HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

School Development Plan (2022/23 to 2024/25)

SCHOOL MOTTO

"To act benevolently and to teach benevolence"
普濟勸善

MISSION STATEMENT

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

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

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

SCHOOL GOALS

Our school aims to achieve the following goals:

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

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

1. Effectiveness of the previous School Development Plan (2019 – 2022)

Major Concerns	Achievements	Reflection and Follow-up action
To Enhance Efficacy in Learning and Teaching	**(a) Catering for Learner Diversity:** To address learner diversity, a wide range of elective choices and tailor-made academic and careers programmes were made available to students. **(b) Data-driven Class Arrangement & Academic Support Strategies:** Based on data-driven analysis of student performance in tests and examinations, various class arrangements and academic support strategies such as refined Morning Reading Sessions, revamped Hall Assembly, Addition of one English LS class for S.4, S.5 and S.6, Extra Tutorial Groups in core subjects for S.5 and S.6 students who dropped elective subjects and S6 Study Room were designed to facilitate and support effective learning and teaching. **(c) Learning Opportunities:** Utilizing the Funding for School-based After-school Learning and Support Programmes, DLG funding and School-based Reading Scheme, the school devised various measures such as the highly-rated supplementary tutorials for S.1 to S.6, the widely-favored supplementary programmes in various subjects and the replenishment of Library resources to offer more, wider and targeted learning opportunities to students. **(d) IT in Education:** Class suspension since January 2020 gave a boost to the pace of eLearning development in our school. With the EDB funding and multiple supports provided by the IT Support Section, many teachers adopted various IT resources in pedagogies, which fostered a culture of continuous improvement in teaching with mobile devices and e-Learning pedagogies. Sharing sessions among teachers contributed to the exchange of ideas and inspired them to adopt IT in education. Learning communities were formed via various learning platforms; self-directed learning was promoted with the help of online assessment tools and e-Learning resources. As an environmentally conscious workplace, the use of Surface Pro and Cloud storage was widely adopted in meetings and daily school administration to reduce the use of paper in school and prevent unexpected loss of important documents.	**Reflection** ◆ The school will continue the successful initiatives and measures listed above and regularly evaluate the outcome and performance of these initiatives. ◆ Despite the greater amount of time spent on student-centred approach, it was proven to be more effective in creating a more vibrant learning community in school. ◆ In general, students and parents were content with the school's online teaching arrangements. **Follow-up action** ◆ The school will continue to employ appropriate strategies, for instance, offering students a wider choice of reading materials, to enhance student' reading and learning ability. ◆ A greater emphasis will be placed on STEM education, IT in Education and Value Education. ◆ Teachers are highly encouraged to make good use of the Student Performance Grading System to minimize diversity in grading. ◆ Teachers are highly encouraged to explore the possibility of innovative and alternative pedagogies by having more lesson observation and post-lesson sharing with the aid of IT equipment.

Major Concerns	Achievements	Reflection and Follow-up action
	(e) STEM Education: Our school's continued focus on STEM education was reflected through a more comprehensive pursuit. Having completed the pilot scheme, the school developed comprehensive teaching materials and designed learning activities for S.1 and S.2 STEM curriculum in 2021-22. Cutting-edge topics in STEM education, like 3D printing and micro-controllers, would be covered in the two-year curriculum equipping students with applied technological knowledge to solve real-world problems. The upcoming STEM room, which was financially supported by QEF ($830,100), will be be equipped with 3D printers, laser cutting machine and computer-aided design software to promote school's STEM learning in the future.	
	(f) Building Students' Self-esteem and Confidence The school continued to implement various award and scholarship programmes and refined the eligibility criteria to expand the scale of student beneficiaries. This was significant because it recognized the effort of less able students, thus building their self-esteem and confidence.	
	(g) Performance of students in HKDSE: The performance of S.6 students in the HKDSE 2020, 2021 and 2022 was outstanding even under the adverse impact of COVID-19. In each of these years, over 90% of our students meet the basic entrance requirement for admission to publicly funded undergraduate programmes and received main round offers to degree programmes of local UGC-funded universities. These were well above the territory-wide day school figures.	
To Develop Students' Sense of Responsibility and Empathy	**(a) Life and Moral Education:** Life and Moral Education classes were conducted in junior forms to cultivate students with positive attitude towards healthy lifestyle.	**Reflection** ◆ Due to the outbreak of COVID-19 since January 2020, various well-planned school initiatives were suspended. ◆ We saw students excel in various areas like music and sports, and therefore the means employed were deemed successful. The school has continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided excellent opportunities for students to demonstrate their enthusiasm and allow them to grow and develop various virtues and strengths, particularly their introspective ability, perseverance, responsibility, resilience
	(b) The Student Performance Grading System: The Student Performance Grading System, which was to independently assess and reflect students' performance in their learning attitude, their conduct and their CCA participation, was an indicative tool to help promote students' personal growth.	
	(c) Refined CCA Award Scheme: The school refined the CCA award scheme to record and acknowledge students' CCA activities and services, thus motivating students to enhance their performance.	

Major Concerns	Achievements	Reflection and Follow-up action
	(d) Stress Management: According to students' feedback, talks and workshops on stress management for senior form students were positively rated and found useful. Academic advising sessions for all S5 and S6 students were also found effective in getting them prepared for their future JUPAS choices.	and self-discipline. ◆ Exchange programmes were found effective in building students' positive attributes, such as team-building, mutual cooperation, sense of responsibility and self-accountability and self-confidence. However, it was a pity that most of the trips were called off owing to the outbreak of COVID-19. ◆ Self-management and time management were identified as weaker parts of students. To improve, one of our major concerns in 2020-21 continued to be developing students' sense of responsibility and empathy. ◆ The school will develop students with a strong sense of belonging and devotion to both the school community and the country. **Follow-up action** ◆ The school will modify and continue the use of the Student Performance Grading System. ◆ Formal Moral Education curriculum will be fully implemented progressively in the junior forms in the next two years. ◆ The school will widely promote the CCA Award Scheme to raise students' awareness. The integrated excel file will be refined to streamline the procedure of award record and enhance data accuracy. ◆ To facilitate students' long-term and whole-person development, career planning and guidance will be widely integrated into school curriculum.

2. Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Area for Improvement
School Management	◆ A number of changes have been promulgated by the Principal, focusing on school management and organisation. ◆ Every year the school conducts an evaluation of the major concerns in School Development Plan (SDP) and the "Major Concern of the Year", summarising the key achievements, reflections made and the feedback for subsequent development. ◆ The systemic documentation has been established to enhance the PIE (Planning, Implementation, Evaluation) process. ◆ There is a thorough and honest evaluation of the yearly programmes of the subjects and functional groups, which forms the basis of the comprehensive year-end school report (SR). ◆ The school has been developing various school-based Excel tools for school administration and management. ◆ A strong data-driven approach is adopted for the school development. The school has made frequent use of surveys and questionnaires at school level to help map out the improvement needs. ◆ Teachers play a fundamental role in student learning. Efforts are put not only on maintaining staff stability through utilisation of different grants, but also on making long-term planning in optimising teacher expertise for the senior form teaching. ◆ With open dialogues kept between the Principal and teachers, teachers' consensus in school development is generally high.	◆ There is room for improvement in the monitoring mechanism. ◆ There is room for improvement in the application of the PIE (Planning, Implementation, Evaluation) strategies at the department and functional group level. ◆ The use of data for school-based Excel tools could be further developed and modified. ◆ There are places to be filled for both the senior and middle management. To continue with the current success of the school and for its future development, deliberation could be given by the SSB on the succession plan with greater recognition given to teachers with good potential.
Professional Leadership	◆ The Principal demonstrates strong and effective leadership, and the changes brought along are with discernible positive outcomes. ◆ The school has adopted a developmental approach in striving for self-improvement. ◆ There has been restructuring of the school organisation into four domains (academic, school management, pastoral care, school publicity and partnership) with explicit terms of reference for more effective collaboration. ◆ The school has been focusing on building on strengths, cascading the concerns at school levels and individual levels, enhancing collaboration among staff and improving corporate ownership.	◆ The senior staff should be given more training to improve their guidance and leadership skills. More good management practices, such as regular meetings to identify problems, documentation of issues and resolutions for proper follow-up, and close monitoring of the change processes as well as their outcomes, could be implemented. ◆ The roles of KLA coordinators should be further consolidated. Collaboration among subject teachers in the same KLA should be strengthened. ◆ The appraisal system, which often serves to identify the strengths and areas for improvement of individuals, can be used to identify and prioritise the training needs of the school as a whole.

Performance Indicator Areas	Major Strengths	Area for Improvement
Curriculum and Assessment	◆ Academic domain has been overseeing the academic development in the school, including enhancing EMI, assessment, teachers' professional development, as well as facilitating and monitoring the functioning of KLA/subject panels. ◆ The curriculum framework is broad and balanced. It encompasses all KLA and provides students with adequate life-wide learning experiences through a good range of co-curricular activities and educational visits. ◆ There has been restructuring of subjects offered at the junior levels, with a broad curriculum to help students build a strong knowledge foundation. The widening of elective subjects in the senior forms enables students to pursue areas of their own interests and abilities. The smaller class size also enhances a more interactive learning environment, which is conducive to more effective learning. ◆ The new optimization measures of the four senior secondary core subjects launched in 2021 have relatively less impact to the curriculum structure of the school as compared with other schools. The lesson time released from the four core subjects can facilitate school's arrangement in allowing students to engage in more in depth study of elective subjects, participate more actively in Other Learning Experiences (OLE), life wide learning activities, and engage in other personal pursuits to cater for the different interests, abilities and aspirations. ◆ The school curriculum is characterised by practising the teachings of Confucianism, Buddhism and Taoism. ◆ Data evidence approach by analysing the internal and external assessment results is adopted in the evaluation of student learning.	◆ To implement school-based moral and civic education in a bid to inculcate positive values and attitudes in students. ◆ To implement national education (including Constitution, Basic Law and national security education) in subjects. ◆ There is room for improvement for most subject departments to make a better use of assessment information to provide feedback to inform curriculum planning, learning and teaching. ◆ The KLA coordinators are playing a proper role in ensuring the quality of curriculum implementation, their curriculum leadership could be strengthened, such as the capacity building of the KLA members.
Student Learning and Teaching	◆ A number of changes have been promulgated by the Principal, focusing on student learning. There is strengthened use of government funds to enrich students' learning experiences and cater for their learning differences. ◆ The planning, implementation and evaluation (P-I-E) cycle is well in place among all KLAs/subjects. Evaluation reports are prepared by different subject panels to review and reflect on their progress with follow-up measures. ◆ Students possess very good learning attitudes and are interested in learning. They are attentive and positive, observe class discipline well and show respect to teachers and peers. They respond well to challenges and participate eagerly in learning activities. ◆ Some students, especially those at senior levels, demonstrate good communication and critical thinking skills. ◆ Students believe that teachers often tell them about their progress and problems in	◆ In view of students' good potential, the school could explore making a good use of "assessment as learning" to strengthen students' Self Regulated/Directed Learning through self-reflection and goal setting. ◆ More diversified learning and teaching strategies should be adopted in lesson delivery in response to students' learning progress and to cater for their learning differences. ◆ More thought-provoking questions could be asked to stimulate students' higher order thinking, followed with specific feedback for students to make improvements. ◆ More opportunities should be opened up for students' demonstration of learning and self-reflective learning. ◆ In line with the school's development focus on promoting IT in Education, a wider application of e-resources in facilitating assessment

Performance Indicator Areas	Major Strengths	Area for Improvement
	learning, often make them inquire into/investigate different issues in lessons and often arrange learning activities such as group discussion and oral presentation in lessons. These have been reflected in the stakeholder survey. ◆ The school has successfully created an English-rich learning environment. Teachers are eloquent in using English in lesson delivery, and most students can communicate fluently and confidently in English both in and outside class. ◆ Student data has been widely used to effectuate greater learning and teaching effectiveness, such as the matching of student interest/abilities with their elective subjects in the senior forms, and the use of assessment data to enhance student learning through different types of grouping of students in the junior forms. ◆ Class suspension since January 2020 gives a boost to the pace of eLearning development in our school. ◆ The school assessment and assignment policies are clear, there is a good variety of assignments designed to extend students' knowledge and skills, such as creativity and problem-solving skills. Teachers' use of feedback to aid students' learning is also discernible.	for learning should be explored. ◆ The culture of peer lesson observation as a whole-school practice is developing. Teachers' professional capacity could be further strengthened with greater exchange of professional dialogues both within and beyond the school. ◆ Specific and constructive feedback has to be given to students to extend their learning in classroom learning and teaching.
Student Support	◆ Students' positive values and attitudes are cultivated through co-curricular activities, morning assemblies and school-based moral education curriculum. ◆ To better address students' learning needs, there is small group English teaching in S1, and ability grouping of students in S2 and S3 according to their performance in English, Chinese and Mathematics. Various enhancement and remedial programmes such as elite class, remedial classes and supplementary tutorials are also in place to cater for learner diversity. ◆ The school climate is positive. Students can maintain harmonious relationships with their peers. Teachers are hard-working and have good rapport with students. Students believe that the school actively fosters their virtues. They like the school and get along well with their schoolmates. ◆ Teachers are competent. They love the school and focus on nurturing benevolence of students. With the concerted efforts of all teaching and non-teaching staff, and with student voices heard, the school is making pleasing and steady progress. ◆ The formulation of annual programme plans for students' pastoral care is devised according to data drawn from Assessment Program for Affective and Social Outcomes (APASO), programme evaluation reports, questionnaire survey findings and meetings with students. Suggested measures in evaluation reports and meetings are properly followed up.	◆ Parents have high expectation in the school in view of student support. ◆ More teachers should be trained to tackle the learning problems associated with students with special education needs (SEN).

Performance Indicator Areas	Major Strengths	Area for Improvement
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Partnership	◆ The Parents-Teachers Association (PTA) serves as an effective bridge between the school and parents. Parents have good knowledge of the school and can provide constructive advice for school development. There are adequate channels for both the school and the PTA to disseminate school information to parents. Parents are supportive and are willing to serve as volunteers in the school library and in various activities. ◆ The alumni are supportive of the school. Alumni scholarships have been set up and careers talks by alumni are arranged regularly.	◆ To enhance teachers' professional capacity, more links with stakeholders and other education organizations should be initiated. ◆ Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical changes among teachers.
Attitude and Behaviour	◆ Students are polite, active, positive, well-disciplined and are conscientious in their work. ◆ Students possess good social skills and maintain harmonious relationships with their peers. They enjoy their school life and have a strong sense of belonging to the school. They take an active role in school activities and community service and exhibit mature leadership skills, including the ability to organise activities independently.	◆ To further tighten students' discipline and foster positive values as well as attitudes, which include Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence. ◆ To develop students' positive attitude in enhancing their correct attitude in time management
Participation and Achievement	◆ Students have good academic performance in public examinations. ◆ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students. ◆ Apart from leadership training programmes provided by the school, students develop their leadership skills through playing an active role in organising activities. ◆ Students participate in a wide range of activities, including trips to the mainland, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking and those concerning the environment, which suit students' expectations in the Stakeholder survey.	◆ The process of recording students' activities and awards can be further streamlined to increase accuracy and reduce repetitive input of data.

3. SWOT Analysis

Our Strengths
1. Our school has an excellent reputation and ethos.
2. Our finance and parent resources which support the school development are rich.
3. The overall atmosphere of our school is good. Staff are able to work well in a good environment; the students like the school and have a strong sense of belonging; rapport between our teachers and students is good; the parents trust the school; school alumni are concerned with and support the school development.
4. Our school has an excellent team of teachers. The staff team is stable with low wastage and staff changes. Teachers are experienced and independent in their teaching.
5. In recent years, more young teachers have joined our school, bringing in vitality and new elements. Their contribution, together with invaluable experience of senior teachers, contributes to sustainable development of the school.
6. Our school provides positive support to students and organizes diversified learning activities, developing their multiple intelligences and facilitating their all-round development.
7. Our students have a pleasant school life. They are polite, diligent in their studies, maintaining good classroom order and being attentive in various learning activities. They support each other and learn among peers.

Our Weaknesses
1. There is a need for improvement in enhancing students' confidence in learning.
2. Students' motivation in learning needs to be further enhanced.
3. Self-care abilities of students need to be further strengthened.

Our Opportunities
1. Our students mostly belong to the band one group in Hong Kong. They generally have high learning ability and great potential.
2. More deliberation and collaboration within and across departments, regarding effective implementation of the strategies, are in place.
3. More resources are given by EDB to facilitate better learning and teaching activities.
4. IT infrastructure in our school is well implemented, which provides good opportunities for e-learning.
5. Alumni are concerned about school development and most of them have achievements in their own careers. Our school may make use of such alumni resources to assist our students in their personal growth.
6. With the new IMC composition, greater mutual support and understanding between the IMC and school management are expected.

Our Threats
1. We have to find ways to properly arrange six-year consistent learning experience for students, to cater for learner diversity, to enhance students' self-management, learning confidence and sense of accomplishment.
2. Our students are devoted so much to electronic devices. If they have improper time management, their academic development may be affected and their learning potential may be hindered.

SCHOOL DEVELOPMENT PLAN (2022/23 TO 2024/25)

Major Concern	Targets	A General Outline of Strategies/Tasks	22/23	23/24	24/25

1. To nurture proactive learners	◆ To foster a proactive attitude among students in their learning communities.
	◆ To enhance students' motivation to learn and pursuit for excellence.
		1. To help students to establish clear learning goals.
		2. To promote meaningful note-taking in learning.
		3. To improve students' participation in the classroom by
		   a. providing more opportunities to showcase their learning outcomes and achievements.
		   b. using various e-platforms for instant assessment and feedback.
		4. To make good use of information technology to enhance students' interest and motivation in learning.
		5. To adopt various teaching and learning strategies to promote students' meaningful learning.
		6. To promote students to read different books and newspapers widely.
		7. To develop students' time management skills to improve their learning effectiveness.
		8. To establish a learning community among students (such as forming study groups or sharing among students).
		9. To make good use of verbal rewards and different academic awards to
		   a. encourage students to learn independently,
		   b. enhance students' sense of accomplishment, and
		   c. pursue excellence.
		10. To establish a learning community among teachers through peer lesson observations.
			✔	✔	✔

2. To promote students' positive values and widen their horizon	◆ To tighten students' discipline and foster positive values as well as attitudes. ◆ To increase students' exposure to the outside world. ◆ To further develop students to be community contributors.	1. To implement school-based moral and civic education in a bid to inculcate positive values and attitudes in students. 2. To implement national education (including Constitution, Basic Law and national security education) in subjects. 3. To develop empathy through experiential learning. 4. To promote students to do more social services. 5. To enhance students' understanding of the current affairs of the community, our country and the world.	✔	✔	✔

關注事項	目標	策略大綱	22/23	23/24	24/25
1. 培育學生成為主動學習者	◆ 學生能主動學習 ◆ 加強學習動機，追求卓越	1. 協助學生訂立清晰的學習目標 2. 鼓勵學生記下學習重點 3. 提高學生在課堂的參與度，老師： • 提供更多機會讓學生展示學習成果 • 善用不同電子平台作即時評估及回饋 4. 善用資訊科技提升學習興趣 5. 採用不同學與教策略促進學習 6. 廣泛閱讀不同的書籍及報章 7. 促進學生妥善分配時間，提升學習效能 8. 學生建立學習社群，共同研習及分享心得 9. 善用各種獎賞方法，鼓勵學生自主學習，樂於分享，追求卓越 10. 同儕觀課，讓老師建立學習社群	✔	✔	✔
2. 培養正面價值，擴闊視野	◆ 學生遵守紀律，具備正面價值觀 ◆ 學生能走出教室，多接觸外界 ◆ 學生能貢獻社會	1. 推行校本德育及公民教育課程，灌輸正面價值觀 2. 在不同科目中實施國民教育（包括憲法、基本法、國家安全教育） 3. 通過體驗式學習，培養同理心 4. 鼓勵學生參與社會服務 5. 提高學生對本地、國家、世界時事的認識	✔	✔	✔

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