



*HO FUNG
COLLEGE*

(Sponsored by Sik Sik Yuen)

Annual School Report (2019-20)

OUR SCHOOL

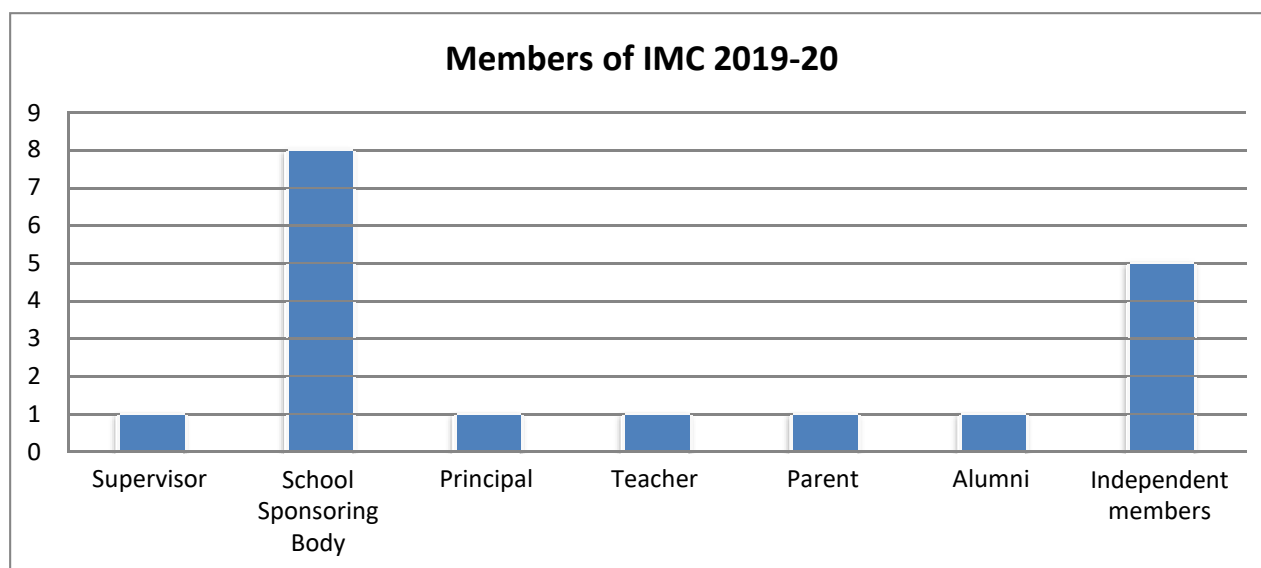
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is 'To act benevolently and to teach benevolence'. The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

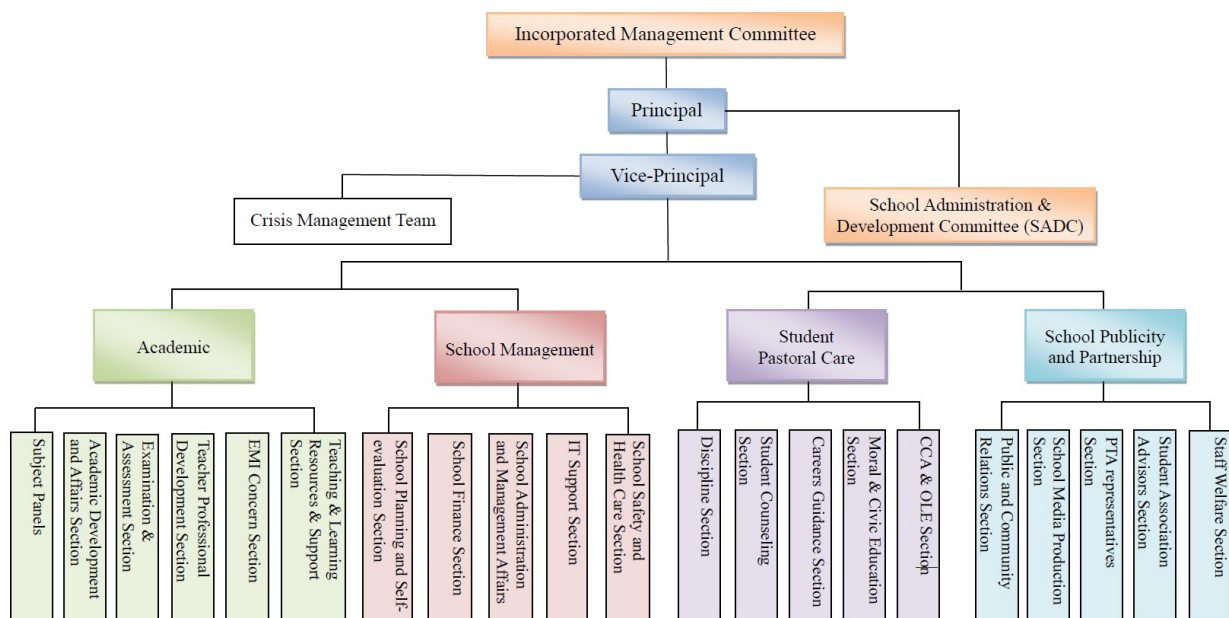
Our school has been sustaining quality improvement of our hardware. School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology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

School Management

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

The Incorporated Management Committee (IMC) was set up in 2005. Currently, the IMC chaired by Mr. LAI Chak-sum comprises 18 members.





Teachers Team

1. Teachers' qualifications and experience

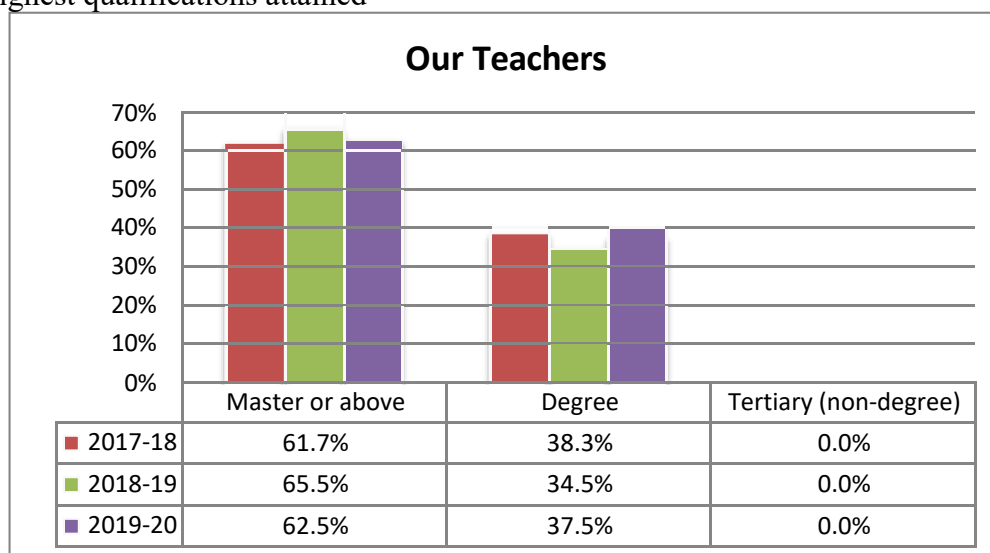
1.1 Teachers' professional qualifications

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

1.2 Teachers' teaching experience

0-4 years of teaching experience	3.6 %
5-9 years of teaching experience	16 %
10 or above years of teaching experience	80.4 %

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
Activity Review of Teachers' Professional Development Section

Date	Activity	Hours
03-09-2019	Workshop on the Use of MS Excel for Data Management	3 hours
06-01-2020	Training Workshop on Improving Students' Reading Literacy (for English teachers)	2 hours
Total		5 hours

In the aspect of teaching and learning, our school has been implementing self-directed learning. In 2016, we launched the pilot scheme of collaborative learning in the junior forms to further foster the culture of student-centred classroom and cultivate students' self-learning ability. Teachers also benefitted from peer interaction as well as lesson observations. Overall speaking, collaborative learning was deemed conducive to developing the school's learning community which in turn benefitted our students.

4. Teacher Turnover

Five teachers left school this academic year. They were Ms CHIK Ching-ning, Mr. CHU Chung-hok, Ms POON Yin-tong Patience, Ms LI Yuen-wa and Mr. YIP Chun-lee.

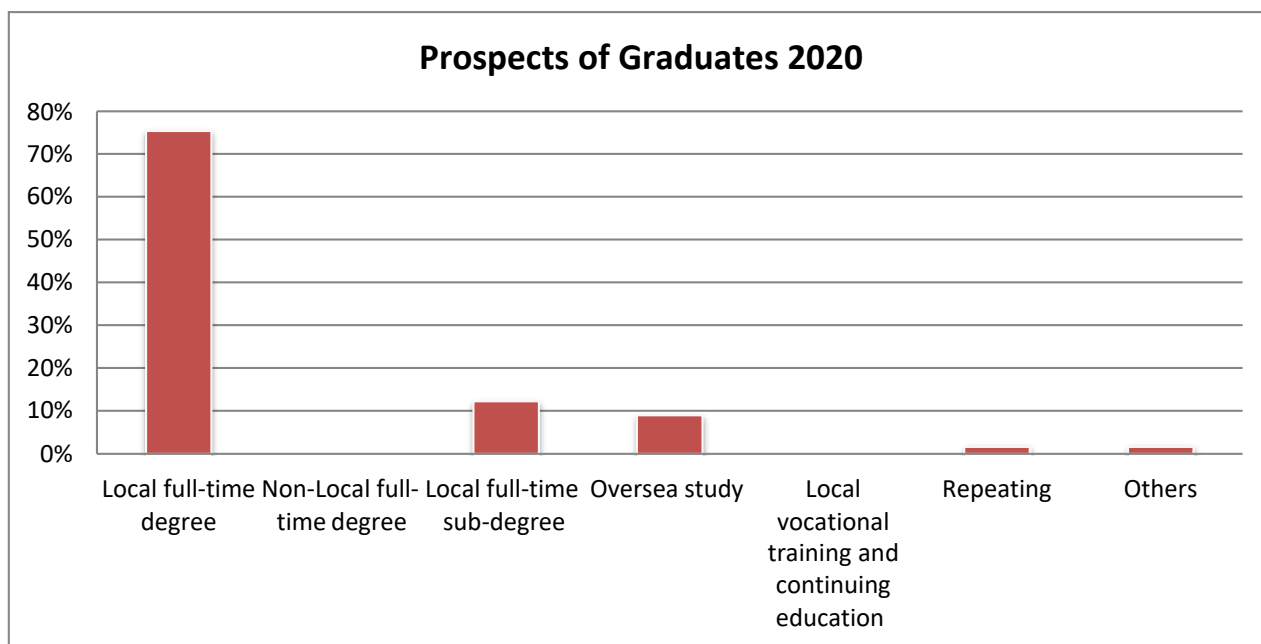
Four new teachers were recruited. They were Ms. HUI Mei-shan, Ms. LAO Hoi-pan Mariana, Ms. LIN Ka-yu and Mr. LO Yiu-ming.

OUR STUDENTS

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
Number of classes	4	4	4	4	4	5	25
Number of students	133	131	124	121	121	123	753

Prospects of S.6 Graduates



OUR LEARNING AND TEACHING

School Days

There were a total of 191 school days (inclusive of tests/examinations). School suspended due to social movements from 13 to 19 Nov and the outbreak of the coronavirus from 3 Feb to 26 May. School started the summer vacation on 10 July as instructed by EDB. Therefore, only 88 days were allocated for regular classes.

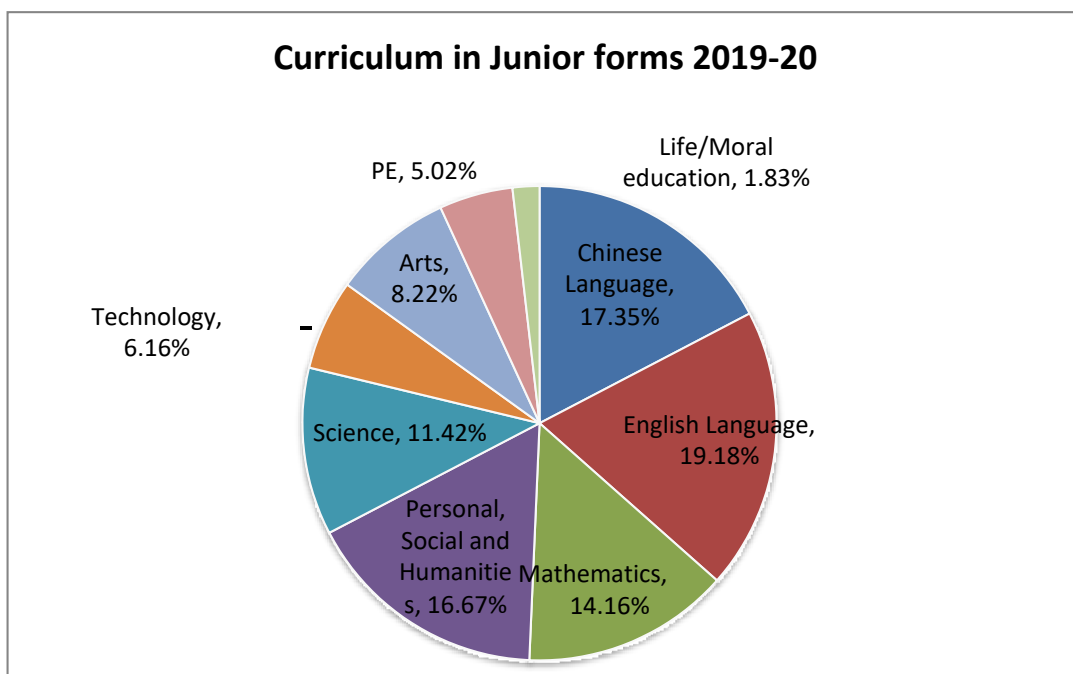
English as the Medium of Instruction

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 create an authentic English-rich learning environment for students. The committee also handled issues related to language across the curriculum.
2. The EMI Concern Section provided language support to subject departments of Mathematics, Integrated Science, Life and Society, History, Geography, Physics, Chemistry, Biology, Information and Technology, and any other related subjects, which could enhance students' understanding and learning in English.
3. Since July 1999, the Parent-teacher Association has worked in collaboration with the English Department to conduct an English bridging course for Pre-S.1 students. This course helps students to build a solid foundation in English and be well-equipped for English instructions.
4. The school has worked with AFS on student exchange programme for over 10 years. An exchange student from Russia was admitted this academic year. She helped to create an authentic English environment in the campus with her involvement in multiple classes and school activities.
5. The NET teacher is a major facilitator in enriching the English environment.
6. The Section has been offering support to other teachers by assisting in the promotion of the language across the curriculum.

Curriculum

Our school is a grammar school adopting a ten-day cycle for regular classes. There are eight lessons each day, Mondays through Thursdays, with the first lesson assigned for either morning assemblies or reading periods. On Fridays, the first lesson is reserved for regular classes, making a total of 72 lessons per cycle.

1. Curriculum in Junior Forms

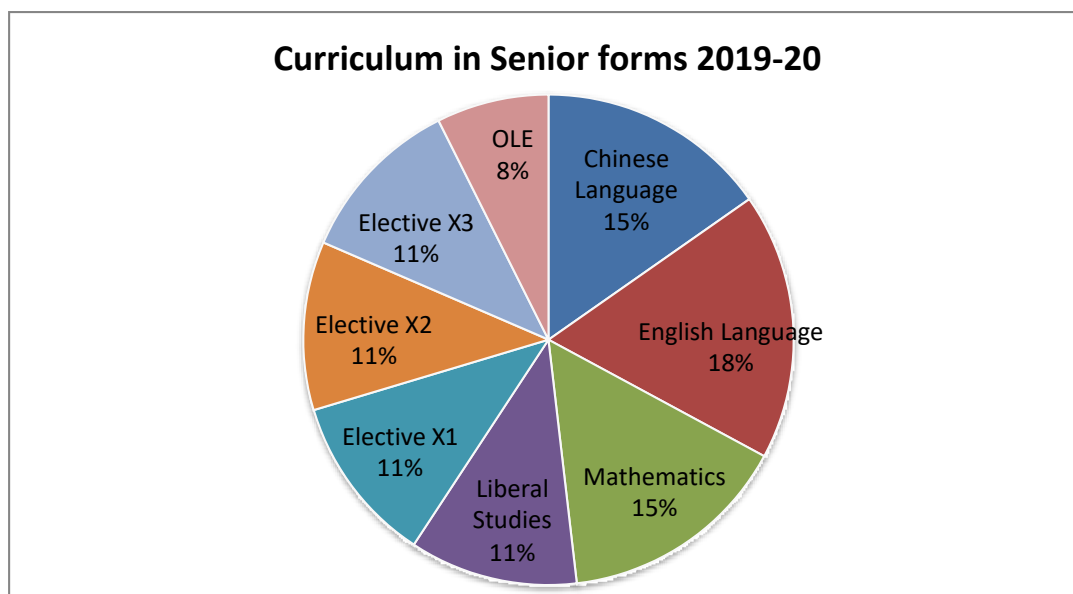


KLA	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life and Society	Life and Society	Life and Society
	Chinese History	Chinese History	Chinese History
	History	History	History
	Geography	Geography	Geography
			Economics
Science	Integrated Science	Integrated Science	Biology
			Chemistry
			Physics
Technology	Computer and Technology	Computer and Technology	Basic Accounting
			Computer and Technology
	Technology and Living	Technology and Living	N.A.
Aesthetic	Visual Arts	Visual Arts	Visual Arts
	Music	Music	Music

Physical Education	Physical Education	Physical Education	Physical Education
Life / Moral Education	N.A.	N.A.	Moral

Moral education is integrated into all subject areas to span across the curriculum and offer students a holistic education. Talks and sharing with elements of moral education often take place during morning assemblies.

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.

Reading to Learn

In order to motivate students to read and nurture in them a good reading habit, our school organised reading periods in the morning session. During reading periods, students are required to read silently in the classroom. To help students develop good reading habits, Inter-class Morning Reading Competition has been organised and Best Performance Awards are presented. Our school library collaborated with various subjects to launch extensive reading schemes so that students can be exposed to knowledge of different nature and broaden their horizons. Our school library provides a great variety of materials, some of which are stored in classroom libraries as well, entailing that students have plenty of reading materials in school.

Support to Student Learning

To enhance students' generic skills, fine-tune their focus on academic pursuit and awareness of the importance of study strategies, our school has launched a series of study support schemes as follows:

1. To alert students of the importance of diligence and to enhance their self-regulated learning ability, the school has committed great effort in the past few years to a series of school-based learning and supporting programmes to improve students' learning attitude and efficacy.
2. To improve students' learning attitude, the school has developed the scheme of 'classroom management'. By implementing class rules and organising a series of activities like inter-class competitions, solidarity within classes has been promoted. Through interactive learning, self-

study. Form coordinators for class management have been assigned. which enhances better planning and coordinating the scheme among various forms.

3. To enhance students' learning efficacy and develop their self-directed and introspective ability, a variety of activities have been implemented to enhance students' time management as well as polishing their study and examination skills and reflection capability. Such activities include integrated activities, study groups, tutorials, and seminars.
4. Remedial and supplementary tutorials are offered to S.4 - S.6 students during summer holidays and after school. Making use of EDB funding, the school has implemented 'School-based After-school Learning and Support Programme' to run tutorials for students in all levels. This measure aims at catering for learner diversity.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) is given to students recommended by teachers for their outstanding performance. It offers a lump-sum to be used for organising various courses for S.4 - S.6 students to develop sporting and artistic talents, critical, analytical, and creative thinking in diverse subjects.
6. The morning period, which takes place on a cyclic basis, helps students foster a habit of reading..
7. Split class arrangements are implemented to cater for learner diversity with extra classes added in order to increase individual attention administered by teachers.
8. Enhancement schemes have been 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 so as to give students a good overall understanding of a particular subject, educational visits, talks, seminars and academic activities are regularly organised.
11. Award schemes and scholarship opportunities are introduced and constantly modified to give students recognition for their efforts and boost their confidence and self-esteem in learning.

SUPPORT FOR STUDENT DEVELOPMENT

Student Discipline

The Discipline Section is responsible for management of student discipline. Students who commit offences are admonished and then guided. Great emphasis is placed on enabling students to realise their mistakes, remedy their misbehaviour with teachers' guidance, as well as building a sense of compliance to the school regulations.

To enhance communication between students and teachers regarding school rules and discipline measures, briefing sessions at all levels and school-wide consultation meetings are held annually. In addition, programmes and talks are organised to nurture moral values and a positive learning attitude in students.

The Prefect Team and Class Associations assist in discipline work. The school adopts the 'Class Management' scheme, which empowers classes to set up and, where necessary, review their own rules. It facilitates the establishment of a good class atmosphere and the development of a learning community in which students help and encourage each other while being self-motivated and self-disciplined. The Inter-class Discipline Competition is organised to sharpen self-management skills in students. Our teachers always keep a close watch on students' behaviour as preventive measures, allowing students to study and grow in a modest learning atmosphere.

Student Counselling

The Section mainly offers remedial services in the form of individual counselling, home visits and referral of students to specialized agencies. The social workers provided timely and professional services. 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 Program

- Classroom sex education programmes for S.1 & S.2 students were offered by ECSAF & Health Department respectively throughout the year. From the evaluation questionnaire in these two levels, over 90% students acknowledged that the workshops enhanced their awareness and knowledge of sex education. Due to class suspension in the second term, sex education programmes for S.4/S.5 offered by Health Department were cancelled.

1.2 'Big Brother, Big Sisters' Scheme

- 24 student counsellors were paired up with 34 S.1 students, mainly on a one-to-one basis. Two Head Counsellors were appointed and helped to set an example of being conscientious and reliable with exemplary character and fine personality. Student counsellors were responsible and caring, providing their fellow S.1 students with timely advice and support in six homework tutorials. S.1 students' attendance at tutorials was good. They were enthusiastic about seeking help from the student counsellors. Due to class suspension in the second term, activities such as voluntary services and the pre-exam quiz were cancelled.

1.3 Goal Setting Workshops

- The captioned workshops were organised by school social workers. Over 90% S.1 students acknowledged that their learning skills and other skills were enhanced. Participants responded actively and positively. Participants were able to set up goals in the workshops and explored preferred values through activities. Due to class suspension in the second term, the workshops were held in the post-exam period in online mode.

1.4 Award Programme for Junior Form Students

- 65% of the participants had improved their average marks in the Final Examination. The purpose of upgrading low-achievers was attained.

1.5 Stress Management training programmes

- Joyful @School Programme was a school-based programme which was organised by the Hong Kong Family Welfare Society. 20 S.1 students joined the programme. Screening programmes and training workshops were launched successfully. Most students enjoyed the activities and the overall attendance was good, despite the course being conducted online. Students derived pleasure from joining the life journey camp in Silvermine Bay held during school days.
- Drink Crafting Course was part of 'Taste of Life' Programme to enhance students' social and communication skills. Students were highly praised for their excellent performance in the 45th School Anniversary celebration. The programme will continue to be in place.

1.6 School-based Education Psychologist Service

- Our educational psychologist engaged actively in both developmental programmes and case work. Social workers, counseling teachers and the educational psychologist worked closely to offer supportive measures to students, parents and teachers were facilitated (through class visit, consultation, assessment and so on). Due to class suspension in the second term, the adventure-based activity and debriefing session (S.3) were called off. Developmental work would be reinforced by the educational psychologist. Class visit and programmes on mental

health would be the focus in the coming year.

1.7 Life Education: Form Teacher Periods

- Course materials and activities were tailor-made for life and value education in S.1 to S.3. Class teachers agreed that the activities in form teacher periods could cater for students' needs for personal growth and they were engaged in teaching life education. Due to class suspension in the second term, all class teacher periods and assemblies were cancelled.

1.8 SEN Co-ordination

- Speech therapy was provided for SEN students. The training workshops organised by the Joyance Community Health Consultant Co. Ltd. proved to be effective. Participants of Speech Training were able to make promising progress in their language fluency and communication skills. Due to class suspension in the second term, the training changed into an online format. School-based Speech Therapy would be launched in the coming year.
- In collaboration with HK Sheng Kung Hui, the JC A-Connect Programme progressed to the second phase. Due to class suspension in the second term, the training changed into an online format. The students with ASD features found it difficult to express their feelings and emotions verbally. However, members in the training workshops demonstrated stronger affiliation to the programme. They were more ready to engage in and prepare for the activities. More training in this area would benefit these students.

School Social Workers

The Hong Kong Family Welfare Society appointed Ms. HUI Sau Chun Serena and Mr. LEE Kwok Wai 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, Ms. Hui and Mr. Lee co-operated with different functional groups in school and organised various programmes to help enhance students' self-esteem, communication skills, leadership and problem-solving skills via S.1 Orientation, class visits, Goal Setting Workshop, S.1 'Joyful @School Programmes', S.4 & S.5 'Taste of Life' and S.6 stress management program, etc. All these proved the developmental programmes launched by our school social workers essential to the personal growth of our students. This academic year, due to class suspension resulting from social movements and the coronavirus, form teachers, counselling teachers, educational psychologist and school social workers worked in close collaboration to put more focus on students' academic and emotional issues through channels such as phone conversations and online platforms.

Careers Guidance

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

Activities conducted this year were as follows:

Date	Class (Number of Students)	Event & Particulars
Late August, 2019	S.6 (123)	Academic Advising Session (by careers teachers)
21/9/2019	S.6 (110)	"Sharing with undergraduate alumni" and JUPAS Talk for S.6 students
25/9/2019	S.4-S.5 (20)	"Meeting our Nobel Laureates" (organised by UBS)

Date	Class (Number of Students)	Event & Particulars
28/9/2019	S.4-S.5 (28)	Life Buddies Mentorship Programme - Activity 1
3/10/2019	S.4-S.6 (350)	Talk on “The X-factor in self-introduction”
25/10/2019	S.5-S.6 (>18)	Admission Talk by HKCC
9 & 16/11/2019	Parents (26) (In collaboration with the Parent Teacher Association)	Life Planning Workshop (性格透視家長工作坊 conducted by the HKFWS)
20/11/2019 - 4/12/2019	S.4 (>120) (Jointly held with the school social worker)	Workshop on “Career Mapping” published by EMB and Careers Guidance Association
1/12/2019	S.4-S.5 (29)	Life Buddies Mentorship Programme - Activity 2
12/12/2019	S.4-S.6 (>340)	Sharing on topic: University Dream (1) by Alumnus – SIU Chun Hei
18/12/2019	S.6 (>115)	Briefing on E-APP
19/1/2020	S.4-S.5 (27)	Life Buddies Mentorship Programme - Activity 3
12/6/2020	S.3 (>115)	Talk introducing electives allocation mechanism & some hints in making a wise choice of electives for S.3 students
22/6/2020	S.6 (25)	Interview Workshop for JUPAS Applicants (through Zoom)
4/7/2019	S.3 (>100)	Electives Selection Talk for S.3 students on the selection of electives (with subject introduction by respective electives subjects teachers)
15/7/2020	S.6 (>100)	Talk on the release of HKDSE Results for S.6 (Through Zoom)
22-25/7/2020	S.6 (123)	Advising service offered by careers teachers, S.6 Class teachers and senior form Class teachers as to reprioritizing and/or modifying the JUPAS/study choice during the allotted time-slot in the 3-day period after the release of the DSE results
22/7/2020 25/7/2020	S.5 (>115) (In collaboration with English Department)	University Entrance Interview Workshop (for Pre-S.6 students through Zoom)

Moral and Civic Education

Moral and Civic Education Section is comprised of four aspects, namely, ‘moral education’, ‘civic education’, ‘national education’, and ‘environmental education’.

In the aspect of moral education, the Section coordinates the implementation of hall assemblies and morning assemblies year round. This year, morning assemblies were conducted Monday through Wednesday in the school hall, each lasting around 20 minutes. Teachers and students were invited to share experiences of academic research and interflow trips. Guest speakers included scholars, social dignitaries, alumni, experts on various careers. Other examples were seminars on guiding students in building up good personal habits and learning attitude and other topics that were closely related to students’ daily life.

The following activities were organised this year:

1. Inter-class Reading Award Scheme:

The Inter-Class Morning Reading Competition was organised to develop students' habit of reading regularly. Students' performance in each morning reading session was assessed by the class teacher. The two classes with the highest scores were awarded prizes at the end of each term;

2. Working in line with the Student Counselling Section and Career Guidance Section in enhancing 'Life Education', and devising the respective lesson plans for class teachers: Students could actively participate in discussions and express their own opinions with earnest attitude. Talks concerning "Value Education" were conducted in morning assemblies to inculcate positive values and attitudes in students.

3. Co-organising a book report writing activity for S.3 students with the Chinese Department:

Students were assigned to read books about how people persevere and overcome adversities and submit a book report for deep reflection upon life and its many challenges and struggles the reader would possibly face.

4. Organising activities like 'Issue of the Year Selection':

The purpose of organising these activities is to build students' resilience and sense of responsibility, and develop a positive attitude. This year, our students participated in "The 27th Hong Kong High School Student Top Ten News Election".

Two students were awarded in the News Commentary Competition (Chinese): 5D CHAN Hang-man (Senior Form 2nd runner-up), 4C HUANG Junning (Finalist).

5. Elderly visits were organised jointly with the Hong Kong Society for the Aged before Lunar New Year. S.5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate. Visits in second term were cancelled because of the outbreak of the coronavirus.

With regards to environmental education, the Section nominated students to take part in the 'Outstanding Student Environmental Ambassador Scheme'. Several Student Environmental Protection Ambassadors (SEPAS) from S.3 were encouraged to acquire basic environmental knowledge and skills through Basic Environmental Badge training. However, the training session was cancelled due to the outbreak of the coronavirus. For the same reason, they could organize only one school activity in Nov 2019 and therefore were ineligible for the Basic Environmental Badge or any outstanding SEPAS awards.

Community Services

1. Junior Level Voluntary Service

- Due to the outbreak of coronavirus, the visit to solidary old people was cancelled. The activity was originally co-organised by the school volunteer team and the Student Counselling Section for S.1 participants of the Big Brother, Big Sister Scheme.

2. Senior Level Voluntary Service

- In response to political uncertainties last year, raffle ticket sale that would originally be held outdoors was conducted at students' own leisure. The funds raised was given to 'Care for the Elderly Association Limited' in Tsuen Wan.
- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organised for ten consecutive years. All S.4 students attended a briefing session in the first term. However, due to the outbreak of coronavirus, most

activities were cancelled during class suspension and after classes resumed. Only one class managed to visit the school; the visit was a success and our students' participation was excellent. In debriefing, students expressed that the activity was a great opportunity for them to know more about the disabled and realised that discrimination against them should be combatted and that they should not take any privileges for granted.

- Ho Fung College had organised elderly visits jointly with the Hong Kong Society for the Aged for six consecutive years. Before Lunar New Year, S.5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate, giving them some food, scarves and Lunar New Year decorations as gifts. With students' care and warmth, the visit brought the service ta/ beneficiaries 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 2019. Students could dress casual on that day if they donated 10 dollars or more. A total amount of \$7,228 was raised in the activity.
- In the Flower Market, a total amount of \$11,176 was raised for Society for Community Chest.

4. Other Volunteer Training and Voluntary Services

- 5 students were nominated for Hong Kong Young Ambassador Scheme 2020/21. They will attend various training sessions and provided community service.
- 50 students and teachers participated in the Blood Donation Day organisedorganised by Hong Kong Red Cross at school. Their participation is deeply appreciated.
- In September, members of International Youth Unit participated in "Hong Kong Citizen Hong Kong Heart DIY Suggestion Scheme", held by Social Welfare Department. 50 "towel bears" were made and given to solitary old people.

5. Volunteer Awards

- In 2019, 380 students and parents joined the Volunteer Movement organisedorganised by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 13,017 hours. Ho Fung College was awarded Group Gold Certificate; 11 volunteers were awarded Individual Gold Certificates; 30 were awarded Individual Silver Certificates and 57 were awarded Individual Bronze Certificates.
- A total of 23 students met the corresponding volunteer service hours of Tsuen Wan Volunteer Award Scheme ("荃城義工獎勵計劃") organised by Yan Chai Hospital Yim Tsui Yuk Shan Fuk Loi Integrated Community Development Centre. Each of them was rewarded with a ticket to a theme park.

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 103 Secondary 2 to

4 students joined the leadership training scheme. However, most training sessions had to be cancelled because of the outbreak of the coronavirus.

3. “The Hong Kong Award for Young People” (AYP) has been implemented over the past few years. 7 students received Bronze award and 18 students received Silver award this year. The number of awardees was satisfactorily high.
4. ‘CCA Award Scheme’ was implemented to recognize students’ outstanding performance in activities, leadership skills, community services, and voluntary work. A total of 297 students received gold, silver, bronze medals or merits in the programme.
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, Swimming Gala, Cross-country Run, different matches, debate and drama Competitions.

5.2 Club activities

Clubs and societies are categorized 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, Science, Geography, Economics and, Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, exhibitions, movie shows, hiking, visits, club bulletin are organised year round.
- Interest groups, such as the Chess Club, Girls Baseball Club and Astronomy 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 piano accompaniment are offered.
- There are four uniform teams at school, namely, scouts, girl guides, wind band, and St. John’s Ambulance. Participants are drilled marching and life skills and they take part in hiking, camping and other community services on a regular basis.

5.3 School teams and tutorial classes

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

Physical Well-being

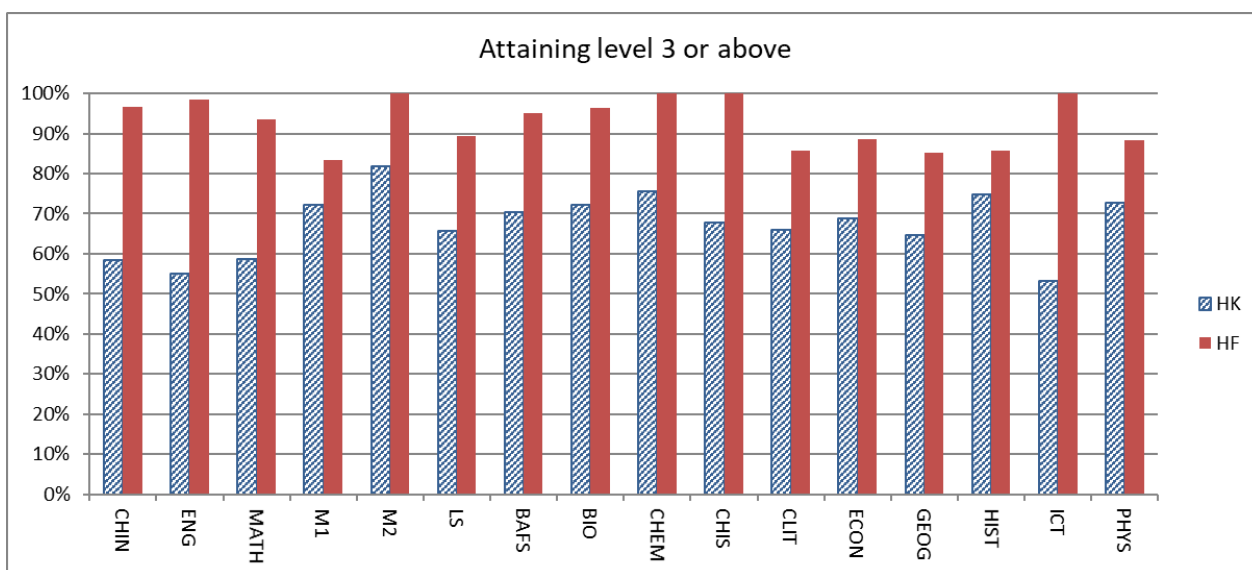
The P.E. Department organised various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. The annual Sports Day was held on 5th and 6th September, 2019 in Shing Mun Valley Sports Ground. There were more than 100 events in which students participated vigorously. The final whole-school sports function was 45th Cross-country Run, which took place on 18th October, 2019 at Shing Mun Reservoir. Most of the students strived hard to finish running the whole course. The Swimming Gala and other sports activities were cancelled this year due to class suspension.

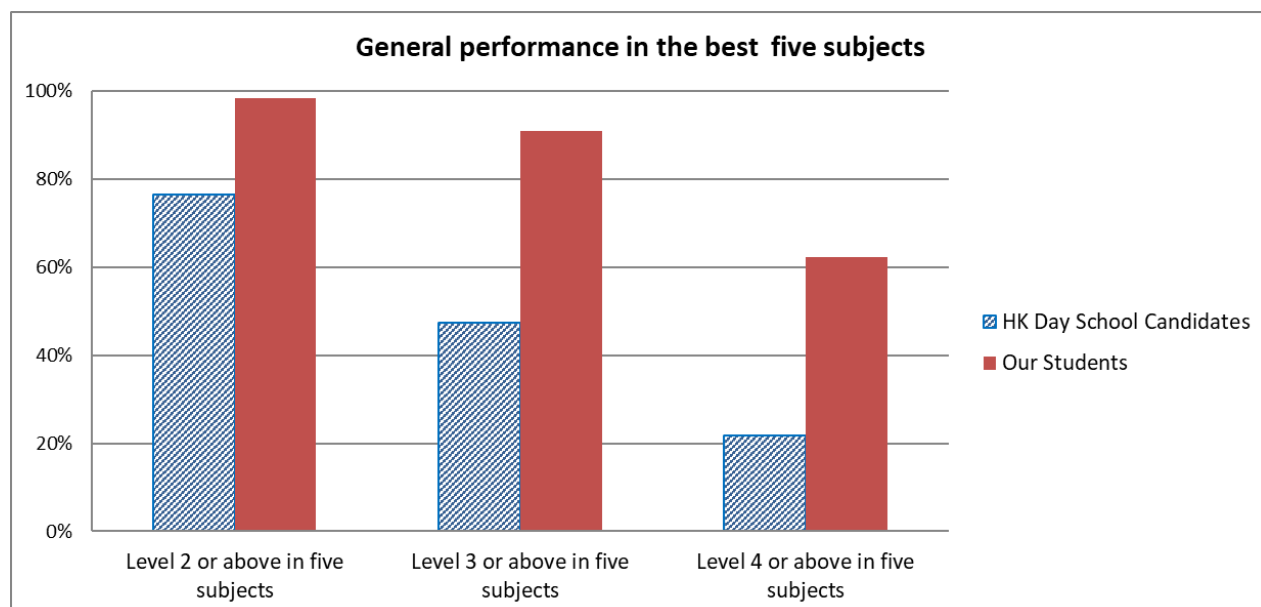
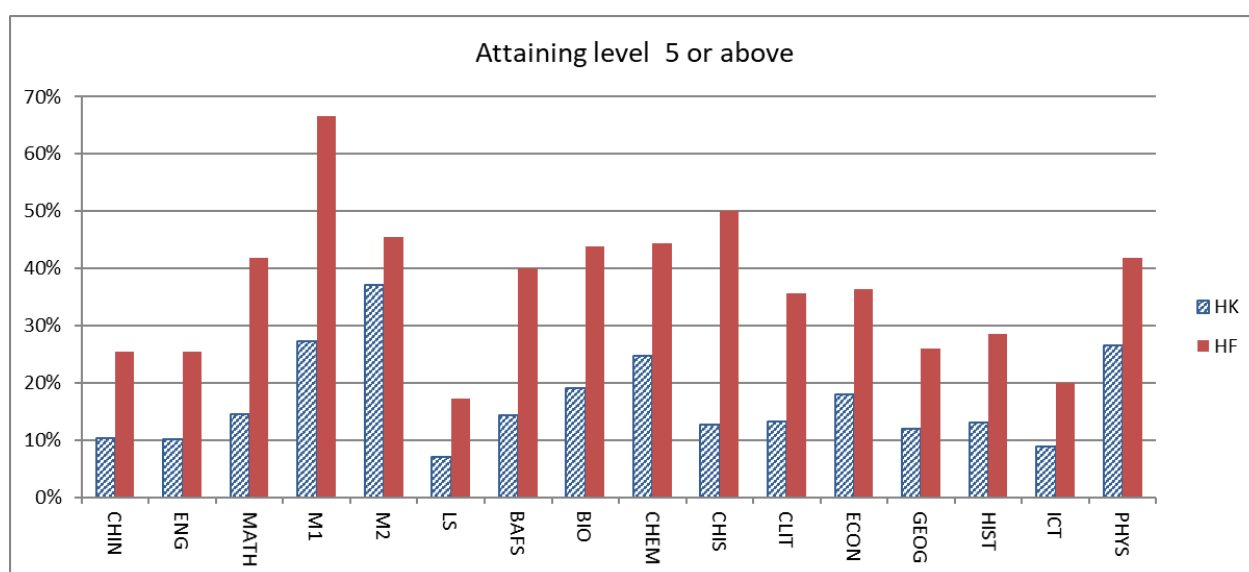
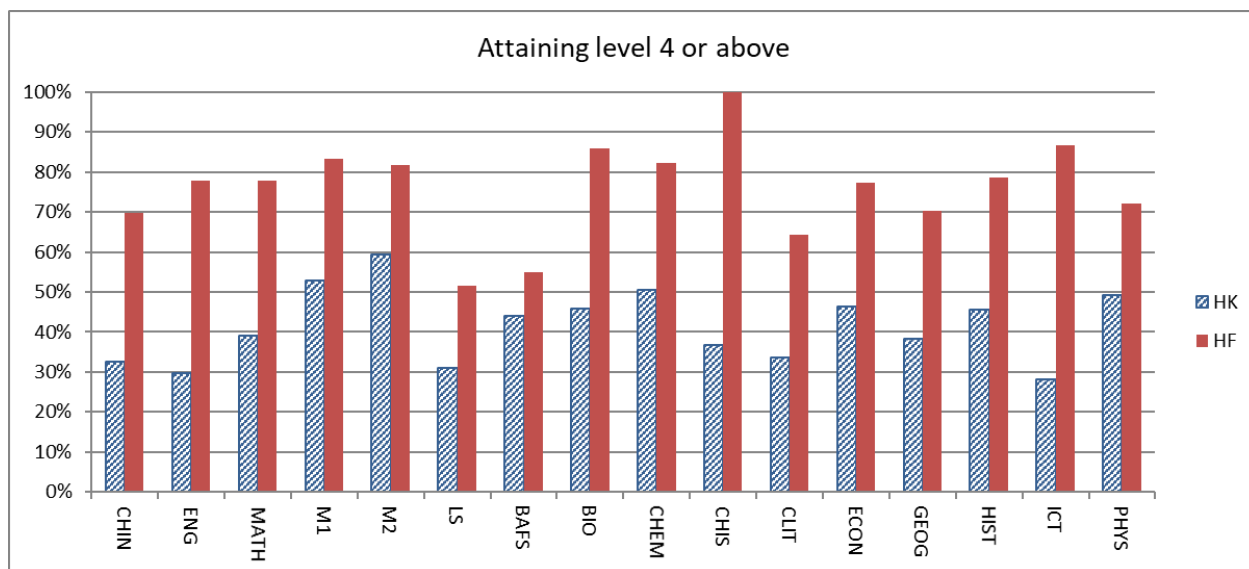
STUDENT PERFORMANCE

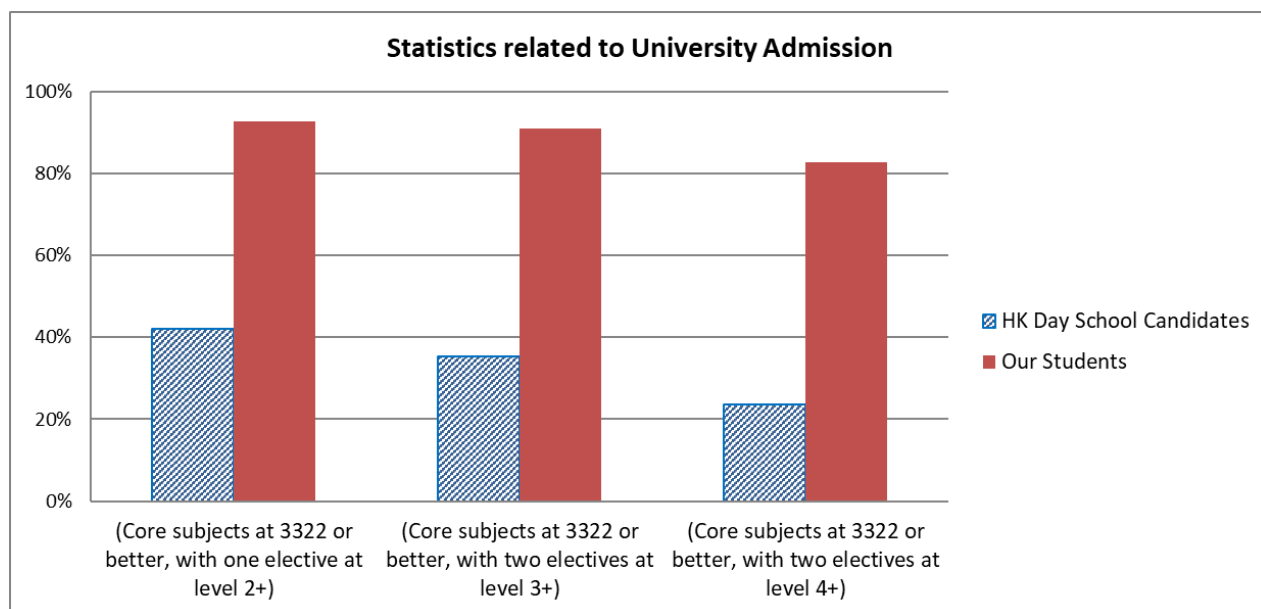
Academic Performance

122 of our S.6 students took part in the 2020 HKDSE. 95.9% of them achieved level 3 or above and 58.2% acquired level 4 or above *in both Chinese Language and English Language*. 92.6% of candidates fulfilled the minimum requirement of university entry (i.e. levels 33222 in Chinese Language, English Language, Mathematics, Liberal Studies and one elective subject respectively), well above the territory-wide day school figure (42.1%).

Performance in HKDSE 2020	Ho Fung (%)	HK (%)
English Language (Level 3 or above)	98.4%	55.0%
Chinese Language (Level 3 or above)	96.7%	58.3%
Mathematics (Compulsory Part) (Level 2 or above)	100.0%	81.9%
Liberal Studies (Level 2 or above)	98.4%	88.4%
Students eligible for degree programmes ("33222")	92.6%	42.1%
Accumulated total of attaining level 3 or above	93.9%	61.8%
Accumulated total of attaining level 4 or above	72.5%	35.6%
Accumulated total of attaining level 5 or above	32.1%	12.5%

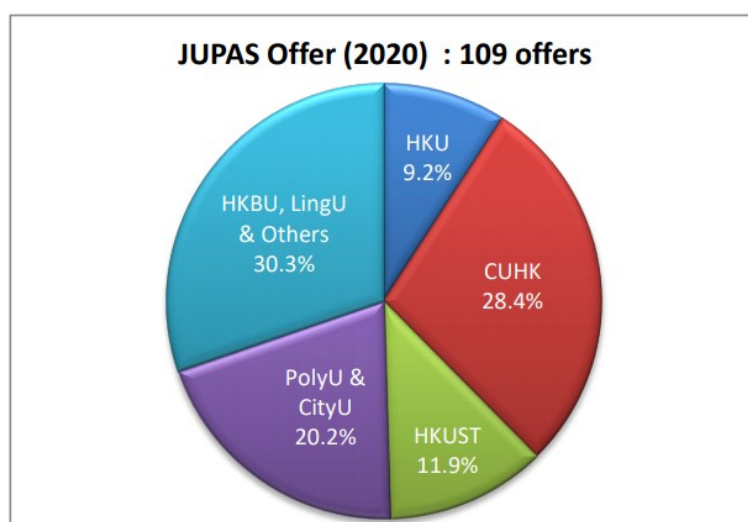






90.83% (109) of our students received main round offers in 2020 JUPAS.

Tertiary Institutions	Degree	Sub-degree	Total
University of Hong Kong	10	0	10
The Chinese University of Hong Kong	31	0	31
The Hong Kong University of Science and Technology	13	0	13
The Hong Kong Polytechnic University & City University of Hong Kong	10	4	14
The City University of Hong Kong	7	1	8
Hong Kong Baptist University, Lingnan University (Hong Kong) and Others	32	1	33
Total	103	6	109



Band	A	B	C	D	E	Total
No. of offer	102	6	0	0	1	109

Other Achievements

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

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
07/09/2019	Tsuen Wan Youth Association, The Youth Power of Kwai Tsing	Tsuen Wan & Kwai Tsing Outstanding Student Competition 2019	4B Lee Man Ki - Champion 4D Lee Long Ting - Champion	
06/09/2019	Department of Health	"Teens Teeth" Programme	6D Kwok Chung Ting - Outstanding Leader For Peers	Outstanding Leaders 2017-2019
28/09/2019	The Hong Kong Academy of Gifted Education	International Junior Science Olympiad 2020 – Hong Kong Screening	2A Chiu Pok Man - Third Class Honour	
25/10/2019	Tsuen Wan District Civic Education Resource Centre & Yuen Yuen Social Service	Tsuen Wan Committee on the Promotion of Civic Education & Yuen Yuen Social Service	1A Huang Li Yuan - Merit Award 1B Chan Ka Yi - Merit Award 1B Lee Yee Ting Kathy - Merit Award 1D Cheung Tsz Yiu - Merit Award 1D Chan Tsz Yip - Merit Award 2A Wong Sing Ying - Second Runner-up 2A So Tsz Wing - Merit Award 4B Hong Wing Ka - Champion	
05/11/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Cross Country Competition	1B Choi Chak Hei - Individual Champion 1B Wong Pui Ka - Individual Second Runner-up 1B Kwok Hei Yiu - Individual Fifth Runner-up 1B Fung Sum Yu - Individual Sixth Runner-up Other Group Members: 1A Lai Ka Wai 1B Wong Tsoi Mei 2D Tsui Euk Nam	Girls Overall Champion, Grade C Champion
05/11/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Cross Country Competition	3D Choi Chak Yan - Individual Champion 4B Law Wai Lam - Individual Second Runner-up 3D Ip Ching Yi - Individual Third Runner-up 4C Man Wai Tung - Individual Fifth Runner-up Other Group Members: 3A Ng Si Wing Athena 3C Lee Lok Hay 4C Du Cheuk Chi	Girls Overall Champion, Grade B Champion
05/11/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Cross Country Competition	6B Fung Hoi Lam - Individual Fourth Runner-up 4B Cheng Hei - Individual Eighth Runner-up 4A Ivanova Yulia - Individual Ninth Runner-up Other Group Members: 5C Chau Hiu Tung 5D Fung Wai Wan Vivian 6B Li Lok Tung	Girls Overall Champion, Grade A 2nd runner-up
06/11/2019	Hong Kong Professional Teachers' Union	Popular Reading Award Scheme	Purple Badge of Honour Certificate: 6B Cheung Wing Yan 2B Lee Cheuk Tung 3B Siu Wai Kiu 3D Gurung Alina 4D Ling Sze Wing 5C Li Shuk Wa 2C Wong Cheuk Ying 3C Chan Yee Ting	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
			4B He Yimin 3C Chan Cheuk Yin Phoebe 2B Lee Cheuk Wing 3B Yu Man Po 3D Wu Yan Ting 2D Fung Cheuk Yi 2D Kwong Tsz Wing 6B Li Lok Tung 3D Tsang Pui Yan 6C Yuen Wing Yan 6D Hsu Wai Lam 3B Siu Wai Yin 4B Chan Ka Yan 5B Tam Wing Ki 6C Fong Yee Lam 2A Lin Liang Wei 2B Yuen Hiu Nam 3A Ho Ka Po Maggie 3B Lai Chi Kin 4D Li Ka Kiu Priscilla 5A Lui Wing Lam 3D Wang Kai Qian 4C Hsu Sin Mei Amelie 6E Tsui Tsz Wai 2A Man Kwun Hin 3B Wong Lok Sum 3C Bei Wing Chak 3D Wong Tsz Yeung 5A Kwong Yuen Ying 3A Ng Siu Tsun Blue Badge of Honour Certificate: 3A Ng Si Wing Athena 5C Lin Tin Ming 5A Wong Hoi Yin 2A Fung Hoi Tung 2A Chim Hon Hei 4A Chan Lok Lam 4B Cheng Wing Ching 4B Lam Kwan Ip 6B Leung Hei Lam 2A Ip Sin Hang 2C Leung Yan Hong 2D Chan Wan Hei 4C Du Cheuk Chi Green Badge of Honour Certificate: 2A Shi Yuxin 3D Leung Sum Kiu 4A Yeh Sze Ki 5B Ng Ho Wing	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
12/11/2019	New Territories School Heads Association	70 th Anniversary of the Founding of the People's Republic of China – Writing Contest	5A Wen Wo Tung – Senior Secondary Second Prize 3A Lui Uen Yu Michelle – Junior Secondary Finalist 2A Liu Xin Bing – Junior Secondary Finalist 3D Tsang Pui Yan – Junior Secondary Finalist 5C Mak Wing Lam Theresa – Senior Secondary Finalist 4C Huang Junning – Senior Secondary Finalist 5D Yiu Pak Shing – Senior Secondary Finalist	
22/11/2019	Jointly Organised by the Hong Kong Professional Teachers' Union & the Hong Kong Hard Pen Calligraphers' Association	The 24th Hong Kong School Chinese and English Penmanship Competition	3A Chan Ka Yi – Junior Secondary Finalist (Chinese) 3A Tong Ka Ki – Junior Secondary Finalist (Chinese)	
04/12/2019	Music Office	2019 Hong Kong Youth Music Interflows	1C Chan Hong Yau 1C Chan Yat Hei 1C Chow Hiu Tung Christy 1C Wong Tsz Yue 1D Chan Tsz Yip 1D Choi Siu Yung Angel 1D Leung Chung Yin 2A Chim Hon Hei 2A Fung Hoi Tung 2A Ng Irene 2A Ng Yuen Ting 2A Tam Ka Ki 2A Wong Nok Lam 2B Chak Wai See 2B Chan Man Ching 2B Lin Cheuk Fung 2B Shao Yuk Shan 2B Sung Ming Wai 2B Tse Cheuk Hei 2B Wong Ho Shun 2C Chan Chak Fan 2C Ching Tsz Chung 2C Chu Ho Shing 2C Ho Ho Yat 2C Lam Ho Po 2C Ng Wing Yin 2C Tsoi Kai Hin 2D Chan Wan Hei 2D Chau Tsz Ching 2D Ng Lok Yan 3B Siu Wai Yin 3B Yu Man Po 3C Chan Yen Shun 3C Leung Tsz Him Dominic 3D Leung Sum Kiu 3D Tam Tik Long 4A Chi Yazhun 4A Leung Ho Ching 4A Li Wing Yin 4B Chan Ka Yan 4B Chow Hiu Wai 4B Fung Lok Yin	Symphonic Band - Junior Class Silver Award

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
			4B Hong Wing Ka 4B Lee Man Ki 4C Cheng Yuen Ting 4C Lee Pui Yu 4C Lee Sin Ki 4C Wong Hiu Wai Rachel 4C Yip Man Him 4C Yip Tsz Shing 4D Chan Chun Yu 4D Choi Chi Kin 4D Ho King Fung 4D Hui Chun Wa Recardo 4D Leung Wai Yin 4D Ling Sze Wing 4D Lo Yin Sum 4D Qiu Chun Hin 5C Chan Wing Ki 5D Fung Wai Wan Vivian	
13/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	4A Yulia Ivanova - Girls Grade A 4x100 Metres Second Runner-up 4B Cheng Hei - Girls Grade A 4x100 Metres Second Runner-up 5A Tse Kiu Wai - Girls Grade A 4x100 Metres Third Runner-up 5A Yim Chung Nga - Girls Grade A 4x100 Metres – Second Runner-up 5C Chan Ying Yee - Girls Grade A 4x100 Metres Second Runner-up 5C Lee Hei Wun Freda - Girls Grade A 4x100 Metres Third Runner-up 6B Fung Hoi Lam - Girls Grade A 4x100 Metres Third Runner-up 6D Liang Hoi Ching - Girls Grade A 4x100 Metres Second Runner-up Other Group Members: 5A Lo Lok Yiu 5C Chau Wing Yee 6B Ng Ka Wing 6D Chan Cheuk Wing	Girls Grade A 3rd runner-up
13/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	2C Lai Sin Man - Girls Grade B Discus Champion 3A Ng Si Wing Athena - Girls Grade B 100 Metres First Runner-up, 200 Metres Third Runner-up, 4x100 Metres Second Runner-up 3C Lee Lok Hay - Girls Grade B 400 Metres Third Runner-up, 4x400 Metres Relay First Runner-up 3D Choi Chak Yan - Girls Grade B 400 Metres Champion, 800 Metres Champion, 4x400 Metres Champion, Girls Grade B 400 Metres Champion, Girls Grade B 800 Metres, 4x400 Metres Relay First-Runner Up 3D Lee Pui Shuen - Girls Grade B 4x100 Metres Relay Second-Runner-up	Girls Grade B 1st runner-up

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
			4A Yeh Sze Ki - Girls Grade B Shot Put Second Runner-up, Girls Grade B Javelin Third Runner-up, Girls Grade B 4x100 Metres Relay Second-Runner-U 4B Law Wai Lam - Girls Grade B 1500 Metres First Runner-up, Girls Grade B 4x400 Metres Relay First-Runner Up 4B Lam Uen Sze - Girls Grade B 4x100 Metres Relay Second Runner-Up 4C Man Wai Tung - Girls Grade B 800 Metres, 1500 Metres Third Runner-up, Girls Grade B 4x400 Metres Relay First-Runner Up Other Group Members: 4B Sze-To Wai Chi 4C Du Cheuk Chi 4C Lee Yuen Ning	
13/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) - Athletics	1A Lai Ka Wai - Girls Grade C 4x100 Metres Relay Second Runner-up 1B Choi Chak Hei - Girls Grade C 400 Metres Champion (Record-Breaker), 800 Metres Champion (Record-Breaker), 4x400 Metres Relay First Runner-up 1B Fung Sum Yu - Girls Grade C 400 Metres First Runner-up, 4x400 Metres Relay First Runner-up 1B Kwok Hei Yiu - Girls Grade C 4x400 Metres Relay First Runner-up 1B Wong Pui Ka - Girls Grade C 100 Metres , 200 Metres Champion Girls Grade C 4x100 Metres Relay Second Runner-up 2A Ip Sin Hang - Girls Grade C Long Jump Third Runner-up 2A Leung Kai Sum - Girls Grade C Javelin Third Runner-up 2A Wong King Ching - Girls Grade C 4x100 Metres Relay Second Runner-up 2B Yuen Hiu Nam - Girls Grade C 4x100 Metres Relay Second Runner-up 2D Tsui Cheuk Nam - Girls Grade C 4x400 Metres Relay First Runner-up Other Group Members: 1B Chen Han	Girls Grade C 2nd runner-up
13/12/2019	Hong Kong Schools Sports Federation - Tsuen Wan & Island Secondary Schools Area Committee	2019-2020 Inter-School Athletics Championships	5D Pang Kuk Shing - Boys Grade A Triple Jump First Runner-up 2C Chow Chak Ho - Boys Grade C High Jump Second Runner-up 3B Ng Yu Hin - Boys Grade B 4x100 Metres Relay First Runner-up 3B Yim Wui Kin - Boys Grade B 4x100 Metres Relay First Runner-up 3C Ng Pak Hei - Boys Grade B 4x100 Metres Relay First Runner-up 4B Zheng Ka Yeung - Boys Grade B 4x100 Metres Relay First Runner-up	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
14/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Inter school Table Tennis Competition	4C Lui Wai Yu 5D Chan Hang Man 5B Leung Cheuk Wing	Girls Grade A 1st runner-up
14/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Inter school Table Tennis Competition	6A Ko Chit Ki 5D Cheong Cheuk Pui 5D Lee Chun Hin 5D Ng Tsz Kin	Boys Grade A 1st runner-up
14/12/2019	Hong Kong Schools Sports Federation	HKSSF Competition (TW & Islands Area) – Inter school Table Tennis Competition	6C Chan Wing Shan 6C Chow Ka Yee 6D Chan Cheuk Wing 6E Lam Hoi Ching 5D Sit Yuk Tung	Boys Grade A 2nd runner-up
11-12/2019	Hong Kong Schools Music and Speech Association	71 st Hong Kong Schools Speech Festival (English Speech)	4B Ho Tsz Ching – Secondary 4 Girls Solo Verse Speaking Champion 4C Pang Cheuk Yin – Secondary 4 Girls Solo Prose Reading Second Prize 1A Lee Tsz Wai - Secondary 1 Girls Solo Verse Second Prize 4C Heung Man Ching – Secondary 4 Boys Solo Prose Reading Third Prize 1C Siu Ting Yan – Secondary 1 Girls Solo Verse Merit 1D Leung Hiu Sin – Secondary 1 Girls Solo Prose Reading Merit 1D Wong Yu Ching – Secondary 1 Girls Solo Prose Reading Merit 2B Chak Wai See – Secondary 2 Girls Solo Verse Speaking Merit 2D Tsui Cheuk Nam – Secondary 2 Girls Solo Verse Speaking Merit 2C Lau Cheuk Ming Martin – Secondary 2 Boys Solo Verse Speaking Merit 3C Lam Lok Yin – Secondary 3 Girls Solo Verse Speaking Merit 3C Ng Cheuk Ying – Secondary 3 Girls Solo Verse Speaking Merit 3C Lam Yui Ki – Secondary 3 Boys Solo Verse Speaking Merit 3D Au Ka Yung – Secondary 3 Public Speaking Solo Merit 5B Chan Yuet Man – Secondary 5 Public Speaking Team Merit 5B Lee Wang Chun –Secondary 5 Public Speaking Team Merit 5B Poon Tin O Merit –Secondary 5 Public Speaking Team Merit	
11-12/2019	Hong Kong Schools Music and Speech Association	71 st Hong Kong Schools Speech Festival (Chinese Speech)	1A Yue Chung Hei – Secondary 1 Boys Solo Prose Speaking Champion 3A Lau Chin San –Secondary 3 Boys Solo Verse Speaking Second Prize 1A Lin Hau Pin Kenneth – Secondary 1 Boys Solo Prose Speaking Proficiency 1C Ko Yin Chun – Secondary 1 Boys Solo Prose Speaking Proficiency 1D Choi Wan Ting Timothy – Secondary 1 Boys Solo Verse Speaking Proficiency 1D Leung Hiu Sin – Secondary 1 Girls Solo Prose Reading Proficiency	

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
11/01/2020	Sik Sik Yuen	Sik Sik Yuen Centennial Celebrations: Logo Design and Slogan Writing Contest	6E Tang Wai Kei – Slogan Writing Competition Third Prize (Category: Students) 6D Ho Cheuk Lam – Slogan Writing Competition Merit (Category: Students) 4B Chan Ka Yan – Slogan Writing Competition Merit (Category: Students)	
01/03/2020	Sir Edward Youde Memorial Fund		6D Chan Cheuk Wing Sir Edward Youde Memorial Prizes For Senior Secondary School Students 6D Chan Chun Hei Sir Edward Youde Memorial Prizes For Senior Secondary School Students	
20/04/2020	Wall Street English	2019 Have Your Voice Heard Video Shooting Competition - Travel Guide: Discover Hong Kong	5B Lui Kei Chun 5D Lee Chun Hin 5A Wong Hoi Yin 5A Wong Hoi Yee 5C Lam Yat Long	2nd runner-up
28/04/2020	Hok Yau Club	News Commentary Competition (Chinese Section)	5D Chan Hang Man – Senior Secondary -Third Prize 4C Huang Junning – Senior Secondary - Finalist	
01/05/2020	Education Scholarships Fund		6D Chan Cheuk Wing- Chan Lap Prize 6D Chan Chun Hei - Chan Lap Prize 5D Lam Shing Yuen - Chan Lap Prize	
01/05/2020	Wiseman Education	Outstanding Students (Series Rankings)	2A Fung Hoi Tung - High Distinction EB Level 4 2B Chiu Chun Yin - Distinction EB Level 4	
18/08/2020	Dr. Stephen Chan Education Foundation Limited	C.Y. Chan Inter-School Flash-Fiction Award	5D Wan Kai Yui – Senior Secondary Second Prize 3A Lui Uen Yu Michelle – Junior Secondary Third Prize	
31/08/2020	The Harvard Club of Hong Kong	Harvard Book Prize	5A Fung Yik Ching 5B Poon Tin O 5D Chow Chung Yu	
12/ 09/2020	Hong Kong Baptist University & The European Union	EU-Asia Schools E-Conference on Sustainable Cities and Urban Innovation of the GRUEN (Green Urban Environments) Project	4D Lee Long Ting 4D Leung Wai Yin	Champion & The Audience Award
19/9/2020	Tung Wah Group of Hospitals	Tung Wah Group of Hospitals “Good People, Good Deeds: English Writing Competition 2019”	5B Poon Tin O – Senior Level Champion 2A Lai Tsz Chung – Middle Level Bronze Award	

ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS

Priority Task 1: To enhance efficacy in learning and teaching

1. Achievements

Ho Fung College put in efforts to offer strong support and guidance for all students through various channels. In order to cater for the diverse need of our learners, a well-rounded and holistic approach was executed. A wide range of electives were made available to students. Tailored academic and careers workshops, seminars, online programmes and readingschemes were also directed by various subject departments and the school library to give further guidance.

Our school devised measures to strengthen learning and teaching. By performing a more detailed analysis of students' performance in tests and examinations, various class arrangements were made to maximise students' learning in class to promote an environment conducive to studying. Morning reading sessions were refined to foster a passion for reading in students, and various sharing sessions and activities were in assemblies to integrate moral education in school life on an everyday basis.

Class arrangement was tailored to students' needs. An extra class was added for S.6. Having smaller class sizes allowed more frequent interactions and feedback to take place so that students can learn more effectively. One S.4 L.S. class and one S.5 L.S. class employed English as the medium of instruction and the others were conducted in Chinese to cater to students showing strong preference for Chinese or English. Extra tutorial groups in core subjects were also arranged for students having dropped elective subjects in S.6.

Various schemes were devised to bolster students' learning outside of class. Study rooms were made available to S.6 students from the start of the academic year to the end of the HKDSE examinations and were well-utilised. The arrangement of study rooms was critical to fostering a supportive learning environment while giving students extra guidance and advice whenever needed. Funding from School-based After-school Learning and Support Programmes was allocated to supplementary tutorials for S.1 to S.6, who were shown to have benefitted from these extra classes. Diversity Learning Grant supported a diversified curriculum encompassing Music, Liberal Studies, Chinese debate, English debate, English speaking and English writing. All these schemes supported students' growth and boosted their achievements beyond classroom.

As part of the school-based reading scheme, an increased number of library visits for junior form students were conducted, which helped to increase engagement and nurture avid learners. Library resources were replenished. Fictions and non-fictions related to science, environmental protection, career planning and life goals were acquired.

Having adopted IT in Education for years, the school continued to acquire better hardware devices and adopted more learning platforms this year with the funding designated for IT in Education from the EDB. The IT Support Section offered their guidance and resources to help teachers familiarize themselves with the new IT equipment and platforms. Many teachers adopted various IT resources in pedagogies, which fostered a culture of continuous improvement in teaching with mobile devices and e-learning pedagogies. Sharing sessions among teachers contributed to the exchange of ideas and inspire them to adopt IT in education.

Learning communities were formed via various learning platforms; self-directed learning was promoted with the help of online assessment tools and e-learning resources. During class suspension, teachers delivered lessons through online real-time teaching and recorded videos and assigned homework through various platforms to ensure learning would continue despite the pandemic. Cloud storage not only promoted file sharing among teachers and students, but also supported the school administration, particularly in meetings where Surface Pros were allocated to attendees for access to documents. This measure reduced the use of paper in school and prevented unexpected loss of important documents.

Our school's continued focus on STEM education was reflected through a more comprehensive pursuit. This academic year, the topic on 3D printing was introduced to S.1 as part of the STEM curriculum, which served as a pilot scheme for extending the STEM curriculum to S.2 in the future. With much assistance and collaboration from various subjects such as Mathematics, Integrated Science, and Computer and Technology, the course was delivered successfully with students engaging in designing and printing their 3D models as solutions to real-life problems. The STEM Club was formed as a joint organization of the Science Club, Astronomy Club and Computer Club in school, to complement the newly established STEM school-based curriculum and incorporate a wider range of science or technology related activities. STEM student helpers delivered their parts on the school anniversary open day by organizing various science and STEM activities, exhibited students' achievements to the general public. Beyond school, our students participated in different competitions, such as the Hong Kong Olympiad in Informatics, Hong Kong Physics Olympiad, and the International Junior Science Olympiad.

As we continued to implement award and scholarship programmes, eligibility criteria were widened to recognise the effort of an increased number of students, including the less able ones. Students with strengthened self-esteem and confidence in their individual ability were thus able to form learning communities that were more engaged.

The performance of S.6 students in the HKDSE examinations was outstanding compared to that in previous years, 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 42.1%. The number of JUPAS offers received was as well impressive; 90.31% of our students received main round offers to degree programmes of local UGC-funded universities.

2. Reflection

In order to continue to cultivate reading habits and nurture self-dependent and efficient learners, the reading scheme will continue to be implemented and performance monitored. There can be further enhancement of measures taken for incoming S.1 students and in-lesson silent reading time for students. We will continue to explore opportunities to make reading a unique and fruitful experience across forms and beyond the classroom boundaries.

The additional enhancement measures listed above for subject departments and functional groups allowed the school to effectively guide students to be more competent learners, which in turn created a more vibrant learning community in our school. The above measures will be continued as students have proven themselves capable to embrace a self-directed learning attitude, which maximises their learning opportunities. The student-centered approach provides ample opportunities for students to express their ideas, despite the extra time required compared with traditional teaching pedagogies. More cross-curricular projects and lesson observations can be planned to enhance professional exchange among teachers.

Due to the outbreak of the coronavirus, classes were suspended in the second term. The school adopted online teaching and feedback from teachers, students and parents was positive.

3. Suggestion for Improvement

The library resources will be replenished to offer students a wider choice of reading materials. A revised monitoring system will be employed to enhance students' reading habits and independent learning abilities, and to provide the foundation for lifelong learning.

Based on the achievements from the previous years, enrichment programmes and measures to boost learning performance will be enhanced and revised by each department. In the academic year of 2020-2021, flexible grouping arrangements will be made capitalising on students' strengths. Considerable emphasis will be placed on STEM education, IT in Education and Value Education. The school will continue to allocate more resources to further integrate STEM education into the everyday school life of junior form students. One STEM period will continue to be included in each cycle for S.1 students, providing them with systematic and regular training in science and technology as well as cultivating their interest and abilities in STEM education. A classroom will be re-designed for STEM and equipment will be purchased under Quality Education Fund. The school will collaborate with the school-based support service teams from the EDB to improve teaching and learning in STEM education. Similarly, the school will continually prioritise IT in Education with more hardware and more support building on existing established infrastructure. More interactive touch display panels will be installed in junior forms' classrooms at a later stage. The school will join the "Community Care Fund Assistance Programme – Provision of subsidy to needy Primary and Secondary students" for purchasing mobile computer devices to strengthen the practice of eLearning. Value Education will be embedded in the curriculum to nurture students' sense of responsibility, environmental protection, punctuality, moral values and the like. Academic activities will remain as an essential part of the curriculum to fully unleash students' learning potential.

The Student Performance Grading System will be further utilised to accurately reflect students' performance in learning attitude, conduct and activity. The performance of the first and second terms will be monitored separately. It is suggested that teachers optimise the opportunities presented in this system to reflect students' performance and a better understanding of this system is crucial to mark standardisation.

More effort will be put into enhancing students' learning motivation and group learning by identifying the specific strengths and weaknesses of each class in a tailored approach. Teachers will be encouraged to explore the possibility of innovative and alternative pedagogies by having more lesson observation and post lesson sharing, particularly using IT equipment and software.

Priority Task 2: To develop students' sense of responsibility and empathy

1. Achievements

The school created ample opportunities to encourage students to be more engaged in their own learning pursuit. The initiatives taken by the school resulted in a more inclusive learning community where students could develop their own interests and become proactive learners.

Life and moral education was promoted in junior forms. Twelve moral education classes were conducted in S.1 and S.2, eight in S.3 during the morning periods. Teaching contents were thoughtfully selected by the Moral and Civic Education Section and the Student Counselling Section, including but not limited to life and career planning, value education, and moral education. Elements related to life and moral education were incorporated in different subjects with a goal to instil in students positive attitudes and promote healthy lifestyle changes.

Throughout the year, a series of relevant books, articles and other reading materials which touched upon self-improvement, moral education, self-reflection, personal growth and development were adopted and integrated into the curriculum. Students were led by teachers

to read texts on self-improvement, management and problem-solving skills as well as competing in the ‘Class Management Scheme’. A sense of accountability was instilled. Life objectives and future planning were underscored, with students engaging in various activities that helped them to become more aware of their own career aspirations and to achieve them.

The Student Performance Grading System was useful to independently assess and reflect students’ performance in their learning attitude, conduct and CCA participation, acting as an indicative tool to help promote students’ personal growth.

A refined CCA Award Scheme was effectively launched to award students for their achievements in extra-curricular activities. Excel tools for recording data of students’ performance in CCA activities and services were developed to keep track of their progress. The data were further incorporated into an annual achievement record which showed the overall performance of students. This motivated students to acknowledge and enhance their own performance.

Holistically, through the efforts of various departments, the school arranged a diverse collection of environmental protection and awareness programmes. The results of these were collated into a report to show the overall impact that our school was making on combatting environmental changes. Our school joined the Student Environmental Protection Ambassador Scheme (2019-20) organised by Environmental Campaign Committee, in which 7 students from S.3 were chosen as the Student Environmental Protection Ambassadors (SEPAS). However, the training section was cancelled due to outbreak of the coronavirus.

Junior form students and the senior form students taking HKDSE Visual Arts participated in an environmental protection competition entitled “綠色生活愛地球環保四格漫畫創作比賽” organised by the Committee on the Promotion of Civic Education of Tsuen Wan and The Yuen Yuen Institute Social Service Department. Six students, 1A HUANG Li-yuan, 1B CHAN Ka-yi, 1B LEE Yee-ting Kathy, 1D CHEUNG Tsz-yiu, 1D CHAN Tsz-yip and 2A SO Tsz-wing received Merit Awards. 2A WONG Sin-ying was awarded 2nd runner-up and 4B HONG Wing-ka was awarded championship.

Like what the school emphasised in the previous years, stress management was a central theme for senior form students since they were faced with the task of balancing their examination preparation, study and personal life. In addition to workshops on stress management tailored to senior form students, talks on various topics, such as JUPAS, alternative study paths after S.6 (associate degrees and/or higher diploma), jobs, resume writing, and interview skills, were conducted on Zoom during class suspension. Some of the talks held by alumni sharing their university life and dreams helped to ease students frustration with their future and provided them updated information. Academic advising sessions conducted in groups of one to three, were helpful for S.5 and S.6 students to explore their interest and potentials and keep themselves abreast of latest information on alternative study paths after S.6. All these programmes widened their horizons and ensured that students were well-informed of their choices. As advisors, teachers on the team spent much time guiding students to identify their goals in academic studies and future career, so that the latter could leverage their personal qualities and strengths and devote effort to pursue their individual goals

2. Reflection

Similar to last year, we saw students excel in various areas like music and sport, and therefore the means employed were deemed successful. Due to the outbreak of the coronavirus, most of the events that could showcase students’ accomplishments were cancelled. The school will continue implementing such measures in the coming academic year 2020-2021 so that students could be rewarded for their effort in these areas.

The school has continued to achieve successes that build on those of the previous academic years. Overall, these experiences provided excellent opportunities for students to demonstrate

their enthusiasm and allow them to grow and develop various virtues and strengths, particularly their introspective ability, perseverance, responsibility, resilience and self-discipline.

The exchange trips were unique for students taking part in, and offered them valuable experiences. We found it effective in giving students the opportunity to engage in team-building, cooperation, responsibility and accountability, whilst promoting the development of independence and self-confidence in a unique context. Due to the outbreak of the coronavirus, most of the trips were cancelled. We will continue to organise these trips in the coming academic year 2020-2021.

It remains one of our key goals to help students manage their many aspects of lives so that they reap the benefits from the mastery of their own, especially their time. Class teachers can play a more prominent role in guiding students in time management. Meanwhile, morning assemblies, along with flag raising and prize-giving ceremonies, serve as an excellent platform to cultivate respect and attentiveness and to inculcate in students a strong sense of belonging and devotion. To develop students' sense of responsibility and empathy will continue to be one of our major concerns in the academic year 2020-2021.

3. Suggestion for Improvement

Considering the constructive effect of the Student Performance Grading System, we plan to capitalise on it to drive students' self-development and cultivate virtues. The system is effective in recognising positive behaviours whilst correcting inappropriate ones. Students therefore feel emboldened to strive for improvement and stretch their potential.

The Student Performance Grading System has been modified to record students' attitude and conduct more effectively. The record was collated once per term, reviewed and refined at the end of each term. Likewise, the scope of the grading scale for the learning and conduct marks has been adjusted. The system of recording students' punctuality was modified; together with teacher's guidance, these measures coach essential attributes like punctuality and self-accountability in students.

To adopt a more holistic approach, a more integrated focus will be made on Value Education to nurture students' positive personal attributes. To optimise the "class management" scheme through conveying norms, values and beliefs, form coordinators will continue to be in place to better assist and promote class business measures. Life and moral education will be strengthened and such elements will be incorporated in different subjects. Teaching packages of SSY Moral Education will be practised in 2020-21 followed by evaluation that assesses its effectiveness.

The CCA Award scheme will be modified to reflect students' performances more comprehensively. In order to monitor the attendance of S.1 students joining musical instrumental classes and training sessions of sports teams or uniformed teams, the CCA platform on e-Class will be optimised to enhance monitoring and corresponding follow-up actions. Also, promotion of the scheme is necessary to raise the awareness of students, particularly student leaders. The related excel file will be modified to streamline the procedure of award record and enhance data accuracy. Similarly, various data sheets will be generated automatically to alleviate teachers' workload and to enhance efficiency in processing activity and award record.

As an essential part of students' long-term and whole-person development, career planning and guidance are indispensable. Elements of career guidance will continue to be included in the curriculum, so as to stimulate thinking about future opportunities and nurture intelligent, educated citizens. Having regards to exploring students' interests, strengths and weaknesses, the school will have a more defined focus on where students can excel and improve. As part of a whole-school learning community, students can feel more confident in approaching their future with open arms.

FINANCIAL SUMMARY

Financial Summary (2019 -2020)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
Government Funds				
Balance B/F from previous year				5,526,363.39
(1) School Specific				
1.1) Administration Grant	4,016,136.00	(3,491,582.12)	524,553.88	
1.2) Capacity Enhancement Grant	634,017.00	(544,115.00)	89,902.00	
1.3) Composite Information Technology Grant	420,652.00	(609,530.05)	(188,878.05)	
1.4) Air-conditioning Grant	623,082.00	(334,800.70)	288,281.30	
1.5) School-based Management Top-up Grant	50,000.00	-	50,000.00	
<i>Sub-total (1)</i>	5,743,887.00	(4,980,027.87)	763,859.13	
(2) Non-School Specific (Baseline Reference)	1,982,091.29	(2,982,947.89)	(1,000,856.60)	
(3) Other Income	6,688.38		6,688.38	
<i>Sub-total (2) & (3)</i>	1,988,779.67	(2,982,947.89)	(994,168.22)	
Deficit for the year (Government Funds)				(230,309.09)
School Funds				
Balance B/F from previous year				1,865,276.63
(1) Tong Fai	113,460.00		113,460.00	
(2) Subsidy from Sik Sik Yuen	240,568.10		240,768.10	
(3) Other Income and Expenditure	299,783.71	(644,602.68)	(344,818.97)	
<i>Sub-total</i>	653,811.81	(644,602.68)	9,409.13	
Surplus for the year (School Funds)				9,409.13
Approved Collection for Specific Purposes Account	234,670.00	(89,090.93)	145,579.07	
Surplus Carried Forward to Next Year :			145,579.07	
Accumulated surplus (Government Funds & School Funds) as at 31/08/2020				7,170,740.06