



# HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2022-23)

## OUR SCHOOL

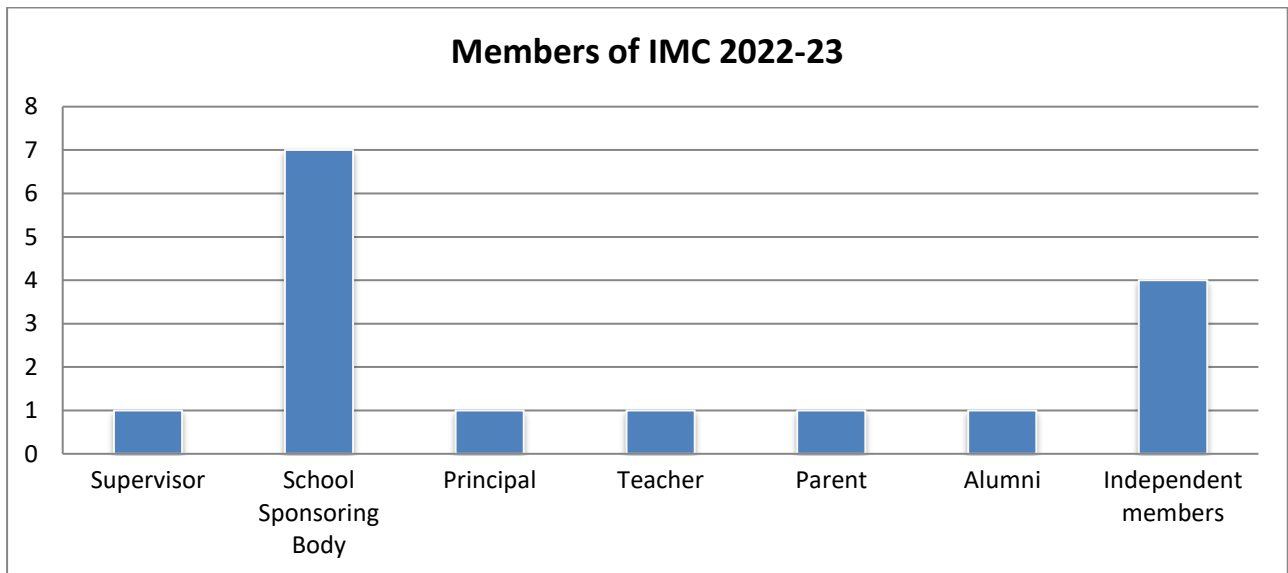
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The 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.

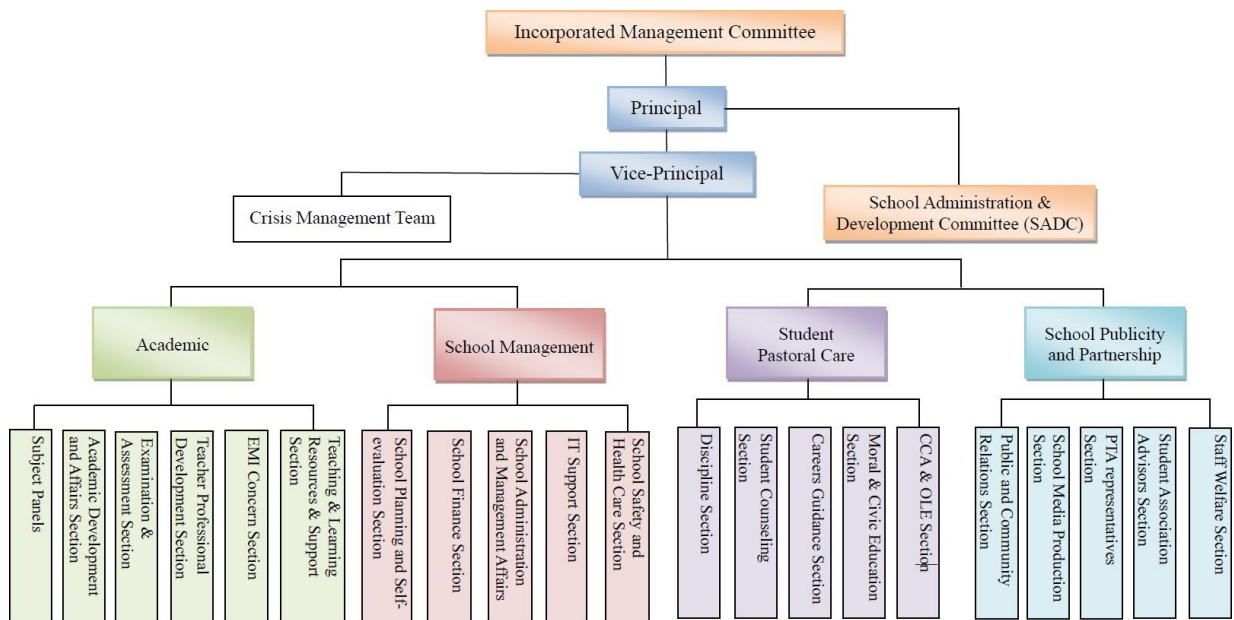
Our school has been sustaining quality improvement of our hardware. School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology 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 16 members.





## Teachers Team

### 1. Teachers' qualifications and experience

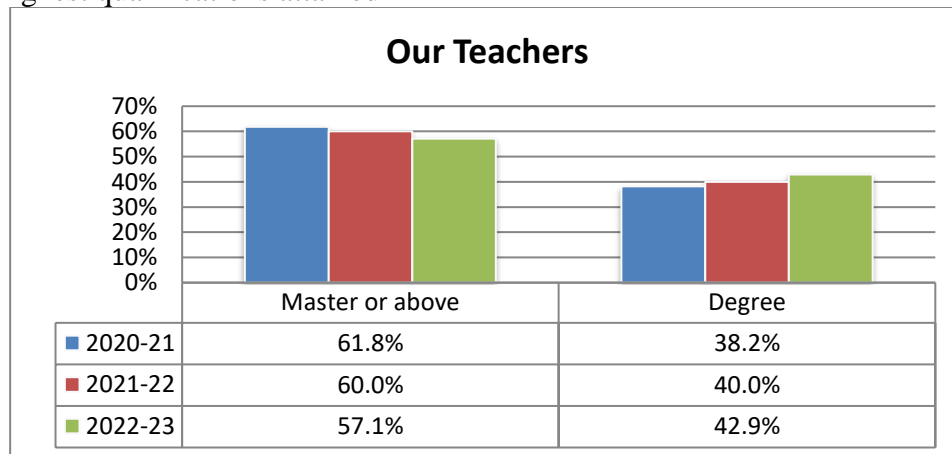
#### 1.1 Teachers' professional qualifications

All 56 teachers in our school (inclusive of the Principal) received professional training.

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	21.4%
5-9 years of teaching experience	5.4 %
10 or above years of teaching experience	73.2%

#### 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 places great importance on the professional training and development of its teachers in order to nurture high-caliber students. Through internal and external staff development days that focus on IT in education, team building, and effective lesson observation, teachers can stay up-to-date with the latest educational trends and issues related to education.

	Date	Activity
1	26/8/2022	New Teacher Induction Day
2	12/10/2022	Joint School Staff Development Day – Enhancing Professional Capacity through “An Unusual Lesson Observation Practice”
3	24/10/2022	Workshop on Personality Typology for Team Building
4	5/6/2023	APASO Data Analysis & Seven Learning Goals

#### 4. Teacher Turnover

Nine teachers, Mr. Germann Peter, Ms Chan Chi Hang, Mr. Cheng Chu Hin, Mr. Ko Tze Cheung, Mr. Lee Pui Fai, Ms Li Wing Yi, Mr. Pun Chun Fai, Mr. Yeung Lap To and Ms Lau Pui Man, left school this academic year.

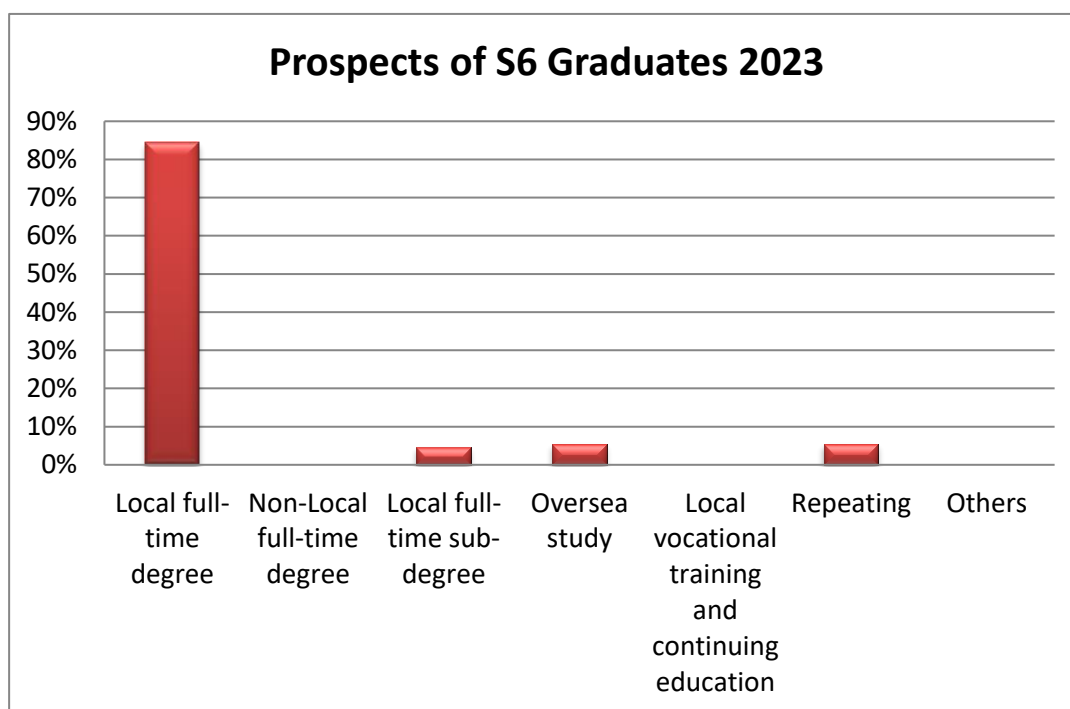
Nine teachers, Mr. Chan Yat Hei, Ms Kwok Wing Sze, Mr. Man Sin Hang, Mr. Ng Shun Kiu, Ms So Lai Ping, Mr. Wong Chi Shing, Ms Wong Kan, Mr. Wong Wang Chak and Mr. Ronan Michael Dunlea, were recruited.

## OUR STUDENTS

### Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	126	127	128	122	118	110	731

### 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.

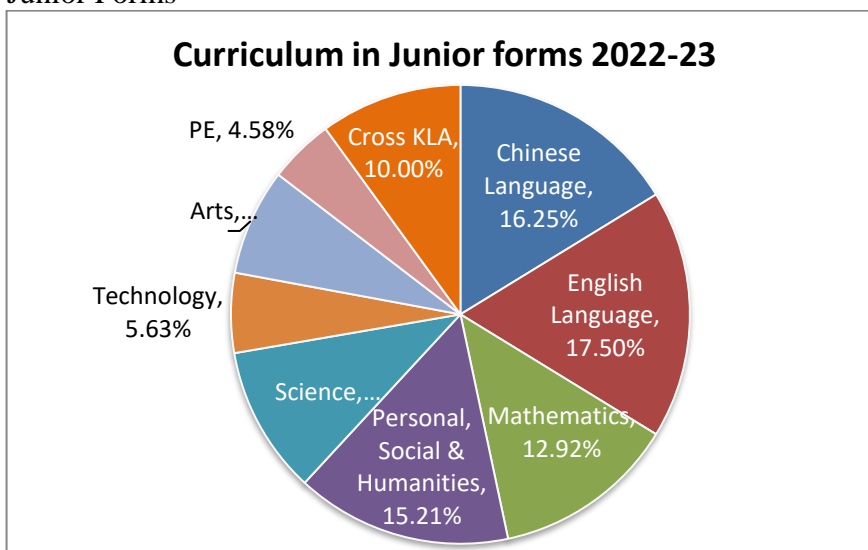
### English as the Medium of Instruction

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 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-S1 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.

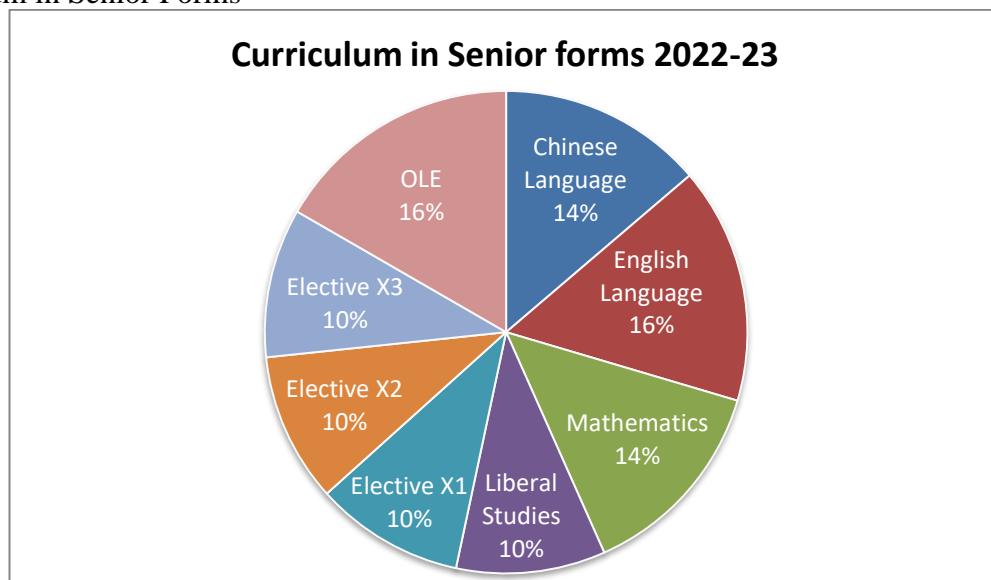
#### 1. Curriculum in Junior Forms



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. Visual arts, music and applied learning subjects can also be taken by students as an elective subject instead. Besides, M1 & M2 are offered for those who have high ability and interest in Mathematics.

## 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 S4 - S6 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 S4 - S6 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 the management of student discipline. Students who commit mistakes are admonished and then guided. Great emphasis is placed on fostering students' realisation of their mistakes, rectifying their misbehaviour with the guidance of teachers, and building a sense of compliance with school regulations.

To enhance communication between students and teachers about school rules and disciplinary measures, briefing sessions at all levels and school-wide consultation meetings are held annually. In addition, programmes and talks are organised to instill 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 students' self-management skills. 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, 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.

## Student Counselling

The Counselling Section mainly offers remedial services in the form of individual counselling, home visits and referrals of students to specialised agencies. The social workers provide timely and professional service, and team members remain dedicated despite having numerous other duties. Collaboration with other functional teams in the Student Pastoral Unit and class teachers is close.

### 1.1 Sex Education Programme

- Workshops arranged for S1-S5 students are organised to help them understand the challenges encountered during growth, and the content is tailored to cater for students' needs. In the last academic year, over 90% of the participants acknowledged that the workshops enhanced their awareness and knowledge of sex education. ECSAF, FPAHK, the Department of Health would be invited to run the programmes again in the next academic year.

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

- In last year's S1 Big Brothers and Big Sisters Scheme, 28 S3-S5 student counsellors were paired up with 45 S1 students. Activities included tutorial classes film appreciation, volunteer work, message conveyance and quizzes. Two training sessions were held to enhance communication skills and team spirit among student counsellors. As observed by teachers, student counsellors were responsible and caring, providing the newcomers with timely advice. S1 students were enthusiastic about seeking help from the student counsellors. The attendance rate was high (over 80%).

### 1.3 Goal Setting Workshops

- Goal setting workshops were organised by school social workers and the student counsellor. 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-lesson workshops in April and May 2022. Participants responded actively and positively, setting goals and exploring preferred values through activities. Participants were punctual and motivated, and attendance rates were high (over 90%). Additionally, over 90% of the student participants acknowledged that the workshops enhanced their learning skills.

#### 1.4 Award Programme for Junior Form Students

- The Junior Forms Award Scheme for S.1 was complementary to the goal setting workshops and aimed to help targeted students to improve their academic results. 60% of the participants had their average marks increased in the Final Examination. 30% of the participants even got at least 5% improvement compared with the First Term. The award could drive them to strive for improvement. 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 Programmes

- 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. Students were engaged in the activity, thinking that the yoga course helped them relieve stress.
- Taste of Life Workshops, including cake making and tie dying were organised for S3-S5 to enhance students' social communication and stress management skills respectively. Both workshops were held successfully, and were engaging to the student participants. Both activities were organised in collaboration with Health Club.

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

- Students showed their positive response to the Stress Management Workshops and Cheering function for the S6 students. The cheering function for the school leavers allowed them to express their gratitude to the school in the cheering function and farewell ceremony.

#### 1.7 Voluntary Service

- S1 Big Brothers and Big Sisters Scheme included two sessions of visiting the elderly living alone in Lei Muk Shue Estate, accompanied by parent volunteers. Students' horizons were widened, and they expressed that they hoped to be able to care about the community and the needy. This proved that the event was meaningful. Our students were responsible and performed well, and they were highly appreciated by parent volunteers and social workers.

#### 1.8 After-school Learning and Support Programmes

- After-school learning and support programmes about Chinese writing for senior form students were conducted by the Educational Psychologist (First Term) and the Student Counsellor (throughout the year) to boost their confidence and lay a better foundation for their studies. On the whole, students found those workshops useful.

#### 1.9 Have a Blessed Week

- The Counselling Section held the 'Have a Blessed Week' in March 2023 themed "Getting along with Stress", which included song dedication, message conveying, handicraft making and board display. Teachers were invited to share their ways of relieving stress, hoping that students could positively recognize stress, learn how to deal with adversities, and treat themselves better. Many students joined the activities and were actively involved. Organizers included student counselors, peer counselors, and PERMA ambassadors.

#### 1.10 School-based Education Psychologist Service

- The Educational Psychologist provided professional assistance for students by offering emotional and learning support, social skills training, arranging assessments, and helping teachers to handle SEN students. In the second term, she cooperated with social workers to host thematic workshops.

#### 1.11 PERMA Ambassadors Programme

- The PERMA Ambassadors Programme, conducted by a student counselor, ended successfully. S1 students were the target audience, and the programme included mindfulness classes, harmonic coloring, board display, and message conveying. The main objective of the programme was to cultivate positive emotions, relationships, meaning, accomplishment, and vitality (PERMA) among students. The programme received positive feedback from students, and the PERMA Ambassadors showed their leadership skills by organizing and promoting the activities effectively.

#### 1.12 Life Education

- The Moral Education lessons of each form contain content about the individual, family, school, society, country and the world. Form teachers agreed that the materials and activities had been tailored to facilitate the implementation of life and value education from S1 to S6 during class teacher periods. The assembly also served as a platform for life education.

#### 1.13 Students' Talk

- Assembly-wise, the Counselling Section invited external organisations and school social workers to hold several talks, namely "Living with Stress", "Caring others" for junior form students and "Love, pressure" for senior form students. Workshops themed "Dealing with stress" (S1) and "Happiness 123" (S3) were held in individual classes in junior forms, with the aim to let students know more about emotions and how to deal with them. Student participants gave positive feedback on the activities.

#### 1.14 S4 Peer Mediation Training Program

- This programme was one of the Other Learning Experience Courses for S4 students. A number of students took the initiative to choose this programme and their performance in class was good. The programme emphasised 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 visited our school for 18 times to offer regular training on thinking skills, comprehension and expression for 12 students from different forms to enhance their confidence and speaking ability. Some worksheets were given to students to have home exercise as follow-up.
- Training on fine motor skills: 3 students took part in 10 40-min individual training workshops offered by the occupational therapist, who had frequent contact with parents to give professional advice on home exercise and the act was highly appreciated.
- Training on executive function: 7 training sessions which were about emotional & self-management and maintaining focus were conducted via games or experimental activities successfully. 6 students took part in those 1.5 hour-sessions.
- The "Strength-based Curriculum" in the "whole-school approach to providing tiered support for students with ASD" was coordinated by the Education Bureau. This year, one and two students joined the course called "I am a planner" (about city planning) and "AI robotic arms", respectively. Participants showcased their learning results via the sharing and yielded very valuable experience.
- The Educational Psychologist and the Student Counsellor hosted a Chinese writing

workshop about argumentative essays for 2 S5 ASD students in the first term. Altogether 5 lessons were held, each of which lasted for 1 hour. In the second term, the Student Counsellor organized another programme with 4 lessons about narrative and descriptive writing. Students engaged in the course actively and commented that they had a deeper understanding of the frameworks of the genres, could write longer and learned how to express their emotions more systematically with the help of the guidelines provided.

- JC A-Connect Programme: In collaboration with HK Sheng Kung Hui, the JC A-Connect Programme progressing to the second phase of the 3-year cycle resumed to the face-to-face format. Five students participated in the activities designed by the coach who also offered counselling to parents by telephoning them to give advice on how to help their children more effectively.

## School Social Workers

It is commendable that the Hong Kong Family Welfare Society has appointed Ms. Hui Sau Chun Serena and Mr. Lai Ching Leong as school social workers to provide professional casework counselling for students and families in need. Their prime concerns are academic performance, parental relationship, and peer relationship. They recognize the rapid changes that students undergo in the adolescent stage and have cooperated with different functional groups in school to organize various programmes to help enhance students' self-esteem, communication skills, leadership, and problem-solving skills. The school social workers have launched developmental programmes such as S1 Orientation, class visits, Goal Setting Workshop, and S3-S5 'Taste of Life', to name but a few, all of which have proved to be essential to the personal growth of the students.

Collaboration between form teachers, counselling teachers, educational psychologists, speech therapists, and school social workers is crucial in handling students' academic and emotional issues. Such collaboration and the holistic approach towards education are vital in nurturing well-rounded individuals who are not only academically competent but also emotionally stable and socially responsible. The efforts of the school social workers are highly appreciated, and their contribution to the well-being of the students and families in need is invaluable.

## 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
11/10/2022	S6 (110)	Talk on JUPAS for S6 (Zoom)
13/10/2022	S5 (2)	JA Workplace Immersion at Bank BNP Paribas
15/10/2022	S4-S5 (23)	UBS Mentorship Programme – Activity 1 Kick off session (in Central)
3/12/2022	S4-S5 (23)	UBS Mentorship Programme - Activity 2 School visit cum Human Library (at HFC)
6/12/2022	S3 Parents (80) (Zoom)	Electives Selection Talk for S3 Students
7/12/2022	S4-S6 (352)	Recruitment Talk on ARCH
8/12/2022	S4 (4)	JA Workplace Immersion at L'Oréal Group
16/12/2022	S3 (120)	Talk on choices after S3 in our school, like elective subjects & APL
30/1/2023	S4-S5 (23)	UBS Mentorship Programme - Activity 3 Wealth Management (in Central)
Early Jan 2023	S6 (110)	Briefing on E-APP (Videos posted in S6 Careers Information @ Google Classroom)

15/2/2023	S5 (119)	Introduction Talk on Advising sessions (through Zoom) for S5 students
21/2/2023	S5 (119)	JA Resume Writing and Mock Interview Workshop
26/2/2023	S3 Parents (80) (Zoom)	Electives Selection Talk for S3 Parents
27/2/2023	S4-S5 (23)	UBS Mentorship Programme - Activity 4 Investment Banking (in Central)
Feb 2023	S6	Admission leaflets delivered by HKU SPACE & Introduction of various programmes offered and their respective admission requirements (through hyperlink) by HKCC
6/3/2023	S6 (110)	Talk on JUPAS & SSSDP & EAPP
13/3/2023	S4-S5 (23)	UBS Mentorship Programme - Activity 5 Group Functions (in Central)
1/4/2023	S4 (4)	IdeaPOP! 2023 Final Pitch and Award Presentation
4/4/2023	S4 (10)	High-Flyers Programme – Activity 1 Kick off session
18-28/4/2023	S4 (10)	High-Flyers Programme – Activity 2 Individual Advising Session for High-Flyers based on their S4 First Term Examination Results
Late April 2023	S5 (119)	Advising sessions (through Zoom) for S5 students based on their S5 First Term Examination Results
06/05/2023	S4-S5 (150)	Talk on Life Planning and Sharing on “Life Planning” with PTA by three alumni, namely Desmond Chan (HKU Engineering) & Ryan Ko (EO) & Kwok Wing Sze (Teacher)
10-11/5/2023	S4 (123) (Jointly held with the school social worker)	Workshop on “Career Mapping” published by EDB and Careers Guidance Association
12/5/2023	S4-S5 (23)	UBS Mentorship Programme - Activity 6 Closing Ceremony (in Central)
24/5/2023	S4 (3)	JA Workplace Immersion at Marsh McLennan
31/5/2023	S4-S5 (242)	Job Exploration Talk on Surveyors by The Hong Kong Institute of Surveyors
3-4/7/2023	S2 (130) (Jointly held with the school social worker)	Workshop on “Finding your colours of life”, published by EDB and Careers Guidance Association
5/7/2023	S6 (110) (Zoom)	DSE Talk on Results Release for S6
10/7/2023	S3-S5(370)	Secondary Students Job Exploration Talk (S3-S5) organized by Hong Kong Professionals and Senior Executives Association
11/7/2023	S3 (128)	Electives Selection Talk for S3 students on the election of electives (with subject introduction by teachers of respective elective subjects)
15/7/2023	S5 (119) (In collaboration with English Department)	University Entrance Interview Workshop (for Pre-S6 students) by 52 HFC Alumni as interviewers
17/7/2023	S4 (10)	High-Flyers Programme – Activity 3 Life Planning Sharing by Elite Alumnus (Marco Lee, HKU Dentistry)
19-22/7/2023	S6 (110)	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
Mid to Late July 2023	S4 (10)	High-Flyers Programme – Activity 4 Individual Advising Session for High-Flyers based on their S4 Final Term Examination Results
24/7/2023	S3-S5 (10, Girl)	CareerXplorer Summer Adventure co-organized by HSBC and ARCH
Mid Aug, 2023	S1 – S3 (386)	COA – Inclination Assessment Test
Mid to Late Aug 2023	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 composed 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 on Days 4, 6 and 7 for junior forms and Days 3, 6 and 8 for senior forms 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 and the implementation of the national flag raising ceremony in school, and reminds students the etiquette to be followed in the ceremony. 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 assists 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 coordination of relevant measures and timely review done 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 S3 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 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**

- The school volunteer team worked in collaboration with the Student Counselling Section and the Hong Kong Society for the Aged to organise visits to the elderly living alone in Lei Muk Shue Estate. Led by some senior level students, the S1 participants of the 'Big Brother, Big Sister' Scheme visited solitary elderly living in Lei Muk Shue Estate in March, 2023. The activity aimed to cultivate students' positive values, compassion for the needy and communication skills. Students' performance was satisfactory and they were able to strike up a conversation with the elderly.

### **2. Senior Level Voluntary Service**

- Visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) has been organised for thirteen consecutive years. All S4 students attended a briefing in the second term and each S4 class visited the school once. In the briefing, students learnt more about the disabled and understood the difficulties they face. The visit was a success and our students' participation was satisfactory considering that they had few chances to do voluntary work in the past few years due to the pandemic. In the debriefing session, students expressed that the activity was a great opportunity for them to learn more about how to serve the disabled. After the activity, students were awarded certificates.
- Due to the outbreak of coronavirus in the first term, elderly visits jointly organised by the Hong Kong Society for the Aged was cancelled this year.

### **3. Fundraising Activities**

- Dress Casual Day was held on 20<sup>th</sup> Dec 2022. Students could dress casual on that day if they donated 10 dollars or more. \$7,110 was raised in the activity.
- Seven members of the Interact club participated in the Flag Day on 11<sup>th</sup> Feb 2023 held by Hong Kong Down Syndrome Association.

### **4. Other Volunteer Training and Voluntary Services**

- There were 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.). The service target groups included children from low-income families, the elderly and the mentally disabled. Most of the students were fully engaged and able to reflect upon themselves.
- Fifty-nine students and teachers donated blood on the Blood Donation Day (4<sup>th</sup> Nov 2022) organized by Hong Kong Red Cross. Their participation was deeply appreciated.
- Ten students from S1 to S5 joined 賽馬會樂齡體健社區關懷行動 organized by Roads on 4<sup>th</sup> Mar 2023 to help senior citizens with learning the usage of social media platforms and Internet safety.

### **5. Volunteer Awards**

- Forty students joined the Inter-school Co-curricular service award scheme. 1 student was awarded the gold medal, 9 students were awarded the silver medal, 19 students were awarded the bronze medal and 11 students were awarded the merit prize. The total voluntary service hours accumulated was 3,155 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.
- One student (6C Hung Kin Hang) received the ‘Outstanding Youth Volunteer Award 2022’ from the Home and Youth Affairs Bureau and the Agency for Volunteer Award. This reward aims to praise the student who had distinguished contributions and accomplishments in promoting volunteering.
- The school received the ‘Caring School’ Award from the Home and Youth Affairs Bureau and the Agency for Volunteer Award. This reward aims to praise the schools which contribute to the promotion of volunteerism.

## 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 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 59 Secondary 1 to 3 students joined the leadership training scheme. They were groomed to be responsible, active and enthusiastic student leaders who chaired the Students’ Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully from 24<sup>th</sup> to 26<sup>th</sup> August.
3. The Hong Kong Award for Young People” (AYP) has been implemented over the past few years. 21 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 251 students received gold, silver, bronze medals or merits in the program. 78 students were given Gold Badge in the scheme for 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, Virtual Run, different matches and competitions on debate and drama.
  - 5.2 Club activities
 

Clubs and societies are categorised into 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 five uniform teams at school, namely, Scout Group, Girl Guide Group, Wind Band, and St. John's Cadet Division and Hong Kong Adventure Corps. 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 in sports 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, to encourage them to participate in more sports activities.

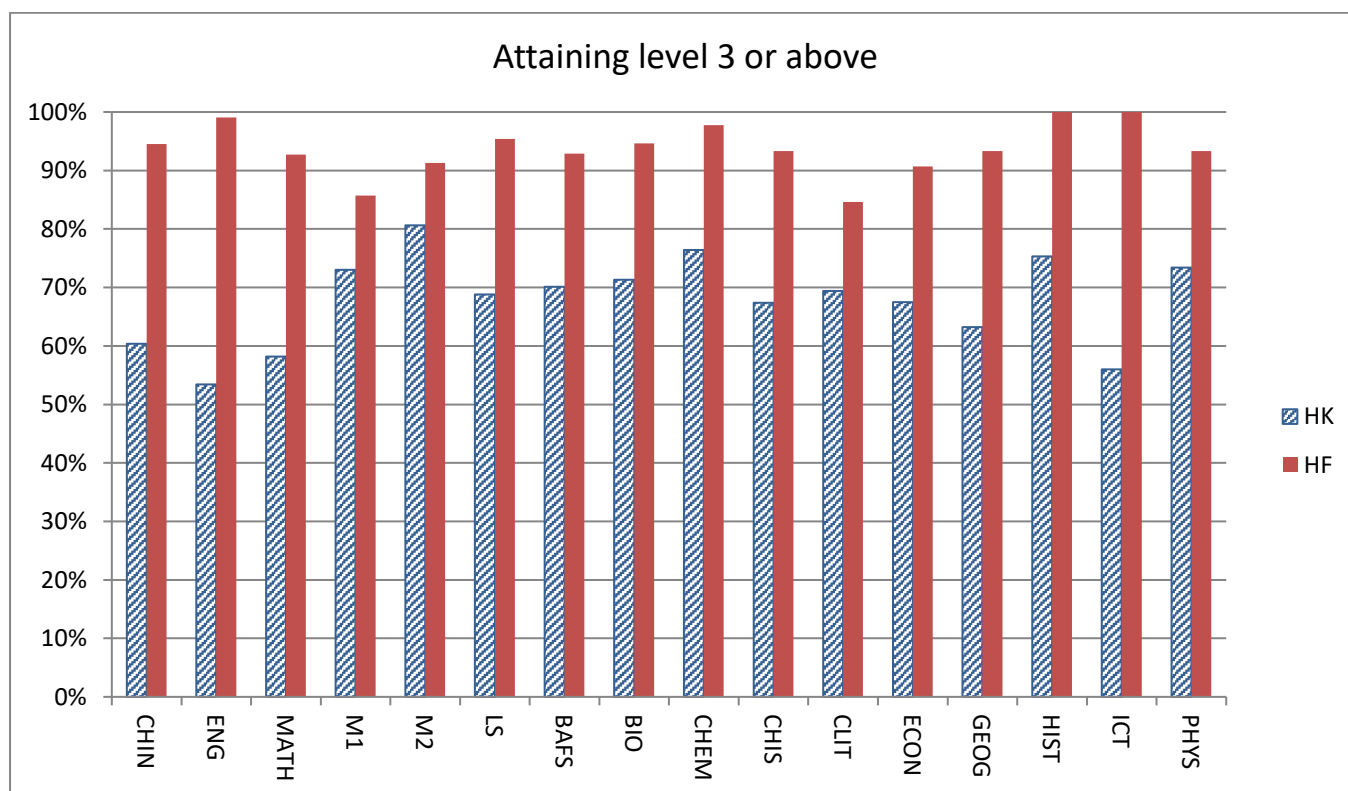


# STUDENT PERFORMANCE

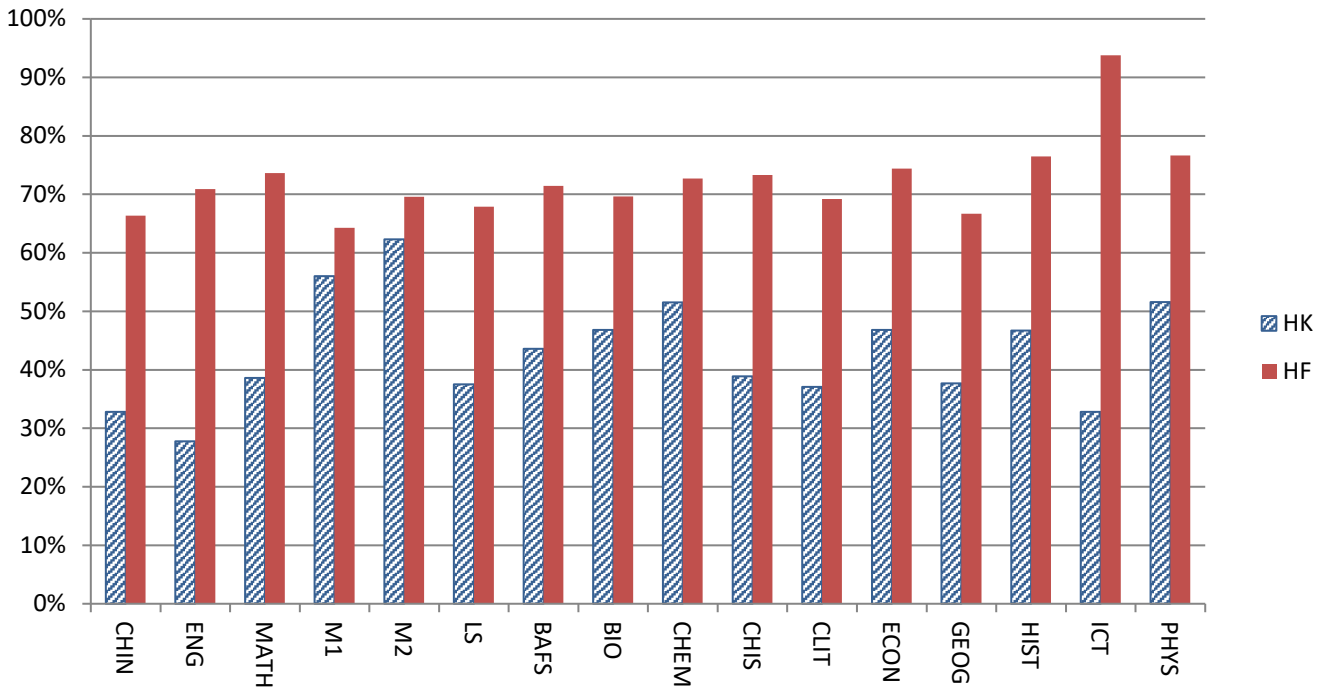
## Academic Performance

110 of our S.6 students took part in the 2023 HKDSE. 94.5% of them achieved level 3 or above and 52.7% acquired level 4 or above *in both Chinese Language and English Language*. 93.6% 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 (42.4%).

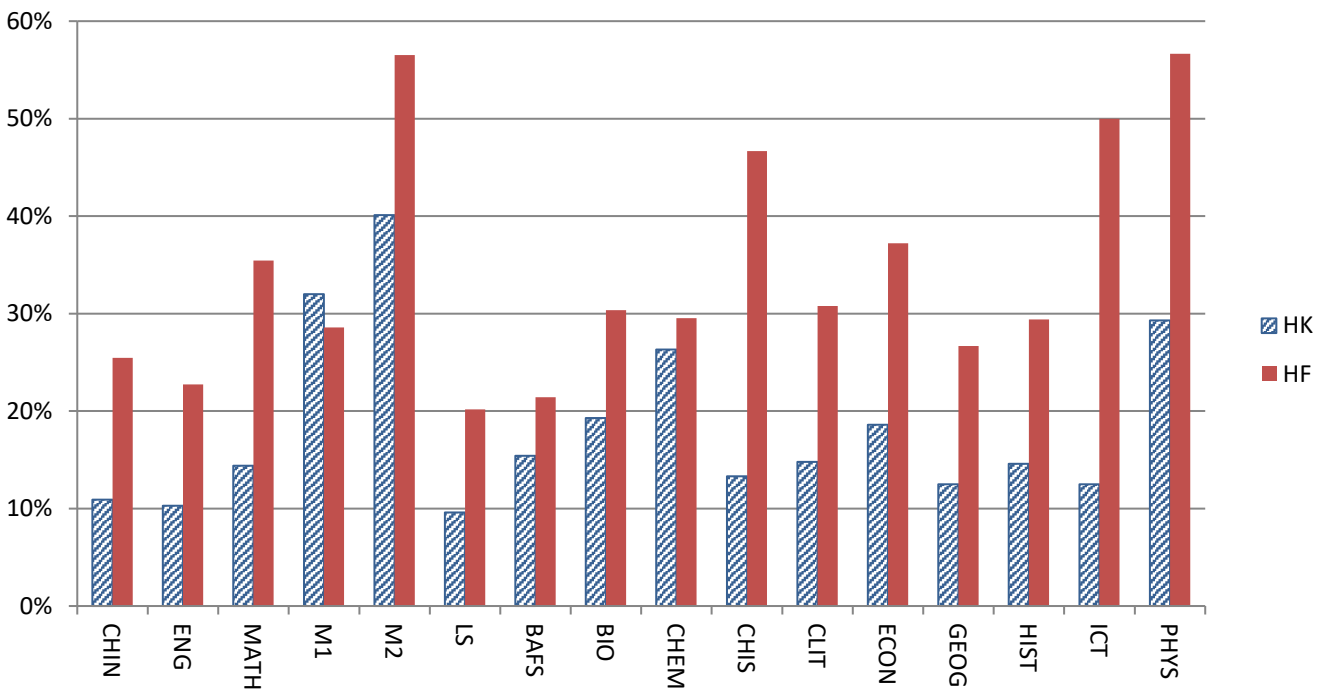
Performance in HKDSE 2023	Ho Fung (%)	HK (%)
English Language (Level 3 or above)	99.1%	53.4%
Chinese Language (Level 3 or above)	94.5%	60.4%
Mathematics (Compulsory Part) (Level 2 or above)	99.1%	82.2%
Liberal Studies (Level 2 or above)	99.1%	90.4%
Students eligible for degree programmes (“33222”)	93.6%	42.4%
Accumulated total of attaining level 3 or above	94.8%	62.4%
Accumulated total of attaining level 4 or above	71.3%	36.8%
Accumulated total of attaining level 5 or above	30.7%	13.4%



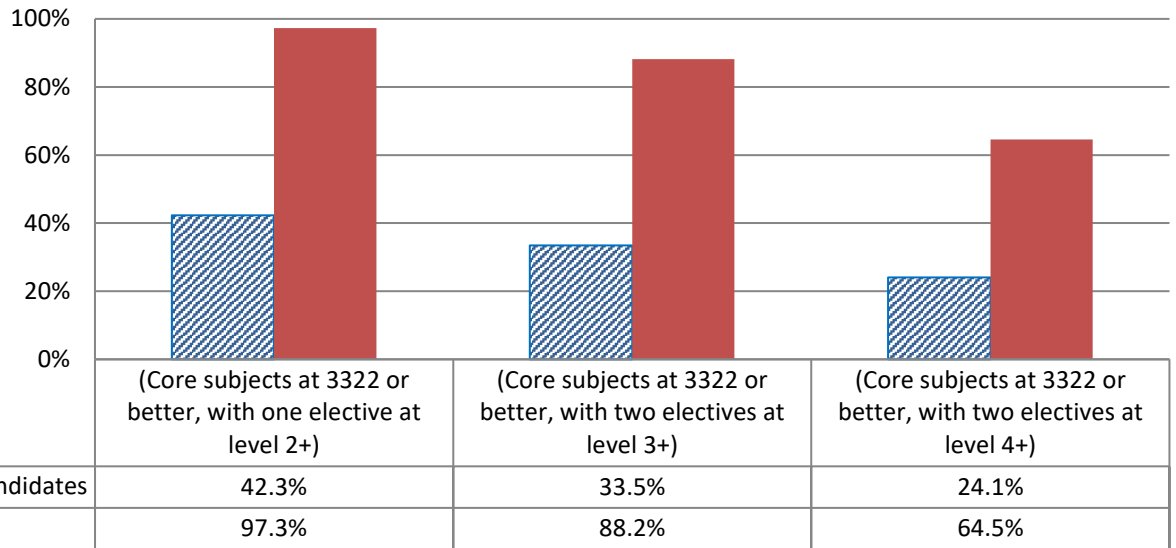
Attaining level 4 or above



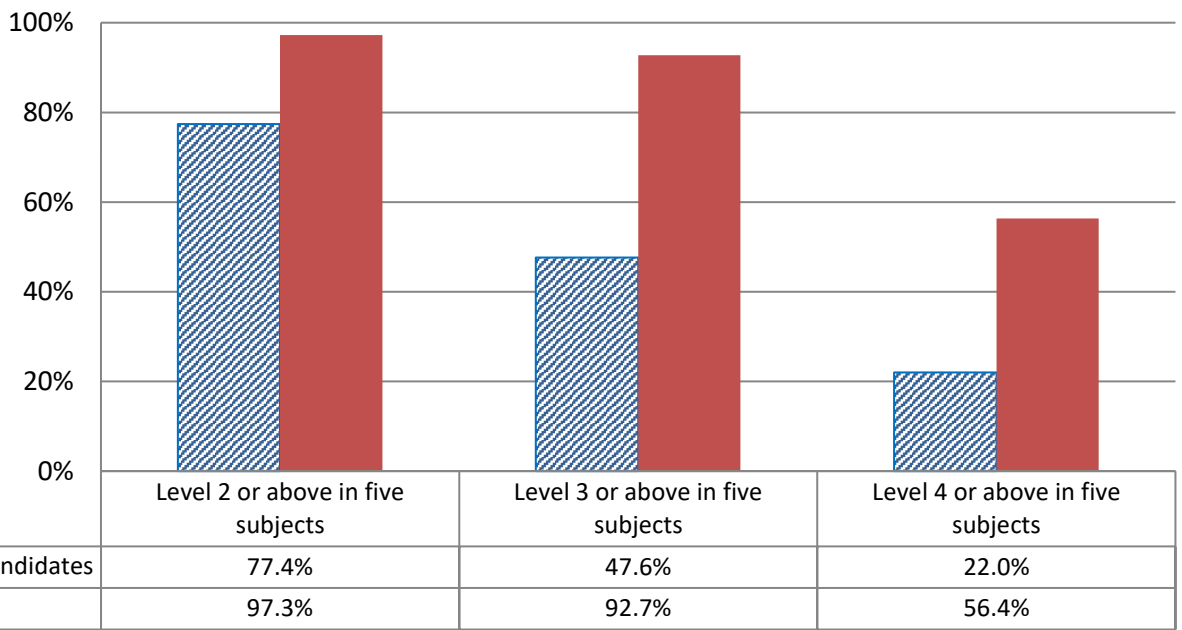
Attaining level 5 or above



### Statistics related to University Admission

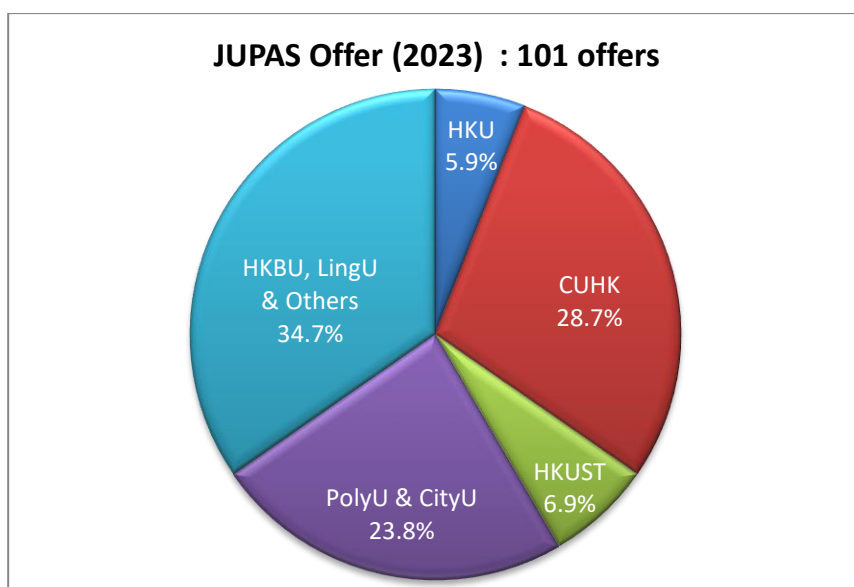


### General performance in the best five subjects



92.7% (101) of our students received offers in 2023 JUPAS (Main Round).

Tertiary Institutions	Total
HKU	6
CUHK	29
HKUST	7
PolyU	15
CityU	9
HKBU	10
EduU, LingU and Others	25
<b>Total</b>	<b>101</b>



## Other Achievements

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

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
25/08/2022	Hong Kong Chinese Culture Development Association	「中國歷史人物扮演」電台廣播劇比賽	5A LEE CHUN HEI- 冠軍、最佳劇本大獎	最積極參與學校大獎
			5C SO TSZ WING- 冠軍、最佳劇本大獎	
			5D NG IRENE- 冠軍、最佳劇本大獎	
			5D WANG XI- 冠軍、最佳劇本大獎	
			5B CHAN CHOI YIN - 優異獎	
			5B LEE CHEUK TUNG - 優異獎	
			5B MAK HIU TUNG - 優異獎	
			5C LEE SIN YI - 優異獎	
			5D SHAO YUK SHAN -優異獎	
			5A CHING CHEUK WAH ANGELA - 優異獎	
			5A LIU XIN BING - 優異獎	
5D SHUM MING HEI MATTHEW -				

			優異獎 5D WONG CHEUK YING - 優異獎	
25/09/2022	The Hong Kong Academy of Gifted Education	International Junior Science Olympiad 2023 – HK Screening	3B LI TSZ KIU 3D LAM SZE YIN 3D LO YIN WAI 3D LI KA WAI CLEMENT - Third Class Honours 3D CHAN WING 3D LI PUI CHING	
16/10/2022	Hong Kong Schools Sports Federation	Inter-School Handball Competition (Tsuen Wan & Islands Secondary Schools Area) 2022- 2023	4A CHOI CHAK HEI - First Runner-up (Girls U19) 4A LAI KA WAI - First Runner-up (Girls U19) 4A WONG PUI KA - First Runner-up (Girls U19) 4D FONG CHIT SZE - First Runner-up (Girls U19) 5A IP SIN HANG - First Runner-up (Girls U19) 5A TSUI CHEUK NAM - First Runner-up (Girls U19) 5B LEUNG TSZ LING - First Runner-up (Girls U19) 5C YIP CHEUK TUNG FION - First Runner-up (Girls U19) 6C LEE LOK HAY - First Runner-up (Girls U19) 6C LIANG KA KI - First Runner-up (Girls U19)	
19/10/2022	Hong Kong Virtual University and the Science Education Section of the Education Bureau	Chemists Online Self-study Award Scheme	5A CHING CHEUK WAH ANGELA – Diamond 5C NG YUEN TING - Diamond 5D SHAO YUK SHAN – Diamond 5D TAM KA KI – Diamond 5D TO YU HIN – Gold 5C LAU MAN CHING - Platinum 5B CHAN CHOI YIN – Gold 5D CHIU POK MAN – Gold 5D PONG HAU YING – Gold 5D WONG NOK LAM - Platinum 5D WONG SIN YING - Platinum 5A LEE CHUN HEI – Silver 5D LEUNG KIN PONG – Silver 5B HO SUM YIN - Bronze 5B MAN KWUN HIN - Bronze 5B SHI YUXIN - Bronze 5D CHIM HON HEI - Bronze 5D LIN LIANGWEI - Bronze 5D NG WING YIN - Bronze	
26/10/2022	Joint School Music Association	Joint School Music Competition 2022	5C NG TSZ YU - Silver (Recorder) 5C LAU MAN CHING - Silver (Recorder) 4C CHOI SIU YUNG - Silver (Recorder) 4D TSANG KA MAN - Silver (Recorder) 4C CHEUNG TSZ YIU - Silver	Secondary School Ensemble (Recorder, Strings, Chinese Instrument)

			(Recorder)	
			3B YU YAT HEI - Silver (Recorder)	
			3D CHAN LOK HEI - Silver (Recorder)	
			6C TAM TIK LONG - Silver (Recorder)	
			6D FUNG HOK YEUNG - Silver (Recorder)	
			6D HA KWOK HANG - Silver (Recorder)	
			2B SHO HAU YAU - Bronze (Strings)	
			2B SUEN LONG YIN - Bronze (Strings)	
			3B CHOW KIN WAI - Bronze (Strings)	
			4D KONG YUK YU AILSA - Bronze (Strings)	
			2B CHAN MING WAI - Bronze (Chinese Instrument)	
			4D YANG JIA HAO - Bronze (Chinese Instrument)	
			2A HUI FONG MING - Bronze (Chinese Instrument)	
			3A CHEUNG CHI SHING - Bronze (Chinese Instrument)	
			2A CHAN DONG CHING - Bronze (Chinese Instrument)	
			2A SUEN TSZ LAM - Bronze (Chinese Instrument)	
			5C CHAN TSZ YAN - Bronze (Chinese Instrument)	
			4B CHAN KA YI - Bronze (Chinese Instrument)	
			5B MAN KWUN HIN - Bronze (Chinese Instrument)	
			5A LIU XIN BING - Bronze (Chinese Instrument)	
			5A LUK HIU LAAM - Bronze (Chinese Instrument)	
			6D SIU WAI KIU - Bronze (Chinese Instrument)	
			6D SIU WAI YIN - Bronze (Chinese Instrument)	
			4D YIP SHING HIN - Bronze (Chinese Instrument)	
28/10/2022	The Hong Kong Academy for Gifted Education	Hong Kong Physics Olympiad 2022	5D LIN LIANGWEI - First Class Honours	Honourable Mention for Schools
			5D CHIU YIN HO KIM - Second Class Honours	
			5D CHAN CHAK FAN - Honourable Mention	
02/11/2022	The Hong Kong Academy for Gifted Education	International Biology Olympiad - Hong Kong Contest 2022	5D NG IRENE - Bronze Award	
02/11/2022	The Royal Australian Chemical	International Chemistry Quiz 2022	6C TAM TIK LONG - High Distinction	
			6D LEE TSZ YU - Excellence	

	Institute		6C LAU YUE TUNG MICHAEL - Distinction 6C LEUNG PUI YING - Distinction 6D LO KWAN YUK - Distinction	
05/11/2022	Tsuen Wan Youth Association, Federation of New Territories Youth	Tsuen Wan, Kwai Chung and Tsing Yi Districts Outstanding Students Award 2022	4C LEE TSZ WAI - Outstanding Award (Junior Forms) 6A HUNG KIN HANG - Outstanding Award (Senior Forms) 4D TSANG KA MAN Merit Award (Junior Forms)	
05/11/2022	Social Welfare Department	童聲童想音樂短片比賽	3A CHAN HEI CHING 3A CHO CHUN KIT 3A TONG CHING 3A WONG TSZ CHING 3A WONG WING SZE 3B LAI PAK YIN 5D WONG NOK LAM	季軍、最具創意獎
09/11/2022	Yan Ran Foundation & New Territories School Heads Association	「燕然盃」慶祝中華人民共和國成立73周年學生徵文比賽	3B LI TSZ KIU - 初中組優異獎	
07/12/2022	Hong Kong Schools Sports Federation	Inter-School Athletics Championships (Tsuen Wan & Islands Schools Area) 2022 – 2023	6B NG SI WING ATHENA - Girls A Grade 100m Champion, (Record Broken) Girls A Grade 200m Champion Girls A Grade 4x400m Relay Champion (Record Broken) Girls A Grade 200m Champion Girls A Grade 4x400m Relay Champion (Record Broken) Girls A Grade 200m Champion Girls A Grade 4x400m Relay Champion 6C CHOI CHAK YAN - Girls A Grade 400m Champion Girls A Grade 800m First Runner-up Girls A Grade 4x400m Relay Champion 5A TSUI CHEUK NAM - Girls A Grade 4x400m Relay Champion 6C LEE LOK HAY - Girls A Grade 4x400m Relay Champion 4A CHOI CHAK HEI - Girls B Grade 400m Champion, (Record Broken) Girls B Grade 800m Champion Girls B Grade 4x100m Relay Champion (Record Broken) 4A LAI KA WAI - Girls B Grade 100m Champion Girls B Grade 200m Champion Girls B Grade 4x100m Relay Champion (Record Broken) 3C LI ZI HEI - Girls B Grade 100m First Runner-up	Third Place in Team (Girls A Grade) Second Place in Team (Girls B Grade)

			Girls B Grade 4x100m Relay Champion (Record Broken)	
			4A WONG PUI KA - Girls B Grade 200m Third Runner-up	
			Girls B Grade 4x100m Relay Champion (Record Broken)	
			3C SHEK LOK SZE HANNAH JOY - Girls B Grade Javelin Champion	
			2A YIU LOK TUNG - Girls C Grade 800m First Runner-up	
			Girls C Grade 1500m Second Runner- up	
			Girls C Grade 4x400m Relay Third Runner-up	
			2A WONG TSZ TING - Girls C Grade 4x400m Relay Third Runner-up	
			2B LAI CHOI YAN - Girls C Grade 4x400m Relay Third Runner-up	
			2B SHO HAU YAU - Girls C Grade 4x400m Relay Third Runner-up	
			1C CHEUK YUET SUM - Girls C Grade Javelin Second Runner-up	
			3B MAK HO YIN - Boys B Grade 100m Third Runner-up	
			Boys B Grade 200m Third Runner-up	
			2A LAM KING CHUNG ANDREW - Boys C Grade Long Jump Second Runner-up	
			Boys C Grade 4x100m Relay Third Runner-up	
			2B SUEN LONG YIN - Boys C Grade 4x100m Relay Third Runner-up	
			2B TANG PAK KIU - Boys C Grade 4x100m Relay Third Runner-up	
			2C CHAK WAI KIU - Boys C Grade 4x100m Relay Third Runner-up	
			2D CHENG AN YIN - Boys C Grade Long Jump Third Runner-up	
07/12/2022	Music office	Symphonic Band Interflow	1A SHO HAU YIN	Bronze Award
			1A SO TSZ YEUNG	
			1C WONG YIN LAM	
			1C CHIU TSZ HEI	
			1D LEUNG HO YAN	
			2A CHAN PAK YAN	
			2A HO TSZ YIN	
			2A CHAN CHI YUEN	
			2B LAN CHI HEI	
			2C YEUNG HOI KI	
			2D CHU HONG YIN	
			3A WENG ZIXI	
			3B AU KIT TUNG BRIANNA	
			3C LI KEXIN CANDY	
			3D CHAN TSZ KIT	
			3D FUNG XIAO LUIS ANTONIO	
			4A CHAU TSZ CHING	
			4B TSE HAU LAM	
			4C CHOI SIU YUNG	
			4D POON TSZ YAU	



			4D CHAN TSZ YIP 4D WONG TSZ YUE 5A LAM HO PO 5A CHING TSZ CHUNG 5B LIN CHEUK FUNG 5C NG YUEN TING 5C SUNG MING WAI 5C TSOI KAI HIN 5D NG IRENE 5D WONG NOK LAM 5D TSE CHEUK HEI 5D TAM KA KI 5D CHIU YIN HO KIM	
07/12/2022	Music office	Hong Kong Youth Music Interflows	1A TANG MANUS 1B HUNG TSZ LOK 1B LI JESSICA 1B WENG JIAXIN 1D LEUNG HO YAN 1D WONG YAM YIN 1D YUAN SUET WUN 2A CHAN DONG CHING 2A LAM YEE TING 2A SUEN TSZ LAM 2A WONG HEI YAN 2B CHAN MING WAI 2B NIP TSZ YING 2B TIN TSZ CHING 2C WANG KIN MING 2D CHEN KEXIN 2D LIN WENLU 2D LIN YUXIN 3A CHEUNG CHI SHING 4D POON TSZ YAU 3D YEUNG KING YAN 4A LAM TSZ CHING 4B CHAN PIK YING 4D YIP SHING HIN 5A LIU XIN BING 5A LUK HIU LAAM 5B MAN KWUN HIN 5C CHAN TSZ YAN	Merit Award
10/12/2022	Home and Youth Affairs Bureau and the Agency for Volunteer Service	Hong Kong Volunteer Award 2022 (Outstanding Youth Volunteer Award)	6A HUNG KIN HANG - Outstanding Youth Volunteer Award	
10/12/2022	Hong Kong Schools Sports Federation	Inter-School Volleyball Competition (Tsuen Wan & Islands Secondary Schools Area) 2022- 2023	4A CHAN HO YAU 4A TSOI LOK SZE 4A WONG PUI KA 4C TSO TSZ YING 4C YUNG YEE NAM 5A TSUI CHEUK NAM 5A LAM KA KEI 5B LAI CHEUK WING 5C YIP CHEUK TUNG FION 5D NG IRENE	Second Runner-up (Girls U19)

			5D TAM KA KI	
			5D TSOI LAI MAN	
			6C CHOI CHAK YAN	
10/12/2022	Hong Kong Schools Sports Federation	All N.T. Inter-School Tennis Competition	5A CHING CHEUK WAH ANGELA	Third Runner-up (Girls)
			5A LEUNG KAI SUM	
			5A IP SIN HANG	
			3C IP MING HUEN	
			3C SHEK LOK SZE HANNAH JOY	
19/12/2022	Hong Kong Schools Sports Federation	Inter-School Cross Country Competition (Tsuen Wan & Islands Schools Area) 2022 – 2023	6C LEE LOK HAY - Sixth Runner-up (Girls A Grade)	Second Place (Girls Overall) Second Place (Girls A Grade) First Place (Girls B Grade) Third Place (Girls C Grade)
			6A TO KA YU - Ninth Runner-up (Girls A Grade)	
			4A CHOI CHAK HEI - Second Runner-up (Girls B Grade)	
			4A WONG PUI KA - Fourth Runner-up (Girls B Grade)	
			4A LAI KA WAI - Fifth Runner-up (Girls B Grade)	
			3C SHEK LOK SZE HANNAH JOY	
			2A YIU LOK TUNG - First Runner-up (Girls C Grade)	
			2A WONG TSZ TING - Sixth Runner-up (Girls C Grade)	
			2A LAU ON YIN	
			2B SHO HAU YAU	
			2C CHAK WAI KIU - Ninth Runner-up (Boys C Grade)	
29/01/2023	See Change Education	4 <sup>th</sup> International Parliamentary Debate Competition	4B WONG LOK CHUN	Award for proceeding to tournament round
			4B WU JAVEN KU MAN	
			4C CHUNG CHING	
			5C SO TSZ WING	
04/03/2023	Hong Kong Red Cross	Red Cross City Challenge 2023	4A LU HO TIN	The Champion of the Youth Group
			4C HUANG LIYUAN	
			4C JIANG PENG	
			4C LI ZHUO QIAN	
10/03/2023	74 <sup>th</sup> Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	1C HON SUM KIU - Solo Verse Speaking - Non-Open, Second Place	
			2A CHAN CHUN MAN Solo Verse Speaking - Non-Open – Third Place	
			2A HO CHEUK YI - Solo Verse Speaking - Non-Open – First Place	
			2A WONG HEI YAN - Solo Verse Speaking - Non-Open – Second Place	
			2B LAM KA YIN - Solo Verse Speaking - Non-Open – First Place	
			3A WENG ZIXI - Solo Verse Speaking - Non-Open - First Place	
			3D WONG LONG SUN ANDREW - Solo Verse Speaking - Non-Open - Second Place	
			1D YUEN WING CHUN - Solo Verse Speaking - Non-Open – Third Place	
			3C LI KEXIN CANDY - Solo Verse Speaking - Non-Open – Second Place	
			3D CHU KWAN CHING - Solo Verse Speaking - Non-Open – First Place	

25/03/2023	Rotary Club of City Northwest Hong Kong, Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School	新界西區「兩文三語」挑戰賽 (初中組)	2A WONG HEI YAN - 初中組冠軍	
			3D LAU CHEUK YING - 初中組最佳中文文章銅獎	
			3D MAK PO YING - 初中組最佳中文文章優異獎	
01/04/2023	SEED Foundation Alibaba	IDEAPOPOP! 2023 Hong Kong Secondary School Startup Pitch Competition - Larps in Museum	4C SO CHEUK YING	Overall Champion, Audience Vote Award, Excellence in Innovative Use of Technology Award
			5B CHEUNG TSZ YING	
			5C SO TSZ WING	
			5C WU FEI YI	
15/04/2023	Community Youth Club, Hong Kong Children & Youth Services	「Amazing Teens」荃灣CYC聯校領袖培訓計劃2022	1C CHAN LOK YIN - 嘉許狀	最佳演繹獎
			1C LAM WING SUM - 嘉許狀	
			1C MAK KA CHING - 嘉許狀	
			1C CHENG HEI TUNG - 嘉許狀	
18/04/2023	Hong Kong Post	The Universal Postal Union's 52nd International Letter Writing Competition for Young People - Hong Kong Contest	2A YAN TSZ HIM 優異獎	
			2A YAU CHUNG HIN OSCAR - 優異獎	
20/04/2023	Joint School Music Association	Secondary School Ensemble (Recorder)	1C CHEUNG WAI TING - Gold Award	
			3C LI KEXIN CANDY - Gold Award	
			3D CHAN LOK HEI - Gold Award	
			2A LAU ON YIN - Gold Award	
			3A WENG ZIXI - Gold Award	
			4D TSANG KA MAN - Gold Award	
			4C CHEUNG TSZ YIU - Gold Award	
			2D CHU HONG YIN - Gold Award	
			1C LAM TSZ YING - Silver Award	
			1D IP CHEUK LONG TRENTON - Silver Award	
			1D PANG HONG TING - Silver Award	
			2A CHAN PAK YAN - Silver Award	
			2B LAM WAI CHING - Silver Award	
			2B LAN CHI HEI - Silver Award	
3B LAM SIN MAN - Silver Award				
3B YU YAT HEI - Silver Award				
24/04/2023	香港浸會大學文學院、香港浸會大學語文中心	第十二屆大學文學獎「少年作家獎」	6C LIANG KA KI - 少年作家獎	
30/04/2023	HKYPA	第27屆日本浜松PIARA鋼琴大賽香港區選拔賽 Class 16 鋼琴考級組八級組	2B LAU YAU HIM - Champion	
08/05/2023	75 <sup>th</sup> Hong Kong Schools Music	Recorder Ensemble - Secondary School	2D CHU HONG YIN – Silver Award	
			3D CHAN LOK HEI – Silver Award	

	Festival		4D TSANG KA MAN – Silver Award 4C CHEUNG TSZ YIU – Silver Award 3C LI KEXIN CANDY – Bronze Award 2A LAU ON YIN - Bronze Award 2A CHAN PAK YAN - Bronze Award 2B LAN CHI HEI - Bronze Award	
08/05/2023	75 <sup>th</sup> Hong Kong Schools Music Festival	Graded Piano Solo - Grade Eight	3D KWOK SHIU NAM – First Place	
09/05/2023	The Hong Kong Schools Sports Federation	Tsuen Wan and Island Secondary Schools Inter-School Basketball Competition	2D LIN YUXIN 1D CHOW XIAO TING 1C CHEN YUK TUNG 1C CHEUK YUET SUM 2D CHEA YAN HEI 2C SIN CHING 1D HO PUI LING 1B CHEN CHENGYI 3D MAK PO YING 2B LAI CHOI YAN 1A CHEN MOON KI 1A YE ZHENGYOU 2A WONG TSZ TING 3B KWOK SUM YING 2A HUI KA KI MACY	Champion (Girls U15)
13/05/2023	Jockey Club	Jockey Club Beamplus in School Project - Student Ambassador Programme	5A LEE CHUN HEI 3B LI TSZ KIU 2B LAM KA YIN	Beaming Star Award

## ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

### Priority Task 1: To nurture proactive learners

#### 1. Achievements

Over the years, Ho Fung College has been putting a lot of efforts into offering strong support and guidance for all students through various channels. To cater for the diverse needs of our learners and to help students acquire a breadth of knowledge, generic skills, language proficiency and information literacy, a holistic approach was adopted in the academic year of 2022-2023.

#### *Breadth of Knowledge*

The curriculum of our school embraced life-wide learning of the eight key learning areas: Chinese Language Education, English Language Education, Mathematics Education, Science Education, Technology Education, Personal, Social & Humanities Education, Arts Education, and Physical Education. Co-curricular activities inside and outside school were incorporated to allow our students to acquire and construct a broad and solid knowledge base. Last year, funding from the Diversity Learning Grant supported a diversified curriculum encompassing music, Japanese, Chinese debate, English debate and gifted education, which supported students' growth and boosted their achievements beyond the classroom.

In addition, students were equipped with STEM knowledge. The STEM room, equipped with different types of 3D printers, cutting-edge machines and laser engravers, allowed the actualization of students' designs and ideas into real models and products, promoting reflection, evaluation, further development of design thinking and problem-solving skills. Various STEM

teaching and learning activities from different subjects were held in the STEM room. These included a STEM project in the junior integrated science subject, learning mechanics through a 4WD cart race for S4 students, and investigating vortex tubes with the use of 3D printers for S5 students.

Moreover, reading was emphasized due to its utter importance in enriching knowledge in different fields. Morning Chinese and English reading sessions were refined to encourage students to foster a passion for reading. 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. Fiction and non-fiction books related to science, environmental protection, career planning and life goals were acquired. Author talks organized by the Chinese and English Departments were highly successful in encouraging reading and expanding students' understanding of the world. Regular sessions were also arranged for students to borrow and read magazines from the library during the class reading period. Students had to read newspapers constantly and performed well in the English news chat. According to the APASO survey, the P scores of the items 'keen on reading' and 'good strategies in reading' were 72.6 and 84.1 respectively, and it proved that the reading atmosphere was good in our school.

Academically speaking, the performance of S.6 students in the HKDSE examinations was outstanding compared with 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 also impressive; 92% of our students received main round offers to degree programmes of local UGC-funded universities.

### ***Generic Skills***

A wide range of electives were made available to students. Apart from normal lessons and regular activities in different subjects and functional groups, a series of tailored academic, co-curricular, and developmental workshops, seminars, visits, activities, and online programs were offered to help students develop and apply generic skills in an integrated manner, with a focus on career readiness. These opportunities aimed to enable students to become independent and self-directed learners for future studies and work.

To achieve the purpose of nurturing proactive learners, students were taught to develop skills in goal setting, monitoring, evaluation, as well as time management through different programmes sporadically. The habits of pre-lesson preparation and note-taking to augment students' capacity for self-directed learning were fostered. Active student participation was ensured by providing more opportunities to showcase their learning outcomes and achievements. Group discussions and projects were commonly adopted to create different communities among students. These practices reinforced students' organizational, communication, and collaboration skills, instilling in them greater confidence in their ability to comprehend abstract concepts and apply acquired knowledge in practical contexts. The experience also fostered the development of problem-solving and critical thinking skills.

Take a programme for S3 students as an example. The students demonstrated their generic skills, such as communication, problem-solving, time management, leadership and adaptability, through running their own business. Some presentations were of high quality, reflecting students' interest in business studies. Over 80% of students gave positive self-reflections on this group activity.

From the school APASO report, the P scores of the items 'self-initiative', 'self-monitoring', 'self-planning', 'critical thinking', 'creativity (enjoy)', 'creativity (efficacy)', 'leadership', and 'entrepreneurial spirit' were 85.7, 84.1, 78.8, 72.6, 85.7, 74.8, 85.7, and 55.3 respectively. With the guidance from teachers, students were steadily able to sharpen the skills.

### ***Language Proficiency***

Ho Fung College always strives to create a good environment for language learning in order to cultivate our students' proficiency in biliterate and trilingual communication for better study and life. The school offered elite and remedial classes in junior forms (S.2 & S.3). The class arrangements helped language teachers adjust their pedagogies and offered support to students in accordance with their abilities. Elite class students performed exceptionally well; not only did they acquire extensive knowledge, but they also participated in various writing and speaking competitions. The remedial classes were taught in small groups, making it easier for teachers to identify students' difficulties and provide targeted solutions to help them overcome their shortcomings. For senior forms, extra tutorial groups in language subjects were also arranged for students who had dropped elective subjects in S.5 and S.6.

Moreover, different enhancement programmes were offered to both outstanding and weaker students to train their writing and speaking proficiency. For instance, 70% of S6 students found the English Writing Workshop useful. For freshmen, the PTA and the English Department provided the Pre-S1 English summer course. Students learned subject-related words and some English grammar rules before the start of the new school term. From the results of the survey conducted after the course, over 75% of the respondents thought the programme helped improve their attitude towards learning.

What's more, our school actively promoted Cantonese, Putonghua, and English debate across all forms to enhance our students' logical mindset and boost their language skills. This year, apart from inter-class and inter-house competitions, our students participated in multiple inter-school competitions as well. Furthermore, the Chinese, English, and Putonghua Departments encouraged our students to take part in the Speech Festival and various writing contests, resulting in many awards achieved by our students.

Besides this, our school provided students with different opportunities to shine. All events were hosted by students regardless of the scale of the event, with all students having equal opportunities to lead. To create an English learning atmosphere, most of the events were held in English. The MCs were well trained by English teachers-in-charge prior to their performances, and they all could make announcements and host events confidently and effectively. A workshop was actually held for Ho Fung Ambassadors and other potential MCs to nurture them a sense of pride in using English in different large-scale events.

The results of the HKDSE examinations in 2022 were decent, with a rate of 96.3% (Chinese & English) of students attaining level three or above, 70.4% (Chinese) and 64.8% (English) attaining level four or above, all of which were better compared to the previous year. According to the APASO survey, 47% of students thought that Chinese was one of their best subjects, and about half the students agreed that they achieved good results in Chinese. Regarding the item 'not having negative feelings towards English Language', the P value was 65.5, which was remarkable.

### ***Information Literacy***

After adopting IT in education for years, the school continued to acquire better hardware devices and adopt more learning platforms in the previous year. All classrooms and laboratories were equipped with interactive touch display panels. Many teachers incorporated their technological knowledge with their pedagogical knowledge and delivered effective lessons. Before the COVID outbreak, the school had 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 inspired them to adopt IT in education.

Under the BYOD scheme, all students had their own tablets. In classrooms, students felt comfortable with the use of IT in and outside of class. Students became accustomed to



employing e-learning tools, such as completing e-reading practices online, accessing e-books on e-Class, using IT tools including but not limited to Google Document, Google Form, Google Drive, Google Classroom, Mentimeter, Kahoot, Padlet, Jamboard, etc., to perform learning tasks assigned by their teachers. In chemistry lessons where flipped classrooms were employed, students were assigned pre-class readings or videos to introduce new concepts. Learning communities were formed via various learning platforms, and self-directed learning was promoted with the help of online assessment tools and e-learning resources. According to the APASO survey, the P score of the item ‘time in using IT for learning’ reached 85.7, proving that our students learned via IT frequently and had a good mastery of it.

## **2. Reflection**

The student-centered approach provided ample opportunities for students to express their ideas, despite the extra time required compared with traditional pedagogies. The students demonstrated a positive learning attitude, indicating a willingness to put effort into their studies. However, significant diversity in learning abilities among students in a class posed challenges in meeting the individual needs of all learners. The variance in learning abilities also made it difficult for teachers to manage the learning process effectively, hindering the development of student-centered learning environment. When faced with open-ended questions, weaker students lacked confidence and were hesitant to showcase their own value judgments.

To continue cultivating reading habits and nurturing self-dependent and proactive learners, the reading scheme was kept and performance monitored. Although students were aware of the tremendous advantages of reading, nearly half of them reported that they only read books for information they needed, according to the APASO survey. Teachers would explore the potential to further encourage reading among students.

## **3. Feedback and Follow-up**

Based on achievements from previous years, each department would enhance and refine enrichment programs and measures to boost learning performance. In the academic year of 2023-24, flexible grouping arrangements would continue to be made to capitalize on students’ strengths. Considerable emphasis would be placed on STEM education to widen students’ horizons. The school would allocate more resources to further integrate STEM education into the everyday school life of junior form students.

To accommodate the diversity of learning styles and needs among students, the school recognizes the necessity to provide customized teaching materials that cater for the requirements of each individual learner. To cultivate autonomous learning and encourage students to confidently express their opinions, teachers could provide learning to students instead of directly giving them answers. Additionally, teachers could leverage online platforms to ask open-ended questions, thereby prompting students to develop their own ideas and perspectives. Such an approach can be instrumental in fostering students' self-directed learning and empowering them to communicate their thoughts with greater assurance.

To maximize the benefits of reading, the school would continue to explore opportunities to make reading a unique and fruitful experience across subjects and beyond the classroom boundaries. The reading award scheme would be relaunched to encourage students to read different types of books, beyond their academic needs.

### **Priority Task 2: To promote students’ positive values and widen their horizons**

Academic achievements aside, our school also puts emphasis on instilling positive values in students. These values include and are related to national and global identity, life planning and a healthy lifestyle.

## 1. Achievements

### *National and Global Identity*

Our school organized numerous national education activities, including visits, exhibitions, exchange tours, lectures, flag-raising ceremonies, and interdisciplinary activities, to educate students on the importance of being well-mannered and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes, Chinese culture, and respect for pluralism in society. The study tours in Mainland China were highly engaging for students, and nearly all subjects incorporated Chinese culture elements to strengthen national identity. For example, students had opportunities to draw traditional Chinese paintings and appreciate traditional Chinese instrumental music both in and outside of the classroom. According to the APASO survey, the P scores of all items related to 'national identity' reached 85.7, indicating our students had a very positive attitude towards their national identity.

Our school conducted numerous presentations and sharing sessions in assemblies to integrate moral education into school life on a daily basis. Additionally, our school offered a dedicated subject of Moral Education, covering personal growth, school life, and social life. The pastoral unit continuously developed various developmental and remedial measures to instill positive values and attitudes in students and fostered a sense of responsibility and commitment to our school and society. By implementing a system of rewards and punishments, we aimed to cultivate self-disciplined learners. According to the APASO survey, the P scores of those items related to 'act of honesty' (68), 'no cheating' (80.7), 'importance of morality' (85.7), 'no stealing' (82.5), 'voluntary work' (85.7), 'respect for diversity' (63.1), 'intercultural communication' (85.7), and 'respect for people from different cultural backgrounds' (65.5) were commendable.

### *Life Planning*

Our school conducted numerous academic advice sessions for S5 and S6 students, giving personal guidance for developing career roadmaps for each student. S6 JUPAS talks were organized before the release of HKDSE results. The curriculum was designed to link learning to career and life development. Moral education subjects in junior forms included personal growth and career planning, such as personality tests, introduction to the school system, guidance for further studies, preparation for job hunting, and more. Our school observed the students' engagement in their responses and learned about their interests, aptitudes, and abilities from the questionnaires and worksheets filled out by students in the classroom. Additionally, we organized S1 'Self-understanding & Life Plan Lecture', S2 'Finding your Colours of Life Workshop', and S4 'Career Mapping Workshop'. Elements of careers and life development were embedded in school lessons and workshops to enhance students' understanding of the connection between life education and careers. Comments from both the students and teachers who participated were generally positive. According to the APASO survey, senior form students received adequate guidance from the school and teachers, with a P value of 85.7. Different internal questionnaires conducted after the above activities supported this praiseworthy result.

Furthermore, the school organized extensive programmes to provide students with meaningful encounters in the workplace, including three job exploration talks, three job shadowing sessions, a UBS mentorship programme with six events, an outdoor company visit, and more. According to post-activity questionnaires, all of these programmes received positive responses from the student participants.

### *Healthy Lifestyle*

Our school attaches great importance to our students' well-being. Apart from academic pursuits, we believe that students should lead a healthy lifestyle with active participation in physical and aesthetic activities. Being passionate about music and attentive in class, students learned music



from different genres and used various music software for music composition during music lessons. The Christmas Morning Assembly, the Music Contest, and the Music Week were successfully held this year and offered a wide range of performances to the whole school, including singing, choir, string ensemble, Chinese orchestra, and pop band performances to increase students' exposure. Moreover, the school music teams were encouraged to join several music competitions this year and achieved excellent results.

Our students have always shown enthusiasm for sports. By participating in all kinds of sports teams and competitions, they not only acquired in-depth knowledge of sports and received physical training, but also developed positive values such as diligence, dedication, and perseverance. Students were advised to enhance their physical fitness by doing exercise every day, and in fact, according to the APASO survey, about half of the students reported they maintained good health.

## **2. Reflection**

Morning assemblies, along with flag raising and prize-giving ceremonies, continued to serve as an excellent platform to cultivate attentiveness, respect, and appreciation, and to inculcate in students a strong sense of belonging and devotion to both the school, community, and the country. National Security education was also an integral part of the subjects' curricula to meet prominent needs.

Recognizing the unique role of exchange trips in giving students the opportunity to engage in team-building, cooperation, responsibility, and promoting the development of independence and multi-perspectives, our school continued to explore the possibility of organizing more trips in the coming academic year.

The Student Performance Grading System was further utilized to accurately reflect students' performance in learning attitude, conduct, and activity. More effort was put into enhancing students' learning confidence and moral standards by identifying the specific strengths and weaknesses of each student.

Based on discussions about stress and emotions in the moral education class, as well as responses from the APASO survey and Parents Day, it could be deduced that some students were under pressure and were prone to negative emotions due to the effects of the pandemic in the childhood, studying online at home, lacking the influence of group social life, and the intense competition between classmates in a band 1 school. According to the APASO survey, it was found that about 60% of students often felt worried and distressed. The P score of the item 'no anxiety, no depressive symptoms' was only 15.9. There is much room for improvement in this aspect.

In addition to emotional support, career planning and guidance were indispensable for students' long-term and whole person development. Elements of career guidance continued to be included in the curriculum to stimulate students to think about future opportunities and nurture intelligent and educated citizens. Regarding exploring students' interests, strengths, and weaknesses, the school had a more defined focus on where students could excel and improve. As part of a whole-school learning community, students could feel more confident in approaching their future with open arms.

As usual, our students were fully engaged in music and sports and actively participated in different competitions, and therefore, the means employed were deemed successful. We will continue to implement such measures so that students can be rewarded for their effort in these areas.

### 3. Feedback and Follow-up

National security education will be further embedded in the curriculum to nurture students' sense of responsibility and commitment to society and the country. Our school will continue to organize different forms of activities to provide students with knowledge and information about the Constitution, the Basic Law, and information related to national security, so as to consolidate and enhance students' national identity and the awareness of world citizenship. In the next academic year, 'Ho Fung Flag-guards' will be formed with the help of Sik Sik Yuen, our sponsoring body, bearing the responsibilities of flag raising at different internal and external ceremonies and activities to foster the spirit of perseverance and national identity.

A more holistic approach will be adopted to promote values education to cultivate students' positive personal attributes on all fronts. This will be implemented with the support services from the Education Bureau to refine the whole school curriculum planning, thereby helping students lead a healthy life. Teachers, especially class teachers, play a prominent role in conveying values and beliefs. Considering the constructive effect of the Student Performance Grading System, teachers could capitalize on it to recognize students' positive behaviors while correcting inappropriate ones. Morning assemblies and moral lessons are vital to nurture positive thinking. To lessen students' negative feelings, life and moral education will be strengthened, and such elements will be incorporated in the learning contents from various subjects. Subject teachers should communicate well with students and enable them to share their personal opinions and experiences. More tailored workshops or guidance on stress management should be given by the pastoral unit.

To broaden the horizons of our students, the Careers Guidance Section will enhance their knowledge of life objectives, career information, future planning, and more. More resources should be allocated to junior form students, especially S3 students, for choosing elective subjects and planning future careers. More exchange trips will be coordinated to offer sufficient chances for students to have experiential learning with the end of the epidemic.

# FINANCIAL SUMMARY

## Financial Summary (2022 -2023)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
<b>Government Funds</b>				
Balance B/F from previous year				5,736,848.49
(1) School Specific				
1.1) Administration Grant	4,145,880.00	(3,747,265.78)	398,614.22	
1.2) Capacity Enhancement Grant	654,502.00	(469,468.80)	185,033.20	
1.3) Composite Information Technology Grant	503,136.00	(444,363.40)	58,772.60	
1.4) Air-conditioning Grant	643,204.00	(454,100.60)	189,103.40	
1.5) School-based Management Top-up Grant	51,615.00		51,615.00	
1.6) School-based Speech Therapy Administration Recurrent Grant	8,258.00		8,258.00	
<i>Sub-total (1)</i>	6,006,595.00	(5,115,198.58)	891,396.42	
(2) Non-School Specific (Baseline Reference)	2,046,116.57	(3,107,384.35)	(1,061,267.78)	
(3) Other Income	60,328.53		60,328.53	
<i>Sub-total (2) &amp; (3)</i>	2,106,445.10	(3,107,384.35)	(1,000,939.25)	
<b>Surplus for the year (Government Funds)</b>				(109,542.83)
<b>School Funds</b>				
Balance B/F from previous year				1,669,843.21
(1) Tong Fai	110,050.00		110,050.00	
(2) Subsidy from Sik Yuen	227,566.30		227,566.30	
(3) Other Income and Expenditure	437,155.92	(721,741.85)	(284,585.93)	
<i>Sub-total</i>	774,772.22	(721,741.85)	53,030.37	
<b>Deficit for the year (School Funds)</b>				53,030.37
Approved Collection for Specific Purposes Account				
Current Year	229,710.00	(31,572.77)	198,137.23	
Balance B/F from previous year			197,895.90	
<b>Surplus Carried Forward to Next Year :</b>				396,033.13
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2022</b>				7,746,212.37