



# HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

Annual School Report (2020-21)

## OUR SCHOOL

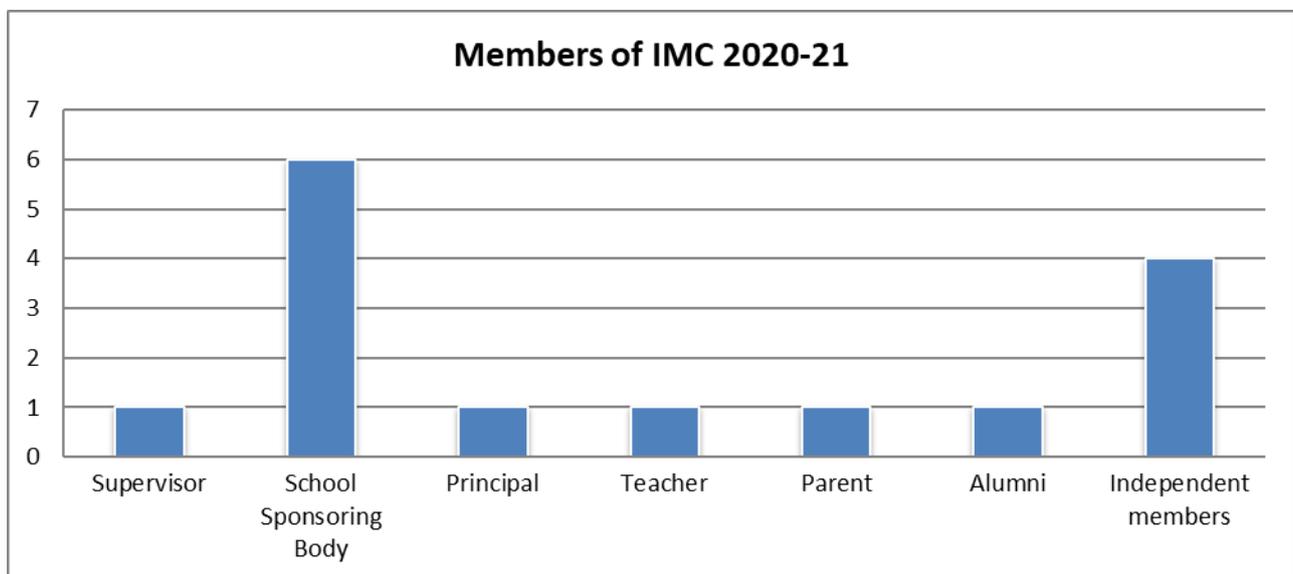
Established in 1974, Ho Fung College was the second government-subsidised secondary school sponsored by Sik Sik Yuen. The school pledges to offer quality education to Hong Kong teenagers and nurture talents for the local community. The school motto is ‘To act benevolently and to teach benevolence’. The 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.

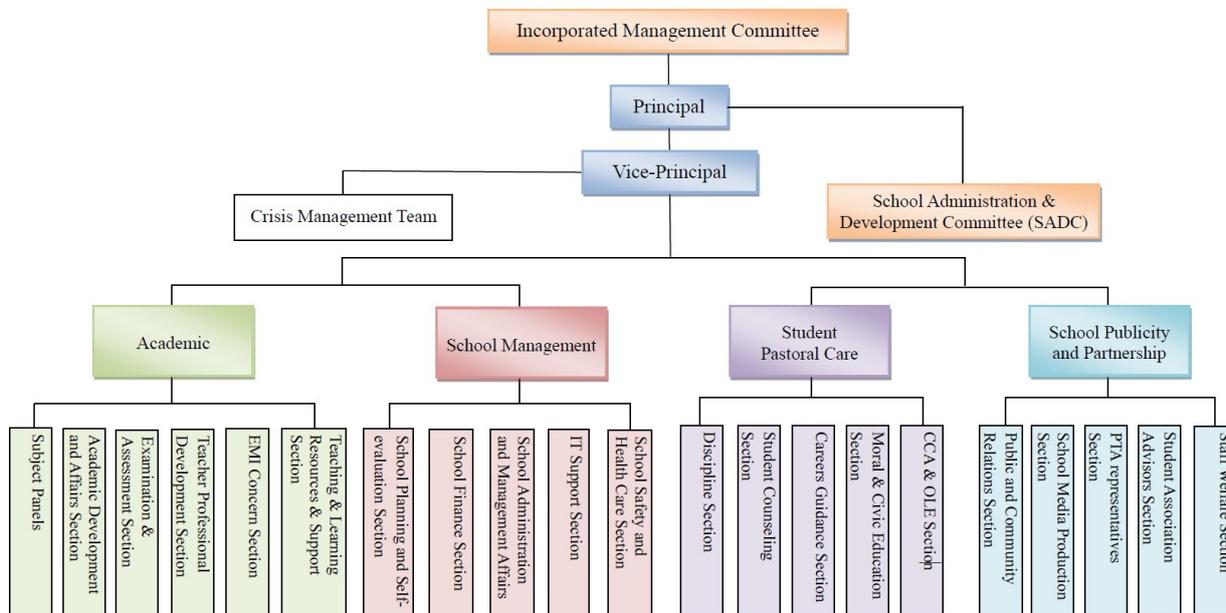
Our school has been sustaining quality improvement of our hardware. School extension work was completed in 2004 to upgrade our facilities. There are 28 standard classrooms and other standard special rooms. On top of these, the school is also equipped with a computer room, an MMLC, a Computer Technology 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 15 members.





## Teachers Team

### 1. Teachers' qualifications and experience

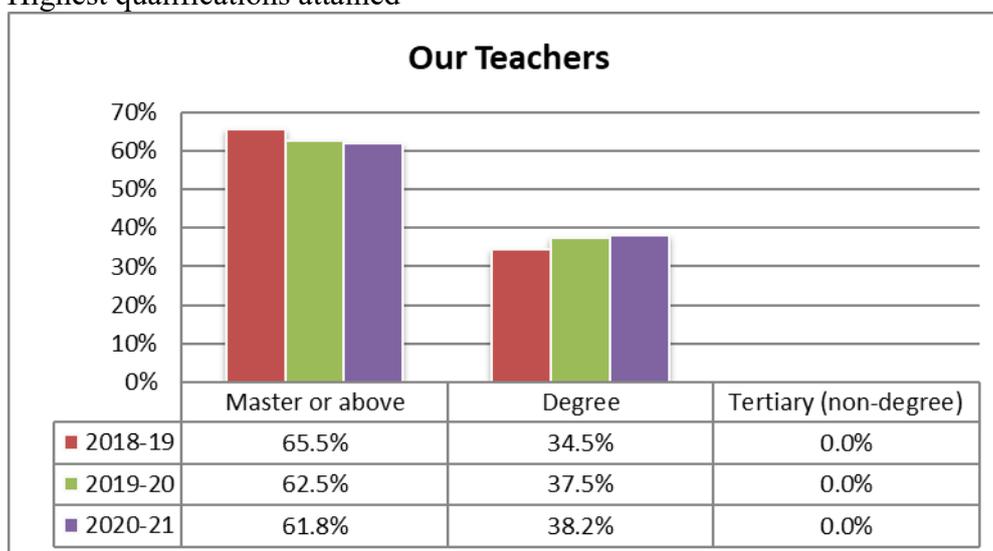
#### 1.1 Teachers' professional qualifications

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

#### 1.2 Teachers' teaching experience

0-4 years of teaching experience	5.5 %
5-9 years of teaching experience	10.9%
10 or above years of teaching experience	83.6 %

#### 1.3 Highest qualifications attained



### 2. Number of teachers meeting Language Proficiency Requirement

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

### 3. Teachers (inclusive of the Principal) Professional Development

The school attaches great importance to the teachers' professional training and development so as to nurture students of high caliber. Through the internal and external staff development days that centre on IT in education, STEM education, the rule of law education as well as peer lesson observation, teachers can keep abreast of recent development in education.

	<b>Date</b>	<b>Activity</b>
1	24/08/2020	First Staff Development Day (2020-2021)
2	13/11/2020	Second Staff Development Day (2020-2021)
3	15/05/2021	Joint School Staff Development Day (2020-2021)
4	02/06/2021	Third Staff Development Day (2020-2021)
5	15/09/2020~30/04/2021	Joint School Lesson Observation
6	All year round	Internal Peer Lesson Observation
7	All year round	Mentor-mentee meetings with student teachers during teaching practicum
8	24/02/2021	Sik Sik Yuen Learning and Teaching Enhancement Programme: Self-Learning; IT in Education Group School Visit
9	28/06/2021~02/07/2021	"Certificate in First Aid" Course (FA)
10	03/02/2021	Pilot Scheme on Rule of Law Education for Secondary School Students Briefing Session
11	18/12/2020	Rule of Law Education for Secondary School Students: Theory of Rule of Law and Teaching Strategies Seminar

### 4. Teacher Turnover

Two teachers, Ms Chow Siu Yi and Mr. Li Chun Yin, left school this academic year.

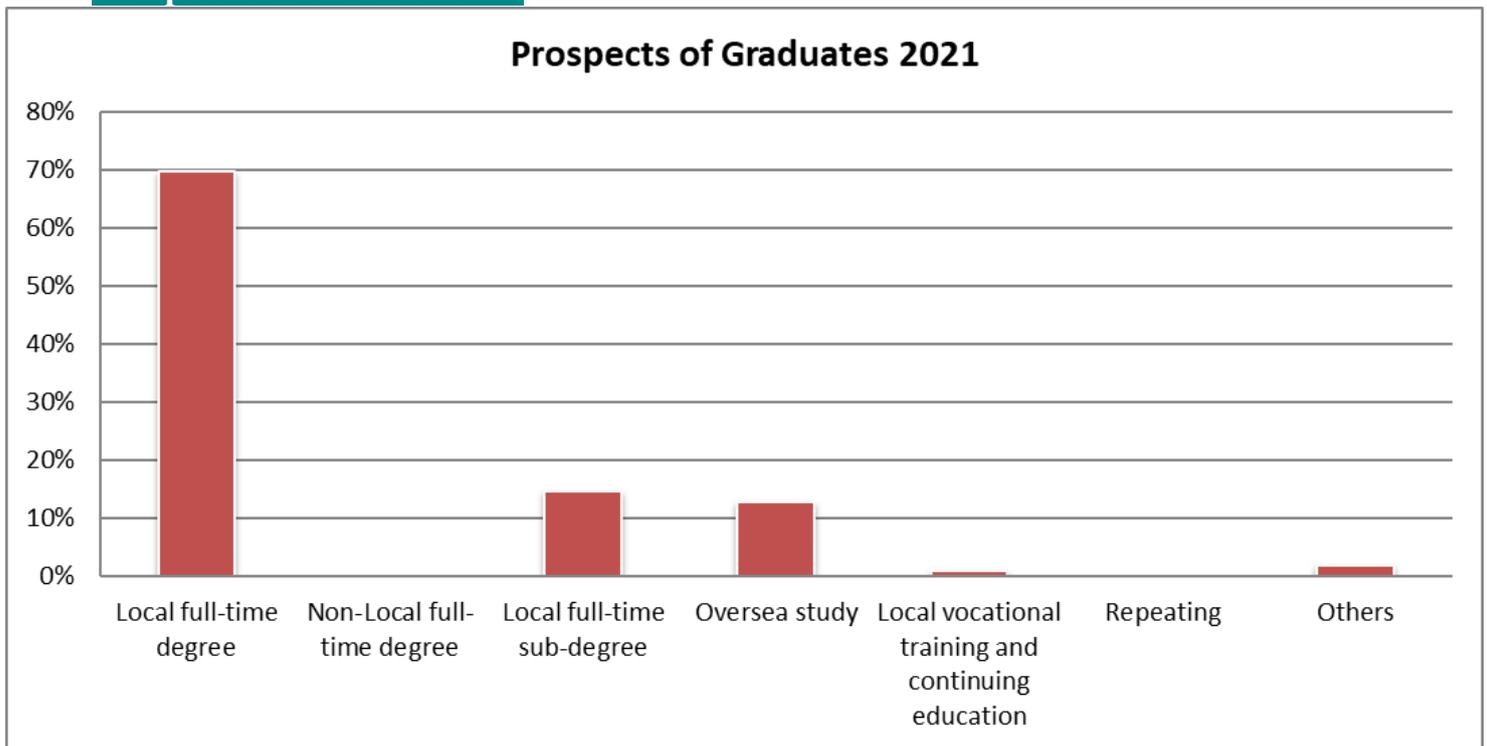
One new teacher, Ms. Au Mung Ni, was recruited.

## OUR STUDENTS

### Number of Students

<b>Level</b>	<b>S.1</b>	<b>S.2</b>	<b>S.3</b>	<b>S.4</b>	<b>S.5</b>	<b>S.6</b>	<b>Total</b>
<b>Number of classes</b>	4	4	4	4	4	4	24
<b>Number of students</b>	134	130	129	125	117	109	744

## Prospects of S.6 Graduates



## OUR LEARNING AND TEACHING

### School Days

There were a total of 191 school days (inclusive of tests/examinations), out of which 174 days were allocated for regular classes.

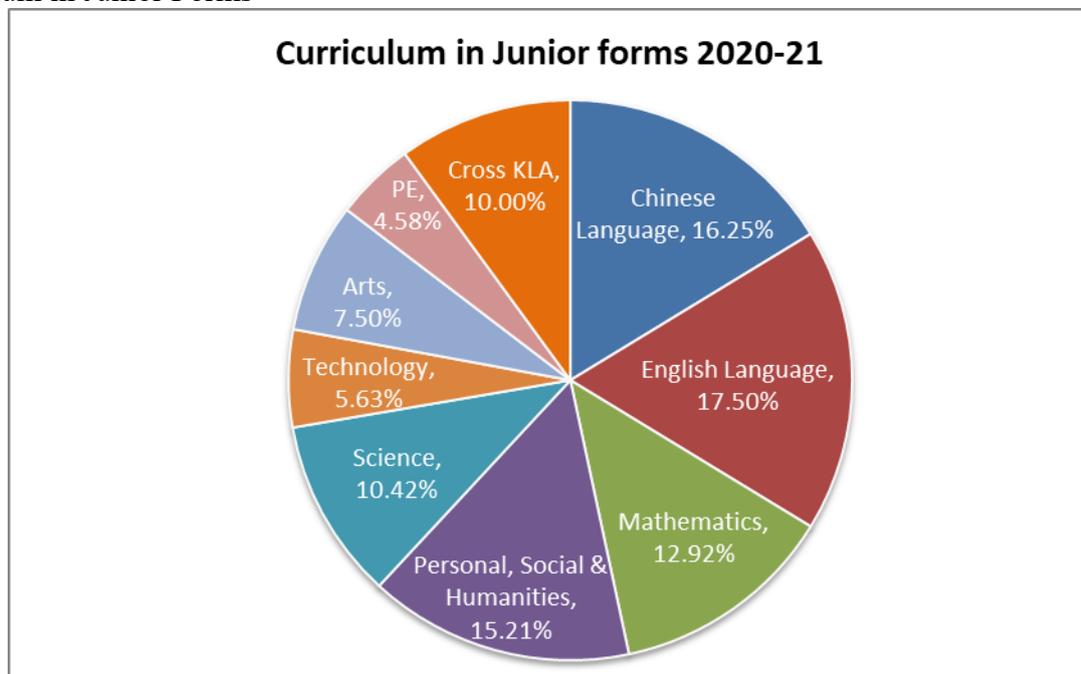
### English as the Medium of Instruction

1. Ho Fung College was approved by the EDB to adopt English as the medium of instruction on 1<sup>st</sup> December 1997. A committee was formed to supervise matters on MOI and created an authentic English-rich learning environment for students. The committee also handled issues related to language across 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 NET teacher is a major facilitator in enriching the English environment.
5. 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

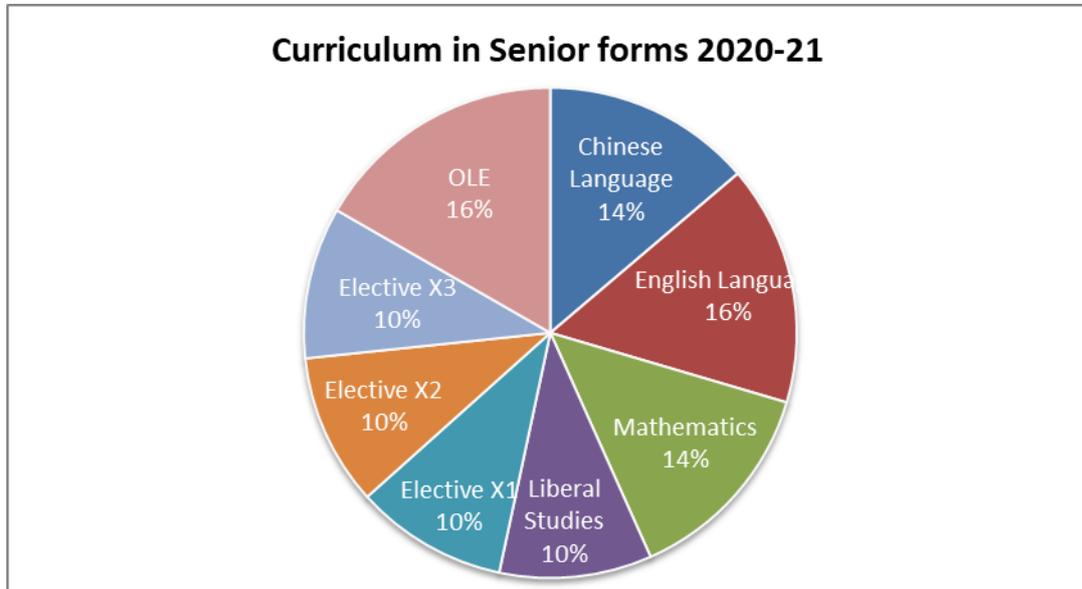


KLA	Secondary 1	Secondary 2	Secondary 3
Chinese Language	Chinese Language	Chinese Language	Chinese Language
	Putonghua	Putonghua	Putonghua
English Language	English Language	English Language	English Language
Mathematics	Mathematics	Mathematics	Mathematics
Personal, Social and Humanities	Life and Society	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	
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.	N.A.

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

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

### Support to Student Learning

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

1. To alert students of the importance of diligence and to enhance their self-regulated learning ability, the school has been committing 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 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 enhanced. Through interactive learning, self-directed learning and collaborative learning, students are encouraged to take the initiative to

study. The school assigns Form Coordinators to enhance planning and coordination among the form.

3. To enhance students' learning efficacy and develop their self-directed and introspective ability, a variety of activities, for instance, integrated activities, study groups, tutorials, and seminars, are regularly implemented to enhance students' time management and strengthen their study and examination skills and reflection capability.
4. Remedial and supplementary tutorials are offered to S.4 - S.6 students during summer holidays and after school. Making use of EDB funding, the school implemented 'School-based After-school Learning and Support Programme' to run tutorials for students in all levels. This measure aimed at catering for learner diversity.
5. To cherish our gifted students, a Diversity Learning Grant (DLG) is allocated to programmes benefitting high performing students recommended by teachers. It offers a lump-sum to pay various courses for S.4 - S.6 students to develop sports 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 are constantly revised to cater for learner diversity.
9. The curriculum structure has been reviewed to give further academic support to students to cater for their ever-changing needs.
10. To create a positive learning atmosphere and integrate subject knowledge in daily life and enhance their overall understanding of certain subjects, educational visits, talks, seminars and academic activities are regularly organised.
11. Award schemes and scholarship opportunities are introduced and constantly modified to recognise students for their efforts and boost their confidence and self-esteem in learning.

## 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 monitors assist in discipline work. 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 Support and Care

The school adopts the 'Class Management' scheme, which empowers classes to set up and, where necessary, reviews their own rules. It facilitates the establishment of a good class atmosphere and

the development of a learning community in which students help and encourage each other while being self-motivated and self-disciplined.

## Student Counselling

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

### 1.1 Sex Education Program

- Classroom sex education programmes for S.1 & S.2 students were offered by End Child Sexual Abuse Foundation (ECSAF) and The Family Planning Association of Hong Kong (FPAHK) 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 rainstorm warning signal, sex education programmes for S.4 and S.5 offered by FPAHK was cancelled.

### 1.2 'Big Brother, Big Sisters' Scheme

- 24 S.3-S.5 student counsellors were paired up with 56 S.1 students, mainly on a one-to-one basis. The four Head Counsellors were conscientious and reliable students with exemplary character and fine personality. Student counsellors were responsible and caring, providing their fellow S.1 students with timely advice through the internet /social media during the online learning period. Due to half-day schooling, only "Film in Life Education" was held via Zoom and other activities like voluntary service and pre-exam quiz were cancelled.

### 1.3 Goal Setting Workshops

- Workshops were organised by school social workers. Response of participants was active and positive. Participants were able to set up goals in the workshops. The participants were able to explore preferred values through activities. Over 90% S.1 students acknowledged that their learning skills were enhanced.

### 1.4 Award Program for Junior Form Students

- 84% of the participants had their average marks increased in the Final Examination. 47% of the participants even got at least 5% improvement compared with the first term. The purpose of uplifting the low-achievers was attained.

### 1.5 Stress Management training programs

- The Joyful @School Programme completed successfully. The Joyful @School Programme was conducted by school social workers in collaboration with Educational Psychologist. S1 and S2 students were the target audience. The Programme included games and group activities. Particularly, students enjoyed the "Human Library Workshop" during the post-exam period.
- "Board Game Workshop" and "Natural Beauty Workshop", which are conducted by Caritas Jockey Club Integrated Service For Young People-Lei Muk Shue, are parts of 'Taste of Life' Programme to enhance students' social communication skills and stress management skills respectively.
- Activities of Deep Relaxation proved to be effective. S.6 students found these activities useful in reducing pressure. Students expressed their gratitude to school in the cheering function and farewell ceremony.

### 1.6 School-based Education Psychologist Service

- Our educational psychologist engaged actively in both developmental programme 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). It is envisaged that such developmental effort would be renewed by our educational psychologist through inclusion programmes for junior students, a morning assembly for all students and a professional development workshop for teachers.

### 1.7 School-based Speech Therapy

- Participants of speech training were able to make encouraging progress in their language fluency and communication skills. The activities included individual training, group work and a workshop for interview skill. The role of School-based Speech Therapy would be reinforced with closer collaboration with social workers, teachers and education psychologist.

### 1.8 Life Education: Form Teacher Periods

- The course materials and activities tailored to facilitate the implementation of life and value education in S.1 to S.3 were regarded useful, as agreed by class teachers. They also agreed that the activities in form teacher periods could cater for the needs for students' personal growth and they could engage themselves in delivering lessons on life education. The programme for junior forms was limited to covering 3 topics in S1, 4 topics in S2 and 1 topic in S3 due to half-day school arrangement.

### 1.9 S.4 Peer Mediation Training Program

- This programme was delivered in the form of Other Learning Experience Courses.

### 1.10 SEN Co-ordination

- In collaboration with Hong Kong Sheng Kung Hui, the JC A-Connect Programme had progressed to the third phase. Due to the coronavirus, the training was conducted online. In view of the difficulty that ASD students faced in expressing their feelings and emotions orally, the programme helped to address these needs as seen from the students' strong affiliation to the programme, ready engagement in the activities and adequate preparation for the programme. More education and training in this area would be beneficial. Students were also invited to join a Programme about Board Game Social Skills organised by BG Infinity via zoom. Participants, active and responsive in the game, were at the same time assessed by social worker and speech therapist and received advice to improve their communication skills.

## 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 S1 Orientation, class visit, Goal Setting Workshop, S1&S2 'Joyful @School Programmes', S3-S5 'Taste of Life' and S6 stress management Programme, etc. All these developmental programmes launched by our school social workers proved to be essential to the personal growth of our students. In this academic year, due to COVID-19 pandemic and the constant shifts between online and face-to-face school, collaboration between form teachers, counselling teachers, education psychologist, speech therapist and school social workers was close to handle students' academic and emotional issues.

## 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
5/10/2020	S4-S6 (100)	Talk on JUPAS for S6 and Experience Sharing Session (Zoom)
14/10/2020	S4-S5 (23)	Life Buddies Programme(UBS) “Meeting Sir Steve Redgrave Conversation on Zoom” (organised by UBS)
4/11/2020 20/11/2020	S3 (120) (Jointly held with the school social worker)	Workshop on “Finding Your Colours of Life”, published by EMBand Careers Guidance Association
13/11/2020	S4-S5 (19)	Life Buddies Mentorship Programme - Activity 2
20/11/2020	S6 (14)	Admission Talk by HKCC
Mid December, 2020 to early January, 2021	S6 (20)	Admission Talk (Video) by HKU SPACE
Mid-December, 2020	S6 (105)	Briefing on E-APP
15/03/2021	S4-S5 (21)	Life Buddies Mentorship Programme - Activity 3
17/04/2021	S4-S5 (12)	Life Buddies Mentorship Programme - Activity 4
7/4/2021-Late April, 2021	S5 (120)	Advising sessions (through Zoom) for S5 students based on their S5 First Term Examination Results
22/5/2021	S6 (45)	Interview Workshop for JUPAS Applicants (through Zoom)
Late May to Early June/2021	S6 (3)	Mock Interview Practice
30/6/2021	S4 (111) (Jointly held with the school social worker)	Workshop on “Career Mapping” published by EMB and Careers Guidance Association
Late June to Mid- July, 2021	S1 – S3 (350)	COA – Inclination Assessment Test
2/3-7/2021	S3 (120)	Electives Selection Talk for S3 students on the election of electives (with subject introduction by respective electives subjects teachers)
8/7/2021	S2 (126) (Jointly held with the school social worker)	Workshop on “Finding Your Colours of Life”, published by EMBand Careers Guidance Association
14/7/2021	S6 (95) (Zoom)	DSE Talk on Results Release for S6
21-24/7/2021	S6 (109)	Advising service offered by careers teachers, S6 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
24/7/2021	S5 (91) (In collaboration with English Department)	University Entrance Interview Workshop (for Pre-S6 students)

## 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. There was no morning reading period in the second term because of the half-day face-to-face class arrangements (with online teaching and face-to-face teaching alternately).

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. S5 and S6 Moral education periods were implemented in this year, with topics about self-learning, overcoming adversity and emotional expression.

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 29th Hong Kong High School Student Top Ten News Election”.

Two students were awarded in the News Commentary Competition (Chinese): 6D Chan Hang Man (Senior Form 1<sup>st</sup> runner-up) and 5C Huang Junning (Final Round Entrants).

The Section nominated students to take part in the ‘Outstanding Student Environmental Ambassador Scheme,’ where several S4 students were appointed Student Environmental Protection Ambassadors (SEPAS) to attend the online Basic Environmental Badge training to acquire basic environmental knowledge and skills. The limited chance to organise environmental protection activities rendered them 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**

- The visits to Po Leung Kuk Mr & Mrs Chan Pak Keung Tsing Yi School (a school for the disabled) had been organised for eleven consecutive years. All S4 students attended a briefing in the first term. However, due to the outbreak of coronavirus, activities were cancelled during class suspension and after classes resumed. In the briefing, students learnt more about the disabled and understood the difficulties they face.
- Due to the outbreak of coronavirus, elderly visits jointly organised by the Hong Kong Society for the Aged has been cancelled in this year.

## **3. Fundraising Activities**

- Dress Casual Day was held on 29th June 2021. Students could dress casual on that day if they donated 20 dollars or more. \$9,700 was raised in the activity.

## **4. Other Volunteer Training and Voluntary Services**

- There are altogether 20 students participating in the S4 Volunteer Training and Voluntary Service (OLE) organised by Tsuen Wan Federation of Youth Groups (Tsuen Wan Youth S.P.O.T.). Due to the Covid-19 pandemic, some of the training sessions and services were conducted online. The service target groups included families at subdivided units, the elderly and the mentally disabled. Most of the students were fully engaged and able to reflect upon themselves.
- A balloon twisting workshop was held by the Interact Club. The modelled balloons resembling Gudetama, a cartoon character, will be given to different service target groups in the future.

## **5. Volunteer Awards**

- In 2020, 101 students and parents joined the Volunteer Movement organised by the Steering Committee on Promotion of Volunteer Service (a committee under Social Welfare Department). The total voluntary service hours accumulated was 1,897 hours. Ho Fung College was awarded Group Gold Certificate; 2 were awarded Individual Silver Certificates and 10 were awarded Individual Bronze Certificates.

## **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 182 Secondary 1 to 5 students joined the leadership training scheme. However, all training sessions were held in the post-exam period and summer holiday, for a duration far shorter than planned, due to the COVID-19 pandemic.
3. The Hong Kong Award for Young People" (AYP) has been implemented over the past few years. 8 students joined the Bronze level and 51 students joined the Silver level this school year. However, all students could not finish the Expedition section because of the COVID-19 pandemic.

4. 'CCA Award Scheme' was implemented to recognise students' outstanding performance in activities, leadership skills, community services, and voluntary work. As many activities had to be cancelled because of the COVID-19 pandemic, only 147 students participated in the scheme.

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 and competitions on debate and drama. However, only competitions on Chinese Debate, English Debate, Drama, Rope Skipping and House T-shirt Design was organised because of the COVID-19 pandemic.

#### 5.2 Club activities

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

- Academic clubs and societies aim to stimulate participants' interest in learning specific school subjects like Chinese Language, English Language, STEM, Geography, Economics and, Home Economics. A wide variety of activities like writing competitions, poster design competitions, verse-speaking, debates, seminars, experiments, handicraft workshops, cooking lessons, exhibitions, movie shows, hiking, visits, club bulletin are organised year-round.
- Interest groups, such as the Chess Club, Girls Baseball Club, Japanese Language Study Group and Korean Language Study Group, 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

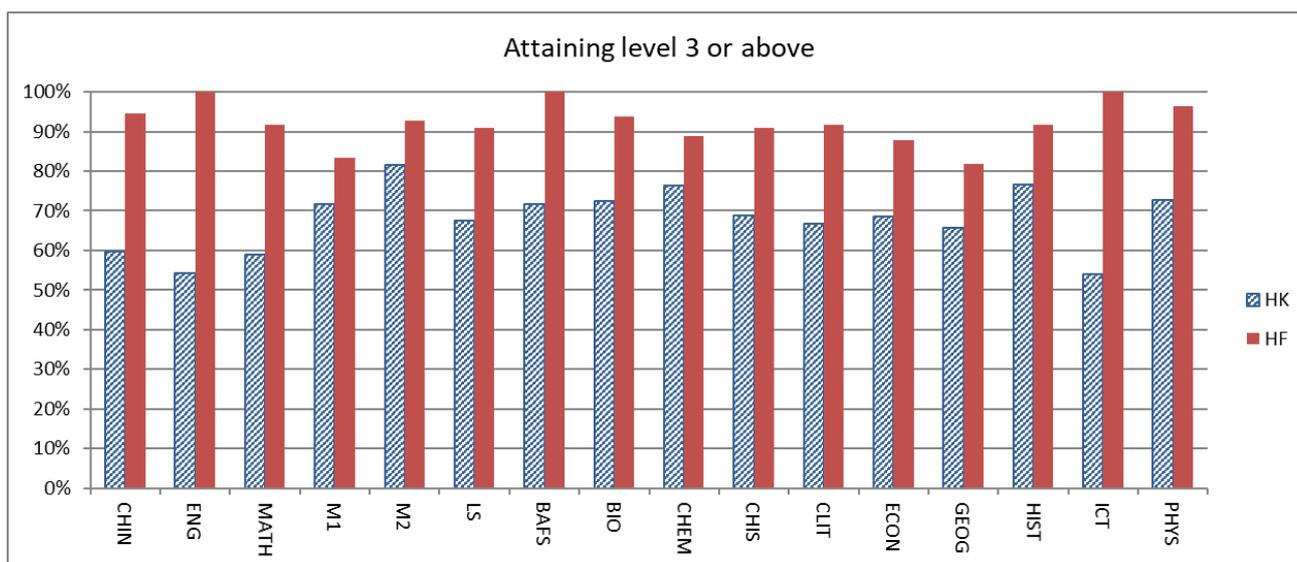
The P.E. Department planned to organise various activities and competitions to help students explore their talent and cultivate an active and healthy lifestyle. The annual Sports Day, Cross-country Run and Swimming Gala were cancelled this year due to COVID-19 pandemic and restriction of half day face-to-face lesson mode. In order to provide more opportunity for students to participate sport activity and relieve pressure, the School, together with the Department of Health and Physical Education, The Education University of Hong Kong, organised a "Ho Fung Runners Virtual Running Competition" for students, encouraged them to participate in more sports activities.

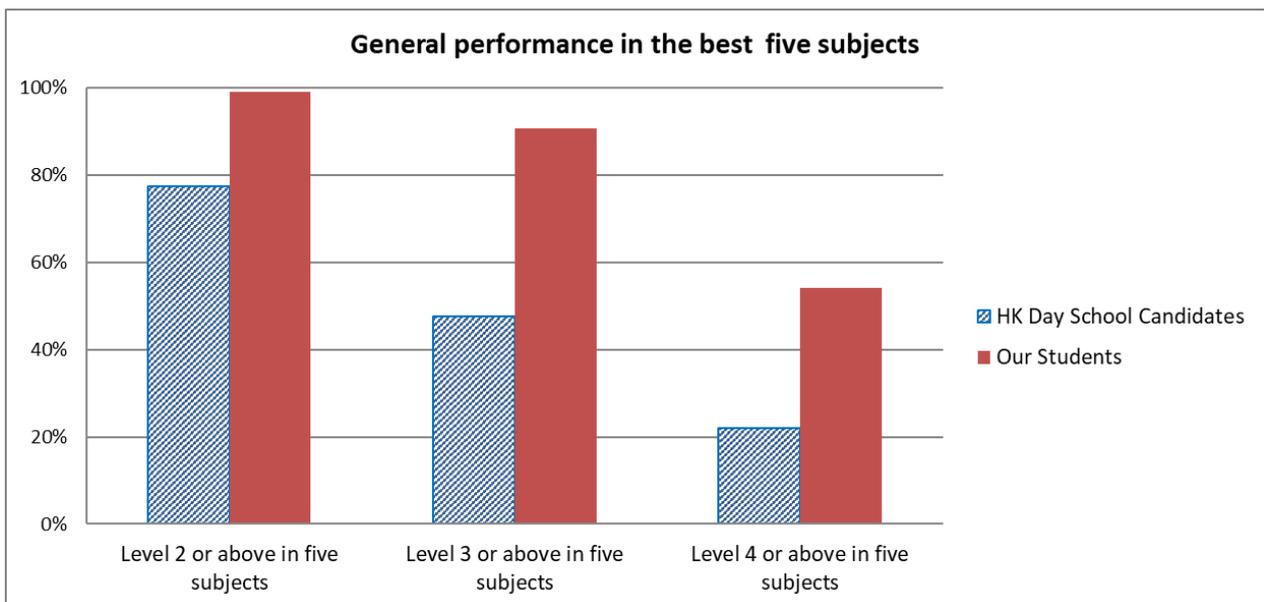
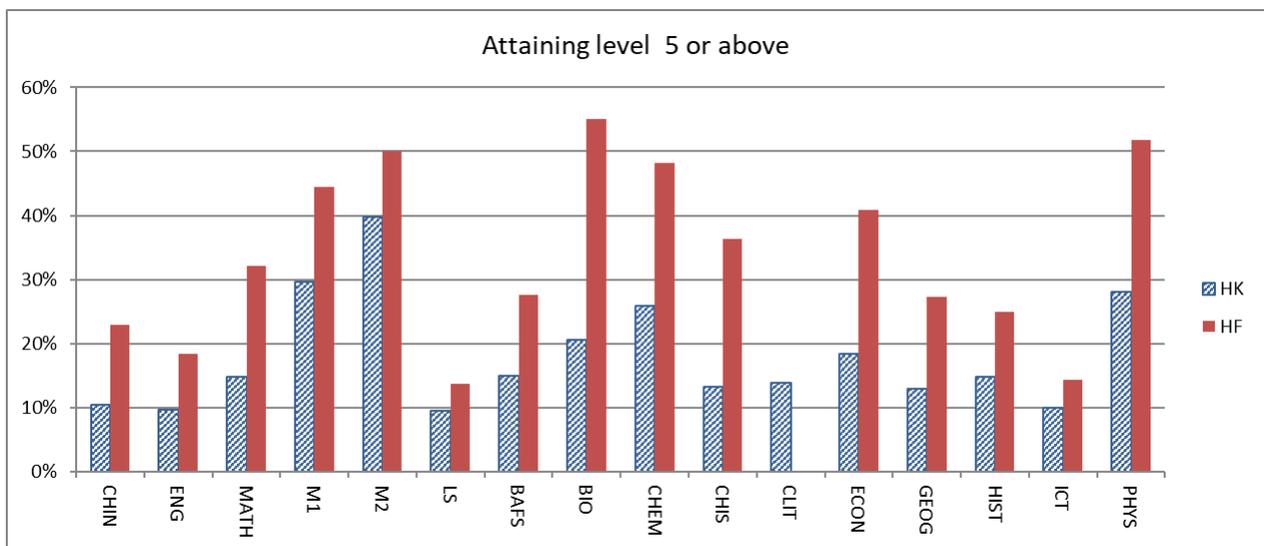
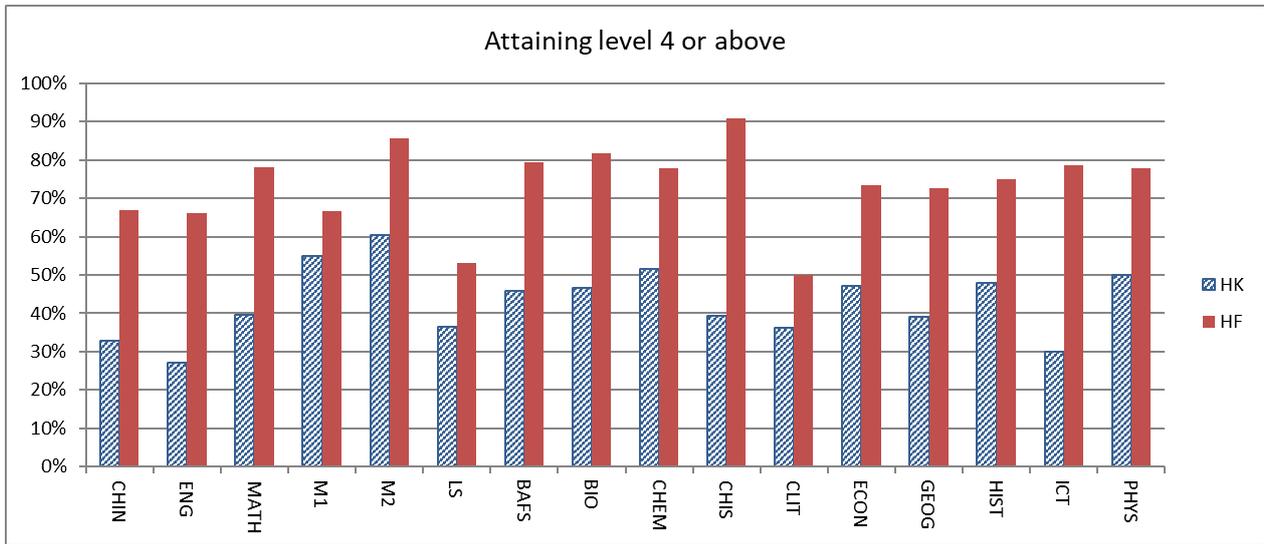
# STUDENT PERFORMANCE

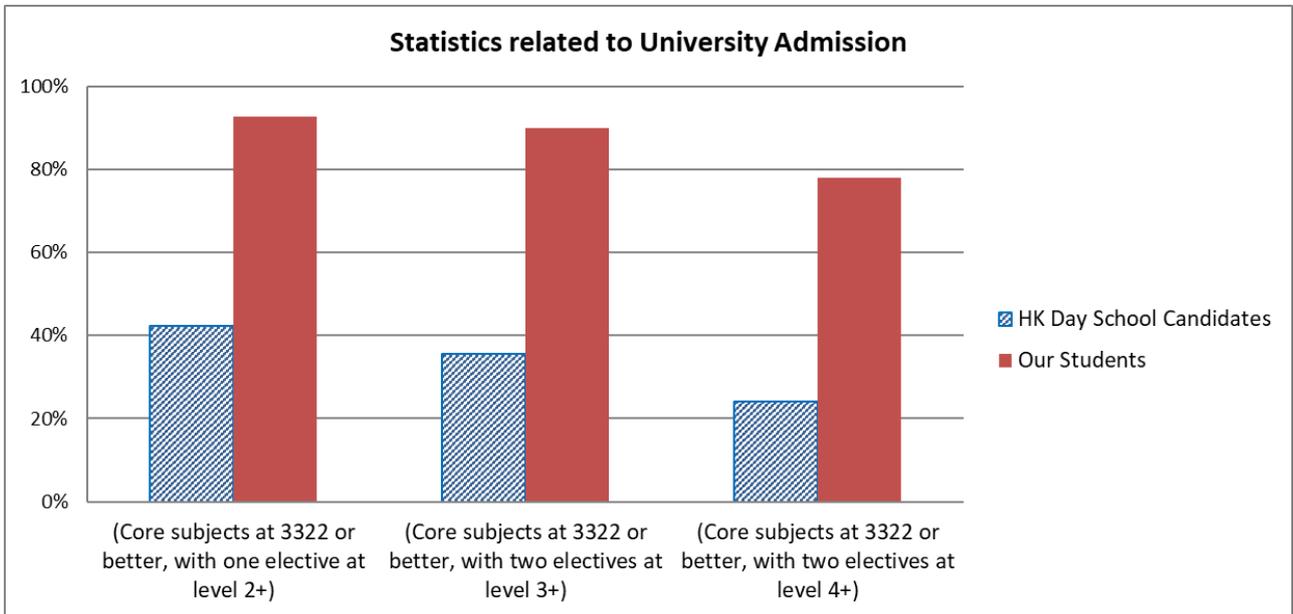
## Academic Performance

109 of our S.6 students took part in the 2021 HKDSE. 94.5% of them achieved level 3 or above and 49.5% acquired level 4 or above *in both Chinese Language and English Language*. 92.7% 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 (42.2%).

Performance in HKDSE 2021	Ho Fung (%)	HK (%)
English Language (Level 3 or above)	100.0%	54.2%
Chinese Language (Level 3 or above)	94.5%	59.8%
Mathematics (Compulsory Part) (Level 2 or above)	100.0%	81.8%
Liberal Studies (Level 2 or above)	99.1%	89.4%
Students eligible for degree programmes (“33222”)	92.7%	42.2%
Accumulated total of attaining level 3 or above	93.2%	62.5%
Accumulated total of attaining level 4 or above	70.2%	36.6%
Accumulated total of attaining level 5 or above	28.7%	13.2%

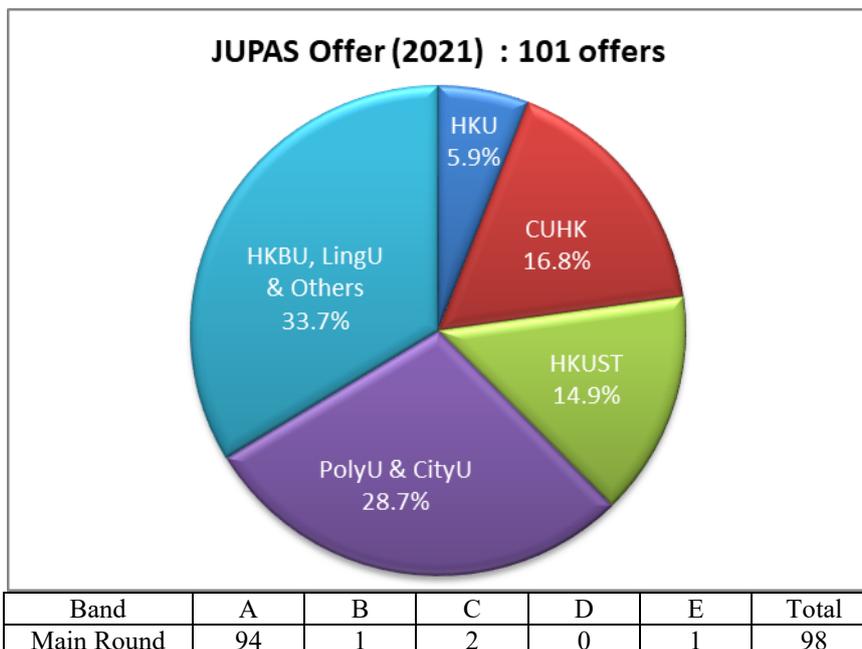






93.5% (101) of our students received main round offers in 2021 JUPAS.

Tertiary Institutions	Degree	Sub-degree	Total
University of Hong Kong	6	0	6
The Chinese University of Hong Kong	17	0	17
The Hong Kong University of Science and Technology	15	0	15
The Hong Kong Polytechnic University & City University of Hong Kong	17	1	18
The City University of Hong Kong	11	0	11
Hong Kong Baptist University, Lingnan University (Hong Kong) and Others	34	0	34
<b>Total</b>	<b>100</b>	<b>1</b>	<b>101</b>



## Other Achievements

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

Date	Organising Body	Activity / Competition	Students Receiving Award	Group Award
12/09/2020	Hong Kong Baptist University, European Union	GRUEN Conference - the Audience Award	5D LEE LONG TING Champion 5D LEUNG WAI YIN Champion	
01/11/2020	The Hong Kong Academy for Gifted Education	International Biology Olympiad – Hong Kong Contest 2020	5C LUI WAI YU Silver Award 5D SHUM FAI YIU Silver Award 5A LAI CHEUK YIU 5C LEUNG CHUN KIT 5C LI KAM YIN	Honourable Mention for Schools
24/11/2020	Education Bureau, The Hong Kong Academy for Gifted Education, The Hong Kong University of Science and Technology	Hong Kong Physics Olympiad 2020	5D LIU LOK YIU Second Honour 5D LEUNG WAI YIN Second Honour 5D LAM CHEUK LAP 5D SHUM FAI YIU	Best New Coming Schools Award
27/11/2020	The Education University of Hong Kong	1 <sup>st</sup> the Greater Bay Area (GBA) Life Education Writing Competition	6D CHAN HANG MAN Merit Award 6D HUI TAT FUNG Outstanding Work Award	
06/02/2021	Hok Yau Club	News Commentary Competition: (Chinese Section)	6D CHAN HANG MAN First Runner-up (Senior Form) 5C HUANG JUNNING Finalist (Senior Form)	
30/03/2021	The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District Kwai Tsing District Youth Programme Committee HKSKH Lady MacLehose Centre	Tsuen Wan, Kwai Chung and Tsing Yi Districts Outstanding Students Award 2020/21	5C NG TSUN TSAN Tsuen Wan, Kwai Chung and Tsing Yi Districts Twelve Outstanding Students	
12/01/2021	Committee on Respect Our Teachers Campaign	"Salute to Teacher 2020" Student Competition - Chinese Writing Competition (S.1 to S.3)	3A CHAK WAI SEE Merit Award	
06/03/2021	Joint Committee for The Promotion of The Basic Law of Hong Kong	The 19th Basic Law Debate Competition (Putonghua)	5B LEE MAN KI 5C NG TSUN TSAN 4A WANG KAIQIAN Best debater (Preliminary, Semi-final) 4C TSANG PUI YAN 3D WANG XI 3D YAU SZE KI 3D LAI TSZ CHUNG 3D WU FEI YI	Overall 1st Runner up
22/02/2021	Hong Kong Schools Music and Speech Association	72nd Hong Kong Schools Speech Festival (2020)	4C HO WING LAAM Champion Solo Verse Speaking – Cantonese 2A YUE CHUNG HEI First Runner-up Solo Prose Reading - Cantonese	

			1A TSUI YEE TUNG SCARLETT Excellent Solo Verse Speaking – Cantonese	
			1B HUNG CHUN HEI Excellent Solo Prose Reading - Cantonese	
08/04/2021	Youth Literary Awards Association	Youth Literary Awards 2020	5C LEE YUEN NING Prose (Junior Group) Merit Award	Prose (Junior Group) Merit Award
15/04/2021	Education Bureau	Hong Kong School Drama Festival	2A YU CHEUK YING Award for Outstanding Performer	Award for Outstanding Cooperation, Award for Outstanding Script
			2B YIP HO YI	
			2C TSANG LONG YIN	
			3A LAI CHEUK WING	
			3C FU HO YI COREY	
			4A DENG WAI TING	
			4A KWAN SIN TING	
			4A TANG WING TUNG Award for Outstanding Performer	
			4A TSE HIU CHING	
			4A TSOI HIU KEI	
			4A YU YI Award for Outstanding Performer	
			4B AU KI	
			4B HO CHUN YIN	
			4B LAU TSZ HUNG	
			4B MARK CHUN LONG	
			4B PANG KWUN KI	
			4B TANG TSZ KIN	
			4C FONG WAI HUEN	
			4C LI WANG LOK	
			4C LUI UEN YU MICHELLE Award for Outstanding Audio-visual Effects	
			4D LEUNG AUSTIN	
			5B CHAN YAT LONG	
			5B CHENG WING CHING	
			5B CHU LOK YI	
			5B HUNG ISAAC HING PONG	
			5B LAM CHEUK YU	
			5B LEUNG HO FUNG Award for Outstanding Audio-visual Effects	
5B LIN KA CHUN				
5B SO TSZ HO				
5B YAU TSZ HANG				
5C CHENG CHEUK HEI				
5C TSANG WUN CHI Award for Outstanding Performer				
5D TANG TSZ CHIU Award for Outstanding Audio-visual Effects				
25/04/2021	Belt And Road Pioneer	2021 “My Interfaces with the Belt and Road Initiative” Integrated Abilities Competition	4B SIU TSZ YIN	Merit Award
			4C TAM TIK LONG	
			4C WU YANTING	
30/04/2021	Hong Kong Schools Music and Speech Association	73rd Hong Kong School Music Festival	4D FUNG HOK YEUNG Third (W330 Descant Recorder Solo-Secondary School- Age 16 or under)	

			3D LAU MAN CHING Second (Group 1)(W331 Descant Recorder Solo - Secondary School - Age 14 or under)	
			3A NG TSZ YU First (Group 2)(W331 Descant Recorder Solo - Secondary School - Age 14 or under)	
			2A TSANG KA MAN Second (Group 2)(W331 Descant Recorder Solo - Secondary School - Age 14 or under)	
08/05/2021	Joint Committee for The Promotion of The Basic Law of Hong Kong	The 9th "Legal Pioneer" Legal Knowledge Quiz Competition (Semi-final)	4B SIU TSZ YIN 4C TAM TIK LONG 4C TSANG PUI YAN 4C WU YANTING	
18/05/2021	The Art Faculty, Hong Kong Baptist University	The 11th University Literature Award (2020-2021)	5C LEE YUEN NING Young Writer Award	
27/05/2021	Hong Kong Family Welfare Society	2021 Positive M.I.N.D. Joint School Photography Competition – “Thanksgiving”	4A CHAN LOK TUNG Merit Award (Senior Form)	
11/06/2021	Social Welfare Department (Steering Committee on Promotion of Volunteer Service)	2020 Volunteer Movement	4B CHING CHING BRONZE AWARD 4C CHOI CHAK YAN BRONZE AWARD 4C FONG WAI HUEN BRONZE AWARD 4C HO WING LAAM BRONZE AWARD 4C TAM TIK LONG BRONZE AWARD 4C WU YI TSAM BRONZE AWARD 4D LAI CHI KIN BRONZE AWARD 5A LAI CHEUK YIU BRONZE AWARD 5A WONG HOI YUE BRONZE AWARD 4A HUNG KIN HANG SILVER AWARD	
15/7/2021	South China Morning Post	Hong Kong Student of the Year Award – Best Devotion to School	5D LEE LONG TING - Champion	

## 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 needs 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 reading schemes were also directed by various subject departments and the school library to provide students with 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 conducted in assemblies to integrate moral education in school life on an everyday basis.

Class arrangement was tailored to students' needs. One S.4 L.S. class, one S.5 L.S. class and one S.6 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.5 and 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, drama and speaking. 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. All classrooms and laboratories have been equipped with Interactive Touch Display Panel. 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 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 disclosure and loss of important documents.

Having completed the pilot scheme for the STEM preparatory work, the school developed comprehensive teaching materials and designed learning activities for S.1 and S.2 STEM curriculum to be launched in academic year 2021-2022. Topics on 3D printing technology and micro-controllers will be covered in the two-year curriculum equipping students with applied technological knowledge for solving authentic problems in daily life. Our student committee members of STEM club organised an interclass robotic competition for junior students amidst limited school hours. With our Quality Education Fund (QEF) proposal on school-based STEM education Programme being officially granted, we will be transforming a classroom into a STEM workshop for holding STEM lessons and activities in the future.

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 92.7% 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 42.2%. The number of JUPAS offers received was as well impressive; 93.5% 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, face-to-face lessons were restricted to half day mode. The school adopted regular online tutorials in the afternoon, on which 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 2021-22, flexible grouping arrangements will continue to 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 and S.2 students, providing them with systematic and regular training in science and technology as well as cultivating their interest and abilities in STEM education. Room 501 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. 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 and National Security 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 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. Due to COVID-19 pandemic, lesson time for junior forms was below average and shall be addressed in the next academic year.

## **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 (2020-21) organised by Environmental Campaign Committee, appointing several Student Environmental Protection Ambassadors (SEPAS) in S4 to acquire basic environmental knowledge and skills through Basic Environmental Badge training held online.

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 the 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 substantial time guiding students to identify their goals in academic studies and future career to enable them to 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 2021-2022 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.

Due to the outbreak of the coronavirus, all exchange trips were cancelled. Recognising the unique role of exchange trips in giving students the opportunity to engage in team-building, cooperation, responsibility and accountability and promoting the development of independence and self-confidence, we will continue to explore possibility in organising these trips in the coming academic year.

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, continue to serve as an excellent platform to cultivate respect and attentiveness and to inculcate in students a strong sense of belonging and devotion to both the school community and the country. National Security education would as well be an integral part across the subjects' curricula to meet the prominent needs.

### **3. Suggestion for Improvement**

Considering the constructive effect of the Student Performance Grading System, we plan to capitalise on it to preach students' personal 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 continued to be in place to record students' attitude and conduct effectively. The record will continue to be collated once per term, reviewed and refined at the end of each term. Meanwhile, the scope of the grading scale for the learning and conduct marks has been adjusted. The means of recording students' punctuality was updated to reflect the actual attendance of online lessons; together with teachers' guidance, these measures coach students on essential attributes like punctuality and self-accountability in students.

A more holistic approach will be made on Value Education to nurture students' positive personal attributes on all fronts. To optimise the "class management" scheme through conveying 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 the learning contents from various subjects. Teaching packages of SSY Moral Education will be practised in 2021-22 in S.1 followed by evaluation that assesses its effectiveness, in addition to the National Security education that will be implemented as part of the subject curriculum in a similar manner.

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 (2020 -2021)

	Income HK\$	Expenditure HK\$	Surplus / (Deficit) HK\$	Balance C/F to next year
<b>Government Funds</b>				
Balance B/F from previous year				5,296,054.30
(1) School Specific				
1.1) Administration Grant	4,044,216.00	(3,802,523.24)	241,692.76	
1.2) Capacity Enhancement Grant	638,461.00	(568,875.00)	69,586.00	
1.3) Composite Information Technology Grant	490,804.00	(519,338.40)	(28,534.40)	
1.4) Air-conditioning Grant	627,446.00	(368,927.70)	258,518.30	
1.5) School-based Management Top-up Grant	50,350.00	(750.00)	49,600.00	
1.6) School-based Speech Therapy Administration Recurrent Grant	8,056.00		8,056.00	
<i>Sub-total (1)</i>	5,859,333.00	(5,260,414.34)	598,918.66	
(2) Non-School Specific (Baseline Reference)	1,995,965.93	(2,205,482.43)	(209,516.50)	
(3) Other Income	6,494.11		6,494.11	
<i>Sub-total (2) &amp; (3)</i>	2,002,460.04	(2,205,482.43)	(203,022.39)	
<b>Surplus for the year (Government Funds)</b>				395,896.27
<b>School Funds</b>				
Balance B/F from previous year				1,874,685.76
(1) Tong Fai	109,430.00		109,430.00	
(2) Subsidy from Sik Sik Yuen	235,817.20		235,817.20	
(3) Other Income and Expenditure	199,600.46	(786,865.49)	(587,265.03)	
<i>Sub-total</i>	544,847.66	(786,865.49)	(242,017.83)	
<b>Deficit for the year (School Funds)</b>				(242,017.83)
Approved Collection for Specific Purposes Account				
Current Year	232,500.00	(199,002.29)	33,497.71	
Balance B/F from previous year			145,579.07	
Surplus Carried Forward to Next Year :			179,076.78	
<b>Accumulated surplus (Government Funds &amp; School Funds) as at 31/08/2021</b>				7,324,618.50