



*HO FUNG  
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Plan (2018-19)

## SCHOOL MOTTO

**“To act benevolently and to teach benevolence”**

普濟勸善

## MISSION STATEMENT

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

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

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

## SCHOOL GOALS

### A. Character and Values

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

### B. Learning and Growth

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

## SCHOOL DEVELOPMENT PLAN (2016/17 TO 2018/19)



**Be a responsible learner. Strive for Excellence.**

Major Concern	Targets	A General Outline of Strategies/Tasks	16/17	17/18	18/19
1. To develop a highly effective school	<ul style="list-style-type: none"> <li>◆ To cultivate a good study atmosphere and enhance learning motivation.</li> <li>◆ To hone students to be confident learners.</li> <li>◆ To build up a learning community which shares passion for academic excellence.</li> </ul>	<ol style="list-style-type: none"> <li>1. To encourage a student-centred paradigm in learning and teaching through the implementation of “Collaborative Learning” to hone students’ independent learning capabilities.</li> <li>2. To promote and develop eLearning.</li> <li>3. To implement an interdisciplinary STEM education.</li> <li>4. To build up a culture of cross-subjects / cross-curricular collaboration and enhance experience sharing among teachers through class observation.</li> <li>5. To cultivate students’ strong reading culture through implementing various reading schemes.</li> <li>6. To equip students with subject-based learning strategies focusing on:                             <ol style="list-style-type: none"> <li>a. various study skills in junior forms; and</li> <li>b. examination skills in senior forms.</li> </ol> </li> <li>7. To establish learning groups to maximize students’ classroom participation; to facilitate self-directed learning ability and confidence building.</li> <li>8. To establish students’ good learning practices by :                             <ol style="list-style-type: none"> <li>a. developing the trait of perseverance in our students to overcome learning challenges;</li> <li>b. requesting students to do their homework seriously with punctual submission;</li> <li>c. requesting students to be punctual for their classes after recess and lunch break, and</li> <li>d. enforcing rules to maintain good classroom disciplines.</li> </ol> </li> <li>9. To make use of the assessment policy to refine students’ learning.</li> <li>10. To optimize award schemes and establish new measures to validate students’ distinguished performance and noteworthy improvement.</li> </ol>	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies/Tasks	16/17	17/18	18/19
2. To enhance students' positive personal attributes	<ul style="list-style-type: none"> <li>◆ To inculcate students with healthy and positive attitudes</li> <li>◆ To sharpen students' resilience and sense of responsibility</li> <li>◆ To sharpen students' discipline to strengthen students' personal values like honesty, commitment etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. To cultivate students' sense of responsibility through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities.</li> <li>2. To launch various life planning programmes.</li> <li>3. To implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students.</li> <li>4. To make good use of the "Student Performance Grading System" to promote students' self-management, and facilitate their personal growth.</li> <li>5. To optimise the "class management" scheme through conveying norms, values and beliefs.</li> <li>6. To reinforce students' skills in managing their lives and emotions through assemblies and counselling programmes.</li> <li>7. To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources.</li> </ol>	✓	✓	✓

## MAJOR CONCERNS

### Major Concern 1: To develop a highly effective school

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> <li>◆ To cultivate a good study atmosphere and enhance learning motivation</li> <li>◆ To hone students to be confident learners</li> <li>◆ To sharpen students' learning confidence and self-management ability</li> <li>◆ To further enhance a learning community which shares passion for academic excellence</li> </ul>	<ul style="list-style-type: none"> <li>◆ Further enhance cross-subjects/ cross-curricular collaboration and enhance experience sharing among teachers through class observation</li> <li>◆ To equip students with subject-based learning strategies focusing on various study skills in junior forms and examination skills in senior forms</li> <li>◆ To cultivate students' sense of responsibility through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities.</li> <li>◆ To make good use of the "Student Performance Grading System" to promote students' self-management, and facilitate their personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Compiling/updating a booklet outlining common language problems and more advanced language use in questions and answers (e.g. essay writing) for senior form students</li> <li>◆ updating and printing a cross-curricular glossary of different subjects for S1 and S2 students</li> <li>◆ Provide facilities (package shelves) and optimize grouping arrangements to foster students' classroom participation, and to build up their confidence in learning.</li> <li>◆ Seek more support from the EDB / HKU for Language Across Curriculum (LAC) in the form of professional development training sessions/ consultations.</li> <li>◆ Cross-curricular activities are to be co-organised with various departments.</li> <li>◆ Schedule more classroom observation and peer class observation.</li> <li>◆ Make good use of the "CCA Award Scheme" and "Student Performance Grading System" to cultivate students' sense of responsibility and active participation in activities and services.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Subject teachers observed a noticeable improvement in students' exam skills and performances related to language use.</li> <li>◆ The learning materials can bridge the language divide that students come across when submitting assignments requiring more advanced language skills.</li> <li>◆ Subject departments consult and inform the Section on language issues whenever needs arise.</li> <li>◆ The glossary can enhance students' understanding on certain key words of various subjects.</li> <li>◆ Team members build professional strength in handling LAC issues.</li> <li>◆ Teachers' professional development is further enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To monitor the quality of students' performance</li> <li>◆ To monitor scores of internal tests and/or exams</li> <li>◆ Lesson observation</li> <li>◆ Feedback from various departments and students</li> </ul>	<p>Phase 1 (Compiling and printing) Jul – Oct 2018</p> <p>Phase 2 (Evaluation and updating) Apr – Jul 2019</p>	<ul style="list-style-type: none"> <li>◆ EMI Concern Section</li> <li>◆ Teachers Professional Development Section</li> <li>◆ Examination and Assessment Section</li> <li>◆ CCA Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> <li>Provide various opportunities for students to enhance their performance and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Organise Inter-class / Inter-school Competitions to encourage students at all levels to form study groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students are active in participating in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>To observe students' performance in the activities</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> </ul>
		<ul style="list-style-type: none"> <li>Promote various academic-related activities to create an atmosphere conducive to nurturing students' interest in learning and developing self-regulated learning skills and collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of academic activities are held throughout the year.</li> <li>Students are more engaged in their studies.</li> </ul>	<ul style="list-style-type: none"> <li>To inspect the meeting records of clubs/ societies</li> <li>To observe students' performance in the activities</li> </ul>	Year round	<ul style="list-style-type: none"> <li>CCA and OLE Section</li> <li>Panel heads</li> </ul>
		<ul style="list-style-type: none"> <li>Organise debate contests, speech competitions and writing competitions to enhance students' performance and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Students portray a higher standard of speaking skills and quality of writing.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students' performance in assignments and other tasks</li> <li>To conduct post-activity evaluation</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Chinese Department</li> <li>English Department</li> <li>Putonghua Department</li> <li>Moral Department</li> </ul>
	<ul style="list-style-type: none"> <li>To optimize award schemes and establish new measures to validate students' distinguished performance and noteworthy improvement</li> </ul>	<ul style="list-style-type: none"> <li>Implement the 'S1 Big Brothers and Big Sisters' Scheme.</li> <li>Goal setting workshops and award scheme for S.1</li> </ul>	<ul style="list-style-type: none"> <li>Over 80% of the participants attend the lessons.</li> <li>Over 80% of the participants are satisfied with the scheme.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students' attendance rate</li> <li>To collect feedback through questionnaires</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>
		<ul style="list-style-type: none"> <li>Organise structured prize giving ceremonies that recognise individuals for their accomplishments in front of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students show increased motivation to do well.</li> <li>Students feel content with their achievements and are more confident learners.</li> <li>Students are more competitive, showing appreciation for self-improvement.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students' scores in academic results, competitions and involvement in activities</li> <li>To observe students' learning attitudes</li> <li>To keep track of the winners for future reference</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Examination and Assessment Section</li> <li>CCA and OLE Section</li> </ul>
		<ul style="list-style-type: none"> <li>Launch the 'Award Program' for junior form students.</li> </ul>	<ul style="list-style-type: none"> <li>Students acquire a 5% increase in average marks in internal tests and examinations.</li> </ul>	<ul style="list-style-type: none"> <li>To inspect students' performance in internal examinations and tests</li> </ul>	Nov 2018 – June 2019	<ul style="list-style-type: none"> <li>Student Counselling Section</li> <li>Examination and Assessment Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> <li>◆ Promote Collaborative learning and enhance learning community in school.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cultivate junior form students with effective learning habits</li> <li>◆ To establish learning groups to maximize students' classroom participation</li> <li>◆ to facilitate students with self-directed learning ability and confidence building</li> <li>◆ enhance more lesson observations among teachers in junior forms.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide guidance in promoting pre-lessons preparation.</li> <li>◆ Incorporate note-taking skills in the S.1 bridging programme.</li> <li>◆ Assign students to form study groups.</li> <li>◆ Foster peer learning by groupings.</li> <li>◆ Enhance students' learning habits through pre-lesson preparation, note-taking and extended reading.</li> <li>◆ Infuse the inquiry-based learning approach in classes through group work and problem solving approach.</li> <li>◆ Encourage students to actively take part and interact in classroom activities whilst giving them the onus of their unique education.</li> <li>◆ Provide positive acknowledge to help build up students' confidence and thus enhance self-directed learning.</li> <li>◆ Encourage revision and constant practice of examination-oriented materials and past examination papers in senior forms.</li> <li>◆ Encourage students with self-reflection after tests / examinations</li> <li>◆ Encourage teachers to have more lesson observations in junior forms and post-lesson discussions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students are more interactive during lessons and show greater confidence in their ability.</li> <li>◆ Students are able to show initiative in their own learning.</li> <li>◆ Students show enthusiasm in learning and a more inviting ambience is seen in the classroom.</li> <li>◆ Students are able to better manage their own learning.</li> <li>◆ Students show an improvement in results of internal and external tests/ exams.</li> <li>◆ Over 80% teachers in junior forms have one or more lesson observation and post-lesson discussions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To assess students' positivity in pre-lesson preparation</li> <li>◆ To observe and evaluate students' performance in classroom learning</li> <li>◆ To monitor students' performance in internal and external tests/ exams</li> <li>◆ To keep a record of students' learning progress</li> </ul>	Year round	<ul style="list-style-type: none"> <li>◆ Teachers Professional Development Section</li> <li>◆ Panel heads of related departments</li> <li>◆ Examination and Assessment Section</li> </ul>



Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> <li>◆ Deepen the use of Information Technology in teaching and promote eLearning</li> </ul>	<ul style="list-style-type: none"> <li>◆ To further promote eLearning in different subjects by purchase and install of hardware and equip teachers with both knowledge and confidence in using IT in teaching.</li> <li>◆ Assist needy students in purchasing mobile computer devices.</li> <li>◆ Provide various opportunities for students to adopt eLearning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organize eLearning workshops on the use of interactive touch display, iPad and Apple TV to teachers</li> <li>◆ Encouraging teachers to attend related workshops and seminars</li> <li>◆ Make use of learner platforms (e.g. eClass and Google Classroom) as one-stop information gateways</li> <li>◆ Make use of online assessment tools</li> <li>◆ Provide quality eLearning resources</li> <li>◆ Use tablets with educational APPS and PCs in conducting lesson activities.</li> <li>◆ Purchase mobile devices (e.g. surface pro, iPad) to facilitate learning and teaching effectively.</li> <li>◆ Install 75-inches Interactive Touch Display in S1 classrooms to facilitate learning and teaching effectively.</li> <li>◆ Join the “Community Care Fund Assistance Programme – Provision of subsidy to needy Primary and Secondary students” for purchasing mobile computer devices to facilitate the practice of eLearning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students’ attitudes towards eLearning are proactive and engaged.</li> <li>◆ Students show interests in tablet teaching and learning.</li> <li>◆ Students learn more effectively through eLearning tools.</li> <li>◆ Teachers actively adopt eLearning.</li> <li>◆ Mobile devices are purchased.</li> <li>◆ 75-inches Interactive Touch Display are installed in S1 classrooms.</li> <li>◆ Needy students are under subsidy to purchase mobile computer devices.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observe IT implementation plans of each subject department</li> <li>◆ Observe the frequency of the use of IT resources in classroom activities.</li> <li>◆ Observe students’ performance and monitor students’ participation rate on the E-platform.</li> <li>◆ Questionnaires and statistics from teachers and students.</li> </ul>	Year round	<ul style="list-style-type: none"> <li>◆ IT Support Section</li> <li>◆ All teachers</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
♦ Strengthen the promotion of STEM education	<ul style="list-style-type: none"> <li>♦ To further promote STEM education in various subjects by equip teachers and students with knowledge and skills required.</li> <li>♦ Re-allocate the resources in school campus to facilitate STEM education</li> <li>♦</li> </ul>	<ul style="list-style-type: none"> <li>♦ Implementation of some elements in STEM in project work.</li> <li>♦ Collaborate with the school-based support services of EDB to improve teaching and learning in STEM education.</li> <li>♦ Encourage students to participate in related activities and competitions related to STEM education.</li> <li>♦ Promote the use of 3D printer</li> <li>♦ Books and resources related to STEM will be acquired, display and promotion will be carried out.</li> <li>♦ One STEM period has been included in each cycle for S1 students to provide them with systematic and regular training of science and technology, cultivate their interests and abilities in STEM education.</li> <li>♦ Re-design a classroom and purchase equipment under Quality Education Fund finance to promote STEM education.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Teachers can develop suitable teaching materials for students</li> <li>♦ 70% of groups pass in the project.</li> <li>♦ Students are active in participating the activities.</li> <li>♦ Students' attitudes towards STEM education are positive, and behavior is proactive and engaged.</li> <li>♦ One STEM period has been included in the timetable for S1 students.</li> <li>♦ One classroom has been re-designed and equipment are purchase for STEM education.</li> <li>♦</li> <li>♦</li> </ul>	<ul style="list-style-type: none"> <li>♦ Teachers' observation and feedback.</li> <li>♦ Students' feedback</li> <li>♦ To observe students' performance and monitor students' participation</li> <li>♦ Assessment on the project.</li> <li>♦</li> </ul>	Year round	<ul style="list-style-type: none"> <li>♦ Teaching/Learning Resources and Support Section</li> <li>♦ Mathematics Department</li> <li>♦ IS Department</li> <li>♦ Physics Department</li> <li>♦ Chemistry Department</li> <li>♦ Biology Department</li> <li>♦ ICT Department</li> </ul>
		<ul style="list-style-type: none"> <li>♦ Video editing technique is to be delivered in C &amp; T lessons to facilitate the school's STEM project.</li> <li>♦ Include 3D-printing in S1's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>♦ Students are able to produce videos with appropriate effects.</li> <li>♦ Students understand the principle of 3D-printing</li> </ul>	<ul style="list-style-type: none"> <li>♦ Teachers' observation and feedback</li> <li>♦ To assess students' performance</li> </ul>	Year round	<ul style="list-style-type: none"> <li>♦ ICT Department</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> <li>◆ Further cultivate students' strong reading culture</li> </ul>	<ul style="list-style-type: none"> <li>◆ Carry out the refined extensive reading scheme</li> <li>◆ Arrange book sharing and introductions in morning assemblies</li> <li>◆ Collaborate with school library to promote students with extensive reading.</li> <li>◆ Make good use of the Promotion of Reading Grant by EDB to procure reading resources, organize learning activities related to promotion of reading etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students are required to read a designated amount of books each month (S.1 &amp; S.2 students should read at least 2 books while S.3 students should read at least 1 book each month)</li> <li>◆ Students are required to read both English newspapers and the books they have chosen during the reading periods on Day 1 and Day 6. They are advised to spend most of the 20 minutes (8:15am-8:35am) reading the English newspaper and the remaining 15-20 minutes (8:35am-8:55am) on the chosen reader.</li> <li>◆ Students are required to finish a reading worksheet each month.</li> <li>◆ Morning assemblies for book sharing and introductions will be arranged.</li> <li>◆ Book sharing sessions, author talks and a reading workshop will be held.</li> <li>◆ Collaborate with the school library to promote extensive reading of diverse and varied topics among students.</li> <li>◆ Use the Promotion of Reading Grant by EDB to procure reading resources and organize activities to different students, enhance their reading habits</li> </ul>	<ul style="list-style-type: none"> <li>◆ More than 80% of students met the requirements and submitted at least 7 worksheets throughout the year</li> <li>◆ Reading periods are well-operated.</li> <li>◆ Students' proactive attitude and interest towards reading is enhanced.</li> <li>◆ Students regularly use the library resources and other related materials.</li> <li>◆ The Promotion of Reading Grant by EDB was well used, reading resources are procured and activities are organized.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Library reading records and reading worksheets submitted by students.</li> <li>◆ Observing students' performance in the morning reading periods by teachers.</li> </ul>	Year round	<ul style="list-style-type: none"> <li>◆ Teaching/Learning Resources and Support Section</li> <li>◆ Moral and Civic Education Section</li> <li>◆ All teachers</li> <li>◆ School library</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
♦ Sharpen and cultivate students' good learning practices	<ul style="list-style-type: none"> <li>♦ developing the trait of perseverance in our students to overcome learning challenges;</li> <li>♦ requesting students to do their homework seriously with punctual submission;</li> <li>♦ requesting students to be punctual for their classes after recess and lunch break</li> <li>♦ enforcing rules to maintain good classroom discipline.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Require students to read and share texts related to perseverance, self-discipline, self-reflection, self-directed learning and self-esteem.</li> <li>♦ Further use of the Students Performing Grading System.</li> <li>♦ Announce appropriate discipline measures at term start for late homework submission, tardiness after recess and lunch breaks, and violating school regulations.</li> <li>♦ Train students' time management skills and nurture the spirit of self-discipline among students.</li> <li>♦ Scheduling speeches on positive attributes</li> </ul>	<ul style="list-style-type: none"> <li>♦ Students show enhanced awareness and application of perseverance, self-discipline, self-reflection, self-directed learning and self-esteem in their own learning attitudes.</li> <li>♦ Students are compliant with the requirements.</li> <li>♦ Students demonstrate intuitive self-discipline in adhering to deadlines and submitting work on time.</li> <li>♦ Students are able to give speeches on positive attributes</li> </ul>	<ul style="list-style-type: none"> <li>♦ To monitor and evaluate students' classroom punctuality and punctuality of assignment submission</li> <li>♦ To observe students' behavior</li> </ul>	Year round	<ul style="list-style-type: none"> <li>♦ Discipline Section</li> <li>♦ Moral and Civic Education Section</li> <li>♦ EMI Concern Section</li> <li>♦ All teachers</li> </ul>
	<ul style="list-style-type: none"> <li>♦ To make use of the assessment policy to refine students' learning</li> </ul>	<ul style="list-style-type: none"> <li>♦ Enter, evaluate and analyse student data from tests and exams.</li> <li>♦ Identify and analyse students' strengths, weaknesses and learning difficulties using statistical methods with e-tools to formulate learning and teaching strategies.</li> <li>♦ Use extracted data to inform curriculum planning and evaluate teaching and learning efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Students with learning difficulties will be better catered to, and they display improvement in their academic performance and comprehension of prescribed work.</li> <li>♦ The results of analyses are effective in diagnosing students' strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>♦ To monitor students' performance through internal and external assessments</li> <li>♦ To continually run data analyses to compare students' results in tests and exams</li> </ul>	Year round	<ul style="list-style-type: none"> <li>♦ Examination and Assessment Section</li> <li>♦ All teachers</li> </ul>

## Major Concern 2: To enhance students' positive personal attributes

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<ul style="list-style-type: none"> <li>◆ To inculcate students with healthy and positive attitudes</li> <li>◆ To sharpen students' resilience and sense of responsibility</li> <li>◆ To sharpen students' discipline</li> <li>◆ To strengthen students' personal values (e.g. honesty, commitment)</li> </ul>	<ul style="list-style-type: none"> <li>◆ To cultivate students' sense of responsibility through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities.</li> <li>◆ Optimize moral education in class teacher's period by launching various life planning programs.</li> <li>◆ To implement school-based career curriculum and Life Education curriculum.</li> <li>◆ Strengthen curriculum in different subjects by incorporate life education and moral education elements.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Organise various programs to enhance students' participation in social services and co-curricular activities to cultivate their sense of responsibility.</li> <li>◆ Establish the Physical Fitness Club to promote sports science and medical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students give positive feedback.</li> <li>◆ Students' participation rate is considered to be satisfactory.</li> <li>◆ Students show greater self-awareness of their own responsibilities.</li> <li>◆ At least five activities are organized by the Club.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To follow the attendance record</li> <li>◆ To monitor and observe students' participation in competitions and activities</li> <li>◆ Students' completion of a questionnaire</li> </ul>	Year round	<ul style="list-style-type: none"> <li>◆ Panel heads of related departments</li> <li>◆ Moral and Civic Education Section</li> <li>◆ CCA and OLE Section</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Organise 'Leadership Training Programmes' for school prefects to develop their collaboration skills and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Prefect Team discharge their duties proactively and enthusiastically.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher observation.</li> </ul>	Aug. – Sept., 2018	<ul style="list-style-type: none"> <li>◆ Discipline Section</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Organise Talks by the Hong Kong Police Force, enhancing students' awareness of the seriousness of criminal behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most students show satisfaction with the talks.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher observation and assessment on students' behaviour</li> </ul>	March – June, 2019	<ul style="list-style-type: none"> <li>◆ Discipline Section</li> </ul>
		<ul style="list-style-type: none"> <li>◆ Encouraging students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More eligible students are nominated and more receive awards for recognition.</li> <li>◆ Students are more self-aware and more motivated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Observation by the Selection Committee</li> <li>◆ Teacher observation</li> </ul>	Year round	<ul style="list-style-type: none"> <li>◆ Moral and Civic Education Section</li> </ul>
		<ul style="list-style-type: none"> <li>◆ S1-S2 Class teacher's period: Cooperate with the Counseling Section, prepare the teaching plans on life and career education. Classes are to be conducted by class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Active participation of students in each class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post-activity evaluation</li> </ul>	4 lessons per term	<ul style="list-style-type: none"> <li>◆ Moral and Civic Education Section</li> </ul>
		<ul style="list-style-type: none"> <li>◆ S3 Class teacher's period: Cooperate with Career Guidance Section, prepare the teaching plans on career education. Classes are to be conducted by class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Active participation of students in each class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Post-activity evaluation</li> </ul>	6 lessons per term	<ul style="list-style-type: none"> <li>◆ Moral and Civic Education Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> <li>Join the “Fit For Life” Program (Healthy School Program)</li> </ul>	<ul style="list-style-type: none"> <li>Students enhance their awareness in physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>Headcount, Teachers observation</li> <li>Questionnaire</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>
		<ul style="list-style-type: none"> <li>Arrange the ‘ Ho Fung Flag-guards’, bearing the responsibilities of flag raising at different internal ceremonies and activities in order to foster the spirit of perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>Flag raising ceremonies are held smoothly without mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>To observe students’ performance in the activity</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> </ul>
		<ul style="list-style-type: none"> <li>Student librarians will be recruited and trained.</li> <li>Orientation and training for Student Librarians will be carried out.</li> <li>Student Librarians are to assist the daily operation of the library, including but not limited to shelving books and circulating books.</li> <li>Student Librarians are to keep the library clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>More than 70% of Student Librarians can achieve 70% of attendance for on duty.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of student librarians</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Teaching &amp; Learning Resources Section</li> </ul>
		<ul style="list-style-type: none"> <li>Conduct Workshop on “Career Mapping” for S4 students</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to be aware of the need to set a goal in the coming DSE.</li> </ul>	<ul style="list-style-type: none"> <li>To observe students’ performance in the workshop</li> <li>To collect feedback based on chats with students</li> </ul>	Oct – Nov, 2018	<ul style="list-style-type: none"> <li>Careers Guidance Section</li> </ul>
		<ul style="list-style-type: none"> <li>Conduct talks/workshops for senior forms on E-APP, JUPAS, alternative study paths after S6 (associate degrees and/or HD), overseas studies and preparation for studies in US, career mapping, CV writing, interview skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a better understanding on E-APP, JUPAS and alternative study paths.</li> <li>Students are able to know various study opportunities and exams taken outside HK.</li> <li>Students are able to grasp the skills in CV writing and interview.</li> </ul>	<ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Career Guidance Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> <li>To launch various life planning programmes to students, equip them with updated information before making decision.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting academic advising sessions concerning choices on further studies they will have made in JUPAS with all the S6 students in groups of one to three (with similar interests and characters) so that they can have a chance to discuss with careers teachers different study paths for their future studies and be informed of the latest information on further studies</li> <li>Conducting academic advising sessions for all S5 students in order to explore their interests and potential, provide them with latest information on various study paths after S6, widen their horizon and ensure that they are well-informed of their future JUPAS choices</li> </ul>	<ul style="list-style-type: none"> <li>Most students reflect that stress and worries can be reduced.</li> <li>Most students reflect that planning for future pathways is made clearer.</li> </ul>	<ul style="list-style-type: none"> <li>To collect feedback based on chats with students &amp; class teachers</li> </ul>	<p>Late August to early September, 2018</p> <p>Throughout the year after the first term exam</p>	<ul style="list-style-type: none"> <li>Careers Guidance Section</li> </ul>
		<ul style="list-style-type: none"> <li>Talk for S3 students on the selection of electives (with either introduction of electives by subject teachers and/or the experience sharing session on choice of electives by senior form students)</li> <li>Conducting lessons related to time management and recognition of various jobs available and help setting their dream jobs for S1 &amp; S2 students during the "Life Education lessons" (in collaboration with Counselling Section)</li> </ul>	<ul style="list-style-type: none"> <li>Students have a better understanding of their academic path.</li> <li>Students are able to initiate their life planning with necessary skills</li> <li>Students are able to grasp the essential study and time management skills for learning independently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>	<p>Year round</p>	<ul style="list-style-type: none"> <li>Career Guidance Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> <li>In collaboration with the Parent Teacher Association to arrange a “Life Planning” Talk and Workshop (held by HKFWS) for interested parents, equipping them with some basic knowledge in conducting the Life Education for their children</li> </ul>	<ul style="list-style-type: none"> <li>Parents participated become aware of the importance of Life Education for their children</li> </ul>	<ul style="list-style-type: none"> <li>Collect number of parents enrolled for the talk and/or workshop</li> <li>Collect parents’ feedback</li> </ul>	Tentative	<ul style="list-style-type: none"> <li>Careers Guidance Section</li> <li>Parent Teacher Association</li> </ul>
		<ul style="list-style-type: none"> <li>Preparation of materials and offering briefing session to S3 Class teachers so that they can provide guidance and offer advice to their class during the special session during Class teacher period as to the precautions they have to take regarding the choice of the electives</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to reduce stress and worries over the choice of electives</li> </ul>	<ul style="list-style-type: none"> <li>Collect feedback from students and class teachers</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Career Guidance Section</li> <li>Student Counselling Section</li> </ul>
		<ul style="list-style-type: none"> <li>Organise a visit to “Life Journey Center”.</li> </ul>	<ul style="list-style-type: none"> <li>Students show enhancement in their awareness of setting life goals</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation and students’ sharing</li> </ul>	Sep 2018 – Jan 2019	<ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>
	<ul style="list-style-type: none"> <li>To reinforce students’ skills in managing their lives and emotions through assemblies and counseling programmes</li> </ul>	<ul style="list-style-type: none"> <li>Books for life education/value education will be introduced during the morning assembly and via Ho Fung Channel.</li> <li>Students are encouraged to read at least one book related to moral education.</li> <li>Book titles related to different subjects will be categorized in the internal library system.</li> <li>More books related to moral education should be acquired.</li> </ul>	<ul style="list-style-type: none"> <li>Students show the enhanced awareness of the issue related to moral education and good learning attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Teaching &amp; Learning Resources Section</li> </ul>



Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> <li>To make good use of the “Student Performance Grading System” to promote students’ self- management, and facilitate their personal growth</li> </ul>	<ul style="list-style-type: none"> <li>The ‘Student Performance Grading System’ is monitored to ensure it runs smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ behavior is much improved through monitoring of the system</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation on students’ performance</li> <li>To monitor closely to evaluate its effectiveness</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Discipline Section</li> <li>All teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Set up rules at term start to award/ deduct conduct and daily marks for students submitting homework on time, displaying good classroom discipline, and returning to classroom on time after recess/lunch break.</li> </ul>	<ul style="list-style-type: none"> <li>The total conduct/ daily marks gained by students exceed the deducted marks by 100%.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse the total marks being gained by and deducted from students</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Discipline Section</li> <li>All teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Train students’ time management skills and nurture the spirit of self-discipline through morning assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Students attend the morning assemblies punctually and remain silent.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students’ performance in morning assemblies</li> <li>Teacher observation</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Moral and Civic Education Section</li> <li>Discipline Section</li> <li>All teachers</li> </ul>
<ul style="list-style-type: none"> <li>Reinforce support on students’ personal growth</li> <li>prevent bullying among students and improve their morality.</li> </ul>	<ul style="list-style-type: none"> <li>To optimise the “class management” scheme through conveying norms, values and belief</li> </ul>	<ul style="list-style-type: none"> <li>Set up Form coordinator to better assist and promote class business measures.</li> <li>Enhance class management, and permeate the class with the concepts of correct norms, values and beliefs through life education.</li> <li>Assign students with different onus to make contribution to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Form coordinator can assist and promote class business measures.</li> <li>Students are compliant with the school regulations.</li> <li>Students develop a sense of unity and become more willing to make contributions to others.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ feedback</li> <li>To observe students’ performance</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Student Counselling Section</li> <li>Class teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Organise ‘Inter-class Discipline Competition’ to enhance students’ compliance with the school regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ discipline is significantly improved.</li> </ul>	<ul style="list-style-type: none"> <li>To observe students’ performance</li> </ul>	Mar 2019	<ul style="list-style-type: none"> <li>Discipline Section</li> <li>Class teachers</li> </ul>
	<ul style="list-style-type: none"> <li>To reinforce students’ skills in managing their lives and emotions through assemblies and counselling programmes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage an ongoing focus on students’ self-evaluation in their daily life</li> <li>Arrange counselling teachers to meet with students regularly and causally to diagnose their emotion problems.</li> </ul>	<ul style="list-style-type: none"> <li>Students are compliant with teachers’ requirements.</li> <li>Students show enhanced skills in managing their emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and verbal report</li> <li>To collect students’ feedback</li> </ul>	Year round	<ul style="list-style-type: none"> <li>All teachers</li> <li>Student Counselling Section</li> <li>Student Counselling Section</li> </ul>

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> <li>Conduct 'sex education workshops' for S1-S5 students</li> </ul>	<ul style="list-style-type: none"> <li>Over 90% of participants are satisfied with the activities conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>
		<ul style="list-style-type: none"> <li>Conduct Stress Management Workshops and organise cheering function for S6 students</li> </ul>	<ul style="list-style-type: none"> <li>Students show a positive response towards the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>To review the results of APASO</li> </ul>	Jan – Feb 2019	<ul style="list-style-type: none"> <li>Student Counselling Section</li> </ul>
<ul style="list-style-type: none"> <li>Arouse students' awareness and responsibility in protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources.</li> <li>To reduce the use of energy through different measures.</li> <li>To raise the awareness of students in recycling papers and plastic bottles.</li> </ul>	<ul style="list-style-type: none"> <li>Organise workshops, field trips or educational visits for students to help them develop a sense of responsibility and dedication to protect the nature.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participated in the related activities.</li> <li>Students show enhanced awareness of, and a positive attitude towards, environmental protection.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor students' responses and feedback</li> <li>To analyse students' performances in the activities and the number of students participated</li> </ul>	Year round	<ul style="list-style-type: none"> <li>All teachers</li> <li>Panel heads of related departments</li> </ul>
		<ul style="list-style-type: none"> <li>Students' sharing in the morning assembly. A jointly organized program with Liberal Studies Department. Student representatives from S4 and S5 classes will share issues related to environmental conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participated in the related activities.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students' performance in the activity</li> </ul>	Year round (Oct, Dec 2018, Feb, Mar & May 2019)	<ul style="list-style-type: none"> <li>Moral and civic education Section</li> <li>Liberal Studies subject teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Junior form students and some senior form students taking DSE VA will participate in the competition "綠色生活愛地球環保比賽" (荃灣區公民教育委員會及圓玄學院社會服務部主辦)</li> <li>Enforce energy-reducing measures in school,</li> <li>Integrate the environmental education into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participated in the related activities.</li> <li>Students show appreciable changes in their attitudes and behavior towards environmental protection.</li> </ul>	<ul style="list-style-type: none"> <li>To follow the attendance record</li> <li>To observe and evaluate students' attitude and behavior towards environmental protection</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Career Education Section</li> <li>Discipline Section</li> <li>Subject teachers</li> </ul>
		<ul style="list-style-type: none"> <li>Continue and refine the Waste Separation and Recycling Scheme to arouse the awareness of students in plastic bottle separation and recycling. (Cooperate with 佛教慈濟基金會荃灣分會)</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participated in the scheme</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> </ul>	Year round	<ul style="list-style-type: none"> <li>Moral and civic education</li> <li>Subject teachers related</li> </ul>