

**Ho Fung College
(Sponsored by Sik Sik Yuen)
Annual School Plan**

2025/26

School Vision and Mission

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 become competent and responsible citizens. Our school places great emphasis on helping our staff 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.

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Major Concerns

- 1. Nurturing self-motivated and visionary learners**
- 2. Empowering students to grow and shine as resilient and responsible citizens**

Major Concern 1 : Nurturing self-motivated and visionary learners

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To develop students' ability to set learning goals, reflect on their learning process, and assess their understanding to cultivate independent and visionary learners	- Setting learning goals and evaluating them from time to time - Helping students to gain better time management during the evaluation of assessment performance and preparation for the upcoming assessments - Students are requested to prepare intensive post-lesson notes, including subject knowledge, misconceptions and exam focus (S4-S6) - S4-S6 students are required to analyse past paper questions on command terms, question focus, concept applied / wording used in answers - Students are requested to sit end-of-chapter tests followed up with evaluations (S4-S6) - Join competitions, such as IBO. - Training can be provided for elite students. - Encourage students to join various competitions whenever suitable - Some S3D students will help in a fishkeeping project. They will take care of the fish tanks in the Bio lab.	55% students set meaningful learning goal and teachers evaluate from time with improved learning effectiveness Students show positive values during discussion Students' participation in various activities, competitions and courses	- APASO Stakeholders' survey - Meeting minutes - Questionnaire - Teachers' observation and feedback - Attendance - Performance in internal tests and exams - HKDSE results and value-added report - Students' learning marks - Parents' signatures and/or remarks received - Loan record of the school library	Whole year	Biology Department	\$4000

	• Arranging S6 block lessons on exam skills training and past paper revision • Encouraging students to read selected articles using e-platform.	Over 95% attained in HKDSE Positive feedback from participants		Sept. to Dec. 2025	All S6 teachers of CSD Department	
	• Students are required to complete pre-lesson tasks which get them ready for the lesson and help them to set goals • Students are encouraged to share their views in DRQ • Students must do follow-up work, e.g. corrections, after checking answers and/or after receiving teachers' feedback (in DRQ) • Students are asked to complete a checklist after each module for them to reflect on and for teachers to trace students' learning progress • Test and exam paper setting (question types and format) should align with daily assessments	40% of students completing pre-lesson tasks 50% of students getting 50 marks or above (a pass) in tests and exams 20% of students getting 70 marks or above (a pass) in tests and exams		Whole year	CES Department	

	• Requiring students to write their goals before learning a unit, a topic or an item based on their interests and abilities • Requiring students to do follow-up work after receiving teachers' feedback (where applicable) • Allowing students to write a few words to reflect on their learning through any form such as self-evaluation (i.e., in writing corrections) • Giving students opportunities to reflect on takeaways from educational visits and workshops through writing or presentations • Leading students to monitor their reading progress on the school-based reading platform • Conducting peer-evaluation where necessary and appropriate (e.g., group interaction, individual presentation, writing) • Encouraging students to keep a writing portfolio more properly (i.e., the writing folder) • Encouraging peer feedback on S4 Product Presentation • Encouraging floor discussion during the S5 City Forum • Allowing students to showcase their hard work and shine in predominantly English-speaking events organised by the English Society • Organising S1 restaurant visit • Organising S4 Poverty Simulation • Organising S5 Aviation Workshop • Organising S3 drama appreciation	➤ The majority of students finding the goal-setting and evaluation strategies conducive to their learning ➤ The majority of students finding the reading platform useful and helpful in improving their reading skills ➤ The majority of students finding the learning activities fun, effective and useful, and becoming more motivated The majority of students got inspired from the activities		Year round	English Department	
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	• Requiring each S6 student to set a target grade for the HKDSE exam • Cultivating students' self-learning habits, such as pre-lesson preparation, note-taking, and extended reading • Encouraging students to show their completed work to classmates during lessons • Encouraging students to participate in public examinations provided by professional bodies (HKICPA & HKABE) • Arranging re-tests for low-achieving students and having teachers provide individual feedback to them immediately • Inviting students who achieve excellent HKDSE result in BAFS to share their learning tips and strategies • Recommending students to join the PolyU BAFS & Fintech Course • S3 business project allows students to sell products at the Lunar New Year market and includes a provision for their self-reflections • Arranging group discussions for business problem-solving and decision-making	Improvements on public exam performance Students are more familiar with concept-application questions Students' participation Improvements on students' awareness of business issues		Year round	BAFS Department	\$19 000
	• Requiring students to write their goals at the beginning of academic year and right after the term test and exam based on their ability and assessment results • Helping students to have better time management during the evaluation of assessment performance and preparation for the upcoming assessments on the learning outcomes • Requiring senior form students to analyse past paper questions on command terms, question focus, concept applied / wording used in answers • Encouraging elite students to join external chemistry assessments and competitions, like ICQ and COSAS. • Providing students with more opportunities to showcase their learning outcomes and achievements. • More emphasis will be put on the pre-lesson tasks so that students are expected to have some relevant knowledge before they have lessons.	The Majority of students set meaningful learning goal and teachers evaluate from time with improved learning effectiveness Students' participation in various activities, competitions and courses		Whole year	Chemistry Department	

	- 於學期初派發全年課業內容和測驗時間表。 - 要求同學於課前完成預習，要求同學認真完成課業，依時繳交，加強跟進。 - 靈活施行不同的教學法，例如在教授篇章時運用自主學習及協作模式，創意寫作時加入同儕互評，形式多樣。 - 學生課業會於課堂或電子學習平台展示，由老師/同學給予回饋，部分課業會要求學生修改，藉以提升學習表現。 - 派發建議閱讀書目，學生按個人能力和興趣借閱圖書，並統一購買大批學生用書，廣闊學生的閱讀層面。 - 中四及中五級全年閱讀 2-3 部文學作品，配合所教的篇章或寫作教程。 - 閱讀報告不限於書寫形式，可進行口頭匯報，增加同儕之間的互動，增加學習興趣。 - 中六級舉行課後輔導班，提升應試的技巧。暑假期間進行補課，以期提升學習表現。 - 申請「校本課後學習及支援計劃」撥款，開辦「高中文學寫作班」，於上下學期提供 12 節課堂。 - 鼓勵同學參加由教育局或其他團體舉辦的創作或閱讀工作坊、研討會，並讓同學以不同方式匯報學習心得。	學生投入學習，表達意見，作出回饋 學生能符合老師的要求，完成預習及課業 75%學生在文憑試中取得三級成績；10%學生取得五級成績 增值指數維持 5 或以上 80%同學認為寫作班有助提升文學創作的的能力 各項活動均有同學報名參加		全年	Chinese Literature Department	
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	• 多採用自主學習模式，要求學生預習、事先搜集及閱讀資料等等 • 課堂多採用協作學習模式，進行分組活動，例如討論、互評、角色扮演、辯論等等 • 購買中文書籍，並於圖書館展示，方便學生借閱 • 鼓勵老師帶領學生到訪圖書館、好書分享及討論 • 初中維持 4 次閱讀報告及 1 次口頭匯報。邀請初、高中閱讀表現優異的同學於早會分享閱讀心得 • 參加圖書館的閱讀獎勵計劃 • 推介電子圖書，電子閱讀平台包括：金閱閣、E 悅讀 • 新設高中拔尖寫作班，以提升學生學習動力，達至拔尖效果。 • 初中推行網上寫作互評活動，鼓勵學生交流寫作心得	50%學生認可自己的學習表現 50%學生對中文課堂感到興趣 70%學生取得合格成績 85%學生在文憑試中取得 3 級成績 增值指數維持 5 學生投入學習，樂於分享，表達意見，作出回饋 學生能符合老師的要求，完成預習及其他課業		全年	Chinese Department	
	• 修訂探究學習筆記，讓初中學生於課前預習及掌握重點 • 為高中學生設立 DSE 中史科成績目標，並制定備試策略 • 於網上平台展示學生學習成果 • 調整初中專題研習安排，讓學生分階段繳交習作，以適時作出指導 • 鼓勵學生參加由教育局或其他團體舉辦的中史科比賽及活動 • 舉辦本地或內地歷史文化考察活動 • 選購有趣的中史課外書，以班為單位，輪流借閱，提升學生對中史的興趣，以拓闊視野	學生能符合老師的要求，完成課業 70%初中學生取得合格成績 最少參加三個校外比賽或活動 舉辦一個本地或內地歷史文化考察活動		全年	Chinese History Department	\$9000

	- Designing projects where students are required to define their project goals, intended functionalities and success criteria - Offering tasks with varying levels of complexity, allowing students to choose challenges that align with their self-assessed abilities and learning aspirations	More than 80% of students' projects and assessments are completed by deadline. More than 70% of students get passing marks in the annual results.		Whole year	C&T and ICT Department	
	- S4 to S5 students are requested to subscribe to School Economics to cultivate their reading habits - Enhancing students' self-learning habits through pre-lesson preparation, note-taking and extended reading - Group discussion on economic issues: one topic of economics issues shall be provided per school term (say the analysis of economic development of different economies) - Organising supplementary lessons for low achievers - Providing consultation sessions to cultivate a more student-centered learning environment	The majority of students finding the School Economics useful and helpful in broaden their horizons. The majority of students finding the lessons effective and useful, and becoming more motivated.		Whole year	Economics Department	
	- Assigning pre-lesson tasks and post-lesson assignments - Collaborating with the school library on the S1 Reading Competition on National Geographic Series - Organising visits and field studies by the Geography Society	Students' participation		Whole year	Geography Department	\$3000

	• Requiring students to write their goals at the beginning of academic year and right after the term test and exam based on their ability and assessment results • Helping students to have better time management during the evaluation of assessment performance and preparation for the upcoming assessments on the learning outcomes. • Encouraging elite students to join external assessments and competitions, like JSSOSS and IJSO. • Providing more opportunities to showcase their learning outcomes and achievements. • Organising group project work with intra - / inter- class competitions	The majority of students set meaningful learning goal and evaluate from time with improved learning effectiveness Students' participation in various activities, competitions and courses		Whole year	IS Department	\$4000
	• Pre-lesson and after-lesson work should be assigned to students on online learning platforms to enhance their self-motivated learning habits. • Online MC platform will be purchased from HKEdCity and students can complete multiple choice questions as prepared by subject teachers at least three times a year. (S4 to S6) • Joint school mathematics competitions or activities will be held.	70% of the students completed the requirement by subject teachers Students actively participate in activities outside the classroom		Whole year	Maths Department	

	• 中一、中二級： • 於學期初介紹全年課程內容。 • 提供與課題相關的經典句子、故事或時事例子，要求學生於課前完成預習。 • 於堂上安排小組討論、學生分享等活動，以互動形式促進交流，展示學習成果。 • 於課後安排反思課業，讓學生多思考三家思想與日常生活的關係。 • 中四至中六級： • 老師編排全年匯報日期，同學須按指定日子遞交簡報，早作準備。 • 學期初各級學生先自行搜集資料，於堂上介紹匯報大概內容。 • 每一課題後皆附有閱讀札記，供學生撰寫個人感想、學習重點和相關例子。 • 購買學生課外書，中四學生須完成閱讀測驗，擴闊學習內容，提升自學能力。 • 全校： • 與圖書館合作，早會舉行閱讀分享會，由高中學生向初中學生介紹中國三家思想。 • 於圖書館設立新書推介，介紹三家思想，拓闊學生眼界。	70%高中學生取得合格成績 學生投入學習，樂於分享，表達意見，作出回饋 學生能符合老師的要求，完成課業 校內考試 教師觀察學生課業		Whole year	經訓科	\$2000
	• Assigning pre-lesson tasks • Various assessments are conducted during class such as practical exams, group presentations and compositions where students can showcase their learning outcomes in front of the whole class • Organising site visit to the Xiqu Centre or take students to attend concerts • Inviting guests to perform during morning assemblies, Music Week or on Life Wide Learning Days	Most students have finished their pre-lesson tasks Most students got inspired from the activities		Whole year	Music Department	

	- 學生在課堂前於網上進行資料搜集，加強對相關技巧的認識及了解。 - 於課堂及校隊訓練中錄影學生動作及參考網上資訊，以分析其表現，藉以改善表現及提升學習動機。令學生學會在群體生活中互相合作，發展判斷力和欣賞優美動作的能力。 - 在日常教學及理論課中，教導學生如何正確及善用網上資源提升運動知識水平、改善體適能及運動表現。 - 在課堂內，加強訓練體適能的活動、教授各運動項目的技巧及有關的知識。確保體育課堂中學生有足夠的活動量，以及在課堂保持足夠的主動學習時間（Active Learning Time）。	80%學生在課堂及校隊訓練中表現積極及投入。		全年	PE Department	
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	• Analysis of students' exam results according to different topics, attributes and levels is provided and explained to students for their focused follow-up. • Providing suggested tasks to develop students' proactive attitude and refine their learning goals • Showcasing effective learning methods through lecture notes, assignments, tests, exams, etc. • Closely monitor students' learning progress and offer suitable assistance • Scaffolding on the application of formulae in Physics by helping students recall and apply the formulae correctly in various situations, which helps them tackle Physics problems proactively • Requiring students to complete corrections and learn from their mistakes. • Establishing the 'PHOCUS group' to equip students for IJSO and HKPhO to broaden students' horizons in science and physics • Organising visits to broaden students' horizons in science and physics	90% of Ss concerned set a SMART goal 60% of Ss implement at least 60% of their goals 60% of Ss follow the suggested learning method 10% improvement in poorly answered questions 80% of Ss recall the correct formulae 3 Ss in each cohort join the 'PHOCUS group' and they find it rewarding Majority of Ss find the visit activities rewarding		Whole year	Physics Department	
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	• 教授每一課時，在首節講解每課的學習重點，包括：聽、說、讀、寫，尤其強調每課需學習的語音重點。 • 教師在黑板或簡報上展示學習重點，鼓勵學生寫在書本上。 • 老師出題取用課文當中的詞語拼音，以鼓勵學生努力溫習。 • 實踐以「學生為本」的原則，要求學生積極說普通話。利用協同學習的方式，說話能力較佳的學生擔當領導角色，幫助能力稍弱的學生。 • **鼓勵學生參與校內及校外的普通話比賽，以增強朗讀及說話的信心。 • **繼續開辦「普通話朗誦技巧輔導班」	學生能符合老師的要求，完成預習及習作。 學生主動在書本上記下重點 學生投入學習，樂於說普通話，分享意見，作出回饋 80%學生在上、下學期考試中取得合格成績 同學在家中也提升普通話學習，寓學習於娛樂。 學生積極報名參加校外比賽。		全年	PTH Department	
	• Requiring students to apply knowledge to design meal plans or cooking plans • Creating opportunities for students to showcase their skills through presentations, projects, or practical demonstrations. • Organising workshops or seminars to encourage students to explore their roles in a broader context	The majority of students pass in the assessment. The majority of students find the activities helpful in learning.		Whole year	T & L Department	

	• Requiring students to finish pre-lesson assignments to make sure that they have grasped the basic knowledge before lessons • Sharing students' pre-lesson results in the learning platform to raise their learning motivation • Inviting some alumni who got excellent HKDSE History results to share with current senior form History students • Adjusting the number of junior form projects to release students' learning time • Requiring students to participate in competitions or activities organised by EDB or other organisations • Organising local heritage tour(s) to broaden students' horizons	Students can meet the teachers' requirements and complete their assignments. The passing rate of all junior form students in tests and exams can reach 70% or above.		Whole year	History Department	\$2200
	• 學生能充足準備參考資料，能因應個人能力設定創作目標，設計草稿 • 課堂分享作品 • 於校內展示學生作品 • 參觀藝術館	大部份學生能夠順利為作品設計打稿。能夠於課堂安排時間，讓學生互相分享互相欣賞作品於校內展示學生作品最少舉行一次藝術館探訪		Whole year	Arts Department	

	• The Hong Kong Award for Young People (HKAYP): All student leaders are required to participate. Through the five sections of the programme, they will learn to set goals, implement plans, and reflect, thereby honing their self-management skills. • Club Activity Planning: Club committee members will be required to specify how their activities help participants achieve specific learning objectives in their proposals. • Modifying the award criteria of the 'Leadership Award' in the CCA Award Scheme. The assessment criteria will be updated to include a post-completion reflection report to encourage student leaders to reflect on their personal gains • Broadening students' horizons by facilitating students' participation in inter-school competitions	At least 30 student leaders participate in the HKAYP programme All recipients of the CCA Leadership Award submit a reflection report with depth At least 150 students take part in inter-school competitions		Whole year	CCA & OLE Section	\$35000
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	- Implementing the Pre-S1 Summer English programme in collaboration with PTA with a cross-curricular vocabulary list and encouraging them to share their learning outcomes in the class - Requiring Pre-S1 students to write their goals before attending the 10-day Summer English Bridging Programme - Requiring students to reflect on what they have learned and how they have improved after attending the bridging course - Organising a debate workshop for S1 students, to broaden their horizons and gain awareness of current and global issues - Training elite or more able students for external debate competitions and evaluating the performance after participating in competitions - Arranging drama training sessions to enrich students' exposure to language arts - Organising cultural activities with foreign exchange students to allow students to cultivate global citizenship and promote respect for cultural difference - Purchasing cross-curricular fiction/non-fiction books for different subject departments - Arranging the loan of cross-curricular magazines - Promoting cross-curricular non-fiction books or magazines through presentations in morning assemblies, class reading periods or other platforms to introduce them to a wide range of real-world topics to diverse real-world topics - Implementation of a reading scheme with the school library to encourage students to read across the curriculum	Students are able to complete the tasks/assessments according to tutor's requirements 80% Pre-S1 students take part in the course 60% of Pre-S1 students find the goal-setting and evaluation strategies conducive to their learning 60% of the students find the learning activities fun, effective and useful, and become more motivated 60% of the students find the learning activities fun, effective and useful, and become more motivated 60% of the students find the activities fun, and useful, and become more aware of local		Whole year	EMI Concern Section	\$53000
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		and global issues 60% of the students participate in tasks and activities related to non-fiction or magazine reading				
	• Goal setting workshops • After-school Learning and Support Programs • S1 Big Brothers and Big Sisters Scheme	over 80% of attendance rate over 80% of participants satisfy with the activities conducted over 80% of attendance rate over 80% of participants satisfy with the activities conducted over 80% of attendance rate over 80% of participants satisfy with the activities conducted		Second Term	Counselling Section	\$7000

	• Implementing the school-based reading scheme: • S1 – S3 students should finish book reports and join some reading activities in order to get marks for the reading scheme. Awards will be given to those students who do well in the scheme. • Students have to finish the Extensive Reading Scheme and the Summer Reading Scheme in the academic year and during summer holiday. • Marks for the reading scheme will be calculated as individual awards. • The reading time during the form-teacher period will be well spent. • Morning assemblies for book sharing and book introduction will be arranged. • Book sharing sessions, author talks and reading workshops will be held. • Students are invited to make video or audio clips for book sharing sessions which will be shown at the morning reading sessions and uploaded to social media platforms. • Cross-curricular activities are to be co-organised with various departments. • Collaborative schemes are to be discussed with subject panels. • Organising more reading activities for students to join, such as tea gatherings and reading tours. • Appropriate books for the schemes are to be selected, ordered and processed. • Circulation of books and other resources are to be arranged.	- More than 80% of students can fulfill the basic requirements. - Students can finish the reading tasks and the follow-up activities. - More than 80% of subject panels involved agree that the books recommended can help broaden students' horizons. - More than 80% of subject panel heads involved agree that the collaborative schemes are helpful to consolidate the learning of their subjects.		Whole year	Teaching and Learning Resources Section	\$52362
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	- Refining the lesson observation form to achieve the targets of the new 3-year plan - Items related to goal setting and demonstration of students' learning outcomes are to be added.	Positive feedback from teachers on the usefulness of the staff development days		Sep-Oct 2025	Teachers' Professional Development Section	
	- Conducting academic advising sessions on JUPAS choices with all S6 students using Zoom or the like if necessary, so as to provide them with an opportunity to discuss with career teachers the different study pathways and hopefully they will be informed of the latest information about further studies - Conducting academic advising sessions for all S5 students using Zoom or the like, if necessary, in order to explore their interests and potential - Providing students with latest information on various study paths - S1 Self-understanding & Life Plan by JAHK - My Life Planning Portfolio - The ingredient of time management is included in the content of the lessons for S1 & S2 and the lessons have been integrated into the school based Moral Education, which is conducted in the Life Education lessons - Conducting the Mentorship Programme aiming to foster the growth and development of student participants, both personally and professionally, by pairing them with experienced individuals who can offer guidance and support. Apart from alumni, parents will also be invited to serve as smentors. - Careers 4.0 Seminar (JAHK) for S4 to S6 students - Study & Career Pathways in Greater Bay Area Seminar (Junior Achievement) for S4 to S6 students - JA Workplace Immersion (Tentative)			Whole year	Careers Guidance Section	\$5500

	• Every subject will be required to use the Sik Sik Yuen Online Learning Platform. The extent of its use will be discussed throughout the year. • The individual tutorial class on Saturday will be extended to S3 students. Weekdays can also be used if both students and tutors are free.	Teachers can use the platform to increase the teaching effectiveness More students are willing to participate in the events		Whole year	Academic development and Affairs Section	
	• Organising “Food Wise•Waste Less” Online Quiz Competition • Publishing Ecology Newsletters to all classes • Organising ‘Quiz Competition with Prizes’ • Organising visit to WWF Hoi Ha Wan Marine Park • (Value Education: Respect for Others, Responsibility)	80% of attended students joining the online quiz Newsletters published to all classes 80% of gifts awarded to students 90% attendance of enrolled students		Whole Year	Values Education	\$8500

To provide tailored support and leverage AI to scaffold knowledge, enabling students of varying abilities to showcase learning outcomes and develop into insightful individuals	• Learning materials with templates and examples for concept presentation will be provided to scaffold students' work to ultimately meet the standard of HKDSE (extended from S3 to S5). • Standardised learning materials and homework will be streamlined for S3 for better scaffolding and have reasonable workload. • Constructing materials / tools / models needed for various learning activities for S3 to S5 students • Designing and conducting investigatory approach practical work for S4 to S6 students • Developing and standardising school based investigatory approach materials to facilitate students learning (extended from S4 to S6). • Emphasising the application of subject knowledge on unfamiliar scenario instead of simply factual recall so as to align with the HKDSE requirement • Launching the S3 project in March having 1 lesson assigned to enable students to report their progress (1 week after project introduction) and 1 lesson to appreciate the work done in class • Video broadcasting the top 2 video clips per class at Cheong Lap Hall • Assessment materials setting and marking standardisation will be continued to be carried out to align school internal assessment with HKDSE (S4 – S6). • After school remedial class / examination focusing class have been run by teachers (S4- S6) • After school remedial class / examination focusing class have been run by alumni (selected target group) (S5 – S6) • Display high quality work from time to time in lessons to showcase students learning outcome • S5- S6 students are requested to form study groups to analyse past paper questions • Use various online platforms like Google form / quizizz, freefrom, explain everything, etc. and Sik Sik Yuen Online learning platform for lesson preparation and instant assessment or feedback to students • Using different sensors and data loggers connected to computers in practical sessions from S3 to S5	Learning and teaching resources in the school subject drive 60% students proactively participate in learning activities, lesson discussions and have confidence to raise ideas related to experiments 75% students enjoy biology lessons Students show strong interest in learning / exploring biology Students finish the assigned tasks with quality 70% pass in internal exam Positive value-added stanine Over 60% level 4 or above,	• Students' performance in lessons, assignments and assessments • Academic performance of the internal examinations • Experiment results and discussion • Project outcome • Project evaluation survey from students • Value added report for HKDSE • HKDSE results	Whole year	Biology Department	\$6000
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	Verbal rewards will be used to recognise students with outstanding academic achievement, good learning attitude and, or showing improvements in learning progress and academic performance	30 % level 5 or above and				
	- Encouraging teachers and students to join AI workshops and seminars - Highlighting the importance of information literacy and monitoring the proper use of AI in homework and assessments.	Increased teachers' participation rate in workshops and seminars Students' participation		Whole year	All S6 teachers of CSD Department	
	- Uploading learning tasks on the Sik Sik Yuen Online Learning Platform - Offering a mix of reading materials, videos, interactive websites to cater to different learning preferences on Google classroom - Devising tiered workbooks in S1 and S2			Whole year	CES Department	
	(Optional) A competition can be held to showcase students' learning through videos. Details will be discussed later. - Students will be encouraged to participate in more gifted programs in external organisations.			March 2026 to May 2026	Academic Development and Affairs Section	

	• Arranging classes for weak S5 and S6 students having dropped an elective subject to enable micro-learning • Arranging S5 and S6 remedial classes to revise and practice examination-oriented materials and past examination papers for weak and mediocre students • Having split groups to cater for learners' diversity (*with four S.1 classes split into six groups, two classes in S2/ S3 split into three groups) • Conducting micro-learning in S4-S6 to develop students' speaking skills • Organising activities for students with the help of the NET to encourage and motivate them to speak English with greater confidence • Organising remedial classes for junior form students who need extra support to help them establish a stronger foundation in their studies • Devising and adopting teaching materials for S3 listening and reading to help bridge the current divide between KS3 and NSS curricula • Compiling and issuing school-based self-learning materials on presentation skills, grammar items, vocabulary building and SBA preparation • Requiring students to read English newspapers and magazines year-round through subscription programmes, news chat, news comments and other activities • Requiring all students to read silently in each reading period • Arranging news chat sessions for S3 to S6 to encourage students to think holistically and critically about their social surroundings, their home country and the world • Organising public speaking training programmes for more able S4 and S5 students • Organising Toastmasters training for relatively weaker but motivated S3 and S4 students • Organising a drama programme for junior form students • Hosting a debate workshop for S1 students to introduce them to basic debating skills • Arranging training sessions for participants in the Speech Festival and other public speaking competitions • Leveraging the new online platform offered by the SCMP where	➤ 50% of students getting passing grades in tests and exams ➤ 95% of students getting Level 3 or above in the HKDSE examinations ➤ 20% of students getting Level 5 or above ➤ Value-added score remaining 5-6 ➤ The majority of students finding the online platform useful and helpful in improving their proficiency		Year round	English Department	
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	students set their goals of reading and vocabulary building Utilising the school-based reading platform and Sik Sik Yuen Online Learning Platform to help students develop self-directed learning habits					
	- Encouraging teachers to attend AI workshops - Utilizing the Sik Sik Yuen Online Learning Platform for pre-lesson tasks - Encouraging students to use AI tools to develop study notes or generate questions for revision - Allowing students to bring their mobile devices to do presentations and group project work - Establishing study groups among students - Breaking down complex topics into smaller, more manageable tasks to build the students' competence gradually - Arranging S6 post-mock tutorials for selected students - Placing S6 students aiming for level 5 or above in a special group named 'Give Me Five'	Students' participation Active interactions between students		Whole year	BAFS Department	\$7200

	• Adopting pre-lesson/pre-study approach and using various e-platforms including Sik Sik Yuen Online learning platform, for instant assessments and feedback • Engaging students to participate in the inquiry-based experiments with procedures of experiments to be discussed and designed in groups. • Constructing materials / tools / models needed for various learning activities for S3 to S5 students • Arranging after-school tutorial classes taught by alumni for senior form students. • Arranging activity in senior chemistry class: using the new data-loggers (with e-learning technologies) to devise and conduct experiments to solve scientific problems. • Offering verbal rewards for students with good learning attitude or significant improvement in tests and exams	60% of the students proactively participate in learning activities, lesson discussions and have confidence to raise ideas related to experiments Students show strong interest in learning chemistry Students finish the assigned tasks with quality 70% pass in internal exam Positive value-added stanine Over 50% level 4 or above, 20 % level 5 or above		Whole year	Chemistry Department	\$10000
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	- 課堂善用電腦軟件如 Padlet, Plickers, Kahoot 等進行教學和討論，使用 One Drive, Google Classroom 等收發教學材料和課業。 - 中四及中五下學期安排網上寫作互評活動，展示學習成果。 - 教師提供電子學習材料，鼓勵學生運用 AI 軟件自行製作個人筆記、記憶卡、擬題等，同學間互相切磋學習，思考答案，反覆學習，提升學習效能。	學生投入學習，表達意見，作出回饋 學生能符合老師的要求，完成課業		全年	Chinese Literature Department	
	- 中四至中六級運用 AI 批改作文軟件——巫筆。此工具能分析學生的寫作表現，評估並提供個人化的報告，並針對學生的作文提供改寫示例 - 善用課室的大型互動電子觸控顯示屏教學，初中課堂配合平板電腦輔助教學 - 於課堂善用電腦軟件如 PowerPoint、Plickers、Kahoot 等進行教學 - 應用電子教室(e-class)、One Drive、Google Drive、Google Classroom 等電子平台收發教學資料及課業 - 訂定中一至中三精讀範文預習案，分作精英班及輔導班兩個版本，任教老師個別調適，班本處理，推動自學 - 修訂初中校本文言文閱讀理解工作紙，以貼合學生能力，並提升其應試信心。			全年	Chinese Department	
	- 應用電子教室(薈色園網上學習平台及 Google Classroom)與 Google Drive 等收發教學資料 - 善用電腦軟件或電子學習平台如 PowerPoint、Wayground (前身 Quizizz)、Padlet 等進行教學，提升教學效能，並提升學生學習中史科的興趣 - 舉辦高中中史拔尖班及保底班，因應學習差異提升學生應試技巧 - 製作高中中史精華筆記，讓學生掌握課題重點，提升合格率 - 於高中中史推廣運用 Gemini AI 或其他大型語言模型，讓學生善用人工智能進行自學，成為優秀學習者	所有學生均成功加入電子教室並最少完成 4 次電子教學活動 80%學生在文憑試中取得三級或以上成績；40%學生取得四級或以上成績；20%學生取得五級或以上成績		全年	Chinese History Department	\$5000

	- Utilizing online learning platforms or adaptive software that allows students to set and track their own progress through modules or skill development areas. - Using online quizzes or coding challenges that provide instant feedback, allowing students to gauge their understanding in real-time. - Requiring students to present their projects or explain their code, articulating the logic behind their solutions and demonstrating their grasp of underlying concepts.	More than 80% of students actively log into and engage with the online learning platforms. More than 70% of students show improvement on subsequent attempts of quizzes after receiving instant feedback.		Whole year	C&T and ICT Department	
	- MC questions in addition to textbook exercises are to be completed by students via e-platform offered by Pearson & HKedcity - Utilizing different assessment tools, like Google Classroom, Kahoot etc. for daily performance assessment	The majority of students finding the online platform useful and easier to analyse their weakness.		Whole year	Economics Department	
	- Promoting G.I.S. (Geographic Information System) in map studies and application in various forms. - Participating in workshops or competitions on the issues of climate change and meteorological monitoring. - Designing teaching and learning materials to cater for learner diversity in junior forms. - Showcasing students' learning outcomes in school media.	Students' participation		Whole year	Geography Department	\$5000

	• Adopting pre-lesson/pre-study approach and using various e-platforms including Sik Sik Yuen Online learning platform, for instant assessments and feedback • Engaging students to participate in the inquiry-based experiments with procedures of experiments to be discussed and designed in groups. • Arranging Saturday tutorial classes run by alumni for students in need. • Rewarding students verbally with outstanding academic achievement, good learning attitude and, or showing improvements in learning progress and academic performance	60% of the students proactively participate in learning activities, lesson discussions and have confidence to raise ideas related to experiments Students show strong interest in learning science Students finish the assigned tasks with quality 60% pass in internal exam		Whole year	IS Department	\$10000
	• For junior form students, more e-learning components and AI platforms, such as POE, Perplexity, Magic School, etc. can be adopted under the BYOD scheme. • Subject teachers of junior and senior forms are required to leverage AI with the use of Sik Sik Yuen Online Learning Platform in monitoring students' learning progress and provide instant feedback.	70% of the students completed the requirement by subject teachers Students actively participate in the lessons.		Whole year	Maths Department	

	- 老師運用網上資源，例如 Google Classroom 供學生下載教學資料和上載匯報簡報，展示學習成果，讓學生互相學習，並於堂上運用 YouTube、Kahoot、Padlet 等教學軟件進行教學。 - 老師利用電子學習平台 e-Class 設題，同學進行網上討論，增進交流。 - 教學以「學生為本」，初中以小組形式進行討論、角色扮演等學習活動；高中每班分成若干小組匯報課題，每組均有能力不同的學生。組內同學自行搜集資料，鼓勵學生善用 AI 軟件協助完成匯報，令匯報內容更具體生動。 - 修訂及設計難度適中的初中教材，讓學生對三家思想有初步認識。			Whole year	經訓科	
	- Various e-learning resources are used to distribute online assignments including Google Classroom, Kahoot, Google forms and Sik Sik Yuen Online Learning Platform - Introducing artificial intelligence (AI) to students and integrate music learning with it (Paint with Music for S1 students; Tonetransfer for S2 and Suno for S3 students) - Allowing students to access other students' work - Collaborative project with the Visual Arts Department to create an immersion in art experience using AI to create music and showcase students' work in school for S2 students	Over 80% of students have submitted their assignment Receive positive feedback from students		Whole year	Music Department	
	學生根據個人的需要，運用人工智軟件制定個人訓練計劃，以改善運動技能或體適能水平。	設計的習作能改善學生個人需要 能就課堂提出建議及觀察學生上課情況		全年	PE Department	

	- Finding/ Creating a DSE Physics chatbot - Establishing an S6 Double-star group (DSG) and giving direct and personalized feedback to elite students with the help of AI or IT learning platforms - Arranging DSG members to teach in other study groups with the help of AI or IT learning platforms - Adopting a ‘flipped classroom’ approach for selected topics and slowing down the teaching pace in corresponding lessons for more effective learning - Continuously modifying the lecture notes to include poorly answered MCQ by HFC students in DSE as shown in the school statistical report - Reallocating the challenging part(s) in the lecture notes to ‘extension part’, catering for the huge learning diversity - Leveraging AI or IT learning platforms in other teaching and learning activities/tasks	Chatbot properly used At least one 5** Ss in DSE 2026 Majority of Ss find AI or AI-integrated learning tools useful in studying physics Younger Ss score higher than previous Ss in these MCQ		Whole year	Physics Department	
	- 優化課堂教學，多分組討論一些有趣的議題。 - 鼓勵學生互相幫助學習普通話，以便照顧學習差異。老師先選拔普通話較優異者為小老師，然後讓學生分組，每組安排一位小老師，以便帶動學習氣氛，提升學生學習效能。 - 用課室的大型互動電子觸控顯示屏教學。亦可讓學生在電子觸控顯示屏上書寫答案或分享意見，展示學習成果。 - 使用課室電腦播放普通話視頻，引起學生學習動機。 - 以 Google Classroom, Google Form 等電子平台收發課業，可在課堂上展示佳作。 - 在課堂中使用 iPad 上互聯網(如 YouTube, HKEdcity)，搜集資料，以便進行個人短講、角色扮演或小組討論等。 - 中三學生可用 iPad 錄音或錄影來完成口語考試。			全年	PTH Department	
	- Requiring students to complete their preparation work and submit it to Google classroom or during the lesson. - Requiring students to leverage AI to do part of the worksheet. - Requiring students to conduct group work during the cookery lessons and video-editing projects. - Providing opportunities for students to showcase their videos for cooking lessons. - Organising inter-class cooking competitions			Whole year	T & L Department	

	- Funny historical articles will be distributed to all junior forms to raise their learning motivation and broaden their knowledge base. - Utilizing electronic classrooms (such as Sik Sik Yuen Online Learning Platform and Google Classroom) and Google Drive for distributing and receiving teaching materials and students' work respectively to promote self-directed learning. - Using effectively computer software or e-learning platforms such as PowerPoint and Padlet to enhance teaching efficiency and showcase students learning outcomes. - Organising group learning in senior forms. - Inviting alumni to teach S5 after-school supplementary classes. - Learning notes will be made and distributed to senior form students.	Over 85% of all junior form students can finish the assessments related to funny historical articles. All students successfully join the electronic classroom and complete at least four e-learning activities. The passing rate of S5 students reaches 70% or above. 80% of S6 students can gain level 3 or above and 60% can gain level 4 or above in DSE 2026.		Whole year	History Department	\$2160
	- 使用薈色園網上學習平台協助教學 - 製作學生作品影片，於校內展示學生創作短動畫	學生能夠使用薈色園網上學習平台 不同程度的學生都能夠完成作品		Whole year	Arts Department	

	• Academic Week & Club Activities: Encourage academic clubs to organise extracurricular activities to foster a learning atmosphere in AI themes • Annual CCA Showcase Video: Produce a year-end summary video compiling the highlights from various activities, to be shown during the CCA Prize Giving Ceremony and shared online.	At least two academic clubs integrate AI elements into their activities A year-end showcase video is produced and presented		Whole year	CCA & OLE Section	
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	• Devising and compiling a booklet of common subject specific language problems for S1 students and reviewing the materials with them in an English lesson • Devising and compiling a cross-curricular glossary booklet accompanying audio files for S1 students to support vocabulary development • Organising an inter-class public speaking competition to enable students to express what they have learned through structured speeches and presentations and showcase their learning outcomes • Organising inter-class and inter-house debate contests to provide students with a platform for showcasing their learning outcomes • Coordinating debate contests with external organisers and participating schools to give students opportunities to showcase their learning outcomes	60% of S1 students pass the subjects taught in English (Math, IS, Geog, IS, Hist, CES) At least three forms of students can benefit from being a participant or a member of the audience in inter-house debate competitions, inter-class debate competitions and public speaking competitions Student contestants can master the speech confidently and effectively Students can give speeches confidently and effectively.		Whole year	EMI Concern Section	
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	- Implementing the “Bring Your Own Device” policy for all junior form students - Promoting online and AI learning strategies - Promoting the use of online learning platform - Organising learning activities funded by the IT Innovation Laboratory in Secondary Schools - Providing support to students in e-learning	Over 80% of students being information literate Over 80% of subjects adopted IT in teaching and learning Over 80% of attendance in the activities funded by IT Innovation Laboratory in Secondary Schools		Whole year	IT Support Section	
	Nominating SEN students to participate in the “Strengths-Based Curriculum” – Advanced Coding Class	over 80% of attendance rate		Whole year	Counselling Section	
	- The HKEdcity reading platform and School JoyReadClub e-book will be introduced. - The library will invite the companies concerned to hold a talk for the students to explain how to use the e-book platforms. - The AI function in School JoyReadClub will be discussed to see if it is possible to add. - Students should use the e-reading platform during the morning reading sessions at least once a month. - The library will purchase e-accounts for newspapers. Teachers and students are welcome to ask for the login.	More than 50% of students use the reading platform for not less than 5 hours.		Whole year	Teaching and Learning Resources Section	\$47138
	To organise workshops and/ or sharing sessions on AI in education	Positive feedback from teachers on the usefulness of the staff development days		Whole year	Teachers’ Professional Development Section	
	AI will be used for senior form interview training and CV writing	The number of student participants is more than 50		Whole year	Careers Guidance Section	

To promote professional development of teaching strategies for teachers	Lesson observation will be promoted to have mutual learning among teachers.	Students' performance in pre and post lesson tasks		Whole year	Biology Department	
	Peer observation	Continuous sharing among teachers		Whole year	CSD Department	
	• Inviting teachers for class observation • Sharing teaching and learning ideas	Teachers' participation		Whole year	CES Department	
	• Conducting peer lesson observation and meetings for standardisation of assessment methods and facilitation of teachers' teaching and students' pre-lesson preparation work • Refining the pedagogies and optimizing the use of instructional time and teacher's preparation time through the refinement in the assessment framework • Establishing a platform for teachers to share teaching materials on different topics • Sharing of the use of the IT tools and applications during form meetings • Adopting the collaborative writing approach in S5 and S6 Guided Lessons. • Encouraging teachers to use IT in their lessons and add interactive elements with the use of IT tools and platforms, including but not limited to Kahoot, Mentimeter, Book Creator, Padlet and Classroom Screen.	➤ The majority of teachers finding the approach useful and helpful in refining their pedagogies		Whole year	English Department	
	• Encouraging teachers to share their effective teaching strategies and how they utilize AI tools • Encouraging peer lesson observation	Teachers' feedback		Whole year	BAFS Department	
	• More encouragement will be given to colleagues in joining the peer lesson observation.	Students' performance in pre and post lesson tasks		Whole year	Chemistry Department	

	• 鼓勵教師參與培訓講座及工作坊，並參與公開試評卷工作，掌握文學科的最新資訊，提升教學效能。 • 參加聯校文學科模擬考試，與其他中學文學科老師共同擬卷及批改試卷，讓老師互相交流，提升專業水平。 • 籌劃同儕觀課，安排議課環節。 • 修訂科組文件，整理網上教學資源，建立共享文化。	教師參與培訓活動 試卷分享		全年	Chinese Literature Department	
	• 鼓勵老師參與公開試評卷工作 • 參與教師培訓講座或工作坊，例如 AI 輔助教學的相關課程 • 組織同儕觀課，促進交流，整理教學資源，建立共享文化 • 製作高中實用寫作教材及評估練習 • 規劃高中校本評核課外閱讀內容及形式			全年	Chinese Department	
	• 參與人工智能教學的培訓活動 • 推行同儕觀課，重點關注課前預習及照顧學習差異	每名老師最少參與一次人工智能教學的培訓活動 進行同儕觀課		全年	Chinese History Department	

	• Conducting professional development sessions specifically on how to apply AI to enhance teaching and learning. • Encouraging teachers to share their successful teaching strategies, innovative projects, or new tools they have explored with colleagues. • Supporting and encouraging teachers to attend external conferences, seminars, or certification courses.	More than 80% of teachers integrate at least one AI tool or strategy into their teaching practice At least 30% of teachers conduct at least 1 sharing session showcasing innovative teaching strategies or tools using AI. At least 30% of teachers attend at least one external conference or seminar related to AI		Whole year	C&T and ICT Department	
	• Conducting meetings for standardisation of assessment methods and facilitation of teachers' teaching and students' pre-lesson preparation work • Sharing of the use of the IT tools and applications during meetings • Subject teachers attend courses and seminars related to the senior secondary curriculum with new method of teaching related to the subject	The majority of teachers finding the approach useful and helpful in refining their pedagogies		Whole year	Economics Department	
	• Conducting teachers' peer observation	Execution of teaching plans and catering to learner diversity		Second Term	Geography Department	
	• Establishing a platform for teachers to share teaching materials • Using various e-platforms for instant assessments and feedback	Students' performance in pre and post lesson tasks		Whole year	IS Department	

	- One teacher will be joining the Jockey Club AI Education for Students Project to pioneer the AI curriculum for 3 years. - The internal peer lesson observation of using AI in teaching can be conducted. Other subject teachers can be invited for lesson observation whenever possible.	Students actively participate in the lessons.		Whole year	Mathematics Department	
	- 鼓勵教師參與培訓講座或工作坊。 - 組織同儕觀課，促進交流。	教師參與培訓活動 進行同儕觀課		Whole year	經訓科	
	- 參與教師培訓講座或工作坊。 - 組織同儕觀課，促進交流和整理教學資源，建立共享文化。			全年	PE Department	
	- Encouraging teachers to attend workshops about AI or IT learning platforms. - Encouraging teachers to create/find DSE Physics chatbot. - Encouraging peer lesson observation, focusing on executing teaching plans, catering to learner diversity, scaffolding, pre-lesson tasks, or the integration of AI or IT learning platforms in teaching and learning.	Ts attend at least one AI workshop Ts join at least one lesson observation 60% of Ts find AI workshop and peer lesson observation rewarding		Whole year	Physics Department	
	- 老師之間多交流意見、教學心得，及分享教材。 - 參與教師培訓講座或工作坊。 - 組織同儕觀課。 - 口試：在口試前，學生預先準備說話簡報，以列點方式把內容精要列出；並預先自行練習說話。			全年	PTH Department	
	- Conducting peer lesson observation and meetings for standardisation of assessment methods and facilitation of teachers' teaching and students' pre-lesson preparation work. - Participating in AI training workshops - Establishing a platform for teachers to unify teachers' assignments and share teaching materials on different topics.	All teachers participate in at least one AI training workshop All teachers participate in peer lesson observation.		Whole year	History Department	

	- 教師參加中大賽馬會 ” Jockey Club AI Education for Students Project” - 參與觀課或者被觀課	教師參與 AI 工作坊		Whole year	Arts Department	
	- Organising AI workshops for teachers - Joining the Jockey Club AI Education for Students Project Pilot Schools Scheme	Over 80% of teachers attend all AI workshops Over 90% of participating teachers attend the Jockey Club AI Education for Students Project Pilot Schools Scheme		Whole year	IT Support Section	
	- SENCO assists subject teachers in teaching students with special learning needs and invite educational psychologists, occupational therapists and speech therapists to support the students’ learning needs - Staff Development Day Workshop “Mandatory Reporting of Child Abuse Ordinance”	Teachers observation over 80% of participants satisfy with the activities conducted		Whole year	Counselling Section	
	- Organising workshops and/ or sharing sessions on AI in education - Facilitating peer lesson observation - Refining the appraisal form of lesson observation by adding one more item on students’ preparation for the lesson - Organising a talk on teachers’ legal liabilities and violation against children - Organising staff development activities that take care of teachers’ well-being - Encouraging teachers to join PD activities related to national security - Supporting new teachers through experience sharing sessions and meetings	Positive feedback from teachers on the usefulness of the staff development days		Whole year	Teachers’ Professional Development Section	

Major Concern 2: Empowering students to grow and shine as resilient and responsible citizens

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To cultivate a positive school culture, honoring diverse achievements and fostering confidence	Conduct marks and learning marks are to awarded to students for active participation in classroom discussion or sharing during assemblies.	Students' participation	- APASO - Stakeholders' survey - Meeting minutes - Questionnaire - Teachers'	Year round	CSD Department	
	- Participation in competitions - Book display and promotion	Students show enhanced awareness and good learning attitudes	observation and evaluation Attendance	Throughout the year	CES Department	\$300
	- Requiring students to read more library books and e-books available on e-Class and complete reading tasks - Organising educational visits such as S1 restaurant visit - Organising a reading workshop for S2 students to enrich their knowledge in a selected genre - Organising an aviation programme for S5 students to broaden their understanding of the aviation industry - Showcasing students' talent during different channels so that a wide array of students can showcase their learning outcomes and improvements in public speaking	0% of students getting passing grades in tests and exams 95% of students getting Level 3 or above in the HKDSE examinations 20% of students getting Level 5 or above Value-added score remaining 5-6 The majority of students being able to submit homework assigned to them and getting engaged in class activities		Whole year	English Department	

	- Awarding learning marks to students who complete extra questions - Presenting various awards, such as the Best Product Award, Best Booth Design Award, and Most Profitable Company Award, to S3 students - Fostering a classroom culture that values effort, growth, and perseverance	Students' participation Autonomous learning is manifested among students		Whole year	BAFS Department teachers	\$2000
	- 於中四至中六級每級選出「創作」及「賞析」兩項各最佳兩名同學(三級共 12 人)，贈予書券獎勵。 - 重視個人及小組的課堂及功課表現，製訂班本獎勵制度，於每個學期加學習分。	頒予全班最高分的學生 加分學生不少於 30%		Whole year	Chinese Literature Department	
	- 重視個人及小組的課堂及功課表現，製訂班本獎賞制度。嚴格執行，並於每個學期加學術分 - 頒發各班卓越獎： - 中一至中五各班寫作優異獎勵、初中各班閱讀報告優異獎勵、初中各班書法優異獎勵 - 增設中文科進步獎項，頒發予每班的獲獎學生 - 推薦學生參與課外以至校外的活動及比賽，例如校際朗誦、說話、寫作、辯論比賽等	過半學生加分 各項比賽均有同學報名參加		Whole year	Chinese Department	\$2860
	訂立獎賞規則，以獎勵於中史科表現優良的學生	建立清晰的科本獎賞規則，並獎勵相關學生		Whole year	Chinese History Department	\$1200

	• Hosting regular showcases on social media platforms where students can present their projects • Identifying and acknowledging students who demonstrate leadership in technology	At least 70% of students submit at least one project for showcasing the content Identify at least 2 unique student tech leaders per class.		Whole year	C&T and ICT Department	
	• Encouraging students to participate in the 'Young Financial Planner Programme' to train students to be confident learners	Improvement of student's awareness and interest in economic issues		Whole year	Economics Department	
	• Awarding students with conduct marks and learning marks to recognise students' improvement in homework, quizzes and classroom performance	Students' participation		Whole year	Geography Department	
	• 中一、中二級： 課堂表現：於上、下學期頒發禮物，獎勵態度認真、上課投入的學生。 • 高中： 小組匯報：於上、下學期頒發禮物，獎勵表現出色的報告小組。 • 網上討論：於下學期進行，表現良好者可獲加獎勵分。 • 參與香港道教日「信善紫闕玄觀獎學金」，舉薦品學兼優的學生，領取獎學金以茲鼓勵。	學生在課堂及課業上展現了正面價值觀 過半學生加分，減分學生不多於 20% 舉薦學生領取「信善紫闕玄觀獎學金」		Whole year	經訓科	\$1800

	- Students who have good achievements in music competitions will be awarded in the year-end CCA Award Ceremony - Inviting students with good achievements in competitions to perform on Information Day, Speech Day or other in-school activities - Having a collaborative project with the Visual Arts Department to create an immersion in art experience using AI to create music and showcase students' work in school	Students' participation Over 80% of students submit their work and being displayed in the school		Whole year	Music Department	
	- Fully analyse the data, formulate charts and assessment results after each test/exam for understanding the learning efficacy and offer verbal rewards - Analysis of students' exam results according to different topics, attributes and levels are provided and explained to students for (a) finding out students' strengths on various topics, (b) their focused follow-up and (c) offering verbal rewards.	Majority of Ss find the test/exam analysis useful to enhance learning efficacy, highlight their strengths and refine revision plan on various topics. Majority of Ss are more confident that their revision plan works.		Whole year	Physics Department	

	- 鼓勵學生多說普通話，課堂表現優異者可加學習分，以作鼓勵。 - 鼓勵學生參與校內及校外的普通話朗誦及演講比賽，安排得獎同學在聯課活動頒獎禮上台領獎，表揚其成就。希望多讓學生汲取經驗，以及展示學習成果	學生能符合老師的要求，完成預習及習作。 學生主動在書本上記下重點 學生投入學習，樂於說普通話，分享意見，作出回饋 80%學生在上、下學期考試中取得合格成績 同學在家中也能提升普通話學習，寓學習於娛樂。 學生積極報名參加校外比賽。		Whole year	PTH Department	朗誦津貼 1250 元。每位參賽者可獲 50 元報名費津貼。
	- Encouraging students to read more library books - Giving more learning marks to students who can demonstrate that they can have better life skills healthy lifestyles, and good learning attitudes.	The majority of students finish reading worksheets Over 60 items of resources are recycled.		Whole year	T & L Department	
	Establishing reward rules to encourage and recognise students.	Establish clear subject-specific reward rules and reward the relevant students.		Whole year	History Department	
	創作一幅以正向為題的壁畫	於校內完成一幅壁畫		Whole year	Arts Department	

	- Giving out Best Academic Improvement Awards to the students in each House - Organising CCA Prize Giving Ceremony in the post-exam period - CCA Award Scheme - "Outstanding Activity/ Service/ Leadership Awards": Publicly commend students with outstanding performance and good service attitude in extracurricular activities at the CCA Prize Giving Ceremony to affirm their diverse achievements - New All-rounded Achiever Award Scheme: To launch this innovative award scheme to publicly commendable students for outstanding performance across the seven learning goals at the Closing Ceremony, guiding their personal growth and affirming their all-rounded development.	All awardees are commended publicly		Whole year	ALL teachers & CCA and OLE Section	\$6000
	Implementing the Pre-S1 Summer English programme with a cross-curricular vocabulary list and PTA collaboration supports a positive school culture by building students' confidence	80% Pre-S1 students take part in the course 60% of S1 students pass the subjects taught in English (Math, IS, Geog, IS, Hist, CES)		July and August 2026	EMI Concern Section	\$35000
	- Junior Forms Award scheme for S1 "Project WE" S4 positive education workshop	over 80% of participants satisfy with the activities conducted 5% increase in average marks		Whole year	Counselling Section	\$2000

	• S1 to S5 students should join the Extensive Reading Scheme for the whole year. • The book borrowing rate, marks of the subject book reports and the performance of joining reading activities will be counted as the total score at the end of the year. • The top 25 students of each form with the best scores will be honored with gold, silver or bronze prizes. Book coupons will be gifted and learning marks will be added as encouragement.	• More than 80% of students can fulfill the basic requirements. • Students can finish the reading tasks and the follow-up activities. Marks for reading scheme		Whole year	Teaching & Learning Resources Section	\$2800
	• Participation in voluntary work by Ho Fung Ambassadors	85% or above of participation of Ho Fung Ambassadors		Whole year	Public and Community Relations Section	

	- Organizing Inter-class Morning Reading Competition and presenting Best Performance Awards to help students develop good reading habits. - Co-organizing a book report writing activity with the Chinese Department. Form 3 students are required to read books about perseverance/ how people overcome adversities. Then, they will have to write a book report and the good work of each class will display. - S1-S6 Class teacher's period: Cooperate with the Counseling Section, Career Guidance Section prepare the teaching plans on moral and career education. Classes are to be conducted by class teachers. (Value Education: Perseverance, Respect for Others, Responsibility, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence and Filial Piety. - Buy books about positive thinking and adversity quotient for students to read. - Book sharing of the moral and positive thinking topic books by senior form students in the morning assembly. (Value Education: Commitment) - Inviting students to join the 'Programme of Basic Environmental Badge' (Value Education: Perseverance,	The average marks of the reading competitions will be 5.5 or above. (Full marks is 8) The average marks of the report is 6 (Full marks is 10) Students' active participation in activities		Whole Year	Value Education	\$5250
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	Responsibility, Commitment)					
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To instil proper values and attitudes in our students, empowering them to make informed decisions, act with integrity, and contribute positively to society while fostering a sense of national identity and responsibility	• Understanding the definition of national security and the 13 domains of national security • Implementation of elements in national security in teaching using various daily life examples. (Genetics and evolution; ecosystem, health and disease; E4-biotechnology) • Related resources will continue to be adapted in a way that can facilitate lesson discussion effectively. • Short videos instead of written materials can be used whenever appropriate to facilitate students to understand the current situation of HKSAR, China and other places in the world. • Organising alumni talk specifically for biology related career	Students show positive values during discussion Students' participation in the alumni talk		Whole year	Biology Department	
	• Cooperation with the Values Education Section to organise exhibitions and talks on National Security Education Day. • S4 Mainland Study Tour and workshop • S5 EDB CSD Mainland Study Tour	Students' participation and feedback		Year round	CSD Department	Subsidies by EDB
	Visit / Guided Tour to local museum / educational destinations (tentative)	Over 60% of positive feedback		Year round	CES Department	\$5000

	- Covering different topics related to national identity and cultures across all forms - Organising a visit to Africa Centre Hong Kong for S4 to help students develop cultural awareness - Incorporating positive values in speaking assessments in junior and senior forms - Incorporating positive values in writing topics in junior forms, senior forms and the Literature in English curriculum in junior forms	The majority of students being able to submit homework assigned to them and getting engaged in class activities The majority of students being able to articulate the positive values and morals they learn from the teaching or reading materials in the speaking assessments and poetry writings		Throughout the year	English Department	
	- Including content such as CEPA enables students to understand the close economic ties between Mainland China and Hong Kong, helping them recognise the importance of maintaining national economic security - Introducing concepts of business ethics and social responsibilities - Holding a career planning event titled 'Planning for a Bright Future'	Students willingly assume the responsibility for safeguarding national security Students' participation Students show awareness of their life planning		Whole year	BAFS Department	

	• Arousing students' concern about limited natural resources; the importance of resource conservation; the needs of sustainable development; the necessity of safeguarding ecological security through learning topics 'Metals', 'Fossil fuels', 'Industrial Chem' and 'Green Chem' • Integrating the related topics into lessons with group discussion • Microscale chemistry experiments will be used to reduce waste involved and encourage students to think about how chemical waste affects the environment • Science talk will be organised: To offer valuable advice and inspiring stories from their own experience. It can also provide guidance and support on the path to success for our students.	Students show positive values during discussion Students' participation in the talk		Whole year	Chemistry Department	
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	- 在各個教學範疇中滲透品德教育元素，例如古人的忠君愛國、孝道親情、君子道義等精神。學生能就有關品德議題進行討論。 - 課業設計加入分析作者的性格特質等元素，加強學生的個人反思。 - 配合課外閱讀計劃，購買中華文化為題的圖書，讓學生了解中華文化，培養學生正面的價值觀。 - 老師於早會向全體中三同學介紹文學科的學習內容、考核資訊和畢業生的出路；另外，升學及就業輔導組安排同學面見各選修科老師，學生可以即時了解學科資訊，增加了學生對本科的認知和要求。	學生在課堂及課業上展現了正面價值觀		Whole year	Chinese Literature Department	
	- 將品德教育元素滲透到各個教學範疇中，以閱讀篇章教學為主，寫作及說話教學為輔 - 配合課外閱讀計劃，選購更多有關道德情意、逆境自強、名人傳記書籍	學生在課堂及課業上展現了正面價值觀		Whole year	Chinese Department	
	- 因應中國歷史科國家安全教育課程框架（2025），調整課程內容及舉辦活動 - 通過專題研習活動，讓學生認識抄襲與侵犯版權的定義，明白知識產權及學術誠信的重要，以建立正面價值觀	學生在課堂及課業上展現了正面價值觀		全年	Chinese History Department	\$3000

	- Utilising case studies related to real-world cyberattacks that have national implications - Conducting lessons on the ethical implications of AI and big data, including discussions on data ownership, algorithmic bias, and the responsible use of technology to ensure fairness and prevent societal harm - Discussing the real-world consequences (legal, social, personal) of misusing technology (e.g., cyberbullying, hacking, spreading misinformation), reinforcing the importance of integrity and accountability. - Establishing a mentorship program connecting current students with alumni working in ICT/tech industries. Mentors can share insights on career paths, industry ethics, and the importance of continuous learning and integrity.	At least 80% of students answer correctly about the questions related to national security and ethical issues during quizzes and exams		Whole year	C&T and ICT Department	
	- Understanding our country's opportunities and challenges in international affairs through examples (e.g. Sino-US trade conflicts) - Exploring contemporary issues related to national security (e.g. economic crises, Belt and Road) and recognising the importance of safeguarding national security to guarantee the security of the people	Improvement of students' awareness regarding safeguarding national security		Whole year	Economics Department	

	- Incorporating national education in all forms - Highlighting the correct and proper use of the map of China - Exposing students to texts and videos related to environmental education and sustainable development - Organising sharing sessions by alumni with students on study methods and life planning.	Students show enhanced awareness on the issues of national education and sustainable development		Whole year	Geography Department	\$2000
	- Implementation of elements in national security in teaching content using various daily life examples. - S1 – water, biodiversity and energy - S2 – balance of oxygen and carbon dioxide, acid rain	Students show positive values during discussion Students' participation in the talk		Whole year	IS Department	
	- 推行中一及中二級經訓科，主題涵蓋學業、家庭、社會、國家等，培養學生正面價值觀。 - 協助班級經營課堂，設計初中班主任課的品德情意課節，優化學習內容，內容包括家庭倫理、自律守規、公民責任、國民教育等。	學生在課堂及課業上展現了正面價值觀		Whole year	經訓科	

	- Including the National Anthem and music from our home and country in the curriculum such as Chinese instrumental music, Chinese folk music and Cantonese Opera - Looking for public performance opportunities (e.g. Lunar New Year performances for Elderly Home) and inviting students to perform in those events - Organising site visit to the Xiqu Centre or taking students to attend concerts	Students shown interests in those music genres Student's participation		Whole year	Music Department	
	- 鼓勵同學於大型體育賽事中多加留意中國隊及香港隊的表現，藉以提高國民身份認同。 - 製作全運會相關學習教材，以及在校內播放比賽片段及安排同學到現場欣賞比賽，藉以提高學生的國民身份認同及對大型運動會的認識。	學生投入及積極參與體育活動。 學生踴躍參與校內及校外體育比賽。		Whole Year	PE Department	

	• Arranging S6 Double-star group (DSG) members to teach in other study groups to foster students' empathy and sense of responsibility • Inviting Hong Kong scientists to share their experience to succeed or showing science-related videos/films, so as to instill proper values and attitudes • Promoting the importance of national accomplishments and national security in safeguarding outer space security that determines the room for national development in launching artificial satellites in S4 • Promoting the importance of national accomplishments in safeguarding nuclear security that minimises the radiological consequences in the event of a nuclear accident in S5	60% of Ss find the proper values and attitude in the sharing of the scientist helpful in students' pursuit. 80% of senior form students should feel proud of the accomplishments China has achieved. 80% of senior form students agree that maintaining national security is their responsibility. 90% of senior form students have a sense of responsibility to alleviate the problem of global pollution.		Whole year	Physics Department	
	• 當教授與文化相關的課題，老師可讓學生多討論文化議題。 • 多觀看與中華文化相關的影片，或播放含文化元素的歌曲，寓學習於娛樂。 • 多設置開放性題目，鼓勵學生預先搜集資料。預留空間，讓學生多在課上討論有關當今社會、國家及全球日常生活的議題。老師亦可播放時事影片。	學生在課堂及課業上展現了正面價值觀		Whole year	PTH Department	

	- Recording and editing videos of the process of cooking Chinese food, requiring students to explain some characteristics of Chinese food - Providing opportunities for students to present food culture. - Cooking Chinese festive food and introducing some traditional Chinese medicine related to Nutraceuticals. - Encouraging students to recycle appropriate resources used - Requiring students to bring lunch boxes, aprons and ingredients when they have cooking lessons	80% of students can bring lunch box, aprons and ingredients during the cookery lessons.		Whole year	T & L Department	
	- Adjusting the junior form History curriculum content - Helping students understand plagiarism and copyright infringement, recognising the importance of intellectual property and academic integrity through group projects	Positive values reflected by students in lessons		Whole year	History Department	
	- 利用中國傳統藝術創作媒介水墨畫，和書法讓學生了解中國傳統文化，再透過創作深化學生知識。 - 透過書法創作揮春對聯，讓學生更認識與投入中國節日。 - 以環保為題，設計指示牌，張貼於學校展示	學生能夠善用書法技巧，到水墨創作當中。 學生能夠完成指示將牌沒設計		Whole year	Arts Department	

	• Incorporating the element of moral and civic education in inter-house drama competition • In coordination with school events, the SSY Flag-raising Team will be responsible for campus flag-raising ceremonies, and students will be encouraged to participate in external national education activities • Conducting the Senior Level Leadership Training Scheme continuously to develop students' leadership and encourage participants to face challenges, from assisting in organising the S1 Orientation Week to taking up leadership roles in different societies and Houses • Introducing a 'Code of Conduct' for all CCA activities, outlining expectations for punctuality, attendance, and responsibility. Integrating conduct assessment into the 'CCA Award Scheme' valuation criteria. • Requiring all S2 and S3 students to join a uniform team or service group • Organising Blood Donation Day with the Red Cross to encourage students to participate in blood donation • Sending senior form students to visit special schools • Awarding students with outstanding service record with prizes so as to motivate other students to take part in social	Students positive response towards the activities 75% of S.2 and S.3 students participate in a uniformed group or service team Over 40 students and teachers participate in the Blood Donation Day 90% of the participants agree that the activity enables them to care more about the disabled 80% of the participants agree that the OLE Lessons can develop their multiple intelligences		Whole year	All teachers & CCA & OLE Section	\$70000
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	- service - Organising OLE lessons in S4, which include Aesthetic Development, Volunteer Training, Sports Leadership Training and Student Counsellors Training					
	- Organising cultural activities with foreign exchange students to allow students to appreciate their own heritage, reinforcing national identity and pride while respecting diverse cultures - Training the announcement team to arrange announcements and prize-giving ceremonies in morning periods and outdoor playground assemblies and offering language support to other students and teachers, e.g. training student announcers, proofreading and translating announcements	60% of the students find the activities fun, and useful, and become more aware of local and global issues Student MCs can make announcements confidently and effectively Prize presentations and ceremonies are run smoothly as requested		Whole year	EMI Concern Section	\$15000
	- S.1 – S.5 Sex Education Workshops “Fit For Life” Programs (Healthy School Program) - Class teacher periods and assemblies - Voluntary Service	Over 80% participants satisfy with the activities Students enhance their awareness in physical and mental health Improvement in students’ self-esteem and other issues Active participation in voluntary work		Whole year	Counselling Section	\$10400

	- Books for life education/values education will be introduced during the morning assembly and via Ho Fung Channel. A mini book fair will also be held. - Students are encouraged to read at least one book related to moral education. - Book titles related to different subjects are to be categorised in the internal library system. - More books related to moral education will be acquired. - Positive quotes will be shown during the 'Have a Blessed Week' event organised by the Student Counselling Section.	Students show enhanced awareness of the issue related to moral education and good learning attitudes.		Whole year	Teaching and Learning Resources Section	\$2000
	- Arranging the "Ho Fung Flag-guards", bearing the responsibilities of flag raising at morning assemblies, different internal ceremonies and activities in order to foster the spirit of perseverance. (Values Education: Perseverance, National Identity) - Organize elderly visits jointly with the Hong Kong Society for the Aged. S1,S3-S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate. (Value Education: Filial Piety)	Students' active participation in activities		Whole Year	Values Education	

To nurture students' mental well-being and resilience, empower them to develop leadership and a strong sense of belonging to the school	- Organizing meaningful visits and talks on Life-wide Learning Days - Encouraging students to join competitions in line with related themes such as 'The Belt and Road Initiatives'.	Students' participation		Whole year	All teachers CSD Department	\$12000
	- Organising inter-school Toastmasters sessions to foster interaction between peers from other schools in the territory - Organising debate training sessions and giving students opportunities to discuss various issues - Organising MUN training sessions and giving students opportunities to discuss world issues, meet up with students from other schools, and be advocates of game-changing solutions to global problems - Organising drama training sessions to create strong group cohesion and nurture constructive critique and self-improvement	The majority of participants found the programmes useful and conducive to nurturing their growth		Throughout the year	English Department	
	- Arranging visits to accounting firms - Arranging visits to the IFEC FinEd Hub and The Mills - Encouraging students to participate in various external programmes and competitions	Students' participation Students are more familiar with business operations		Whole year	BAFS Department	\$2000

	- 與圖書館及其他科組合作，舉行不同形式閱讀活動。 - 中國文化學會定期舉行有關中華文化的活動，豐富學生的學習經歷，投入校園生活。	與圖書館及其他科組合作，舉行不同形式閱讀活動。 中國文化學會定期舉行有關中華文化的活動，豐富學生的學習經歷，投入校園生活。		全年	Chinese Literature Department	
	- 設班際電子書閱讀比賽，於中文早讀節進行 - 鼓勵學生參與課外以至校外的活動及比賽	各班比賽平均得分高於一半 各項比賽均有同學報名參加		下學期	Chinese Department	\$500
	- 善用「推廣中華文化體驗活動一筆過津貼」，舉辦傳統中國運動體驗班(太極拳/足毬等等)，培養健康生活習慣， - 於中四級其他學習經歷課程中增設中國書畫領袖培訓組，學生除學習書畫創作外，更需籌辦班際書法比賽，既推廣中華文化，亦提升組織活動的能力	成功舉辦最少三項中華文化體驗活動 成功舉辦最少一項班際比賽 活動記錄		全年	Chinese History Department	\$100000
	- Organising lunchtime or after-school workshops focusing on recreational tech skills like game design, animation or digital art. These provide engaging, low-pressure environments for social interaction. - Exploring and discussing the design and use of apps for mindfulness, meditation, or tracking healthy habits. Students could even prototype their own simple well-being apps.	At least 2 workshops are held At least 70% of students stay positive about the activities		Whole year	C&T and ICT Department	

	- Organising visits to HKMA to enhance student's understanding of money and banking system in Hong Kong - Organising visits to social enterprises to enhance students' understanding of current affairs of the community - Game booths will be set up during PSHE Week, featuring values inculcation, such as conservation and sustainability	Improvement of students' awareness and interest in economic issues		05/2026 10/2025	Economics Department	\$19000
	Training 'Geography Leaders' to be the committee members of the Geography Society and empowering them to organize activities in School Information Day and PSHE Week	Students' participation		Whole year	Geography Department	
	- 班際壁報設計比賽。 - 積極參與校外活動及比賽，例如寫作、講座、參觀等。	各項活動均有同學報名參加		Whole year	經訓科	\$2000

	• Inviting guests to perform during morning assemblies, Music Week and Life Wide Learning Days • Encouraging students to join School Music teams, i.e. School Choir, Wind Band, Chinese Orchestra, Recorder Ensemble, Strings Ensemble or Pop band • Joining various music competitions including the Hong Kong Schools Music Festival and Joint School Music Competition • Encouraging students to participate in lunchtime concerts and organise inter-class music competitions (such as lyrics-rewriting competitions and recorder competitions) • Training committee members of School Wind Band to organise activities for Wind Band Summer Camp • Training Music Society committee members to organise activities for the Christmas Morning Assembly and Music Week	Receive positive feedback from students Number of members has increased Good achievements in competitions Students' participation		Whole year Aug 2026 May 2026	Music Department	
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	- 透過參與體育活動，發展同學體育技能，獲取相關的活動知識，以及培養正面的價值觀和積極的態度，例如積極向上、不輕易放棄、再接再厲及遵守比賽規則等。並建立恆常運動的習慣。 - 建立活躍及健康的生活方式，促進身體健康，提升體適能和身體協調能力。 - 在運動過程中懂得欣賞別人、互相幫忙及體諒別人的需要。 - 舉辦班際體適能比賽，並邀請學生協助籌辦及負責裁判工作。	學生投入及積極參與體育活動 學生踴躍參與校內及校外體育比賽 學生投入及積極參與比賽		全年	PE Department	
	- Encouraging students to join science competitions, e.g. IJSO and HKPhO, as a team representing our school - Encouraging students to organise science activities, e.g. 4WD mini-cart competition to develop leadership and a strong sense of belonging to the school	At least 10 Ss join science competitions. At least one science activity is smoothly organized by senior form science Ss.		Whole year	Physics Department	
	- 舉辦普通話科專題早會，由富經驗的中三級學生和中二級學生做主持，讓他們擬定有興趣的早會主題。除了達到中三傳承中二的效果，更可提升組織和領導能力。 - 鼓勵學生參與校內及校外的普通話朗誦及演講比賽 - 考慮舉辦普通話遊學團或交流團。	學生在早會時段能完整地主持 各項比賽均有同學報名參加		上學期或下學期	PTH Department	小禮物 約\$300

	- Organising inter-class cooking competition - Organizing workshops from Hong Kong Eating Disorders Associations - Implementing the ‘Taste of Life’ with Counselling Section to promote importance of healthy life			Jan – April 2026	T & L Department	
	External visits will be organized for junior and senior form students in Life Wide Learning Days to broaden their horizons.	Two activities will be organized.		Whole Year	History Department	\$35000
	- 班際壁報設計比賽 - 與輔導組合作，舉辦班際吉祥物設計比賽	每班能夠完成兩項設計		First Term	Arts Department and Counselling Section	

	• Organising Life Wide Learning Days to provide students with diverse learning experiences • Organising various inter-house and inter-class activities so as to develop a sense of belonging • Organising the School Picnic and the Post-exam Activities to strengthen bonds between students • Requiring all S1 students to join a sports team or uniformed team • Actively support the Students' Association and various clubs in organising a wide range of activities, providing guidance and resources while encouraging students' autonomy and creativity • Continuing to provide systematic training for student leaders, equipping them with the necessary skills to take on leadership roles in clubs and houses • Student Mentorship Scheme: Introduce a scheme where experienced senior student leaders mentor junior committee members in the process of activity planning, execution, and reflection	All houses send teams to participate in all major inter-house competitions The Students' Association and at least 70% of clubs successfully organise one or more student-led activities At least 15 junior committee members are mentored under the Student Mentorship Scheme.		Whole year	All teachers & CCA and OLE Section	\$140000
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	- Scheduling speeches on positive personal attributes / experiences sharing on achievements to be given by student leaders from different student bodies and students earning recognition from various competitions to cultivate a positive and reflective school atmosphere and foster a strong sense of belonging, strengthening mental well-being and resilience - Scheduling speeches on famous quotes or moral values to be given by teachers or students to cultivate a positive school atmosphere	All student speakers are able to deliver speeches confidently and effectively.		Whole year	EMI Concern Section	
	- Encouraging students to participate in various competitions - Forming student-based team to assist photo and video taking in school's activities - Forming student-based team to manage stage issues in school's activities	Over 60% of students who participate IT-related activities and competitions give positive feedback Over 80% attendance of students assisting in the duties of Ho Fung Channel and Stage Management Team		Whole year	IT Support Section	

	• Have a Blessed Week • “Happy Walk” Tsuen Kwai Tsing District Mental Health Month 2025 • Stress Management Workshops and Cheering function for F.6 students • Activities on interpersonal skills • Peer Mediation Training Program (S.4 OLE Course & HKFWS) • PERMA Ambassador Program • SEN programs • Taste of Life for S.3-S.5 • Soul Room and Cheer up Station	Students enhance their awareness in physical and mental health enhance their awareness in mental health Students’ positive response towards the activities Students’ improvement in interpersonal communication Students’ engagement in campus life Students’ improvement in self-esteem Students’ engagement in campus life Students’ improvement in self-esteem Students enhance their awareness in mental health		Whole year	Counselling Section	\$32000
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	• Student librarians will be recruited and trained. • Orientation and training for student librarians will be carried out. • They are to assist with the organisation of reading activities and the daily operation of the library, and to keep the library clean and tidy. • Experienced librarian will be invited as the library ambassador to promote reading. • Library staff will have meetings with the students to review their work performance and suggest how to make improvement in the future.	More than 70% of student librarians have an attendance rate of 70%		Whole year	Teaching and Learning Resources Section	
	• Career prefects will be required to organise S3 subject selection workshop for S3 students	Over 80% of the career prefects feel satisfactory with the workshop		Mar-Apr, 2026	Careers Guidance Section	
To nourish parents as our partners in their children's education and advocates of home-school collaboration	• Including parents' remarks in S1 to keep parents informed of their children's learning	Parents' participation		Whole Year	CES Department	
	• Informing parents of the progress of their children on the school-based reading platform	The majority of parents acknowledge their children's reading progress on the platform.		Throughout the year	English Department	
	• 適時與家長聯絡，討論學生學習和成長事宜，於家長日給予學生正面評語，並鼓勵家長出席活動(如頒獎典禮)，肯定學生的表現。	家長主動參與學生學習事務		全年	Chinese Literature Department	
	• 於 eClass 統一發放中國歷史科全年習作安排，讓家長清楚了解本科習作要求	家長知悉本科習作安排		September	Chinese History Department	

	Creating a dedicated digital showcase (e.g., a simple website, shared online gallery, or short video compilation) of outstanding student projects from ICT/Computer & Technology classes.	At least 2 projects are included		Whole Year	C&T and ICT Department	
	Informing parents of students' progress at an earlier stage.	The majority of parents acknowledge their children's levels by predicted grade.		11/2025	Economics Department	
	Inviting parents to the school to watch the performances of their children (morning assemblies or lunchtime concerts)	Parents' participation		Whole Year	Music Department	
	Provide commendations to class teachers for sunshine calls	Timely and suitable commendations are provided to class teachers for sunshine calls		Whole Year	Physics Department	
	Organising Joyful Fruit day with the assistance of volunteers from parents			April 2026	T & L Department	
	Distributing the uniform annual History homework schedule through eClass to ensure parents clearly understand the homework requirements.	Parents are informed of the homework arrangements.		Whole Year	History Department	
	Revising relevant activity notices (e.g., S4 service-learning activities) to include a clear and convenient 'Parent Volunteer Sign-up' option	More parent volunteers participating in school activities compared to the previous year		Whole Year	CCA & OLE Section	

	Informing parents of the opportunity and benefits of hosting an exchange student through articles printed in the school newsletter /circular or assemblies by engaging them in learning opportunities, encouraging active participation	90% of parents and students will be informed of the opportunity to host exchange students.		First Term	EMI Concern Section	
	'Project WE' Parent Positive Education Workshop 'Enduring and Refreshing – Strengthening Family Resilience Series' Workshop (HKFWS) - S.1 Parent Workshop	over 80% of participants are satisfied with the activities conducted		Whole year	Counselling Section	
	- Cooperating with the PTA on the subject selection and career planning, and alumni sharing session will be held to invite all HF parents to attend - Cooperating with the PTA, tertiary institution or university visits will be organised to let HF parents understand the latest trend of career planning - Parents will be invited to be mentors in the above Mentorship programme	Over 80% of parent participant are satisfactory with the session Over 80% of parent participant are satisfactory with the visit Over 80% of parent mentor are satisfactory with the programme		Whole year	Careers Guidance Section	