



HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2024-25)

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OUR SCHOOL

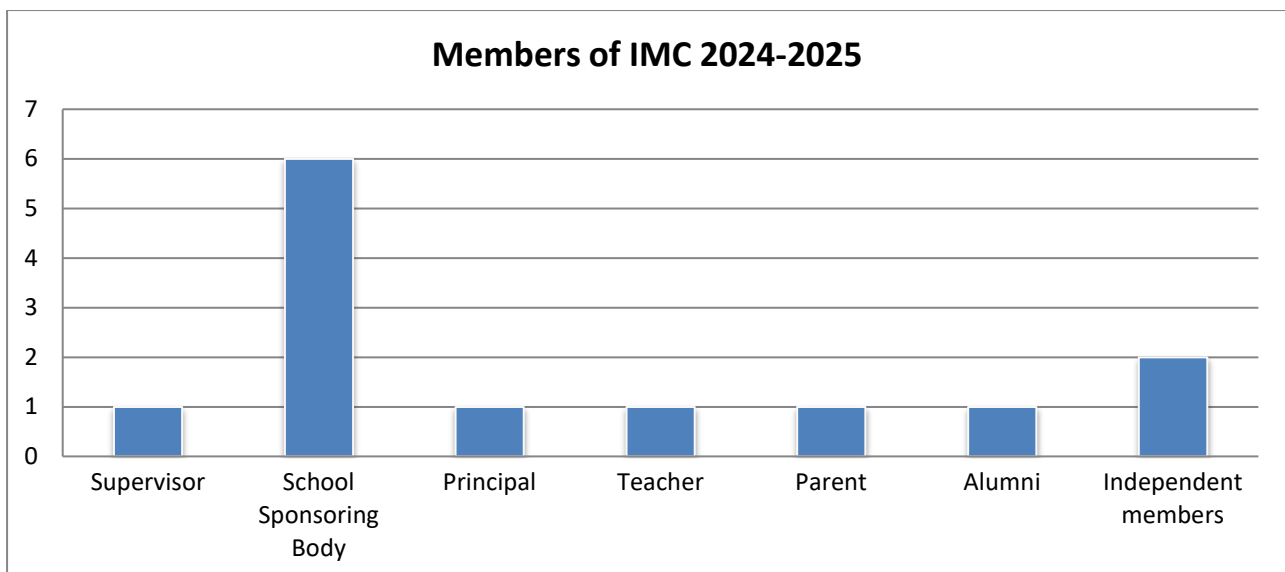
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is 'To act benevolently and to teach benevolence.' The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

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

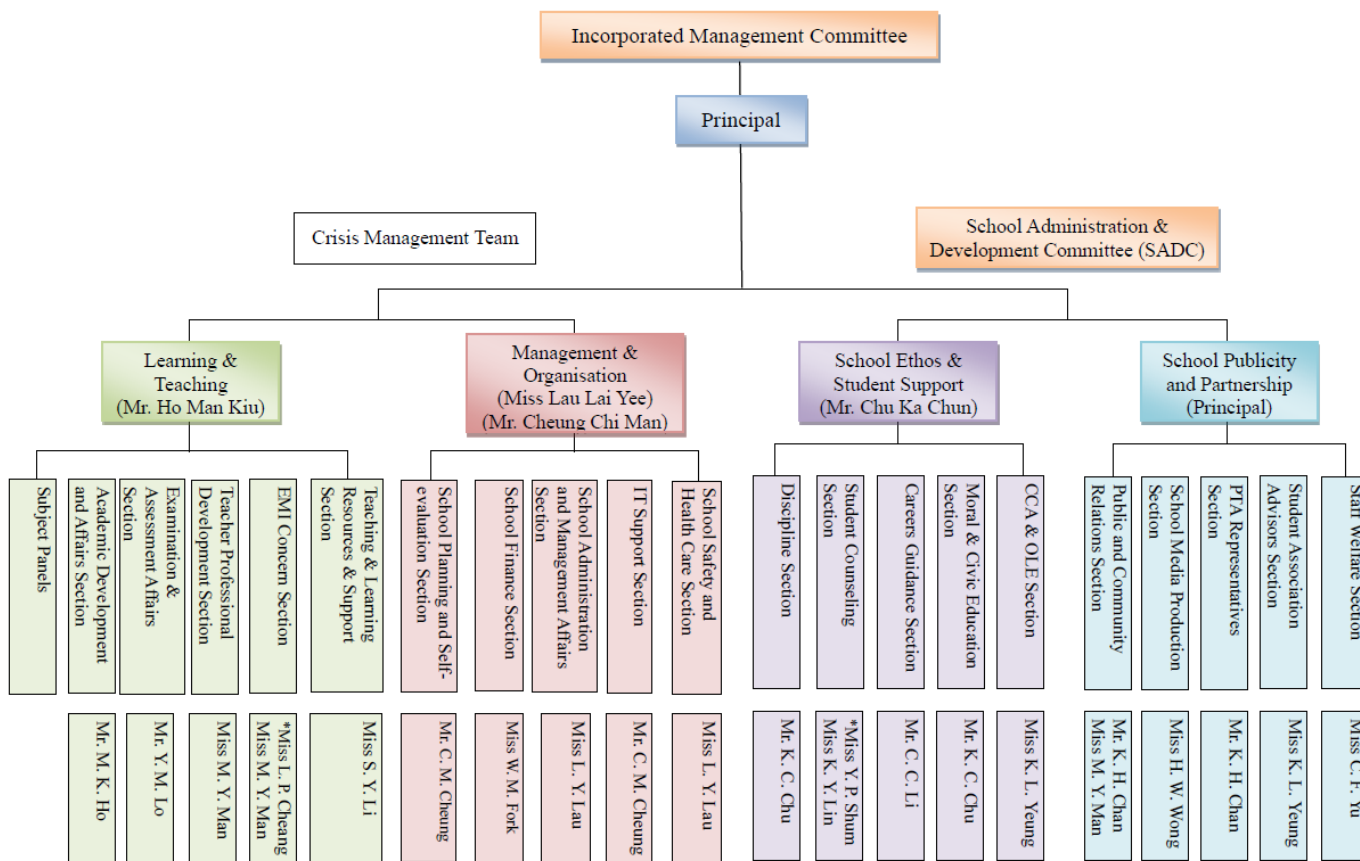
School Management

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

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr. KWONG Man Hang comprises 12 members.



**Ho Fung College (Sponsored by Sik Sik Yuen)
Organization Structure (2024/25)**



Teachers Team

1. Teachers' qualifications and experience

1.1 Teachers' professional qualifications

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

1.2 Teachers' teaching experience

0-4 years of teaching experience	25.0%
5-9 years of teaching experience	16.1%
10 or above years of teaching experience	58.9%

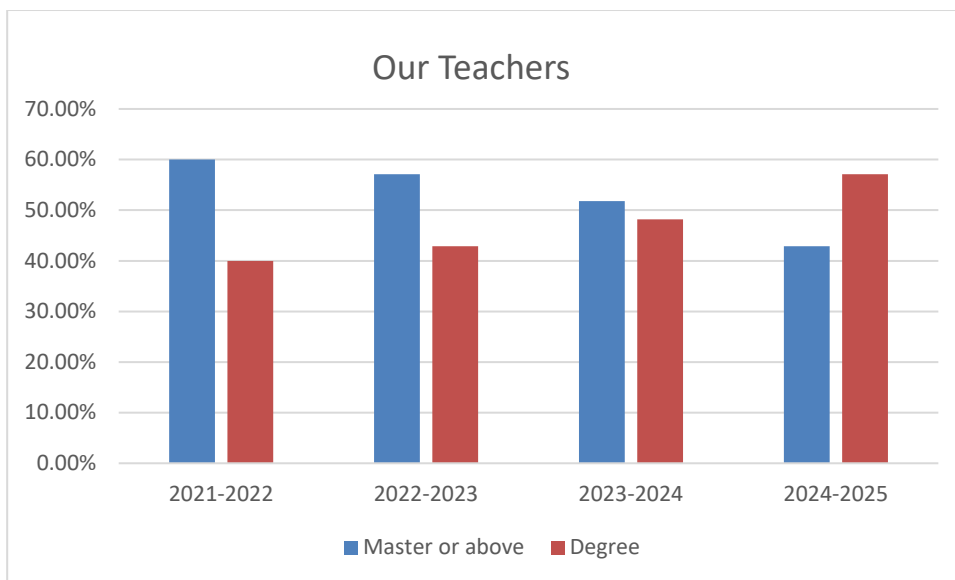
1.3 Highest qualifications attained

2. Number of teachers meeting Language Proficiency Requirement

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

3. Teachers (inclusive of the principal) Professional Development

The school places great importance on the professional training and development of its teachers to nurture high-caliber students. Through internal and external staff development days that focus on IT in education, team building, national security, Language Across Curriculum (LaC) and AI in education, teachers can stay up to date with the latest educational trends and issues related to education.



	Date	Activity
1	20/8/2024	New Teacher Induction Day
2	5/9/2024	Workshop on Listening and Communication Skills
3		
4	23/1/2025	Part 1: Sharing sessions of departmental/ subject practices Part 2: Speech Therapy and Referral Procedures
5	15/4/2025	Yoga Training Session for Educators and stretch and Support: A Retreat for Teachers
6	3/6/2025	APASO Data Analysis & Evaluation

4. Teacher Turnover

Eight teachers (including Principal), Mr. Siu Chi Sun, Miss Chan Cheuk Nam, Mr. Chan Chi Ming, Mr. Fung Wai Man, Mr. Li Chi Ching, Miss Tang Yuen Chun, Miss Wang Wai Yee and Mr. Wan Wai Keung left school this academic year.

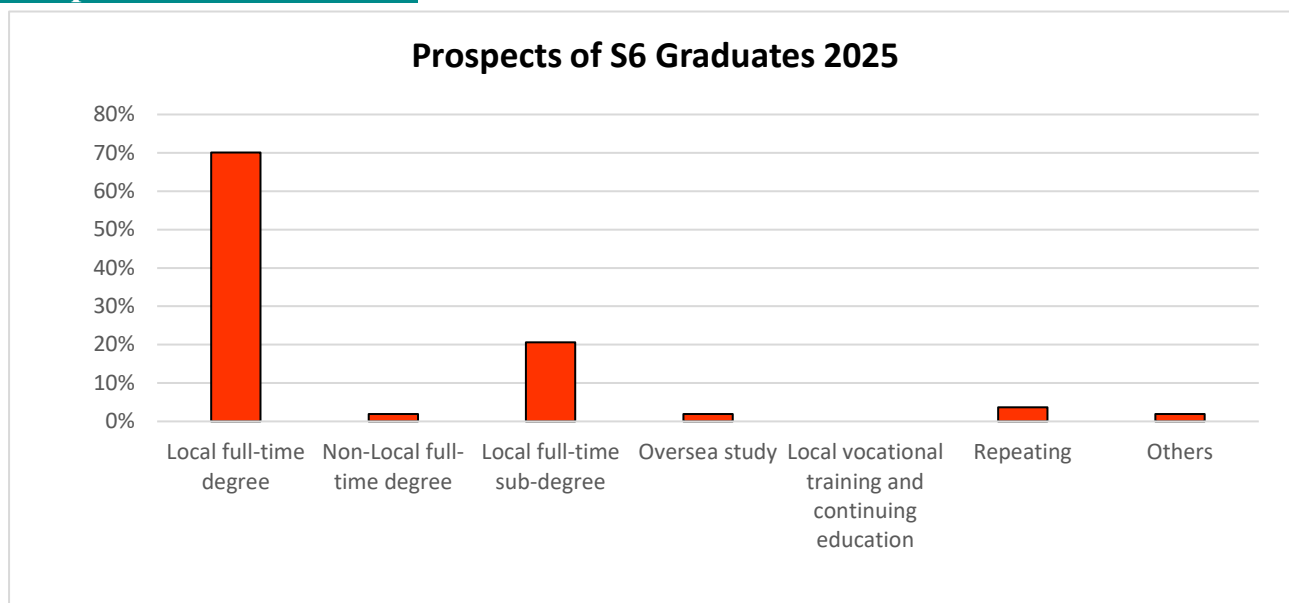
Eight teachers (including Principal), Mr. Tam Choi Nang Julian, Miss Choi Hiu Lam, Mr. Lee Hiu Fung, Miss Lai Sin Tung, Mr. Law Wai Nok, Miss Ng Chih Yan, Mr. Tam Pok Man and Mr. Singh Ravinder were recruited.

OUR STUDENTS

Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	136	134	127	127	123	108	755

Prospects of S6 Graduates



OUR LEARNING AND TEACHING

School Days

There were 190 school days (including tests/examinations), of which 163 days were allocated for regular classes.

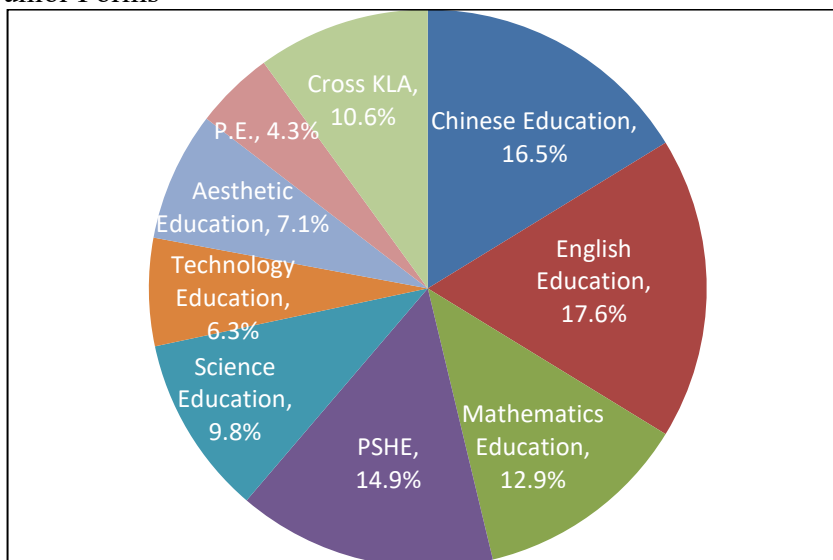
English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1st December 1997. A committee was formed to supervise matters on MOI and created an authentic English-rich learning environment for students. The committee also handled issues related to language across curriculum.
2. The EMI Concern Section provided language support to subject departments of Mathematics, Integrated Science, Life and Society, History, Geography, Physics, Chemistry, Biology, Information and Technology, and any other related subjects, which could enhance students' understanding and learning in English.
3. Since July 1999, the Parent-teacher Association has been working in collaboration with the English Department to conduct an English bridging course for pre-S1 students. This course helps students build a solid foundation in English and be well-equipped for English instructions.
4. The NET teacher is a major facilitator in enriching the English environment.
5. The Section has been offering support to other teachers by helping promote the language across the curriculum.

Curriculum

Our school is a grammar school adopting a ten-day cycle for regular classes. There are eight lessons each day, Mondays through Thursdays, with the first lesson assigned for either morning assemblies or reading periods. On Day 5 and 10, the first lesson is reserved for regular classes. Moreover, the first lesson of Day 7 is also reserved for regular classes for S.1. As a result, there are a total of 73 lessons per cycle for S.1 and 72 lessons per cycle for S.2 and S.3.

1. Curriculum in Junior Forms

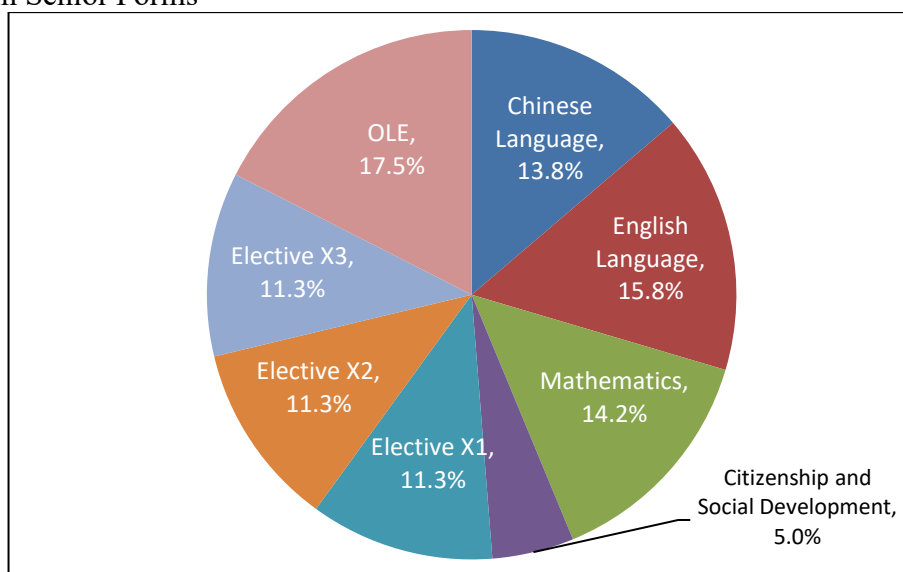


KLA	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Citizenship, Economics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

Physical Education	Physical Education	Physical Education	Physical Education
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One Moral and Life Education period is allocated in S1 – S3 (last period of day 2). School-based moral education talks and sharing with elements of moral education often take place during this period.

2. Curriculum in Senior Forms



On top of the four core subjects, students may choose three elective subjects according to their capabilities and interest. Elective subjects included Physics, Chemistry, Biology, Economics, BAFS, ICT, Geography, History, Chinese History and Chinese Literature. Visual Arts, Music, Japanese and Applied Learning subjects can also be taken by students. Besides, M1 & M2 are offered for those who have high ability and interest in Mathematics.

Reading to Learn

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

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

Support to Student Learning

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

1. To alert students of the importance of diligence and to enhance their self-regulated learning ability, the school has been committing earnest effort in the past few years to a series of school-based learning and supporting programmes to improve students' learning attitude and efficacy.
2. Through diverse types of interactive learning and eLearning, students are encouraged to take the initiative to study.
3. To enhance students' learning efficacy and develop their self-directed and introspective ability, a variety of activities, for instance, integrated activities, study groups, tutorials, and seminars,

are regularly implemented to enhance students' time management and strengthen their study and examination skills and reflection capability.

4. Remedial and supplementary tutorials are offered to S4 – S5 students during summer holidays and after school. The school implemented 'School-based After-school Learning and Support Programme' to run tutorials for students in all levels. Furthermore, individual supplementary classes are held for students with special needs under this program.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) is allocated to programmes benefitting high performing students recommended by teachers. It offers a lump-sum to pay various courses for S4 – S6 students to develop special talents, critical, analytical, and creative thinking in diverse subjects.
6. The morning period, which takes place on a cyclic basis, helps students foster a habit of reading.
7. Split class arrangements are implemented to cater for learner diversity with extra classes added to increase individual attention administered by teachers.
8. Enhancement schemes are constantly revised to cater for learner diversity.
9. The curriculum structure has been reviewed to give further academic support to students to cater for their ever-changing needs.
10. To create a positive learning atmosphere and integrate subject knowledge in daily life and enhance their overall understanding of certain subjects, educational visits, talks, seminars, and academic activities are regularly organised.
11. Award schemes and scholarship opportunities are introduced and constantly modified to recognise students for their efforts and boost their confidence and self-esteem in learning.
12. The amount of homework and assessment has been constantly revised to strike a balance between students' mental health and academic performance.
13. New measures about examination are adopted such as adjusting teaching schedules, difficulty of papers and examination timetable.

SUPPORT FOR STUDENT DEVELOPMENT

Student Discipline

The Discipline Section is dedicated to fostering a positive and respectful school environment. Our approach to student discipline is not just about enforcing rules, but about guiding students to understand their mistakes and learn from them. Through a process of thoughtful admonishment and continuous guidance, we encourage students to take responsibility for their actions and develop a strong sense of compliance with school regulations.

To ensure open communication, we conduct annual briefing sessions and school-wide consultations to discuss our rules and measures. We also organize a variety of talks and programs to promote moral values and a positive learning attitude, which are essential for personal and academic growth.

Our Prefect Team and class monitors play a vital role in assisting with discipline, while the annual Inter-class Discipline Competition helps sharpen students' self-management skills. By maintaining a vigilant and proactive presence, our teachers ensure that students can learn and thrive in a safe and orderly atmosphere.

Student Support and Care

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

being self-motivated and self-disciplined.

Student Counselling

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

1.1 Sex Education Programme

- All Sex Education Workshops arranged to S.1-S.5 students were organized to help them understand the puzzles encountered during growth and the content fit our students' needs. ECSAF, Anti480, Department of Health are invited to run the programs again in this year. Also, we invited "FAMtastic" to conduct a "Touch & Sex" sex education group. A total of 7 junior form students participated, and they responded positively.

1.2 Big Brother and Big Sisters Scheme

- In S.1 Big Brothers and Big Sisters Scheme, 26 S.3-S.5 student counsellors were paired up with 40 S.1 students. Activities including tutorial classes, film appreciation, volunteer work, message conveyance, quizzes. Student counselors were responsible and caring, providing their fellow S.1 students with timely advice. S.1 students were enthusiastic about seeking help from the student counsellors.

1.3 Goal Setting Workshops

- Goal setting workshops were organized by school social workers and counseling teacher. The bottom 20 S.1 students were expected to set personal goals, have better time management skills and master effective learning strategies through joining the 5-lesson workshops. Response of participants was active and positive.

1.4 Award Programme for Junior Form Students

- Mindfulness Yoga Class invited 15 students from S.3 to S.5. The content included breathing adjustments, relaxation techniques, mindful eating, and yoga exercises. The yoga instructor also invited clinical psychologists, naturopathy scholars, and performing arts instructors to conduct various themed activities.

1.5 Stress Management Training Programmes

- A yoga teacher from the School of Everyday Life was invited to offer a 12-session yoga course for fifteen S3 to S5 students with emotional disturbances. The course aimed to teach them how to regulate their breathing, relax, practice mindful eating, and engage in yoga. The students were actively involved in the activities and felt that this helped them relieve stress.
- Taste of Life Workshops was co-organized with the Health Club, the activities included a therapy dog and a confidence-building skincare workshop. Each session had 10 participants, and the students were eager to engage in these activities. This initiative helped them focus on their feelings, balance their lives, and alleviate stress.
- Our section arranged for S.5 students to watch the local musical "Our Youth Diary". The play revolves around young people's pursuit of dreams, emotions, and life. Both teachers

and students found it highly inspiring and suggested continuing to arrange for students to watch it next year.

- To enhance students' expressive abilities and social skills, the social worker and counselor held a “Life Focus” photography group activity. Also, to help students build a positive self-image, our section invited the HKFWS to co-host “The Journey of Exploring Inner Self through Card Games”. Besides, we invited the HKFWS to co-host the “Magical Journey – Magic Experience Class”. Students can discover their ability to explore new things and enhance their sense of competence while learning self-acceptance. The students responded positively, and attendance rates were good.
- Soul Room and Cheer up Station take place every Wednesday during lunchtime in Room 001 and 002 as a mental relaxation area. Bulletin boards will be set up at the reception area, and small stress-relief gifts will be distributed, with student counselors on duty. The activity has shown positive results, with some students participating regularly.

1.6 Stress Management Workshops and Cheering Function for S6 students

- Students showed their positive response towards the Stress Management Workshops, organized by YMCA focused on gardening mindfulness. Students expressed that they enjoyed this stress-relief activity and found the content helpful in alleviating exam pressure. Additionally, S.6 cheering function was successfully held in the school hall, where S.1 students presented handmade gifts and encouragement cards. The atmosphere was warm, and students expressed their respect for teachers and gratitude for the nurturing they received from the school.

1.7 Voluntary Service

- S.1 Big Brothers and Big Sisters Scheme has arranged two sessions of visiting single elderly at Lei Muk Shue Estate, accompanied by parent volunteers. Students' horizon has been widened and they are hoped to be able to care about the community and the needy, which is very meaningful. Our students were responsible and performed well. They were highly appreciated by parent volunteers and social worker.

1.8 JC-Caritas (Tsuen Wan) Programs

- Our section co-operated the programs with LevelMind@ JC-Caritas (Tsuen Wan) for supporting students with emotional or socializing needs. All S.3 and S.4 students are required to complete an online questionnaire. Students in need will be invited to participate a mandatory emotional course for life. Besides, “Emotional Health Workshops” and “Preventing and Handling Cyberbullying” workshops are held for S.2 and S.4 students, respectively, along with emotional health activities for S.3 and S.4 students at the Caritas center. We hope to collaborate with external organizations to help students establish healthy and positive values.

1.9 ‘Have a Blessed Week’

- Our Section held a week-long event themed “Heart Repair Experience”. The activities included a social worker and a guest lecture, peer mediation booths, switch sports games, a flash balloon performance, craft-making sessions, and a song request. We also created bookmarks featuring encouraging words from teachers. The event was rich with enthusiastic participation from students and positive feedback.

1.10 School-based Education Psychologist Service

- The educational psychologist provided professional assistance for students by offering emotional and learning support, social skills training, arranging assessments, helping teachers to handle SEN students, meet with parents, handle crisis and give advice on test accommodations.

1.11 PERMA Ambassadors Programme

- The counselor distributed a self-efficacy questionnaire to S.1 students to understand their emotional well-being. Some students were invited to join the PERMA Ambassador Program, activities including board games, and character strengths assessments. Additionally, the group participated in the “Handicraft Stress Relief Group”. Participants responded positively, and this program will continue for S1 students next academic year, with follow-up support for some S.2 students provided by the student counselors.

1.12 Life Education

- Life Education Course is part of the “Fit For Life” Program (Healthy School Program). Class teachers have integrated the life education curriculum, and each class has progressed through the topics. Additionally, our section invited a speaker from the Hong Kong Red Cross “Humanitarian Campus Program” to conduct a special lecture titled “Empathy with You” on non-violent communication for S.3 to S.4 students during the assembly period.

1.13 Peer Mediation Training Programme

- S.4 OLE “Peer Counseling Training Program” inviting social workers from external organizations to provide 14 training sessions. We have also introduced an external visit to the HKMHA. Moreover, HKFWS training sessions were offered by social workers to S.3 to S.4 students. They held a “Dealing with Anger” workshop for S.1 students, hope they can apply what they have learned and educate other on how to deal with anger.

1.14 SEN Co-ordination

- The Chinese teaching assistant provided a Chinese writing workshop for S.1 students with ASD. The mathematics teaching assistant also provided learning support for S.4 SEN students, and the students responded positively.
- The school-based speech therapist provide training for students at all levels. The learning content includes thinking, comprehension, and expression, which helps students build confidence and improve their speaking skills. The therapist would also meet teachers who teach students with speech difficulties, in order to better understand the students' needs and develop training content and direction for the following year.
- The occupational therapist provided fine motor skills/concentration training. Some students showed significant improvement in their writing speed. The therapist also maintained close contact with parents, providing advice for home training, which proved effective.
- Students participated in the “School-wide Tiered Support for Students with Autism” program, specifically in the “Strengths-Based Curriculum”–Advanced Coding Class. Students showcased their self-created game programs during a sharing session, demonstrating active participation and a clear understanding of their interests.
- A social skills group was organized for junior form students with ASD, ADHD, or slightly deficient social skills. The instructor, with rich experience, effectively led various engaging activities, provided clear instructions, and offered specific praise and corrections for students' issues.
- Teacher Professional Development Section arranged for all teachers to participate in a workshop titled “Listening to Students' Voices” hosted by instructors from the Education University of Hong Kong. Additionally, the speech therapist introduced the scope of speech

therapy and the referral mechanism to teachers on the Staff Development Day.

1.15 Parents' Activity

- Social workers held the “Enduring and Refreshing – Strengthening Family Resilience Series” which includes parent groups, parental follow-ups, and a family reunion day. It is particularly organizing a family photography event, where volunteer photographers captured moments from the activities and later compile them into a photo album. It aims to enhance relationships among family members and strengthen family cohesion.

School Social Workers

The Hong Kong Family Welfare Society appointed Ms. Mak Tin Yi and Mr. Lai Ching Leong as our school social workers. They provided professional casework counselling for students and families in need. Academic performance, parental relationship and peer relationship were their prime concerns. Considering the rapid changes that students underwent in the adolescent stage, they co-operated with different functional groups in school and organized various programs to help enhance students' self-esteem, communication skills, leadership, and problem-solving skills. All these developmental programs launched by our school social workers proved to be essential to the personal growth of our students.

Careers Guidance

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

Activities conducted this year were as follows:

Date	Class (Number of Students)	Event & Particulars
11/9/2024	All students	Election of Wong Wan Tin Memorial Scholarship 2023-2024
7/10/2024	S6 (2)	Sir Edward Youde Memorial Scholarships
7/10/2024	S6A (1)	The Lester B. Pearson International Scholarships (University of Toronto)
25/10/2024	S6A (1)	HKAPA Principal's Recommendation Scheme for Admission
26/10/2024	S6 (10)	HKU Information Day (Campus Visit)
30/10/2024	S3 to S6 (480)	“The Mysteries of the Financial World” by Macquarie Managing Director
12/12/2024	S3 (127)	Talks on elective subject selection for S3 students
15/12/2024	S6D (1)	Principal's nomination for Tsing Hua University
11/2/2025	S1 (135)	S1 Self-understanding Workshop by JAHK
13/2/2025	S4A (4)	JAHK Work Immersion Programme with Deloitte
17/2/2025	S4A (1)	JAHK Work Immersion Programme: JP Morgan 'Bit by Bit Python Workshop'
1/3/2025	S5-S6 (6)	University Admission Interview Seminar by JAHK
2/3/2025	S3 parents and students	Talks for S3 Parents on elective subject selection
15/3/2025	S3-S6 students	50th Anniversary Mentorship Programme Kick-off Ceremony
3/5/2025	S1-S6 parents	Talks for parents (Title: Career and Life Planning strategies & experience sharing from HF alumni)
1/4/2025 - 2/4/2025	S4A (1)	EDB Life Planning Education Section Business-School Partnership Programme (INDEX Game Limited) Work immersion
10/4/2025	S4C (2), S4D (2)	JAHK Work Immersion Programme: Bloomberg
14/4/2025	S4 (6)	JAHK Work Immersion Programme: JP Morgan
15/5/2025	S5 students (121)	Talks via zoom for S5 on JUPAS and preparation for career academic advising session

16/5/2025	S4 – S5 (20)	HKGCC Business School Partnership Programme 24/25 – Company Visit to Jebsen
29/5/2025	S3D (2) and S4A (1)	The Law Society of Hong Kong Teen Talk – GBA Study Tour 2025 Nomination
4/6/2025	S4A (1) and S5D (1)	HKU Academy Scholarship for Summer Programmes
12/6/2025	S4A (2)	HKBU BBA Summer Day Camp 2025 Nomination
16/6/2025	S3 (2), S4 (1)	荃灣區青年服務團 – 短期職業體驗計劃2025
20/6/2025	S5D (1)	HKPS Bright Future Scholarship Nomination 2025
12/7/2025	S4B (1)	荃葵青區傑出學生頒獎典禮 (2024-25)
17/7/2025	S4D (1)	Link 20th Anniversary Outstanding Students Scholarship
28/7/2025 – 1/8/2025	S5D (1)	HKU Academy HKU Budding Health Leader Programme
4/8/2025 – 8/8/2025	S4A (1)	HKU Academy AI Literacy for the Talented

Moral and Civic Education

The Moral and Civic Education Section is dedicated to nurturing well-rounded individuals through its four key pillars: moral education, civic education, national education, and environmental education.

Our comprehensive moral education programme is led by our regular morning and hall assemblies, which are a cornerstone of school life. These sessions provide a platform for both teachers and students to share personal stories and valuable insights, encouraging a culture of open communication and mutual respect. To further enrich this experience, we invite a diverse range of guest speakers—including scholars, social leaders, alumni, and career experts—to broaden students’ perspectives and inspire them to explore new ideas. Additionally, seminars are held throughout the year to help students develop strong personal habits and a positive learning attitude, addressing topics relevant to their daily lives.

In the realm of civic and national education, the Section oversees the daily display and weekly flag-raising ceremony, serving as a constant reminder of proper etiquette and national pride. Our commitment to creating a safe and orderly learning environment is paramount. We have established clear strategies to prevent and address any activities that may disrupt the campus, ensuring students can learn and grow without intrusion. The Section also plays a key role in the planning and promotion of national security education through curriculum design, staff training, and the preparation of teaching resources, which are regularly reviewed by all relevant subject groups.

Key Activities This Year

1. **Inter-class Morning Reading Competition:** To cultivate a lifelong reading habit, we organized a competition where students' reading performance was assessed by their class teachers. The top two classes each term were awarded prizes in recognition of their efforts.
2. **Moral and Life Education Programme:** In collaboration with the Student Counselling and Career Guidance Sections, we developed a series of lesson plans for homeroom teachers. This initiative sparked lively classroom discussions, allowing students to share their opinions with sincerity and engagement. Additionally, talks on value education were held during morning assemblies to reinforce positive attitudes.
3. **Book Report Writing Activity:** Partnering with the Chinese Department, we challenged S3 students to read books on themes of perseverance and resilience. Students then submitted a book report to encourage deep reflection on how to overcome life’s challenges.

4. Annual “Issue of the Year Selection”: To foster resilience and a sense of social responsibility, we supported our students’ participation in "The 33rd Hong Kong High School Student Top Ten News Election."

Community Services

1. Junior Level Voluntary Service

- The school volunteer team worked in collaboration with the Student Counselling Section and the Hong Kong Society for the Aged to organise visits to the elderly living alone in Lei Muk Shue Estate. Led by teachers and parents, the S1 participants of the ‘Big Brother, Big Sister’ Scheme visited solitary elderly living in Lei Muk Shue Estate in February, 2025. The activity aimed to cultivate students’ positive values, compassion for the needy and communication skills. Students’ performance was satisfactory and they were able to reflect on their performance and how they interact with their grandparents.
- S1 to S3 students have joined "JC Volunteer Together" programme organized by the Hong Kong Jockey Club. There were three lectures on the theme of poverty. During the post-exam period, the Co-curricular Activities Section organised an S1 community service day with the help of the Boys’ & Girls’ Clubs Association of Hong Kong. Two classes visited frontline cleansing workers at Lei Muk Shue Estate and Shek Yam Estate, one visited the elderly from the grassroots living in Shek Yam Estate and one organised an activity booth for the grassroots at Shek Yam Estate. Through this initiative, students got exposure to the people living in poverty and reflected upon themselves. They generally enjoyed the experience and cherished the opportunities to serve.

2. Senior Level Voluntary Service

- Visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) has been organised for fifteen consecutive years. All S4 students attended a briefing in the first term. Three of the S4 classes visited the school and one class welcomed students, teachers and parents from the special school during our school’s 50th Anniversary Open Day. In the briefing, students learnt more about the disabled and understood the difficulties they face. The visit was a success and our students’ participation was satisfactory. In the debriefing session, students expressed that the activity was a great opportunity for them to learn more about how to serve the disabled. After the activity, students were awarded certificates.
- The elderly visits jointly organised by the Hong Kong Society for the Aged took place before Lunar New Year. All S5 students, together with teachers and teaching assistants, visited solitary old people living in Lei Muk Shue Estate, giving them some food as gifts. With students’ care and warmth, the visit brought the solitary elderly love and joy. Students knew more about the elderly’s needs and the importance of filial piety.

3. Fundraising Activities

- Dress Casual Day was held on 20th December, 2024. Students could dress casual on that day if they had donated 10 dollars or more. 704 students donated and \$14,080 was raised.
- Five members of the Interact club participated in the Flag Day held by Hong Kong Red Cross on 24th May, 2025.

4. Other Volunteer Training and Voluntary Services

- There were altogether twenty-one students participating in the S4 Volunteer Training and Voluntary Service (OLE) organised by Tsuen Wan Federation of Youth Groups (Tsuen

Wan Youth S.P.O.T.). The service target groups included community members who visited the school's 50th Anniversary Open Day, elderly and mentally handicapped persons. All the students were fully engaged and able to reflect upon themselves.

- The school volunteer team worked in collaboration with the English Department and Crossroads Foundation to organise the Global X-perience in October. Student went to Crossroads Foundation in two batches to experience life at a slum. After the activity, students had to write a letter to the Editor, exploring how teenagers can help to make the world a better place to live. Students were highly engaged during the activity, and they expressed that the activity had had a huge impact on them as they had had little idea about poverty in third-world countries.
- Thirty-one students and teachers donated blood on the Blood Donation Day (7th February, 2025) organized by Hong Kong Red Cross. Their participation was deeply appreciated.
- Sixteen students joined a detective game organized by Hong Kong Young Ambassadors in Stanley during the post-exam period. Students generally enjoyed the activity and the activity enhanced students' problem-solving skills and collaboration skills.

5. Volunteer Awards

- Around 230 students joined the school's Co-curricular service award scheme. Eleven students were awarded the gold medal, thirty-six students were awarded the silver medal, sixty-three students were awarded the bronze medal, and one hundred and seventeen students were awarded merit.
- 1 student (6C Lee Tsz Wai) received '傑出義工獎' under 2024 年荃灣區活動傑出青少年義工嘉許計劃, organized by Tsuen Wan District Youth Development and Civic Education Committee. This award aims to recognise students who are from Tsuen Wan District and had distinguished accomplishments in volunteering.
- Ninety-three students joined the HKFYG "Easy Volunteer" Volunteer Service Award 2024/25. Three students were awarded the Gold Award for Volunteer Service (Individual), twenty-one were awarded the Silver Award and sixty-nine were awarded the Bronze Award. The school received Gold Award for Volunteer Service (Groups).
- The school received the 'JC Volunteer Together Caring School' Award from the Home and Youth Affairs Bureau and the Agency for Volunteer Award. This award aims to commend schools for their dedicated service and contribution to the promotion of volunteerism.

Co-curricular Activities

1. Our school places great emphasis on nurturing students' multiple intelligence. They are well groomed in the five crucial aspects of character, intellect, physique, sociability and aesthetics. Junior level students are particularly trained in self-discipline and team spirit. All S.1 students are required to join a musical instrument class and a sport/uniform team to receive one-year training related to these aspects.
2. Leadership training is another feature of our co-curricular activities. Participants are exposed to appropriate induction, which gives them opportunities to unveil their leadership potential. This year, "The Elite Leaders Programme" was implemented and a total of 64 Secondary 1 to 3 students joined the leadership training scheme. They were groomed to be responsible, active and enthusiastic student leaders who chaired the Students' Association, school Houses as well as other functional groups. They also gave assistance in S1 Orientation Week held successfully from August 28 to 30.

3. “The Hong Kong Award for Young People” (AYP) has been implemented for almost 10 years. 10 students received the Silver Award at the 103rd Silver Award Presentation Ceremony, and 37 students completed the Expedition section of the Silver level during the school year, therefore sharpening students’ communication, self-management, problem-solving and collaboration skills.
4. ‘CCA Award Scheme’ was implemented to recognise students’ outstanding performance in activities, leadership skills, community services, and voluntary work. A total of 405 students received gold, silver, bronze medals or merits in the programme. 116 students were given the Gold Badge in the scheme in recognition of their outstanding performance.
5. Other co-curricular activities are categorised into three areas: house activities, club activities and school teams/tutorial classes:
 - 5.1 House activities

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

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

 - Academic clubs and societies aim to stimulate participants’ interest in learning specific school subjects like Chinese Language, English Language, STEM, Geography, Economics and, Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, visits, are organised year-round.
 - Interest groups, such as the Music Club, Variety Sports Club, Aviation Club are popular with students. Sports teams like ball games and athletics have a wide appeal to students as well. Tutorial classes on school band, choir, Chinese orchestra and dance are offered.
 - There are six uniform teams at school, namely, Scout Group, Girl Guide Group, Wind Band, St. John’s Cadet Division, Hong Kong Adventure Corps and SSY Flag Guard. Participants are drilled marching and life skills and they take part in hiking, camping and other community services on a regular basis.
 - 5.3 School teams and tutorial classes

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

Physical Well-being

The P.E. Department organises various activities and competitions to help students explore their talents and cultivate an active, healthy lifestyle. This year, we successfully held our annual Sports Day, Cross-Country Run, Swimming Gala, and Fitness Competition.

To provide more opportunities for students to participate in sports and relieve stress, our school encourages involvement in different sports team training sessions, as well as inter-class, inter-house, and inter-school competitions. Through these activities, students not only enjoy training and

competition but also build confidence and establish friendships.

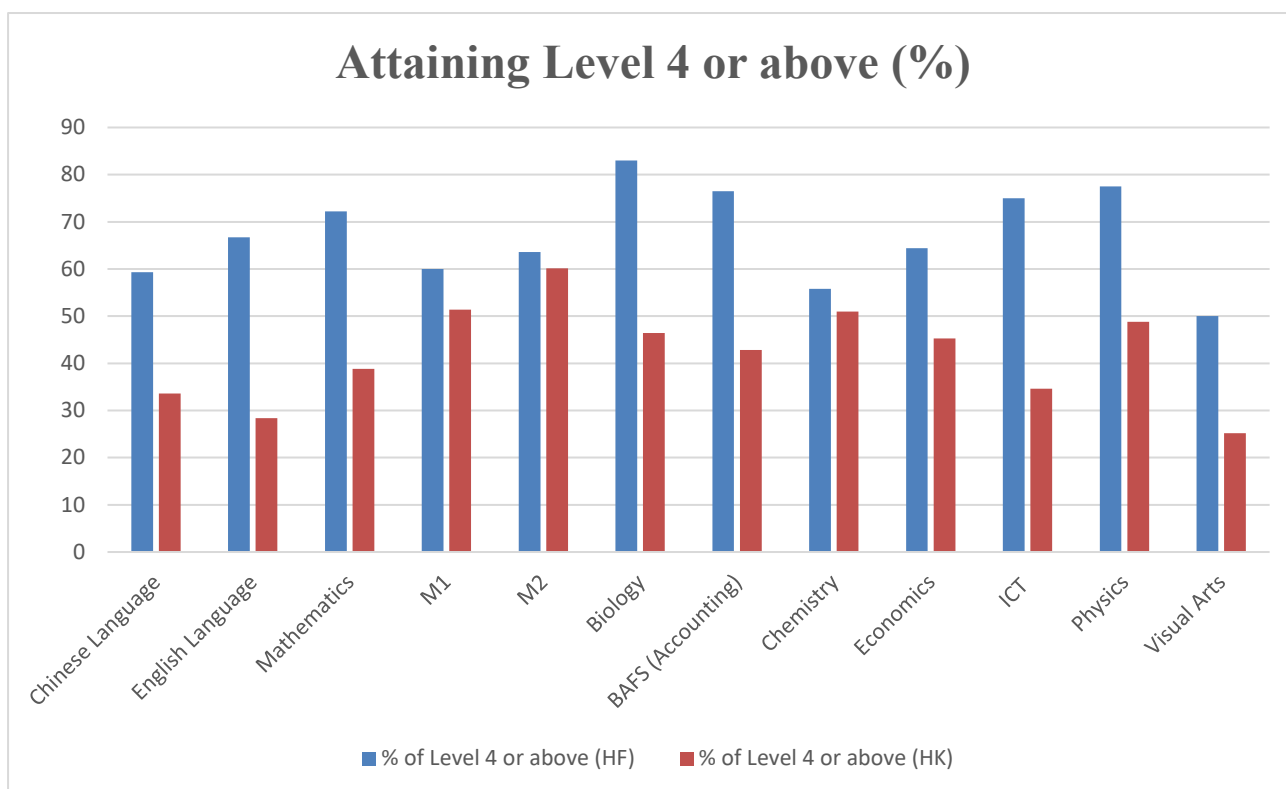
STUDENT PERFORMANCE

Academic Performance

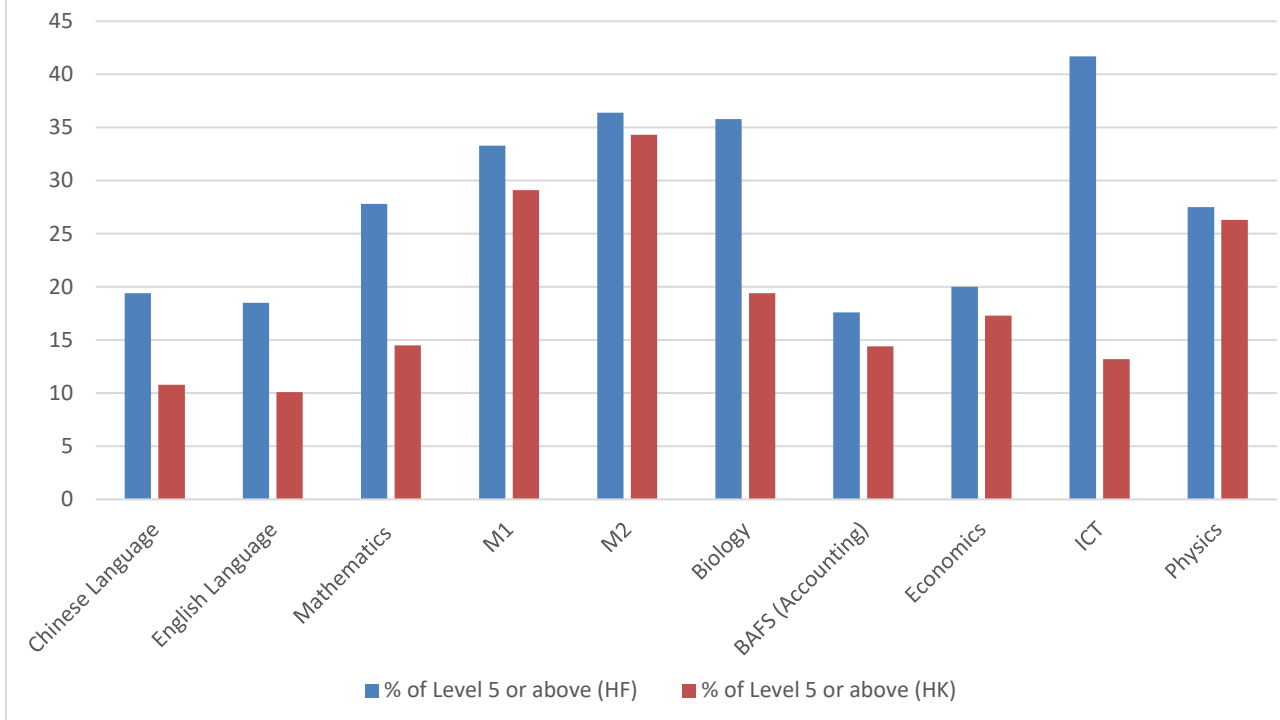
Academic Performance of F. 6 Students (2024 -2025)

Our students once again reaped impressive results in the 2025 HKDSE. 92.6% (100) of our students met the basic entrance requirement for admission to publicly-funded undergraduate programmes (332A22), well above the territory-wide day school figure (43.0%).

Performance in HKDSE 2025	Ho Fung College (%)	Hong Kong (%)
English Language (Level 3 or above)	98.1	55.1
Chinese Language (Level 3 or above)	96.3	64.7
Mathematics (Compulsory Part) (Level 2 or above)	100	83.6
Citizenship and Social Development (Attained)	100	93.2
332A22	92.6	43.0
Accumulated total of attaining level 3 or above	93.2	63.7
Accumulated total of attaining level 4 or above	64.9	36.8



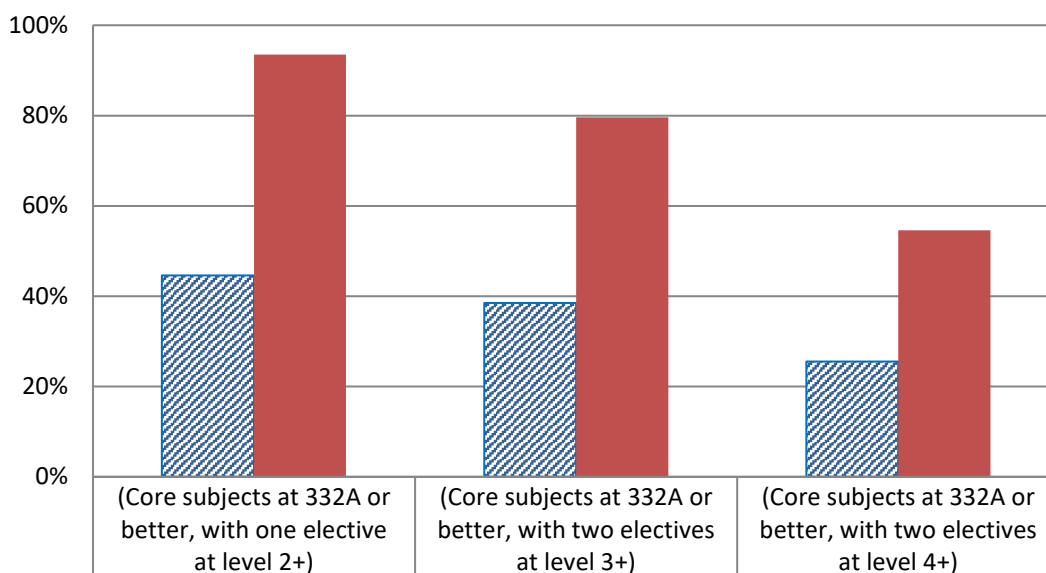
Attaining Level 5 or above (%)



1. Statistics related to University Admission 2025

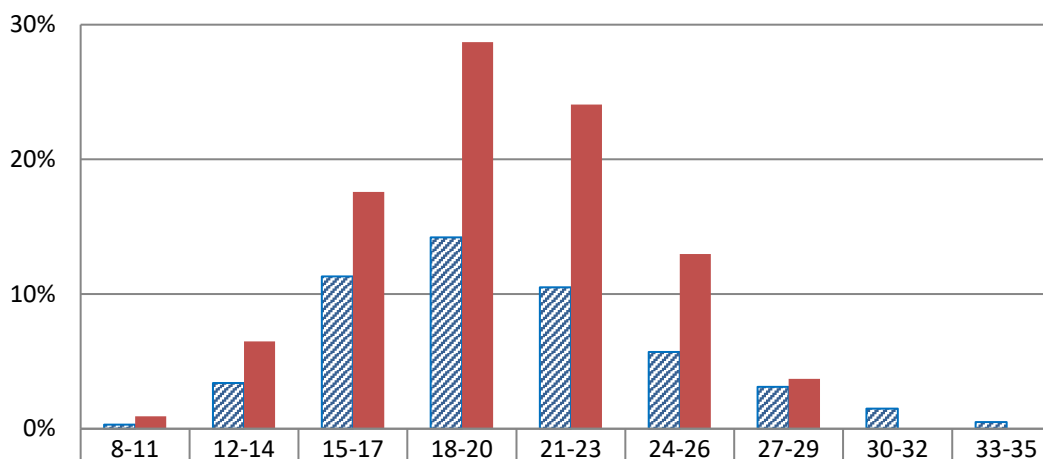
	HK Day School Candidates	Our Students
(Core subjects at 332A or better, with one elective at level 2+)	44.6%	93.5%
(Core subjects at 332A or better, with two electives at level 3+)	38.5%	79.6%
(Core subjects at 332A or better, with two electives at level 4+)	25.5%	54.6%

Statistics related to University Admission



HK Day School Candidates	44.60%	38.50%	25.50%
Our Students	93.50%	79.60%	54.60%

Grade point distribution in the best five subjects excluding M1 & M2 (Statistics related to university admission)



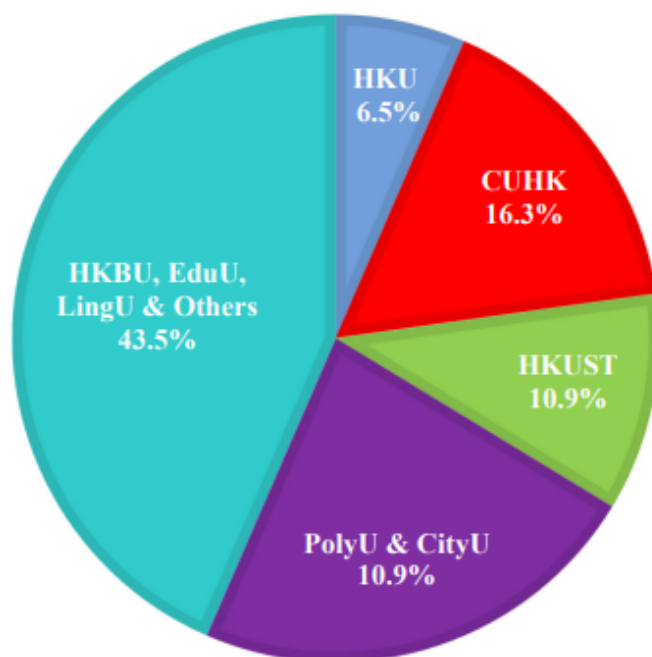
HK Day School Candidates	0.3%	3.4%	11.3%	14.2%	10.5%	5.7%	3.1%	1.5%	0.5%
Our Students	0.9%	6.5%	17.6%	28.7%	24.1%	13.0%	3.7%	0.0%	0.0%

JUPAS Degree Offer (2025)

Our school has 107 students applying for JUPAS 2025. 86.0% (92) of them received degree offers in JUPAS.

Tertiary Institutions	Total
HKU	6
CUHK	15
HKUST	10
PolyU	14
CityU	7
HKBU	3
EduU, LingU and Others	37
Total	92

JUPAS DEGREE OFFER (2025): 92 OFFERS



Other Achievements

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

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
23/08/2024	香港理工大學 土木及環境工 程學系	Mini Concrete Canoe Competition	6A 丘泯鋌 6A 袁景行 6D 曾朗言 6D 余宗禧	亞軍
26/8/2024	香港中文大學 醫學院院會健 康展覽籌委會	香港中學健康展覽報告 比賽 2024	6C 張芷瑤 6C 池曉祺 6C 黃禮源 6C 暨善如 6C 葉可怡	銅獎
31/08/2024	香港虛擬大學 及教育局	化學家在線自習計劃	5A 鄭晞哲 (Diamond) 5A 劉子琳 (Diamond) 5A 麥浩彥 (Platinum) 5B 黃敏遙 (Diamond) 5C 陳建勳 (Diamond) 5C 鄭加曦 (Diamond) 5C 關雎 (Diamond) 5C 李可馨 (Diamond) 5C 盧妍卉 (Gold) 5C 楊璟欣 (Diamond) 5D 麥寶瑩 (Platinum) 5D 楊卓衡 (Bronze)	
31/08/2024	香港品質保證 局	「理想家園」第十七屆 徵文比賽	4A 黃熙恩 (初中組冠軍)	
22/09/2024	香港資優教育 學苑	國際初中科學奧林匹克2 025 – 香港選拔賽	3D 葉致遠 (一等獎)	
04/10/2024	中國香港學界 體育聯會	荃灣及離島區中學校際 游泳賽	2B 梁澆林 (50米蛙(殿軍))	
04/10/2024	中國香港學界 體育聯會	荃灣及離島區中學校際 游泳賽	2A 何正堯 50米背(亞軍) 四式接力(亞軍) 2C 伍家樂 50米蛙(亞軍) 100米蛙(季軍) 四式接力(亞軍) 2A 吳覺情 200米蛙(殿軍) 3C 朱凱琳 50米碟(季軍) 200個人四式(冠軍) 4A 何籽賢 50米自(殿軍) 50米蛙(冠軍)	
04/10/2024	中國香港學界 體育聯會	荃灣及離島區中學校際 游泳賽	3B 趙梓羲 200米蛙(冠軍) 100米自(亞軍) 四式接力(冠軍) 3B 溫皓翔 200米自(殿) 100米背(冠軍) 四式接力(冠軍) 3B 余希晨	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
			200米自(冠軍) 個人四式(亞軍) 4C 翟緯喬 100米蛙(冠軍) 50米蛙(冠軍) 四式接力(冠軍) 4D 繆傑智 50米自(冠軍) 50米蝶(冠軍) 四式接力(冠軍) 4D 林茜汶 50米背(冠) 100米背(冠軍) 5D 羅偉迪 50米背(殿) 100米背(亞軍) 4D 楊昌寶 50米背(季軍) 100米背(殿軍) 1B 黃子鋒 50米碟(季軍) 四式接力(亞軍) 2A 林永樂 50米自(季軍) 四式接力(亞軍)	
06/10/2024	香港聖約翰救護機構	2024年度 新界少青團隊際制服檢閱及步操比賽	2D 李澄 3A 戎正恩 3B 余希晨 3C 凌樂天 3C 馬悅朗 3D 李蔚楠 4C 歐君琳 4D 梁景霖 5A 陳穎 5B 陳愉熹	亞軍
11/10/2024	荃灣各界慶祝國慶籌委會及荃灣民政事務處合辦，荃灣區體育康樂聯會協辦	國慶盃羽毛球邀請賽	6D 陳梓燦 6B 黃洛津 5B 陳愉熹 3C 陳政亨 2B 吳彥禮 2B 李仲謙 1A 黃彥智 1C 黎梓康 4D 吳日熙 5A 麥浩彥 5B 王星揚	男子組亞軍
11/10/2024	荃灣各界慶祝國慶籌委會及荃灣民政事務處合辦，荃灣區體育康樂聯會協辦	國慶盃羽毛球邀請賽	5C 葉明煊 5C 石樂施 5D 林思言 3C 黃梓晴 2B 洪依琳 2A 郭靖彤 2A 游梓瑩 4C 蘇巧柔 4A 孫子琳 2C 鄭紫悠 1D 陳芷悠 1C 黃梓蕎	女子組冠軍

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
12/10/2024	中國香港學界體育聯會	荃灣及離島區中學校際羽毛球比賽	5C 葉明煊 5C 石樂施 5D 林思言 5C 楊璟欣 4B 黎采欣	女子甲組亞軍
17/11/2024	荃灣青年會及葵青青年團	荃葵青優秀學生選舉(2024)	2A 吳覺情 (初中優勝)	
28/11/2024	荃灣區青年發展及公民教育委員會(委員會)	2024年荃灣區活動傑出青少年義工嘉許計劃	6C 李芷蔚 傑出義工	
4/12/2024	青苗基金	香港傑出學生選舉	6C 蘇卓盈	
19/12/2024	香港資優教育學院	國際生物奧林匹克香港區比賽	5D 林思言 (銀獎) 5D 李珈維 (銅獎)	
06/01/2025	香港青年獎勵計劃	香港青年獎勵計劃	6A 姚樂謙 銀章 6C 李詩韻 銀章 6C 卜尹鈞 銀章 6C 王朝衍 銀章 6C 邱達仁 銀章 6C 葉可怡 銀章 6C 容綺楠 銀章 6D 陳子安 銀章 6D 曾朗言 銀章	
11/01/2025	青苗基金	香港傑出學生選舉 2023-2024	6C 蘇卓盈 優勝	
14/1/2025	尤德爵士紀念基金理事會	2024/25年度尤德爵士紀念基金高中學生獎	6B 岑子恩 6B 關鈴兒	
8/2/2025	香港聖約翰教傷隊	香港聖約翰教傷隊少青團2024年度支隊傑出隊員獎	6D黃梓浩	
20/02/2025	教育獎學金委員會	2024-2025年度陳立獎學金(II)	6B 關鈴兒 6B 岑子恩 5D 馮劍彬	
27/2/2025	香港學校音樂及朗誦協會	第77屆香港學校音樂節 - 直笛小組- 中學組	1D 林鈺涵 1D 羅心玥 2A 鍾晞嫻 3C 林芷纓 3C 凌卓楹 3C 彭匡葦 4A 陳栢欣 5D 於日羲	銀獎及新界西區第二名
27/2/2025	香港學校音樂及朗誦協會	第77屆香港學校音樂節 - 直笛小組- 中學組	4C 林慧晴 4C 藍子曦 5B 翁子希 5C 陳樂希	銀獎及新界西區第三名
01/03/2025	中國香港學界體育聯會	荃灣及離島區中學校際乒乓球比賽	男子丙組冠軍 2A 梁至礪	
01/03/2025	中國香港學界體育聯會	荃灣及離島區中學校際乒乓球比賽	女子乙組冠軍 1C 李雍婷	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
06/03/2025	香港資優教育學會	2025環亞太杯國際數學邀請賽初賽		中一級冠軍
12/03/2025	香港聯校音樂協會	聯校音樂大賽2025	中學合奏(弦樂) - 金獎 1A 楊開泰	
12/03/2025	中國香港學界體育聯會	荃灣及離島區中學校際乒乓球比賽	女子丙組冠軍 1B 梁傲兒	
12/03/2025	中國香港學界體育聯會	荃灣及離島區中學校際乒乓球比賽	男子丙組冠軍 1C 黃承智	
17/03/2025	尤德爵士紀念基金	2024/25年度尤德爵士紀念基金高中學生獎	6B 岑子恩 6B 關鈴兒	
18/03/2025	荃灣葵涌及青衣區中學校長會及葵青區青年發展及公民教育委員會合辦	荃葵青區傑出學生選舉2024/25	優異學生獎 5D 於日羲	
24/03/2025	港城西北扶輪社、珠海學院中國文學系和英國語文學系 & 鐘聲慈善社 胡陳金枝中學	第七屆大灣區暨新界西區「兩文三語」挑戰賽	2A 游梓瑩 初中組最佳中文文章優異獎 3D 翁明蔚 初中組最佳中文文章優異獎 3D 鄺楓雅 初中組最佳英文文章優異獎 挑戰賽總決賽得獎名單 2A 吳覺情 一等獎 3D 張滢茵 一等獎 2A 游梓瑩 二等獎 2A 鍾晞嫻 二等獎 2A 周志燧 二等獎 3D 翁明蔚 二等獎 3D 鄺楓雅 二等獎	
05/04/2025	中國香港學界體育聯會	荃灣及離島區中學校際乒乓球比賽	男子乙組冠軍 3C 馬悅朗	
26/04/2025	教育局公益少年團(荃灣區), 香港青少年服務處, 賽馬會麗城綜合青少年服務中心	Amazing Teens 荃灣CYC聯校領袖培訓計劃2024聯校專題報告比賽及領袖群英匯	1C 朱映澄 最佳視野獎(中學組)	
28/04/2025	香港學校音樂及朗誦協會	第77屆香港學校音樂節	分級鋼琴獨奏 – 八級 銀獎及第二名 5A 盧浠銀	
01/05/2025	中國香港草地滾球總會	全港學界草地滾球公開賽2025	5D 賴柏熹 中學組亞軍	
02/05/2025	拔萃男書院	2025 TI STEM Competition @DBS	5D 郭哲銘 銅獎	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
08/05/2025	Po Leung Kuk	第27屆香港青少年數學精英選拔賽	1A 楊開泰 三等獎 2C 鄭紫諾 三等獎 3D 羅奕淇 三等獎	
10/05/2025	嗇色園	嗇色園聯校英語公開演講比賽2024-2025	2B 張皓堯 初中組冠軍	
10/05/2025	嗇色園	嗇色園聯校英語公開演講比賽2024-2025	5D 朱君澄 高中組冠軍	
11/05/2025	香港奧數協會	「華夏盃」全國數學奧林匹克邀請賽2025	華夏盃總決賽2025三等獎 1A 趙正然	
12/05/2025	香港自強基金會	「自強不息嘉許計劃2025-自強不息獎」	自強不息獎 6C 蘇卓盈 5C 彭宝婷	
15/05/2025	香港聯校音樂協會	聯校音樂大賽2025 - 中樂團	1B 袁貝 銀獎	
15/05/2025	中國香港定向總會舉辦	2024/2025 香港學界定向錦標賽	1D 梁家晉 (短距離) 男子丙組殿軍 (中距離) 初賽新界區男子丙組季軍 (中距離) 決賽中學精英組男子丙組季軍	
17/05/2025	中國香港學界體育聯會	荃灣及離島區中學校際羽毛球比賽	男子丙組冠軍 1A 黃彥智	
17/05/2025	中國香港學界體育聯會	荃灣及離島區中學校際羽毛球比賽	女子乙組殿軍 3A 卓悅森	
17/05/2025	中國香港學界體育聯會	荃灣及離島區中學校際羽毛球比賽	女子丙組季軍 1C 黃梓蕎	
26/05/2025	聯校數學學會	第三十七屆聯校數學比賽	三等獎 2A 葉俊亨	
28/05/2025	Practifly AI 大灣區數理思維精英挑戰賽籌備委員會	2025 Practifly AI 大灣區校際數理思維精英挑戰賽	一等榮譽獎及校內優異獎 2C 鄭紫諾	
30/05/2025	教育局 公益少年團荃灣區委員會	「正向有禮樂公益 擔當使命創未來」主題活動攝影比賽(中學組)	優異獎 5D 羅暉迪	
05/07/2025	香港聯校音樂協會	聯校音樂大賽2025 - 合唱團	1A 鄭奕朗 (銀獎)	
19/07/2025	運輸及物流局 海運及空運人才培訓基金下的物流推廣資助計劃資助、香港貨運物流業協會舉辦	《創新與領航：新世代校際物流比賽》	國泰優異獎及全場金獎: 5D 陳俊鋁 2C 黃梓軒 5D 陳曉嫻 5D 符焯堯 5D 於日羲 4D 黃庭芝 3B 余希晨 2B 黃幸芷	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
19/07/2025	荃灣青年會、 葵青青年團合 辦 新界青年聯會 協辦	全葵青優秀學生選舉 2025	1C黎梓康 (初中組優異獎) 4B何卓怡 (高中組優異獎)	
03/08/2025	新界青年聯會	新界區傑出學生選舉 2025	4B何卓怡 新界區優秀學生	
09/08/2025	SCMUN & City University of Hong Kong	SCMUN Conference 2025	4B 黎采欣 Commendable Performance in 7-Day Challenge 4A 車殷希 Commendable Performance in 7-Day Challenge 5D 朱君澄 Best Resolution and Outstanding Debater 5D 符焯堯 Best Resolution 4B 林嘉彥 Outstanding Diplomat	
31/08/2025	香港佛教聯合 會	香港佛教聯合會永義獎 學金	6B葉蕙儀	

Priority Task 1: To nurture proactive learners

1. Achievements

Over the years, Ho Fung College has made significant efforts to provide support and guidance to all students through various channels. To address the diverse needs of our learners and help them acquire a breadth of knowledge, generic skills, language proficiency, and information literacy, a holistic approach was adopted for the 2024-2025 academic year.

We have focused on nurturing our students to become proactive learners. This academic year, being the last year of the school three-year development plan, a strong enthusiasm for learning, creating an encouraging atmosphere in the classroom has been observed. More chances have been given to students to showcase their learning outcomes and achievements. Study groups were formed among students, and collaborative learning, inquiry-based learning, and project-based learning were widely implemented to promote self-regulation and students' meaningful learning. Many students were willing to share ideas and work together to achieve their learning goals.

Breadth of Knowledge

The curriculum of our school embraces life-wide learning across eight key areas: Chinese Language Education, English Language Education, Mathematics Education, Science Education, Technology Education, Personal, Social and Humanities Education, Arts Education, and Physical Education. Co-curricular activities, both inside and outside the school, have been incorporated to let our students acquire and construct a broad and solid knowledge base. Last year, funding from the Diversity Learning Grant supported a diversified senior form curriculum that included music, Japanese, Chinese debate and gifted education, fostering students' growth and boosted their achievements beyond the classroom.

Different types of activities have been organized to widen the knowledge base. For instance, an intensive 6-hour AI workshop, focusing on deepfake avatar creation, chatbot utilization, and hologram design for ICT students during the post-exam period gave a chance to students to know more about the new world. Mathematics Department introduces an enrichment topic 'linear regression' for several years not only to meet STEM requirement but also let students learn more useful mathematical analysis techniques outside the syllabus. The 4WD mini-car activity was held for all S4 Physics students. They need to tune up the mini-car, and most completed the race after investigating the mechanical concepts, which had to be taught beforehand. As a result, students can acquire and construct a broader and solid knowledge base.

Knowledge base can also be constructed through project learning. For instance, organizing 'start their own business' project with game booth in the lunar new year market with the provision of students' self-reflections rendered more real-life exposures which they can apply the concepts they have learned in lessons. Drafting a self-recommendation letter on behalf of famous historical figures for S2 Chinese History is a creative and practical thematic investigation.

Moreover, reading was emphasised due to its great importance in enriching knowledge in different fields. Morning Chinese and English reading sessions were refined to encourage students to foster a passion for reading. Library visits for junior form students were conducted, which helped to increase engagement and nurture avid learners. Various kinds of reading programmes were organised by the Library Section. Library resources were also replenished. Fiction and non-fiction books related to science, environmental protection, career planning and life goals were acquired. Author talks organised by the Chinese and English Departments were extraordinarily successful in encouraging reading and expanding students' understanding of the world. The S1 reading program on 'National Geographic' Series was successful with 100%

participation rate. Sessions were also arranged for students to borrow and read teachers selected novel and prose from the class library during the class Chinese reading period. Students were required to read newspapers constantly and performed well in the English news chat. According to APASO investigation, 55.2% of student respondents reflected that 'reading is my favourite hobby', 1% higher than that of last year.

The performance of S.6 students in the HKDSE examinations was satisfactory in 2025, with 92.6% of our students meeting the basic entrance requirement for admission to publicly funded undergraduate programmes. This was well above the territory-wide day school figure of 43.0%. Also 86.0% of our students received degree offers in JUPAS.

Generic Skills

A wide range of electives was made available to students. Apart from regular lessons and activities in different subjects and functional groups, a series of tailored academic, co-curricular, and developmental workshops, seminars, visits, activities, and online programmes were offered to help students develop and apply generic skills in an integrated manner, with a focus on career readiness. These opportunities aimed to enable students to become independent and self-directed learners for future studies and work. Teachers are encouraged to use different types of teaching pedagogy and eLearning components, incorporating in lessons for students' learning in panel meeting, lesson observation.

To nurture proactive learners, students were taught to develop skills in goal setting, monitoring, evaluation, and time management through various programmes. Habits such as pre-lesson preparation and note-taking were fostered to enhance students' capacity for self-directed learning. For Chinese department, students need to prepare and complete pre-lesson teaching notes before learning a new passage. This method helped students to be independent and self-regulated learners. Active student participation was encouraged by providing more opportunities for them to showcase their learning outcomes and achievements. Group discussions and projects were commonly used to create a sense of community among students. These practices reinforced students' organisational, communication, and collaboration skills, instilling greater confidence in their ability to comprehend abstract concepts and apply acquired knowledge in practical contexts.

Goal setting workshops were organized by school social workers and student counselor. The bottom 20 S.1 students were expected to set personal goals, have better time management skills and master effective learning strategies through joining the 5-lesson workshops in May. Response of participants was active and positive. Participants were able to set goals in the workshops. The participants were able to explore preferred values through activities. Over 90% students acknowledged the workshops enhanced their learning skills.

Most students are involved in the preparation of the 50th Anniversary Open Day and Talent Show. Through arranging activities and rehearsals, students can develop leadership skills, time management skills, interpersonal skills and problem-solving skills, etc.

Language Proficiency

Ho Fung College always strives to create a good environment for language learning in order to cultivate our students' proficiency in biliterate and trilingual communication for better study and life. In the academic year, the school offered elite and remedial classes in junior forms (S.2 & S.3). The class arrangements helped language teachers adjust their pedagogies and offer support to students in accordance with their abilities. Elite class students performed exceptionally well. Not only did they acquire extensive knowledge, but they also participated in various writing and speaking competitions. The remedial classes were taught in small groups, enabling teachers to identify students' difficulties and provide targeted solutions to

help them overcome their shortcomings more easily. Junior form students need to read and recite school-based teaching materials 《經典選讀》, they are familiar with the famous poetry.

Moreover, different enhancement programmes were offered to both outstanding and weaker students to train their writing and speaking proficiency. For instance, 86% of S.6 students found the English Writing Workshop useful. Over 95% of students joined the Pre-S1 English summer programme, which was conducted face-to-face during the summer holiday. Students learnt subject-related words and some English grammar rules before the beginning of the new school term. Over 97% of the respondents expressed that the programme could sharpen their self-management skills and over 97% thought that the programme could improve their attitude towards learning.

What's more, our school actively promoted Cantonese, Putonghua, and English debate across all forms to enhance our students' logical thinking skills and boost their language skills. This year, apart from inter-class and inter-house competitions, our students participated in multiple inter-school competitions as well. The S1 team won the championship in Term 2 regional final in the Hong Kong Secondary Schools Debating Competition. Furthermore, the Chinese, English, and Putonghua Departments encouraged our students to take part in the Speech Festival, public speaking competitions and various writing contests, resulting in many awards achieved by our students. A public speaking competition was held in S5, with student representatives from each class competing and performing in front of a lot of audience. Under the guidance of subject teachers, these speakers could present eloquently.

The school-based reading platform, which was funded by Quality Education Fund, was launched in February 2025. According to the questionnaire conducted with over 200 respondents, over 90% of the students found the platform easy to use or felt neutral about it. Besides, the majority of the students agreed that the e-platform had a good variety of reading topics. Most importantly, most students agreed that getting immediate feedback was more helpful than waiting for teachers' feedback, which is usually done after the manual marking. Overall, 31% of respondents agreed that their reading skills had improved. The results of the language subjects in the HKDSE examinations in 2025 were commendable, with 60% of students achieving level four or above in Chinese and 67% in English.

Information Literacy

After adopting IT in education for years, the school continued to acquire better hardware devices and to adopt more learning platforms in the previous year. All classrooms and laboratories were equipped with interactive touch display panels. Many teachers combined their technological and pedagogical knowledge to deliver effective lessons. Sharing sessions among teachers contributed to the exchange of ideas and inspired them to adopt IT in education. The professional development workshops helped teachers explore the use of AI in education.

The BYOD policy provides students with ample opportunities to utilize online information for effective problem-solving. This cultivates their ability to analyze vast amounts of information and develop sound solutions. In classrooms, students felt comfortable using IT both inside and outside of class. Students became accustomed to employing e-learning tools, such as completing e-reading practices online, accessing e-books, using IT tools (including but not limited to Google Document, Google Form, Google Drive, Google Classroom, Mentimeter, Kahoot, Padlet, Jamboard, GeoGebra, Goodnotes, Plickers etc.) to perform learning tasks assigned by their teachers.

Data management tools are employed to monitor student performance, allowing teachers to pinpoint areas of weakness and provide targeted support. Most subjects leverage this data to adjust teaching strategies based on individual student needs. Moreover, the school utilizes

administrative data to identify areas for improvement and make informed decisions regarding resource allocation.

2. Reflection

The student-centered approach provided ample opportunities for students to express their ideas, despite the extra time required for lesson preparation compared with traditional pedagogies. The students demonstrated a positive learning attitude, indicating a willingness to put effort into their studies. This can be reflected in the APASO. 72% of the students try their best to overcome learning difficulties, 52% of them use appropriate learning strategies such as pre-lesson preparation, concept maps and on-line resources. 50% of them take an active role in learning inside and outside of the classroom, 50% of them also know how to set their learning goals. The figures show a good start to the next three-year developmental plan.

On the other hand, students showed high stress about learning, completing homework, projects, and handling tests and exams. The APASO values about their mental health were less than satisfactory, especially in junior forms. The P scores were only 15.9 (no fear of failure) and 23.2 (no anxiety, depressive symptoms). Students are nervous and feeling not confident about learning, especially in junior forms. The difficulty of assessment may be too high for some of them. Luckily, they enjoy the lessons and feel not stressful inside classes. The P score of teacher support was only 23.2 (slightly better than last year 15.9). They rated low in the following parts: teachers have set clear learning goals (mean 2.5), teachers have conducted revision before every new lesson (mean 2.5) and the teacher will continue teaching until the students understand the knowledge (mean 2.6).

3. Feedback and Follow-up

To accommodate the diversity of learning styles and needs among students, the school recognizes the necessity to provide customised teaching materials that cater for the requirements of each individual learner. Our students think that studying is very important in general. As a result, they are usually not active enough to voice out their opinions during lessons as they are afraid of making mistakes in front of the whole class.

In the next three-year development plan, it is suggested that the concept of self-motivation should be further stressed. On the other hand, to alleviate the stress arising from learning and assessment, the following measures are devised by the Academic Section and different departments, to be implemented, especially in junior forms:

- ✧ Streamlining the junior form curriculum
- ✧ Assigning cross-subject projects to reduce workload
- ✧ Adjusting the difficulty of the test and exam papers
- ✧ Adding fun and interactive elements into the assessments
- ✧ Reorganising the structure of the school timetable and HKDSE elective combinations

Priority Task 2: To promote students' positive values and widen their horizons

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

1. Achievements

National and Global Identity

Our school organised numerous national education activities, including visits, exhibitions, exchange tours, lectures, flag-raising ceremonies, and interdisciplinary activities, to educate

students on the importance of being well-mannered and responsible citizens with a sense of national and global identity. Through the establishment of the flag guards, students were taught to appreciate positive values and attitudes, Chinese culture, and respect for pluralism in society. The study tours in Mainland China were highly engaging for students, and nearly all subjects incorporated Chinese cultural elements to strengthen students' national identity. For example, a number of Chinese cultural activities were held this year, including paper cutting, calligraphy and Sichuan opera face-changing. Moreover, the school organizes Tai Chi classes, of which some students performed in the 50th Anniversary Talent Show. In general, students enjoyed the performance and engaged in the workshop.

The team of Ho Fung Flag Guards was established last year, bearing the responsibilities of flag raising at different internal and external ceremonies and activities to foster the spirit of perseverance and national identity. Several Ho Fung Flag Guards members joined an exchange program to Beijing organized by Sik Sik Yuen. Five members of the Interact club participated in the Flag Day held by Hong Kong Red Cross on 24th May 2025. Our school conducted many presentations and sharing sessions in assemblies to integrate moral education into school life. Additionally, our school offered a dedicated subject of Moral Education, covering personal growth, school life, and social life. During the moral lessons, some topics incorporate Chinese cultural thoughts, such as the Confucian spirit of self-cultivation and morality, self-discipline and restoration of etiquette, etc. Students can discuss related moral issues and read relevant classic sentences to appreciate the connotation of Chinese culture.

Throughout the lessons and activities, students began to be aware of the sense of belonging to national identity. According to APASO investigation, 91.7% of student respondents reflected that they were willing to understand and succeed traditional Chinese culture, 3.6% higher than last year.

Life Planning

Our school conducted a number of academic advice sessions for S.5 and S.6 students, giving personal guidance for developing career roadmaps for each student. S.6 JUPAS talks were organised before the release of HKDSE results. The curriculum was designed to link learning to career and life development. Meaningful Encounters with the Workplace enabled students to explore the job natures and the qualities needed in different industries. University campus tour walked students into the lecture theatres and the laboratories of universities and stimulated their interest in exploring what universities can offer them in the future. Moral education subjects include personal growth and career planning, such as personality tests, introduction to the school system, guidance for further studies, preparation for job hunting, etc. students engaged in their responses, and learned about their interests, aptitudes and abilities in the subject. Based on their aspirations, some of them set goals for future studies and employment.

Additionally, we organised S.1 'Self-understanding Workshop', S.3 'Life Education lessons', and S.4 'Life Education Workshop'. Elements of careers and life development were embedded in school lessons and workshops to enhance students' understanding of the connection between life education and careers. Comments from both the students and teachers who participated were positive. Furthermore, the school organised extensive programmes to provide students with meaningful encounters in the workplace, including three job exploration talks, three job shadowing sessions, a UBS mentorship programme with four events. Moreover, a talk was organized by the Careers Guidance Section and the Parents Teachers Association (PTA) on Life Planning and Sharing sessions of 3 alumni. Many parents and students found the road to success of two alumni worth sharing and the remaining uneasy path very inspiring.

Healthy Lifestyle

Our school attaches great importance to our students' well-being. Apart from academic pursuits, we believe that students should lead a healthy lifestyle with active participation in physical and aesthetic activities. Being passionate about music and attentive in class, students learned music of different genres and used various music software for music composition during music lessons. The Christmas Morning Assembly, the Music Contest, and the Music Week were successfully held this year, offering a wide range of performances to the whole school, including singing, choir, string ensemble, Chinese orchestra, and pop band performances to increase students' exposure. Moreover, the school music teams were encouraged to join several music competitions this year and achieved excellent results.

OLE Lessons were well organized in S4, which include Aesthetic Development (Drama, Music, Fashion Design), Volunteer Training, Sports Leadership Training and Student Counsellors Training. Through the OLE Lessons, students understood their interests, aptitudes and abilities, therefore developed personal goals with aspirations for further studies and future careers. Around 90% of the students agree that the lessons can broaden their horizons with satisfaction.

The Counselling Section held a week-long event in early March themed “Heart Repair Experience”. The activities included a social worker seminar titled “The Power of Sensitivity”, a guest lecture on “Facing Conflicts with Kindness Across Regions”, peer mediation booths, an educational activity called “Emotional Learning – Touring the Campus with You”, Switch sports games, a flash balloon performance, display boards, a Q&A booth, craft-making sessions, and a song request. Bookmarks featuring encouraging words from teachers were created, hoping to inspire students to take good care of themselves and others while building a positive outlook on life. The event was rich in content, with enthusiastic participation from students and positive feedback. Soul Room and Cheer up Station taking place every Wednesday during lunchtime as a mental relaxation area. Bulletin boards were set up at the reception area with small stress-relief gifts distributed. The activity has shown positive results, with some students participating regularly.

Junior form students have shown enthusiasm for sports. By participating in all kinds of sports teams and competitions, they acquired in-depth knowledge of sports and received physical training, and developed positive values such as diligence, dedication, and perseverance. On the other hand, senior form students did not have enough exercising. According to the stakeholder survey, the student response to the statement “I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.” is only 3.4 (out of 5).

2. Reflection

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

Based on responses from the APASO and Parents Day, it could be deduced that some students were under great pressure and were prone to negative emotions due to the effects of the pandemic in their childhood, and the intense competition between classmates in a band 1 school. There is much room for improvement in this aspect.

In addition to emotional support, career planning and guidance were indispensable for students' long-term and whole person development. Elements of career guidance continued to be included in the curriculum to stimulate students to think about future opportunities and nurture intelligent and educated citizens. Regarding exploring students' interests, strengths, and

weaknesses, the school had a more defined focus on where students could excel and improve. As part of a whole school learning community, students could feel more confident in approaching their future with open arms.

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

3. Feedback and Follow-up

Although all the P scores related to ‘national identity’ are 85.7, which is high, national security education will be continuously embedded in the curriculum to nurture students’ sense of responsibility and commitment to society and the country. Values education should be further promoted through different types of activities, talks and lesson instruction as students are usually not aware of the importance of values education. Teachers, especially class teachers, play a prominent role in conveying values and beliefs. Morning assemblies and moral lessons are vital for nurturing positive thinking. More lessons about values education should be held to let students freely express their ideas with classmates and teachers.

To alleviate students’ negative feelings, students should be empowered to be more resilient and responsible. Several aspects can be involved. A positive school culture can be created through awards, assemblies and displays. Life and moral education will be strengthened, with these elements incorporated into the learning content of various subjects. School discipline can be reframed as a foundation for character development, guiding students to internalize priority values. Life wide learning days can be held to provide students with diverse learning experiences. Class building can be strengthened through inter-class competitions, developing a strong sense of belonging to the school. Parents education can be also enhanced to build a good collaboration among students, parents and the school. Programmes and alumni mentorship can be organized to provide guidance on career and life planning, fostering values, integrity and societal contributions.

FINANCIAL SUMMARY

Financial Summary (2024 -2025)

Financial Summary (2024-2025)				
	Income HK\$	Expenditure HK\$	Surplus/(Deficit) HK\$	Balance c/f to next year
Government Funds				
Balance b/f from previous year				5,716,922.94
(1) School Specific				
1.1) Administration Grant	4,289,226.40	(3,458,608.38)	830,618.02	
1.2) Capacity Enhancement Grant	677,894.00	(592,053.17)	85,840.83	
1.3) Composite Information Technology Grant	520,386.00	(562,720.85)	(42,334.85)	
1.4) Air-conditioning Grant	665,250.00	(423,295.75)	241,954.25	
1.5) School-based Management Top-up Grant	53,385.00	-	53,385.00	
School-based Speech Therapy	8,541.00	(2,419.80)	6,121.20	
1.6) Administration Recurrent Grant				
<i>Sub-total (1)</i>	6,214,682.40	(5,039,097.95)	1,175,584.45	
(2) Non-School Specific (Baseline Reference)	2,116,267.67	(1,937,387.84)	178,879.83	
(3) Other Income	106,252.92	-	106,252.92	-
<i>Sub-total (2) & (3)</i>	2,222,520.59	(1,937,387.84)	285,132.75	
Surplus for the year (Government Funds)				7,177,640.14
School Funds				
Balance b/f from previous year				1,505,003.34
(1) Tong Fai	110,670.00	-	110,670.00	
(2) Subsidies from Sik Sik Yuen	276,455.61	-	276,455.61	
(3) Other Income and Expenditure	560,112.28	(1,198,288.64)	(638,176.36)	
<i>Sub-total</i>	947,237.89	(1,198,288.64)	(251,050.75)	
Deficit for the year (School Funds)				(251,050.75)
Approved Collection for Specific Purpose Account				
Balance b/f from previous year			618,723.13	
Current Year	234,360.00	(18,256.32)	216,103.68	
Surplus carried forward to Next Year				834,826.81
Accumulated surplus (Government Funds & School Funds) as at 31/08/2025				9,266,419.54