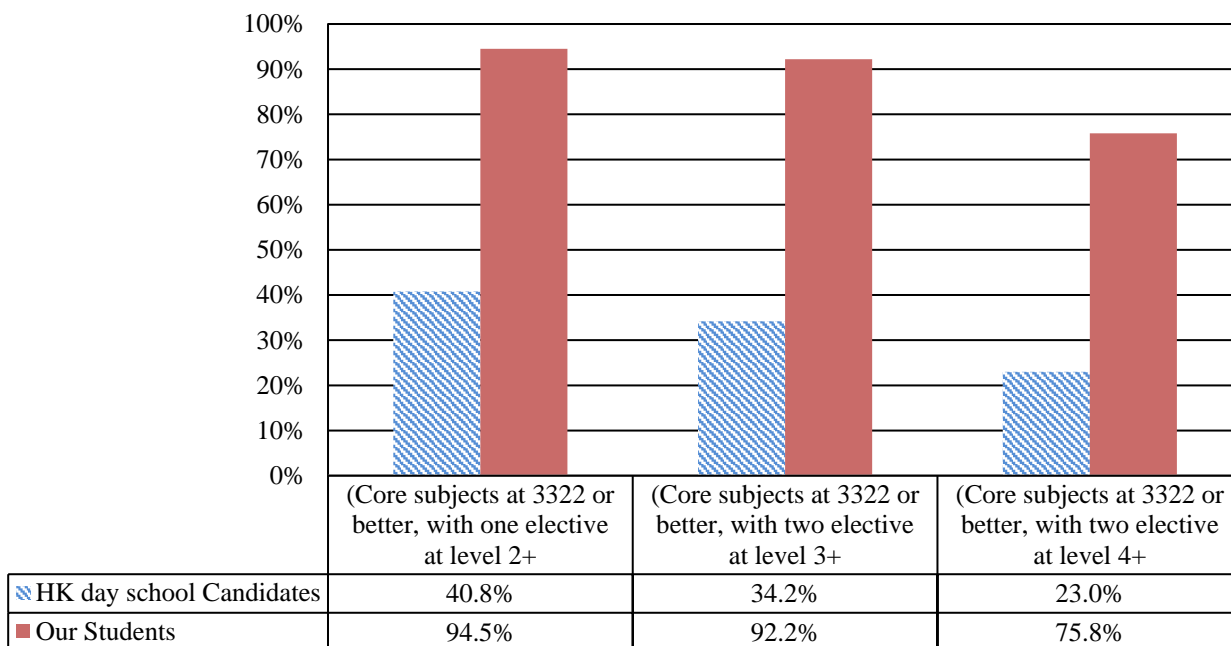
**General Performance in language subjects (2017 HKDSE)**

	Our students	Hong Kong Day School Candidates
Both Eng. language and Chi. language at level 3 or above	94.5%	42.8%
Eng. language at level 4 or above and Chi. language at level 3 or above	64.8%	25.0%
Both Eng. language and Chi. language at level 4 or above	53.1%	17.3%

## General Performance in Language Subjects



## Statistics related to University Admission



## Other Achievements

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

Date	Organizers	Competitions	Awardees	Prizes
25/9/2016	St. John Youth Hong Kong	Hong Kong St. John Ambulance Brigade Youth Command Inter-divisional Competition 2016	Ho Fung Combined Cadet Division	2 <sup>nd</sup> Runner-up (Footdrill - Group B)
				2 <sup>nd</sup> Runner-up (First Aid - Group B)
				1 <sup>st</sup> Runner-up (Overall Champion - Group B)
10-12/2016	Hong Kong Schools Music and Speech Association	68 <sup>th</sup> Hong Kong Schools Speech Festival (English)	S2 Choral Speaking Team	S2 Girls - Champion
			S3 Choral Speaking Team	S3-S4 Mixed Voice - Champion
			Chan Lok-lam (1C)	Solo Verse - 2 <sup>nd</sup> Prize
			Lam Yik-yu (1D)	Solo Verse - 2 <sup>nd</sup> Prize
			Mak Ka-ying (4C)	Solo Verse - 2 <sup>nd</sup> Prize
			Leung Man-hei (5E)	Solo Verse - 3 <sup>rd</sup> Prize
			Chan Yuet-ting (3D)	Solo Prose - Champion
			Ng Ching-tung (5B)	Public Speaking Solo - Champion
10-12/2016	Hong Kong Schools Music and Speech Association	68 <sup>th</sup> Hong Kong Schools Speech Festival (Cantonese)	Tang Wai-kei (3D)	Solo Verse - Champion
			Lau Chin-san (1B)	Solo Verse - 2 <sup>nd</sup> Prize
			Chan Pak-ming (3D)	Solo Verse - 2 <sup>nd</sup> Prize
			Chan Yui-chung Onions (4B)	Solo Verse - 3 <sup>rd</sup> Prize
		Hui Ho-ye (3A)	Cantonese Duologue – 2 <sup>nd</sup> Prize	
		Tang Wai-kei (3D)		
		Wong Tsz-yi (3A)	Solo Prose – 3 <sup>rd</sup> Prize	
		68 <sup>th</sup> Hong Kong Schools Speech Festival (Mandarin)	Lee Wing-fung (4D)	Solo Prose - Champion
Pang Wing-sze (3D)	Solo Prose - 2 <sup>nd</sup> Prize			
Lee Wing-fung (4D)	Solo Verse - 3 <sup>rd</sup> Prize			
10/2016-1/2017	Joint Committee for the Promotion of the Basic Law of Hong Kong	16 <sup>th</sup> Hong Kong Secondary Debate Competition (Basic Law Cup)	Chinese Debate Team	Champion (New Territories West) 2 <sup>nd</sup> Runner-up (Hong Kong)
8/10/2016	Fung Hon Chu Education Trust Fund & Man Kwan Education Fund	“Pursuing Excellence and Beyond Youth” Leadership Award Scheme 2016	Fok Wing-tung (6B) Lau Shan-shan Gigi (6A)	Outstanding Student Scholarship of \$5,000
5/11/2016	Ho Koon Nature Education cum Astronomical Centre (Sponsored by Sik Sik Yuen)	‘Focus on Nature’ Photography Competition	Cheng Nam Forest (6D)	Merit (Astronomy Group)
19/11/2016	Hong Kong Schools Sports Federation	All Hong Kong Inter-Secondary School Softball Competition	Girls' Softball Team	4 <sup>th</sup> Prize
24/11/2016	Leisure and Cultural Services Department	Hong Kong Youth Music Interflows 2016: Chinese Orchestra Contest	Chinese Orchestra	Merit

<b>Date</b>	<b>Organizers</b>	<b>Competitions</b>	<b>Awardees</b>	<b>Prizes</b>
15/12/2016	Hong Kong Secondary School Debating Association	Hong Kong Secondary Schools Debating Competition (2016-2017)	English Debate Team	S3 Champion (New Territories)
			English Debate Team	S2 Champion (New Territories) S2 Champion (Grand Final)
			Lo Tsz-tung (2D)	Best Debater
21/12/2016	Tsuen Wan Youth Club	Tsuen Wan & Kwai Ching Outstanding Student Competition 2016 (Awarded for the academic year 2015-2016)	Ku Chi-ting (4D)	Outstanding Student (Senior Section)
			Chan Yuet-ting (2A)	Outstanding Student (Junior Section)
			Hung Po-ki (3D) Chan Chun-hei (2A)	Merit (Junior Section)
14/1/2017	HK Professional Teachers' Union	21 <sup>st</sup> Penmanship Competition	Lam Tsz-in (4A)	2 <sup>nd</sup> Runner-up (Senior Section - Chinese)
20/1/2017	The Association of Heads of Secondary School of Tsuen Wan, Kwai Chung & Tsing Yi Districts	26 <sup>th</sup> Outstanding Student Election of Tsuen Wan, Kwai Chung & Tsing Yi Districts	Wong Kin-hei (5D)	Outstanding Student
21/1/2017	Rotary Club of Hong Kong Island West & HK Federation of Education Workers	13 <sup>th</sup> Biliteracy and Trilingualism Composition and Speech Competition	Ng Ching-tung (5B)	Merit - Top Ten (Senior Section)
2/2017	Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2016-2017	Wong Yuet-hoi (6E) Cheng Nam Forest (6D)	Sir Edward Youde Memorial Prizes for Senior Secondary School Students
2/2017	Hong Kong Schools Dance Association Limited and the Education Bureau	53 <sup>rd</sup> Schools Dance Festival	Dance Club	Gold Award (Chinese Dance - Group Dance) Gold Award (Jazz Dance & Street Dance - Group Dance)
12/2/2017	China Mathematics Committee	COMO Preliminary 2017	Lam Shing-yuen (2A)	Exemplary Prize
23/2/2017	South China Morning Post	Student of the Year – Community Contributor	Tse Man-yan (6D)	Certificate of Merit (Finalist)
3/2017	Hong Kong Schools Music and Speech Association	69 <sup>th</sup> Hong Kong Schools Music Festival	Cheng Tsz-yiu (1B)	Second Place (Graded Piano Solo - Grade Six)
			Chow Ka-yee (3D) Lee Tsz-kiu (3A)	Champion (Recorder Duet - Secondary School)
			Chu Lok-yi (1D) Ng Cheuk-yiu (2A) Kui Tin-wing (3B) Chow Ka-yee (3D)	Second Place (Descant Recorder Group - Secondary School)
4/3/2017	Tsuen Wan District Youth Corps	Outstanding Member Recognition	Pang Wing-sze (3D)	Outstanding Member
6/3/2017	YES Youth Employment Start, Labour Department	Junior Career Planning Competition	Chan Yui-chung (4B) Wong Yi-ting (4D) Chan Hiu-yan (4E) Ho Yat-tung (4E)	1 <sup>st</sup> Runner-up

<b>Date</b>	<b>Organizers</b>	<b>Competitions</b>	<b>Awardees</b>	<b>Prizes</b>
18/3/2017	Steering Committee on Promotion of Volunteer Service, Social Welfare Department	Hong Kong Outstanding Youth Volunteers Scheme	Fok Wing-tung (6B)	Hong Kong Outstanding Youth Volunteers Award
25/3/2017	Rotary Club and Hong Kong Family Welfare Society	Secondary School Peer Mediation Competition 2017	Wong Chung-hei (5C) Kwok Chun-ting (3D) Ng Shing-yan (3D) Tsui Tsz-hin (3D)	Champion
31/3/2017	Hong Kong Pupil Literature Monthly Magazine & Tai Tau Choi Literature Monthly Magazine	3 <sup>rd</sup> Hong Kong Literary Essay Writing Competition for Secondary Students 2017	Lim Ho-tik (4A)	2 <sup>nd</sup> Runner-up
			Pang Wing-sze (3D)	Merit
			Cheung Wing-yan (3D)	Merit
4/2017	Presented by the Education Bureau, produced by Hong Kong Art School, and sponsored by The Lok Sin Tong Benevolent Society, Kowloon and the Leisure and Cultural Services Department.	Hong Kong School Drama Festival 2016/17	Drama Club	Outstanding Stage Effect
			Lim Ho-tik (4A) Lo Ka-wing (4A) Tong Ching-kei (4A) Wong Ho-hui (4D)	Outstanding Performer
4/2017-5/2017	China-HK Sports Association cum Olympics Steering Committee	Samsung 60 <sup>th</sup> Festival of Sport - Baseball Tournament	Girls' Baseball Team	Overall Champion (Girls) Champion (Girls Junior) 1 <sup>st</sup> Runner-up (Girls Senior)
			Jone Man (4B)	Girls Junior - Most Valuable Player
11/4/2017	Hong Kong Mathematical Olympiad Association	10 <sup>th</sup> China Cup Invitational Mathematical Olympiad Competition	Liu Lok-yiu (1A)	Second Grade (Qualifier)
			Leung Wai-yin (1A) Yip Tsz-shing (1C)	Third Grade (Qualifier)
			Lui Ngo-sen (2A)	Second Grade (Qualifier)
			Lew Tin-yan (2D)	Third Grade (Qualifier)
			Lee Kin-chung (3B) Chan Ngo-hin (3B)	Second Grade (Qualifier)
			Lui Ngo-sen (2A)	Second Grade (Finals)
			Lee Kin-chung (3B)	Second Grade (Finals)
29/4/2017	Po Leung Kuk & HK Association for Science & Math Education	19 <sup>th</sup> Hong Kong Youth Mathematical High Achievers Selection Contest	Lam Shing-yuen (2A)	First Grade
			Lee Kin-chung (3B) Chan Ngo-hin (3B)	Third Grade
5/2017	Kwun Tong District Culture and Recreation Promotion Association & Kwun Tong District Office, Home Affairs Department	45 <sup>th</sup> Open Dance Contest	Dance Club	Silver Prize (Chinese Dance – Open Group) Silver Prize (Chinese Dance – Open Group)

<b>Date</b>	<b>Organizers</b>	<b>Competitions</b>	<b>Awardees</b>	<b>Prizes</b>
6/5/2017	HKedCity	Writing Incentive Scheme 16/17	Tam Ho-ni (5C)	Most Popular Prize (Secondary Section)
6/5/2017	Pui Ching Academy	16 <sup>th</sup> Pui Ching Invitational Mathematics Competition	Lam Shing-yuen (2A)	Silver (Top 15)
			Lui Ngo-sen (2A) Kwok Chun-ting (3D)	Merit
12/5/2017	Faculty of Arts & Language Centre, Hong Kong Baptist University	9 <sup>th</sup> University's Literature Award (2016-2017) - Young Writer Award	Liang Yan (4E)	Young Writer Award
13/5/2017	Gifted Education Section - Curriculum Development Institute Education Bureau & HK Association for Science /Math Education	Hong Kong Mathematics Creative Problem Solving Competition for Secondary School 2016/17	Fan Yat-hei (1B) Hui Chun-wa Recardo (1C) Lam Shing-yuen (2A) Lui Ngo-sen (2A)	Gold Award
14/5/2017	Hong Kong Shuttlecock Association	Samsung 60 <sup>th</sup> Festival of Sport - Shuttlecock Tournament	Girls' Shuttlecock Team	2 <sup>nd</sup> Runner-up (Senior Division)
20/5/2017	am730	2 <sup>nd</sup> Inter-school Advertising Ideas Competition	Hui Ning-kiu (5B) Chan Ki-han (5B) Leung Cheuk-ying Sofie (5C) Tang Ka-chun (5D) Choi Wai-sum (5E) Tsang Kei-tung (5E)	Champion – Brand Design (Senior Section) Merit – Best in 'Selling' (Senior Section) with a \$1000 scholarship
23/5/2017	Hong Kong Professional Teachers' Union	18 <sup>th</sup> HKPTU (NESTA) Secondary Debating Competition 2016-2017	English Debate Team	Secondary 2 Division (EMI) - Champion (Overall)
			Lo Tsz-tung (2D)	Best Debater
			English Debate Team	Secondary 3 Division (EMI) - Champion (Overall)
			English Debate Team	Secondary 5 Division (EMI) - 1 <sup>st</sup> Runner-up (Overall)
			Hung Tsz-nok (5D)	Best Debater
27/5/2017	Hok Yau Club	12 <sup>th</sup> Outstanding Student Leaders Award	Lam Sum-chung (5D)	Top Ten Outstanding Student Leaders
29/6/2017	The Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad 2017	Ng Tsun-tsan (1D)	Silver (Qualifier)
30/6/2017	Faculty of Applied Science & Textiles, The Hong Kong Polytechnic University	Secondary School Mathematics and Science Competition 2017	Tse Kwan-kin (5E)	Medal (Biology, top 2 percentile)
			Ku Chi-ting (5D)	Medal (Physics & Chemistry, top 2 percentile)



<b>Date</b>	<b>Organizers</b>	<b>Competitions</b>	<b>Awardees</b>	<b>Prizes</b>
11/7/2017	Hong Kong Youth Hostels Association	The Jockey Club Mei Ho House Hong Kong Spirit Learning Programme: 'Love between Generations' Essay Writing Competition	Chan Ka-yee (3A)	1 <sup>st</sup> Runner-up
			Huang Jenny (1D) Ng Tsun-tsan (1D) Ma Yuen-ling (2B) Lau Hoi-wing (2C) Mak Wing-lam Theresa (2C) Ho Tsz-ching (3A) Kui Tin-wing (3B) Lee Wai-him (3B) Leung Yee-man (3C) Fung Hoi-lam (3C) Wong Ching-man (4A) Jone Man (4B) Chan Yui-chung Onions (4B)	Merit
2016-2017	Hong Kong Schools Sports Federation Tsuen Wan & Island Secondary Schools Area Committee	Inter-school Volleyball Competition	Girls' Volleyball Team	4 <sup>th</sup> Prize (Girls Grades A & B)
			Boys' Volleyball Team	4 <sup>th</sup> Prize (Boys Grade C)
		Inter-school Table-Tennis Competition	Boys' Table-Tennis Team	2 <sup>nd</sup> Runner-up (Boys Grade A)
				1 <sup>st</sup> Runner-up (Boys Grade B)
				2 <sup>nd</sup> Runner-up (Boys Grade C)
			Girls' Table-Tennis Team	Champion (Girls Grade A)
		Inter-school Badminton Competition	Boys' Badminton Team	1 <sup>st</sup> Runner-up (Girls Grade B)
				2 <sup>nd</sup> Runner-up (Girls Grade C)
		Inter-school Badminton Competition	Boys' Badminton Team	2 <sup>nd</sup> Runner-up (Boys Grade B)
				4 <sup>th</sup> Prize (Boys Grade C)
		Inter-school Swimming Competition	Ip Hong-ying (1B)	Champion (50m Freestyle & 50m Backstroke)
			Ngai Siu-tung (3B)	Champion (50m Butterfly & 200m Individual Medley)
			Mak Ka-ying (4C)	1 <sup>st</sup> Runner-up (200m Freestyle) 2 <sup>nd</sup> Runner-up (50 m Butterfly)
			Cheung Kai-fai (4E)	2 <sup>nd</sup> Runner-up (50m Backstroke)
Li Pik-kiu (4E)	2 <sup>nd</sup> Runner-up (50m Freestyle)			
Tsang Hsiao-tung (5B)	2 <sup>nd</sup> Runner-up (200m Breaststroke)			
Wong Hiu-nam (5D)	1 <sup>st</sup> Runner-up (50m Freestyle) 1 <sup>st</sup> Runner-up (50m Backstroke)			

Date	Organizers	Competitions	Awardees	Prizes	
		Inter-school Cross-country Competition	Chow Fu-him (2B)	4 <sup>th</sup> Prize (Boys Grade C)	
			Fung Hoi-lam (3C)	5 <sup>th</sup> Prize (Girls Grade B)	
			Mak Ka-ying (4C)	9 <sup>th</sup> Prize (Girls Grade B)	
			Li Pik-kiu (4E)	8 <sup>th</sup> Prize (Girls Grade B)	
			Wong Hiu-nam (5D)	Champion (Girls Grade A)	
			Lee Cheuk-him (6A)	4 <sup>th</sup> Prize (Boys Grade A)	
			Girls' Cross-country Team	2 <sup>nd</sup> Runner-up (Girls Grade B)	
			Boys' Cross-country Team	2 <sup>nd</sup> Runner-up (Boys Grade C)	
		Inter-school Athletics Competition	Lee Cheuk-him (6A)	Champion (1500m 、 5000m)	
			Lee Cheuk-him (6A) Wong Kai-ming (6A) Yeung Man-chak (5B) Chui Chun-hin (5C) Yim Wing-hong (5C)	2 <sup>nd</sup> Runner-up (4x400m relay, Boys Grade A)	
			Boys' Athletics Team	4 <sup>th</sup> Prize (Boys Grade A)	
			Hui Tat-fung (2A)	1 <sup>st</sup> Runner-up (400m)	
			Chow Fu-him (2B)	1 <sup>st</sup> Runner-up (Shot Put)	
			Lui Kei-chun (2A)	1 <sup>st</sup> Runner-up (Javelin)	
			Chow Chung-yu (2A) Hui Tat-fung (2A) Chow Fu-him (2B) Ng Sze-wing (2C) Pang Kuk-shing (2C) Poon Yu-hin (2C)	1 <sup>st</sup> Runner-up (4x400m relay, Record-breaking, Boys Grade C)	
			Boys' Athletics Team	2 <sup>nd</sup> Runner-up (Boys Grade C)	
			Hung Po-ki (4D)	Champion (Long Jump)	
			Yim Chung-nga (2D) Liang Hoi-ching (3D) Cheng Sum-in (4B) Hung Po-ki (4D)	2 <sup>nd</sup> Runner-up (4x100m relay, Girls Grade B)	
			Lee Hei-wun Freda (2D)	2 <sup>nd</sup> Runner-up (1500m)	
			Girls' Athletics Team	4 <sup>th</sup> Prize (Girls Grade B)	
			Wong Hiu-nam (5D)	Champion (800m, Record-breaking) Champion (1500m)	
			Inter-school Basketball Competition	Boys' Basketball Team	Champion (Boys Grade C)
			N.T. Secondary Schools Outstanding Athlete Election 2016-2017	Wong Hiu-nam (5D)	N.T. Secondary Schools Outstanding Athlete
			Overall Championship 2016-2017	Boys	4 <sup>th</sup> Prize
		Girls		4 <sup>th</sup> Prize	

## ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

### Priority Task 1: To develop a highly effective school

#### 1. Achievements

Our efforts to offer strong support and guidance for all students through various channels were valuable. In order to cater for learner diversity, an all-round, holistic approach was executed. A wide range of electives were made available to students and tailored academic and careers workshops, seminars, online programmes and reading schemes were also directed by various subject departments and the school library with teachers to give further guidance.

Our school effectively devised measures to facilitate learning and teaching through creating a more detailed analysis of student performance in tests and examinations. Various class arrangements were specifically founded on these analyses. This aided in directing our students to becoming more effective in their learning, thus creating a more effective school environment.

An extra class was added for S4 students. Having smaller class sizes allowed teachers to increase student exposure to learning and therefore better develop students to embrace a more effective learning attitude. In addition, one S4 LS class employed English as the medium of instruction and the others were administered in Chinese. The purpose of the review was to better cater for students' needs, fining them a choice to choose between Chinese and English.

Extra tutorial groups were also arranged for students dropping elective subjects in S6. In a continued effort to support students, even more S6 students were seen utilising the Study Room. This was critical for administering extra guidance and advice.

To embody a more effective school, we aimed to offer more learning opportunities. Funding for School-based After-school Learning and Support Programmes was again utilised to launch supplementary tutorials from S1 to S6, and was found to be successful. DLG funding was used to offer supplementary learning opportunities in various subjects such as Music, Liberal Studies, Chinese debate, English debate, English speaking and English writing. These programmes maximised students' learning outcomes.

Overall, the performance of S6 students in the HKDSE was very outstanding compared to previous years, with 94.5% 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 40.8%. As a result, the JUPAS 2017 offer result broke the record of the school in percentage of students admitted to degree programmes of local UGC-funded universities. 89% of our students received offers in the JUPAS.

In addition to implementing self-directed learning, the pilot scheme of Collaborative Learning was launched in the junior forms, mainly in S1, in a bid to further foster the culture of a student-centred classroom and cultivate students' self-learning ability. School bag cabinets were installed in classrooms to favour students' grouping during lesson time. A survey was carried out. It was found that students' learning attitudes were generally enhanced, and the feedback from students was quite positive. The effects of Collaborative Learning were seen in many facets of school life, and enabled the school to build a positive and efficient learning community.

In the implementation of the school-based reading scheme, an increased number of library visits were organised for junior form students, which helped to increase engagement and assisted in creating a more regular reading habit for students. Library resources were

replenished. More books related to fiction, non-fiction, environmental protection, career planning and life goals were acquired.

Our School has been adopting IT in Education for many years. With the funding granted by the EDB for this year specially designated to IT in Education, we were able to equip the School with better learning platforms and hardware devices. The IT Support Section offered their guidance and resources to help familiarise teachers with the new IT equipment and platforms that had been implemented. Teachers were more engaged in the pedagogical use of various IT resources to scale up e-learning. Thus far, the policy of IT in Education has been running smoothly, with teachers being more engaged and willing to adopt IT in their lessons.

A year-round project on STEM for S3-S6 students was conducted to promote STEM Education in our school. Students' interests in learning science, technology and mathematics were further enhanced. Through adopting a scientific investigatory approach in specifically designed activities and through analyzing data obtained throughout the investigation, students could apply the mathematical and statistical skills to their daily lives. A "science in life" learning atmosphere in school was successfully promoted and the foundation to have STEM Education in school in the long term was built.

As in past years, other supplementary activities guided by various functional groups were organised. The activities included debates, speech contests, writing competitions, book report competitions, music events, sports competitions and environmental protection programmes. Each of these activities was again seen as successful in constructively building a highly effective school.

The award and scholarship programmes were continued. By keeping to widened success criteria, more students were eligible for the awards. This was significant because it allowed less able students to also be rewarded for their successes and therefore boosted their self-esteem and confidence in their individual ability. Confident students resulted in a more engaged learning community.

Some methods of recognition for students' effort included the first term and the year-end academic recognition ceremonies and the year-end co-curricular recognition ceremony. These events combined were aimed at boosting motivation and self-esteem in learning by formally identifying successful students both for their excellence and improvement in academia, conduct and co-curricular activities.

To keep teachers focused on student development and maximising learning opportunities, the Talent Pool was maintained. This is a group of students including top performers from a range of subjects, competitions and functional groups. It allowed for certain teaching efforts to be pinpointed towards talented students to increase their knowledge and skills, and to further develop their potential.

## **2. Reflection**

The wide array of distinct initiatives listed above were successful in working towards a more effective school, as they embraced a holistic approach and increased efficacy in learning for students of all levels. In order to continue to foster and maintain a good reading habit and self-dependent, efficient learners, the reading scheme will continue to be implemented and performance will continue to be monitored.

It was noted that some students were not handing in homework regularly or on time, so this led to the need of revising the Student Performance Grading System. Upon reflection, there is room for improvement in understanding and mastering time management.

The additional enhancement measures listed above for subject departments and functional groups allowed the school to effectively guide students to be more efficient learners. This in turn created a more efficient learning community in our school. The above measures will be continued as students have shown that they can successfully adopt a self-directed learning attitude, whilst maximising their learning opportunities.

The major advantages of adopting Collaborative Learning are to enhance students' communication, attention and interest in classroom learning. Students had more opportunities in expressing ideas and opinions. A student-centered approach is essential although more time is required as compared with traditional teaching pedagogies.

The Talent Pool was an effective measure that allowed such students to further prosper in reaching their own goals and being more competitive learners. The school believes that this is essential for improvement and for further developing their potential.

### **3. Suggestion for Improvement**

The library resources will further be replenished to give students even more choices of reading materials. In addition, a revised monitoring system will be employed. The aim of this will be to further enhance students' reading habits and independent learning abilities, and provide the foundation for successful life-long learning.

Further continuing from previous years, enrichment programmes and contemporary measures to boost students' efficacy will be enhanced and revised by each department. In the academic year of 2017-2018, flexible grouping arrangements will continue to be implemented to facilitate their academic pursuit. In addition, a higher emphasis will be placed on STEM education, IT in Education and Value Education. STEM Education is a relatively novel approach in the education system, and thus the school plans to allocate more resources to further integrate it into the school plan. Similarly, the school will further prioritise IT in Education with more hardware and more support. Value Education will be immersed in the curriculum by nurturing a dialogue on responsibility, environmental protection, punctuality, moral values and the like. Academic activities will remain as an essential part of the curriculum to fully realise students' learning potential.

The Student Performance Grading System will be further tailored and modified, yet will still be composed of 3 domains to precisely reflect students' performance in learning attitude, conduct and activity. The way that marks are given to students will differ, however the end goal will still be to recognise students for their study ethics and to encompass more students than only the top performers.

Collaborative Learning will be further promoted in the junior forms. Teachers will further encourage the sharing of good practices in collaborative learning. More effort will be put into enhancing students' learning motivation and group learning by identifying the specific strengths and weaknesses of each class in a tailored approach. Teachers have also been encouraged to explore the possibility of innovative and alternative pedagogies.

It is noted that more emphasis could be placed on the Talent Pool in terms of recognition of top performers in different domains. Measures will further be taken to encourage more students that have received internal awards to actually join some external activities. The end goal is to increase students' sense of achievement, sense of competition, and sense of self-motivation.

## Priority Task 2: To enhance students' positive personal attributes

### 1. Achievements

This year, a focus was continued by the school to encourage students to participate in co-curricular activities planned by various subjects, sections and functional groups. Similar to last year, a diverse array of competitions and requirements like English and Chinese Debating, the Reading Scheme, Science Week, English Week, Chinese Week, Mathematics Week, the Inter-House Drama Competition, Fun Fun & Dance Competition, Music Contests, Sports Day, Swimming Gala and Cross Country Run, to name just a few, helped to enhance students' positive personal attributes so that they become more well-rounded citizens.

The school created new and innovative opportunities of a student-centred nature to encourage students to be more engaged in their own learning pursuit. The initiatives taken by the school resulted in a more inclusive and more cohesive learning community where students could express their own interests and become more holistically developed learners.

Formal award recognition ceremonies were held to acknowledge academic performance and CCA performance. Through the process of recognition, we created positive examples of many different student role models in the school, not only the highest performers. As a result, students were able to relate to certain qualities and attributes whilst refining their own approach to life and study.

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 integrated into the learning materials. 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 successfully launched to replace the Conduct Mark System. An Excel tool was developed. The system was very useful to independently assess and reflect students' performance in their learning attitude, their conduct and their CCA participation, acting as an indicative tool to help promote students' personal development.

A refined CCA Award Scheme was effectively launched to award students for their achievements in extra-curricular activities. Excel tools for recording data of students' performance in CCA activities and services were developed to keep a record of their progress. This acted as further motivation for students to acknowledge and enhance their own performance.

The theme of student participation in various social service activities was considered to be a valued step in driving students' personal development. Such activities included elderly home visits and volunteering schemes. Group Gold Certificates, Individual Gold Certificates, Individual Silver Certificates and Individual Bronze Certificates were given to student participants as a gesture to honour their selfless acts..

Holistically, through various departmental efforts, 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 towards combatting environmental change. Our school was presented the Green School Bronze Award and our students were presented the Outstanding Student Environmental Ambassador Awards.

Through a whole school approach, a majority of departments, societies, houses and sections organised another exciting array of educational visits, workshops, seminars and courses. Alongside these activities, students completed complementary academic activities, such as writing, speaking and comprehension exercises in order to fully maximise each of the learning opportunities. This year a variety of exchange programmes were organised. These included trips to Shanghai, Nanking, Guangzhou, Malaysia, Singapore and London. As in previous years, each of these proved to be an eye-opening occasion, which reinforced students' awareness of cultural differences whilst positively impacting on their own self-perception. Through the opportunity of exchange, students were challenged to reflect on themselves whilst welcoming new aspects of their multicultural experiences. These experiences helped to encourage their development and hone more positive personal qualities.

As with 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. Students this year performed significantly better in the public examinations than that of the previous years, and thus we believe this topic was a crucial contributing factor to their success.

Teachers invested much of their time in aiding students develop a clear focus on their own career goals and future academic goals. This was effective in guiding students to develop their potential so that they could work towards goals. Identification of favourable personal qualities and strengths also helped students to gain an in-depth understanding of their own direction in life, whilst providing them with advice on how they could better their own personal development.

## **2. Reflection**

Since the calculation is cumulative, the learning marks and conduct marks of students in the newly launched Student Performance Grading System in the First Term could be improved. This is a result of the system being quite new and students having to get familiar with it. Moderation has to be made if deemed appropriate.

Students marks in the activity domain of the Student Performance Grading System did not reach its full potential, owing to the fact that students were not yet familiar with the operation of the new system. However, this year we did hold various awards ceremonies to acknowledge and congratulate a growing number of students on their performance. This had a positive impact on their self-motivation and created a positive learning environment for other students to show their dedication towards their studies. Awards were given not only to top performers, but also to those students who showed improvement.

Similar to last year, we saw students excel in areas like English and Chinese debating, music events, sports competitions, and therefore the means employed were deemed to be successful. For this reason, we have concluded to continue implementing such measures in the coming academic year 2017-2018.

As a school we have continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided good opportunities for students to showcase their enthusiasm and allow them to grow and develop, especially in areas of introspective ability, perseverance, responsibility, resilience and self-discipline.

The exchange trips were unique for the students taking part, and offered them valuable experiences. We found it to be effective in giving students the opportunity to engage in team-building, cooperation, responsibility and self-accountability, whilst promoting the development of independence and self-confidence in a unique context.

There were some students who were still weak in self-management, especially in their punctuality. Time management skills should be coached.



### 3. Suggestion for Improvement

In light of the effect of the Student Performance Grading System, we plan to use it to further drive students' self-development and help them to construct positive personal attributes. The system is effective in recognising students for exhibiting positive behaviours whilst correcting unfavourable behaviours. Continued from last year, the aim is to further embolden students to improve themselves to reach their full potential.

The Student Performance Grading System will be modified to even more effectively record students' performance in learning attitude and conduct. The record will be collated once per term, review and refine at the end of each term. Similarly, the scope of the grading scale for the learning and conduct marks will be adjusted. The system of recording student punctuality will be further modified and strongly communicated to students. The importance of punctuality will be emphasised by teachers to instil a better attitude towards personal attributes like punctuality and self-accountability.

It will be made a priority by teachers to fully inform and continually discuss this Student Performance Grading System as student engagement and awareness in this initiative is crucial to its success. It is hoped that students' conduct will be enhanced and students' personal attributes will be better developed. New measures will also be taken that aim towards nurturing students' habit on submitting homework on time and sharpening their time-management skills. To encompass a more holistic approach, a more integrated focus will be made on Value Education to further coach positive personal attributes.

As an essential part of students' future development into intelligent and educated young citizens, career planning and guidance will be indispensable facilities. By including elements of career guidance in the curriculum, and stimulating students to consider their future opportunities in more detail, a focus on personal development will be an indirect, yet welcomed repercussion. Then by keeping students' interests, strengths and weaknesses in mind, a more defined focus on where students can excel and improve will entail. As part of a whole-school learning community, students can feel more confident in approaching their future with open arms.

# FINANCIAL SUMMARY

## Financial Summary (2016 -2017)

	<b>Income HK\$</b>	<b>Expenditure HK\$</b>	<b>Surplus / (Deficit) HK\$</b>	<b>Balance C/F to next year</b>
<b>Government Funds</b>				
Balance B/F from previous year				4,978,188.49
(1) School Specific				
1.1) Administration Grant	3,725,964.00	(3,033,410.13)	692,553.87	
1.2) Capacity Enhancement Grant	588,202.00	(550,674.94)	37,527.06	
1.3) Composite Information Technology Grant	390,255.00	(564,992.00)	(174,737.00)	
1.4) Noise Abatement Grant	430,115.00	(235,070.30)	195,044.70	
<i>Sub-total (1)</i>	5,134,536.00	(4,384,147.37)	750,388.63	
(2) Non-School Specific (Baseline Reference)	1,838,862.23	(2,496,358.17)	(657,495.94)	
(3) Other Income	49,267.00		49,267.00	
<i>Sub-total (2) &amp; (3)</i>	1,888,129.23	(2,496,358.17)	(608,228.94)	
<b>Surplus for the year (Government Funds)</b>				142,159.69
<b>School Funds</b>				
Balance B/F from previous year				1,632,826.70
(1) Tong Fai	125,860.00		125,860.00	
(2) Subsidy from Sik Sik Yuen	403,059.70		403,059.70	
(3) Other Income and Expenditure	505,507.02	(787,511.74)	(282,004.72)	
<i>Sub-total</i>	1,034,426.72	(787,511.74)	246,914.98	
<b>Surplus for the year (School Funds)</b>				246,914.98
Balance C/F to next year :				
Approved Collection for Specific Purposes Account				
- Current Year	247,380.00	(216,691.75)	30,688.25	
- Balance B/F from previous year			117,199.89	
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2017</b>				7,000,089.86