



HO FUNG
COLLEGE

(Sponsored by Sik Sik Yuen)



Annual School Plan (2019-20)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

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

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

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

SCHOOL GOALS

A. Character and Values

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

B. Learning and Growth

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

SCHOOL DEVELOPMENT PLAN (2019/20 TO 2021/22)

Major Concern	Targets	A General Outline of Strategies/Tasks	19/20	20/21	21/22
1. To enhance efficacy in learning and teaching	<ul style="list-style-type: none"> <input type="checkbox"/> To train students to be confident learners. <input type="checkbox"/> To cultivate a good study atmosphere and enhance learning motivation. <input type="checkbox"/> To cultivate an appreciative culture and give more positive feedback to students. <input type="checkbox"/> To build up a learning community which shares passion for academic excellence. <input type="checkbox"/> To share teaching experience and resources among teachers to enhance teachers' professional development. <input type="checkbox"/> To increase teachers' professional capacity. 	<ol style="list-style-type: none"> 1. To cultivate a strong reading culture through implementing various reading schemes. 2. To equip students with subject-based learning strategies focusing on: <ol style="list-style-type: none"> a. various study skills in the junior forms; and b. examination skills in the senior forms. 3. To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements. 4. To establish students' good learning practices by enforcing rules to maintain good discipline. 5. To further promote and develop e-learning. 6. To further promote and develop STEM education. 7. To encourage a student-centered paradigm in learning and teaching. 8. To encourage teachers to engage in teaching training and workshops. 9. To build up a culture of collaboration and enhance experience sharing among teachers through lesson observation. 10. To build a learning community among students and teachers. 	✓	✓	✓
2. To develop students' sense of responsibility and empathy	<ul style="list-style-type: none"> <input type="checkbox"/> To develop empathy in students. <input type="checkbox"/> To build resilience in students and sharpen their sense of responsibility <input type="checkbox"/> To tighten students' discipline and foster positive values as well as attitudes. 	<ol style="list-style-type: none"> 1. To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. 2. To optimise various life planning programmes. 3. To cultivate junior form students' self-care abilities. 4. To enhance students' discipline and time management skills in school. 5. To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth. 6. To implement school-based moral and civic education in a bid to inculcate positive core values and attitudes in students, like honesty, commitment, time management, consideration, caring for others, etc. 	✓	✓	✓

MAJOR CONCERNS

Major Concern 1: To enhance efficacy in learning and teaching

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To cultivate a good study atmosphere and enhance learning motivation.	<ul style="list-style-type: none"> To encourage a student-centered paradigm in learning and teaching 	<ul style="list-style-type: none"> Plan and assign cross-curricular language tasks / assessments in junior forms: Lyrics rewriting project (S3, Music) App review (S1, C&T) 	<ul style="list-style-type: none"> At least two cross-curricular tasks can be implemented. 	<ul style="list-style-type: none"> Feedback from English teachers and subject departments concerned 	<ul style="list-style-type: none"> Sep – Dec 2019 (lyrics rewriting) Jan – May 2020 (S1 C&T) 	<ul style="list-style-type: none"> EMI Concern Section English teachers Subject departments (Music, C&T and others if needed)
	<ul style="list-style-type: none"> To build a learning community among students and teachers 	<ul style="list-style-type: none"> Allocating the exchange student in classes spread across forms to maximise students' opportunity to interact with the foreign student and managing affairs related to the exchange programme, e.g. inviting past exchange students to give presentations on their experiences and promoting exchange programmes among students 	<ul style="list-style-type: none"> At least three classes are able to have lessons with the exchange student 	<ul style="list-style-type: none"> Feedback from students and teachers 	<ul style="list-style-type: none"> Year-round 	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Arranging a language class and an interest class hosted by the exchange student during the school year 	<ul style="list-style-type: none"> At least one language class and one interest class will be hosted by the exchange student. 	<ul style="list-style-type: none"> Feedback from students 	<ul style="list-style-type: none"> Oct-Nov 2019 Jan-Apr 2020 	<ul style="list-style-type: none"> EMI Concern Section
To foster a good learning atmosphere and increase learning motivation	<ul style="list-style-type: none"> To further promote IT in education 	<ul style="list-style-type: none"> To organise workshops related to IT learning Teachers from across subjects will share their experience in using IT tools/ apps/ online platforms to facilitate teaching and learning Encouraging teachers to attend related workshops and seminars 	<ul style="list-style-type: none"> An increased number of teachers using the tools/ apps/ platforms Positive feedback from teachers 	<ul style="list-style-type: none"> Google Forms/ Questionnaires to teachers 	<ul style="list-style-type: none"> Throughout the year (once per term) 	<ul style="list-style-type: none"> Professional Teachers' Development Section school's IT team

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Make use of learner platforms (e.g. eClass and Google Classroom) as one-stop information gateways Make use of online assessment tools Provide quality eLearning resources Use tablets with educational APPS and PCs in conducting lesson activities. 	<ul style="list-style-type: none"> Students show interests in tablet teaching and learning. Students learn more effectively through eLearning tools. Teachers actively adopt eLearning. 	<ul style="list-style-type: none"> Observe students' performance Questionnaires and statistics from teachers and students. 	Whole year	<ul style="list-style-type: none"> IT Support Section All teachers
	<ul style="list-style-type: none"> To further promote and develop STEM education in various subjects 	<ul style="list-style-type: none"> To assist in workshops conducted by the STEM teachers Books and resources related to STEM will be acquired. More books about robots will be bought. Book display and promotion will be carried out. 	<ul style="list-style-type: none"> Teachers willing and eager to join the workshops More than 50% of students know the STEM books and resources collection in the library 	<ul style="list-style-type: none"> Google Forms/ Questionnaires to teachers Teachers' observation 	Whole year	<ul style="list-style-type: none"> Professional Teachers' Development Section Librarian
		<ul style="list-style-type: none"> Encourage more junior form students to participate in Community EXPLORE: from Science to Action (A joint University and Secondary School Project organized by Division of Environment and Sustainability, HKUST) 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Section Chemistry Department Geography Department IS Department
		<ul style="list-style-type: none"> Promote the use of 3D printer Assign one STEM period to S1 students with systematic and regular training of science and technology, cultivate their interests and abilities in STEM education. Encourage students to participate in related activities and competitions related to STEM education. 	<ul style="list-style-type: none"> Students are active in participating the activities. Students' attitudes towards STEM education are positive, and behavior is proactive and engaged. 	<ul style="list-style-type: none"> Teachers' observation and feedback. Students' feedback 	Year round	<ul style="list-style-type: none"> Teaching/Learning Resources and Support Section Mathematics Department ICT Department IS Department
	<ul style="list-style-type: none"> Re-allocate the resources in school campus to facilitate STEM education 	<ul style="list-style-type: none"> Re-design a classroom and purchase equipment under Quality Education Fund finance to promote STEM education. 	<ul style="list-style-type: none"> One classroom has been re-designed and equipment are purchase for STEM education. 	<ul style="list-style-type: none"> Teachers' observation and feedback. Students' feedback 	Year round	STEM education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To cultivate a strong reading culture through implementing various reading activities 	<ul style="list-style-type: none"> Morning assemblies for book sharing and book introductions will be arranged. Book sharing sessions, author talks and a reading workshop will be held Identify and promote cross-curricular non-fictions through quiz competitions, presentations in Morning Assemblies, class reading periods in S1 and other platforms Implementation of a reading incentive scheme with the school library to encourage S1 students to read across the curriculum Purchasing cross-curricular fictions/non-fictions for different subject departments 	<ul style="list-style-type: none"> More than 80% of subject panels involved agree that the collaborative schemes are helpful to consolidate the studies of their subjects Students participate in tasks and activities related to cross-curricular non-fictions. 	<ul style="list-style-type: none"> Verbal report from subject panels involved. Students' loan rate Feedback from teachers 	<p>Oct 2019 Feb-Apr 2020 (Presentations in morning assemblies)</p> <p>Year-round (Sharing sessions in class reading periods)</p>	<ul style="list-style-type: none"> EMI Concern Section Librarian, T&L Resources Section Subject departments (Math, IS, Geog, Hist, C&T and others if needed)
	<ul style="list-style-type: none"> To build up a culture of collaboration 	<ul style="list-style-type: none"> Cross-curricular activities are to be co-organized with various departments. Collaborative schemes are to be discussed with subject panels. Appropriate books for the schemes are to be selected, ordered and processed. Circulation of books and other resources is to be arranged. 	<ul style="list-style-type: none"> More than 80% of subject panel heads involved agree that the collaborative schemes are helpful to consolidate the studies of their subjects. 	<ul style="list-style-type: none"> Verbal report from subject panels involved 	<p>Whole year</p>	<ul style="list-style-type: none"> Librarian
	<ul style="list-style-type: none"> To establish students' good learning practices by requesting students to be punctual for their classes after recess and lunch break. 	<ul style="list-style-type: none"> Discipline teachers patrol the floors after recess and lunch break according to the roster which is drawn up with their free lessons taken into consideration. This measure is to ensure that students return to their classrooms as soon as possible, without staying in the Cheong Lap Hall, playground or corridors, or using lockers. 	<ul style="list-style-type: none"> Students are in their seats properly when teachers arrive at the classrooms. 	<ul style="list-style-type: none"> Teachers' observation 	<p>September - July</p>	<ul style="list-style-type: none"> All discipline teachers

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To continue to adopt the “student-centred” teaching/ learning paradigm</p> <p>To further strengthen the learning community at school</p>	<ul style="list-style-type: none"> ◆ “Collaborative Learning” will be further promoted in the junior forms, but at the discretion of the subject teacher when implementing the pedagogy ◆ To promote a culture of collaboration and professional sharing among teachers through peer lesson observation and form/ subject meetings ◆ To adopt class streaming/ grouping with accordance to students’ learning abilities 	<ul style="list-style-type: none"> ◆ To continue to promote the use of the school bag cabinet in junior forms to make sure the classroom environment is conducive to group activities in lessons ◆ To conduct a survey in mid-term and end-of-term to evaluate the effectiveness of the teaching/ learning mode (targeted at teachers who have conducted lessons with the mode) 	<ul style="list-style-type: none"> ◆ Smooth implementation ◆ Positive feedback from teachers and students 	<ul style="list-style-type: none"> ◆ Records provided from Panel Heads 	Throughout the year	<ul style="list-style-type: none"> ◆ Professional Teachers’ Development Section
To train students to be confident learners	<ul style="list-style-type: none"> ◆ To cultivate a strong reading culture through implementing various reading schemes ◆ To optimize the award scheme system 	<ul style="list-style-type: none"> ◆ To implement school-based reading scheme: <ul style="list-style-type: none"> (i) F.1 – F.3 students should finish book reports and join some reading activities in order to obtain marks for the reading scheme. Awards will be given to those students who do well in the scheme. (ii) Marks for the reading scheme will be calculated as House scores. (iii) The reading time during the form-teacher period will be well spent. 	<ul style="list-style-type: none"> ◆ More than 80% of students can fulfill the basic requirements. ◆ Students can finish the reading tasks and the follow-up activities. 	<ul style="list-style-type: none"> ◆ Marks for reading scheme. 	10/2019-5/2020	<ul style="list-style-type: none"> ◆ Librarian, ◆ T&L Resources Section
	To equip students with subject-based learning strategies focusing on: <ul style="list-style-type: none"> a. various study skills in the junior forms; and b. examination skills in the senior forms. 	<ul style="list-style-type: none"> ◆ Compiling/updating booklets outlining common subject specific language problems and more advanced language use in questions and answers (e.g. essay writing) for senior form students especially for humanities subjects 	<ul style="list-style-type: none"> ◆ The learning materials can bridge the language divide that students come across when submitting assignments requiring more advanced language skills. ◆ Subject departments consult and inform the Section on language issues whenever needs arise. 	<ul style="list-style-type: none"> ◆ Feedback from the subject departments concerned 	Oct 2019	<ul style="list-style-type: none"> ◆ EMI Concern Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	To equip students with subject-based learning strategies focusing on: c. various study skills in the junior forms; and d. examination skills in the senior forms.	<ul style="list-style-type: none"> Updating and printing a booklet of common subject specific language problems for S1 and S2 students and allocating class teacher's period to go over the materials 	<ul style="list-style-type: none"> At least one cross-curricular task can be implemented in each form and continued in the following year. 	<ul style="list-style-type: none"> Feedback from the subject departments concerned 	Oct 2019	<ul style="list-style-type: none"> EMI Concern Section Subject departments (Math, IS, Geog, Hist, L&S and others if needed) S1 Class teachers
	<ul style="list-style-type: none"> To further promote and develop e-learning. To encourage a student-centered paradigm in learning and teaching 	<ul style="list-style-type: none"> Implementing the Pre-S1 English summer course in collaboration with PTA with a cross-curricular vocabulary list provided with an activity-based approach (e.g. Games Day, games through e-learning) 	<ul style="list-style-type: none"> Students are able to spell cross-curricular vocabulary in dictations. Subject teachers see that students are well-equipped for EMI. 	<ul style="list-style-type: none"> Students' results in dictations Feedback from subject departments 	Jul – Sep 2020	<ul style="list-style-type: none"> EMI Concern Section PTA
	<ul style="list-style-type: none"> To build a learning community among students and teachers 	<ul style="list-style-type: none"> Organising inter-house debate competitions for at least S3, S4 and S5 students, inter-class debate competitions for at least two forms Training elite students for external debate competitions and coordinating debate contests with the organisers and other participating schools 	<ul style="list-style-type: none"> At least four forms of students can benefit from being a participant or an audience in Inter-class debate competitions and inter-house competitions 	<ul style="list-style-type: none"> Students' performance 	Jan-May 2019 (Inter-class debate) Jul 2019 (Inter-house debate)	<ul style="list-style-type: none"> EMI Concern Section Debate coaches
		<ul style="list-style-type: none"> Holding MC workshops for Ho Fung Ambassadors and other potential MCs to develop student leaders in this aspect and nurture a sense of pride in using English in different large-scale events (with the School Publicity Section) Working closely with departments involved in large-scale events, e.g. the PE Department, in making sure the speech performances of event M.C.s are up to standard, while exploring the possibility of using English as the sole medium of communication at least in the opening and closing ceremonies. 	<ul style="list-style-type: none"> Student M.C.s trained are deployed by various subject departments and functional groups to host their respective functions. Students M.C.s can make announcements confidently and effectively. 	<ul style="list-style-type: none"> Students' performance 	Sep-Nov 2019 (workshop) Year-round	<ul style="list-style-type: none"> EMI Concern Section School Publicity Section
		<ul style="list-style-type: none"> S.1 Big Brothers and Big Sisters Scheme 	<ul style="list-style-type: none"> over 80% of attendance rate over 80% of participants satisfy with the activities conducted 	<ul style="list-style-type: none"> roll call questionnaire 	Year Round	<ul style="list-style-type: none"> Student Counseling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements 	<ul style="list-style-type: none"> ◆ Organising public speaking competitions for at least two forms 	<ul style="list-style-type: none"> ◆ At least two forms of students can from being a participant or an audience in Inter-class debate competitions and inter-house competitions 	<ul style="list-style-type: none"> ◆ Students' performance 	Sep-Dec 2019	<ul style="list-style-type: none"> ◆ EMI Concern Section
		<ul style="list-style-type: none"> ◆ Goal setting workshops and award scheme for S.1 	<ul style="list-style-type: none"> ◆ over 80% of attendance rate ◆ over 80% of participants satisfy with the activities conducted 	<ul style="list-style-type: none"> ◆ roll call ◆ questionnaire ◆ internal exams and tests 	March- June, 2019	<ul style="list-style-type: none"> ◆ Student Counseling Section
		<ul style="list-style-type: none"> ◆ To carry out the refined extensive reading scheme: <ul style="list-style-type: none"> (i) Students are required to read a designated amount of books each month (S.1 & S.2 students should read at least 2 books while S.3 students should read at least 1 book each month. (ii) Students are required to read both English newspapers and the books they have chosen during the reading periods on Day 1 and Day 6. (iii) Students are to finish a reading worksheet each month. 	<ul style="list-style-type: none"> ◆ More than 80% of students met the requirements and submitted at least 7 worksheets throughout the year 	<ul style="list-style-type: none"> ◆ Library reading records and reading worksheets submitted by students. 	10/2019~5/2020	<ul style="list-style-type: none"> ◆ English Department ◆ Librarian
		<ul style="list-style-type: none"> ◆ Organizing Inter-class Morning Reading Competition and presenting Best Performance Awards to help students develop good reading habits. 	<ul style="list-style-type: none"> ◆ Reading periods are well-operated 	<ul style="list-style-type: none"> ◆ Observing students' performance in the Reading periods 	Whole year	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section
		<ul style="list-style-type: none"> ◆ Co-organizing a book report writing activity with the Chinese Department. Form 3 students are required to read books about perseverance/ how people overcome adversities. Then, they will have to write a book report. 	<ul style="list-style-type: none"> ◆ Students of each class finish writing the reports and submit them on time. 	<ul style="list-style-type: none"> ◆ Post-activity evaluation 	2 nd Term	<ul style="list-style-type: none"> ◆ Moral and Civic Education Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ♦ To establish students' good learning practices by enforcing rules to maintain good discipline. 	<ul style="list-style-type: none"> ♦ To be in line with the school policy, all ECAs held during lunchtime should end at 1:00 pm so that all participants could attend class on time. 	<ul style="list-style-type: none"> ♦ All ECAs should end at 1:00 pm unless with the principal's approval. 	<ul style="list-style-type: none"> ♦ Activity Record 	<ul style="list-style-type: none"> ♦ Whole year 	<ul style="list-style-type: none"> ♦ CCA Section
	<ul style="list-style-type: none"> ♦ To optimize the award scheme system and establish new measures to recognize students' outstanding performance. 	<ul style="list-style-type: none"> ♦ Giving out Best Academic Improvement Awards to the students in each House, who show the best improvements among others, as compared with their results in the previous academic year so as to encourage students to be proactive in study and to commend House members with significant improvement, in attempt to boost their self-esteem in learning and cultivate positive learning attitudes 	<ul style="list-style-type: none"> ♦ All awardees are commended publicly 	<ul style="list-style-type: none"> ♦ House meeting record 	<ul style="list-style-type: none"> ♦ September 	<ul style="list-style-type: none"> ♦ Discipline Section ♦ CCA Section

Major Concern 2: To develop students' sense of responsibility and empathy

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
To build resilience in students and sharpen their sense of responsibility	♦ To develop and make good use of “class management scheme” to promote students’ self-management, and facilitate their personal growth.	♦ To establish the class library (F.1 – F.3): (i) Each class is required to establish a class library. (ii) Students are encouraged to donate books to their class library.	♦ More than 50% of classes make good use of the class library and maintain the tidiness of the library	♦ Verbal report from class teachers and reading performance of assessment form	10/2019-5/2020	♦ Librarian
	♦ To develop and make good use of various school-based data management systems to promote students’ self-management, and facilitate their personal growth.	♦ Encouraging students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards. (The Spirit of Ho Fung Awards are presented to those who perform brilliantly in terms of academic performance, discipline and social services.)	♦ More students who are up to standard are nominated and awarded	♦ Establishing a Selection Committee	Whole year	♦ Moral and Civic Education
	♦ To enhance students’ discipline and time management in school.	♦ Training students time management skills and nurturing the spirit of self-discipline among the students through morning assemblies	♦ Students joining the morning assemblies punctually and keeping quiet.	♦ Late record & teachers’ observation	Year round	♦ Moral and Civic Education
♦ Conducting around 2 lessons in S1 and S2 (i) Time management in S1 (ii) Starting your career exploration in S2		♦ Able to equip our students with ability to grasp the essential time management & career exploration skills which are a basic competence for learning efficiently & study motivation	♦ Feedbacks from Class teachers and students	Tentative	♦ Moral and Civic Education	

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To cultivate students' sense of responsibility through commitment to community services or cross-curricular activities 	<ul style="list-style-type: none"> Student librarians will be recruited and trained. Orientation and training for Student Librarians will be carried out. Student Librarians are to assist the organization of reading activities and the daily operation of the library, including but not limited to shelving books and circulating books. Student Librarians are to keep the library clean and tidy. 	<ul style="list-style-type: none"> More than 70% of Student Librarians can achieve 70% of attendance for on duty. 	<ul style="list-style-type: none"> Attendance of student librarians 	9/2019-5/2020	<ul style="list-style-type: none"> Librarian
		<ul style="list-style-type: none"> Organize elderly visits jointly with the Hong Kong Society for the Aged. S1, S3-S5 students together with parent volunteers and teachers visited solitary old people living in Lei Muk Shue Estate. 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Post-activity evaluation 	Second-term (after school)	<ul style="list-style-type: none"> Moral and Civic Education
		<ul style="list-style-type: none"> Invite a guest from HONG KONG OUTSTANDING YOUTH VOLUNTEERS' ASSOCIATION to share about how to change our life of being a volunteer in junior form morning assembly. Teacher's sharing on what can you gain of being a volunteer in senior form morning assembly. 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Post-activity evaluation 	First term	<ul style="list-style-type: none"> Moral and Civic Education
		<ul style="list-style-type: none"> Encourage students to join various Voluntary Service 	<ul style="list-style-type: none"> Active participation in voluntary work 	<ul style="list-style-type: none"> Record booklet of voluntary service 	Year round	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To develop and make good use of "class management scheme" to promote students' self-management, and facilitate their personal growth. 	<ul style="list-style-type: none"> To establish the class library (F.1 – F.3): <ul style="list-style-type: none"> (i) Each class is required to establish a class library. (ii) Students are encouraged to donate books to their class library. 	<ul style="list-style-type: none"> More than 50% of classes make good use of the class library and maintain the tidiness of the library 	<ul style="list-style-type: none"> Verbal report from class teachers and reading performance of assessment form 	10/2019-5/2020	<ul style="list-style-type: none"> Librarian

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ◆ To ensure students to observe the prohibition of using mobile phones in the classrooms 	<ul style="list-style-type: none"> ◆ Discipline teachers and prefects patrol more frequently during recess and lunchtime. 	<ul style="list-style-type: none"> ◆ Fewer students use mobile phones in the classrooms. 	<ul style="list-style-type: none"> ◆ Teachers' observation. 	September - July	<ul style="list-style-type: none"> ◆ Discipline Section
	<ul style="list-style-type: none"> ◆ To computerize the records of students who are sent to the detention class as a result of failing to submit homework ◆ To send the students to the detention class on the day that they fail to submit homework 	<ul style="list-style-type: none"> ◆ Discipline teachers meet with the students who repeatedly fail to submit their homework and notify their class teachers. 	<ul style="list-style-type: none"> ◆ Fewer students fail to submit their homework. 	<ul style="list-style-type: none"> ◆ Teachers' observation. 	September - July	<ul style="list-style-type: none"> ◆ Discipline Section
	<ul style="list-style-type: none"> ◆ To cultivate students' sense of responsibility and empathy through the quest for pursuing academic excellence, and commitment to extra-curricular activities. 	<ul style="list-style-type: none"> ◆ Motivating students to participate more actively in social services through Volunteer Movement 	<ul style="list-style-type: none"> ◆ 200 or more students participate in the scheme 	<ul style="list-style-type: none"> ◆ School Record 	Whole year	<ul style="list-style-type: none"> ◆ CCA Section
	<ul style="list-style-type: none"> ◆ To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth. 	<ul style="list-style-type: none"> ◆ To make good use of the "CCA Award Scheme" to cultivate students' sense of responsibility and commitment in community services/co-curricular activities ◆ To make good use of the "Student Performance Grading System" to encourage students' active participation in activities and services for promotion of students' self-management skills. 	<ul style="list-style-type: none"> ◆ 250 or more students participate in the scheme ◆ 25% of the students get B+ in the activity grading system 	<ul style="list-style-type: none"> ◆ Award Record ◆ School Record 	Whole year	<ul style="list-style-type: none"> ◆ CCA Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
<p>To develop empathy in students</p> <p>To tighten students' discipline and foster positive values and attitudes</p>	<ul style="list-style-type: none"> To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. To implement school-based moral and civic education in a bid to inculcate positive core values and attitudes in students, like honesty, commitment, time management, consideration, caring for others, etc. 	<ul style="list-style-type: none"> Scheduling speeches on positive personal attributes / experiences sharing on achievements to be given by student leaders from different student bodies (Houses/Clubs/Societies/Uniform groups) and students earning recognition from various competitions in addition to commended student speakers from each class (with Moral and Civic Education Section and CCA Section) 	<ul style="list-style-type: none"> Students grasp and cherish the chance to share their experiences and success with fellow students. Student speakers are able to deliver speeches confidently and effectively. 	<ul style="list-style-type: none"> Students' performance Feedback from teachers 	<ul style="list-style-type: none"> Year-round 	<ul style="list-style-type: none"> EMI Concern Section Moral and Civic Education Section CCA Section
	<ul style="list-style-type: none"> To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. 	<ul style="list-style-type: none"> Informing parents the opportunity and benefits of hosting an exchange student through articles printed in the school newsletter / circular Informing students the opportunity and benefits of hosting an exchange student in their families through presentations in the morning assembly 	<ul style="list-style-type: none"> Parents and students will be informed of the opportunity to host exchange students. 	<ul style="list-style-type: none"> Students' feedback Teachers' feedback 	<ul style="list-style-type: none"> Sep 2019 	<ul style="list-style-type: none"> EMI Concern Section
		<ul style="list-style-type: none"> Training the announcement team for arranging announcements and prize giving ceremonies in morning periods / outdoor playground assemblies and offering language support to other students and teachers, e.g. training student announcers, proofreading and translating announcements Promoting the use of news ticker and the broadcasting system in showcasing students' achievements among teachers and students 	<ul style="list-style-type: none"> Prize presentations are run smoothly as requested by teachers. Teachers can make use of the news ticker and the broadcasting system, and students can recognize their fellow students' achievements through the new platforms. 	<ul style="list-style-type: none"> Teachers' feedback Students' feedback 	<ul style="list-style-type: none"> Year-round 	<ul style="list-style-type: none"> EMI Concern Section Ho Fung Channel

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To cultivate students' empathy through workshops of personal growth for junior form students 	<ul style="list-style-type: none"> Education psychologist class visits and talks on interpersonal skills Activities on Peer Mediation 	<ul style="list-style-type: none"> students' improvement in interpersonal communication 	<ul style="list-style-type: none"> Teachers observation and APASO 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Student Counseling Section
	<ul style="list-style-type: none"> To launch and optimize various life planning programmes 	<ul style="list-style-type: none"> Books for life education/values education will be introduced during the morning assembly and via Ho Fung Channel. Students are encouraged to read at least one book related to moral education. Book titles related to different subjects will be categorized in the internal library system. More books related to moral education should be acquired. 	<ul style="list-style-type: none"> Students show the enhanced awareness of the issue related to moral education and good learning attitudes 	<ul style="list-style-type: none"> Teachers' observation 	10/2019-5/2020	<ul style="list-style-type: none"> Librarian, T&L Resources Section
		<ul style="list-style-type: none"> Collaboration skills and problem-solving skills of the Prefect Team are strengthened. Leadership training programmes are organised. 	<ul style="list-style-type: none"> The Prefect Team helps discipline teachers proactively and performs the duties enthusiastically. 	<ul style="list-style-type: none"> Teachers' observation. 	September	<ul style="list-style-type: none"> Discipline Section
		<ul style="list-style-type: none"> S3 Class teacher's period: Cooperate with Career Guidance Section, prepare the teaching plans on career education. Classes are to be conducted by class teachers. 	<ul style="list-style-type: none"> Active participation of students in each class 	<ul style="list-style-type: none"> Post-activity evaluation 	2-4 lessons per term	<ul style="list-style-type: none"> Moral and Civic Education Program
	<ul style="list-style-type: none"> To cultivate junior form students' self-care abilities. 	<ul style="list-style-type: none"> Requiring all S2 and S3 students to join a uniform team or service group (ie. Wind Band, Girl Guide, Scout, St.John Cadet, Community Youth Club, Interact Club, Junior Police Call, School Prefect, Student Librarian, Student Counsellor, Ho Fung Channel, Ho Fung Ambassador, Stage Management Team) 	<ul style="list-style-type: none"> 75% of the S2 and S3 students join a uniform team or service group 	<ul style="list-style-type: none"> Enrolment Record 	Whole year	<ul style="list-style-type: none"> CCA Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students. 	<ul style="list-style-type: none"> Talks and activities are organised with the Police, enabling students to understand the seriousness of criminal behaviour and grasp related legal knowledge. In addition, the visit to the police station is popular among students. 	<ul style="list-style-type: none"> Fewer students commit crime. 	<ul style="list-style-type: none"> Teachers' observation 	September - July	<ul style="list-style-type: none"> Discipline Section
		<ul style="list-style-type: none"> S1-S2 Class teacher's period: Cooperate with the Counseling Section, prepare the teaching plans on life and career education. Classes are to be conducted by class teachers. 	<ul style="list-style-type: none"> Active participation of students in each class 	<ul style="list-style-type: none"> Post-activity evaluation 	6 lessons per term	<ul style="list-style-type: none"> Moral and Civic Education Program
		<ul style="list-style-type: none"> Junior form students and some senior form students taking DSE VA will participate in the competition "綠色生活愛地球環保比賽" (荃灣區公民教育委員會及圓玄學院社會服務部主辦) 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Observing students' performance in the activity 	Oct 2019	<ul style="list-style-type: none"> Moral and Civic Education Program
		<ul style="list-style-type: none"> Students' sharing in the morning assembly. A jointly organized program with Liberal Studies Department. Student representatives from S4 and S5 classes will share issues related to environmental conservation. 	<ul style="list-style-type: none"> Active participation of students 	<ul style="list-style-type: none"> Observing students' performance in the activity 	Year round (Oct, Dec 2019, Feb, Mar & May 2020)	<ul style="list-style-type: none"> Moral and Civic Education Program LS subject teachers
		<ul style="list-style-type: none"> Waste Separation and Recycling Scheme. A hand-made waste plastic bottle recycle bins have been placed at the covered playground for collecting the recycled plastic bottles. SEPAs are trained to organize activities arousing the awareness of students in plastic bottle separation and recycling. (Cooperate with 佛教慈濟基金會荃灣分會) 	<ul style="list-style-type: none"> Students' participation 	<ul style="list-style-type: none"> Teachers' observation 	Year round	<ul style="list-style-type: none"> Moral and Civic Education Program
		<ul style="list-style-type: none"> S.1 – S.5 Sex Education Workshops 	<ul style="list-style-type: none"> Over 90% participants satisfy with the activities 	<ul style="list-style-type: none"> Questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Student Counseling Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> ♦ To integrate environmental education into the key learning areas and nurture students' commitment to the sustainable use of resources 	<ul style="list-style-type: none"> ♦ Students' environmental awareness is raised - Energy-reducing measures are implemented, i.e. all air-conditioners and lights are switched off between 12:15 and 12:45 pm. Prefects patrol more frequently. 	<ul style="list-style-type: none"> ♦ Students' environmental awareness is raised. 	<ul style="list-style-type: none"> ♦ Students' environmental awareness is monitored. 	September - July	<ul style="list-style-type: none"> ♦ Discipline Section
		<ul style="list-style-type: none"> ♦ Resources at the Environmental Educational Resources Centre are continuously acquired and updated regularly. Regular evaluation is held. 	<ul style="list-style-type: none"> ♦ Teacher-in-charge agrees that the resources centre is well established. 	<ul style="list-style-type: none"> ♦ Verbal report from teacher-in-charge. 	Whole year	<ul style="list-style-type: none"> ♦ Librarian
	<ul style="list-style-type: none"> ♦ To launch/optimize various life planning programmes to (i) render support to students in pursuing their interests and realizing their potentials in order to better prepare students in making informed and responsible choices with respect to their study and careers goals 	<ul style="list-style-type: none"> ♦ Conducting academic advising sessions concerning choices on further studies they will have made in JUPAS with all the S6 students in groups of one to three (with similar interests and characters) so that they can have a chance to discuss with careers teachers different study paths for their future studies and be informed of the latest information on further studies 	<ul style="list-style-type: none"> ♦ Reduced stress and worries over the JUPAS choice 	<ul style="list-style-type: none"> ♦ Feedback based on chats with students & Class teachers 	Late August to Early September, 2019	<ul style="list-style-type: none"> ♦ Careers Guidance Section
		<ul style="list-style-type: none"> ♦ Conducting academic advising sessions for all S5 students in order to <ol style="list-style-type: none"> (i) explore their interests and potential; (ii) provide them with latest information on various study paths after S6; (iii) widen their horizon and ensure that they are well-informed of their future JUPAS choices 	<ul style="list-style-type: none"> ♦ Planning for future pathways is made clearer 	<ul style="list-style-type: none"> ♦ Feedback based on chats with students & Class teachers 	Throughout the year after the first term exam. in next academic year	Careers Guidance Section
		<ul style="list-style-type: none"> ♦ Organize various talk to S6 students (JUPAS, alternative study paths, E-APP) 	<ul style="list-style-type: none"> ♦ Extent of participation (over 80%) by the students concerned 	<ul style="list-style-type: none"> ♦ Observation and informal chatting with students and/or teachers 	September – December, 2019	Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
		<ul style="list-style-type: none"> Organize HKU/CU consultation session for S6 JUPAS applicants and S4 to S5 students 	<ul style="list-style-type: none"> Able to set a goal for studying or prioritizing their final JUPAS choices 	<ul style="list-style-type: none"> Number of participating students and through observation and informal chat with students 	Tentative	Careers Guidance Section
		<ul style="list-style-type: none"> Sharing sessions on University Dreams by alumni (for S4 to S6) Sharing sessions by students and professional bodies (for S4 to S6) 	<ul style="list-style-type: none"> Motivate the students to work hard to set their goals of getting into their favourite courses in tertiary institutions 	<ul style="list-style-type: none"> Observation and informal chatting with students and/or teachers 	Throughout the academic year	Careers Guidance Section
		<ul style="list-style-type: none"> Organize various workshops (University Entrance Interview, Interview Skills, mock interview) for S6 students 	<ul style="list-style-type: none"> Able to grasp the skills taught in the workshops 	<ul style="list-style-type: none"> Feedback based on chats with students and teachers involved 	July/August, 2019, May, 2020	Careers Guidance Section
		<ul style="list-style-type: none"> Talk for S3 students on the selection of electives (with introduction of electives by subject teachers) 	<ul style="list-style-type: none"> Extent of participation (over 80%) 	<ul style="list-style-type: none"> Feedback based on chats with students and teachers involved 	June, 2020	Careers Guidance Section
		<ul style="list-style-type: none"> Conducting lessons related to the choice of electives for S3 students during the "Life Education lessons" (in collaboration with Counselling Section) 	<ul style="list-style-type: none"> Able to reduce the stress and worries over the choice of electives 	<ul style="list-style-type: none"> Feedback based on chats with students and class teachers involved 	Tentative	Careers Guidance Section
	<ul style="list-style-type: none"> To launch/optimize various life planning programmes to (ii) provide students with direction and motivation through a series of goal setting and planning activities 	<ul style="list-style-type: none"> Workshop on "Career Mapping" for S4 students 	<ul style="list-style-type: none"> Able to be aware of the need to set a goal in the coming DSE 	<ul style="list-style-type: none"> Observation and informal chatting with students 	Oct.-Nov., 2019	Careers Guidance Section
		<ul style="list-style-type: none"> Workshop on "Finding your colours of life" for S2 students 	<ul style="list-style-type: none"> Able to know themselves more so as to choose an elective subjects which suit them most 	<ul style="list-style-type: none"> Observation and informal chatting with students 	June, 2020	Careers Guidance Section
		<ul style="list-style-type: none"> Electives Advising Session – prepared by Careers Prefect for S3 students 	<ul style="list-style-type: none"> Able to make an informal choice of electives in S4 and the number of S3 students enrolled 	<ul style="list-style-type: none"> Feedback based on chats with students & Class teachers 	Throughout the year after the first term exam in next academic year	Careers Guidance Section
		<ul style="list-style-type: none"> Exhibition of Careers & Life-planning books (in collaboration with Library) 	<ul style="list-style-type: none"> To convey the idea of life-planning among students, raising their awareness of the need to set a life goal 	<ul style="list-style-type: none"> Frequency of books borrowed and informal chat with library teachers and students 	September/October, 2019 & February/March, 2020	Careers Guidance Section Library

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To launch various life planning programmes to (iii) help students explore and understand the world of work 	<ul style="list-style-type: none"> “Job Exploration” Sharing Session once a year [Inviting 1 to 2 professional alumnus/alumni in a specific field, like civil services, disciplined services, businesses, engineering, medical services, creative design, etc to share the up-to-date requirements, prospects, remunerations and trends of the related fields) for S3 - S6 students] 	<ul style="list-style-type: none"> Extent of participation (over 75%) by the students enrolled/able to aware of the current trend of job markets 	<ul style="list-style-type: none"> Feedback based on chats with students, alumni/guest speaker and teachers involved 	Nov.-Dec., 2018 Mar.-Apr., 2019	Careers Guidance Section
		<ul style="list-style-type: none"> 「未來職人」講座 (香港青年協會青年就業網絡) 	<ul style="list-style-type: none"> Participants are able to gain a better understanding of future career choices and skills demanded 	<ul style="list-style-type: none"> Feedback based on chats with students & class teachers involved 	Tentative	Careers Guidance Section
		<ul style="list-style-type: none"> Mentorship Programme Life Buddies [友·導向] (A youth mentoring scheme launched by the Commission on Poverty) [Partners: UBS] 	<ul style="list-style-type: none"> Participants are able to grasp something (experience in studies & work), maintain a good relationship with mentors 	<ul style="list-style-type: none"> Feedback based on chats with students, mentors & teachers involved 	(i) Starts from Sept. 2019 (ii) Throughout the year (tentative)	Careers Guidance Section
		<ul style="list-style-type: none"> “Careers Programme” by ACO (S4 to S5) 	<ul style="list-style-type: none"> Number of students enrolled is more than 3 	<ul style="list-style-type: none"> Number of students selected to take part in the programme 	Jan. 2020 – Feb. 2020	Careers Guidance Section
		<ul style="list-style-type: none"> Campus tour(s) to one of the local universities, e.g. HKU, CUHK, PolyU, etc. (Tentative) Visiting MTR Academy (Tentative) 	<ul style="list-style-type: none"> Number of enrollment > the quota limit 	<ul style="list-style-type: none"> Number of students enrolled and their degree of involvement in the event 	Tentative	Careers Guidance Section
		<ul style="list-style-type: none"> Investigation reports (by careers prefects) on 2 jobs displayed on the boards for Careers Guidance Section 	<ul style="list-style-type: none"> To provide students with information on the to-be hot jobs and motivating them to start their life planning 	<ul style="list-style-type: none"> Feedbacks from career prefects & students 	Tentative	Careers Guidance Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	♦ To launch various life planning programmes to (iv) equip students with basic and necessary skills for life planning and raise their awareness of the need to start study and career planning as early as possible	♦ Talk on "Writing a good letter of introduction"	♦ Able to grasp the essential skills to write a good letter of introduction	♦ Feedbacks from students and Language teachers	Tentative	Careers Guidance Section
		♦ "CV Writing" lesson (both Chinese and English) conducted by both our school's Chinese and English departments	♦ Able to write a CV to a normal standard in both English and Chinese	♦ Through the scripts collected and marked by teachers	Throughout the academic year	Careers Guidance Section
		♦ Offering "training courses" or "advice sessions" for "Careers Prefects" so that they can help organize experience-sharing sessions and workshops and offer "counseling advice" to those junior form students (especially S3 students)	♦ Able to launch some programmes beneficial to their schoolmates with new ideas & skills learnt in training courses and workshops	♦ Feedback from students, careers prefects and teachers involved	Throughout the academic year	Careers Guidance Section
		♦ Nominating students to participate in the 「少年職業規劃師比賽 2019」 so that the participating students can obtain basic knowledge and skills in career planning	♦ Able to nominate a team of 4 students to join the competition	♦ Number of students enrolled for the competition and feedback from the participants	Sept., 2019	Careers Guidance Section
		♦ Cambridge Occupational Analysts (COA) for S1-S3 students	♦ Students are able to have better understanding of themselves	♦ Feedbacks from teachers and students	Throughout the academic year	Careers Guidance Section
	♦ To launch various life planning programmes to (v) let parents beware of their significant roles in guiding their children in their quest for self-understanding, personal planning, goal setting	♦ In collaboration with the Parent Teacher Association to arrange "Life Planning" Workshops (held by HKFWS) for interested parents, equipping them with some basic knowledge in conducting the Life Education for their children	♦ Parents participated become aware of the importance of Life Education for their children	♦ Number of parents enrolled for the talk and/or workshop	Tentative	Careers Guidance Section
	♦ To make good use of the "Student Performance Grading System" to promote students' self-management, and facilitate their personal growth	♦ The system is monitored to ensure that it runs smoothly.	♦ The system runs smoothly.	♦ Operation of the system is monitored.	September - July	♦ Discipline Section
	♦ To optimise the "Class Management" Scheme through conveying norms, values and beliefs	♦ Inter-class discipline competition is organised to implement the "Class Management" Scheme.	♦ Discipline of each class is improved.	♦ Inter-class competition	March	♦ Discipline Section

Targets	Strategies	Implementation	Success Criteria	Methods of Evaluation	Time Scale	Section / Department / People in charge
	<ul style="list-style-type: none"> To take attendance with the eClass system. Students have to tap their student cards when entering the school. 	<ul style="list-style-type: none"> Students have to tap their student cards for attendance recording. 	<ul style="list-style-type: none"> There are fewer students forgetting to tap their student cards. 	<ul style="list-style-type: none"> Operation of the system is monitored. 	September - July	<ul style="list-style-type: none"> Discipline Section
	<ul style="list-style-type: none"> To keep the school campus clean and strengthen students' civic awareness 	<ul style="list-style-type: none"> Teachers and prefects patrol more frequently. Any rubbish found in a court of the playground will result in closure of that area on the following school day, i.e. students will not be allowed to play there. Any books, exercise books and personal belongings left in the classrooms for a long time will be cleared by janitors. 	<ul style="list-style-type: none"> There is less rubbish in the playground and classrooms. 	<ul style="list-style-type: none"> Teachers' observation. 	September - July	<ul style="list-style-type: none"> Discipline Section
	<ul style="list-style-type: none"> To implement school-based moral and civic education in a bid to inculcate positive core values and attitudes in students, like honesty, commitment, time management, consideration, caring for others, etc. 	<ul style="list-style-type: none"> To incorporate the element of moral and civic education in inter-house drama competition. 	<ul style="list-style-type: none"> To bring out positive messages through the theme of house drama. 	<ul style="list-style-type: none"> Teacher's Observation 	July	<ul style="list-style-type: none"> CCA Section Discipline Section
		<ul style="list-style-type: none"> Sending senior form students to visit special schools 	<ul style="list-style-type: none"> 90% of the participants agree that the activity enables them to care more about the disabled 	<ul style="list-style-type: none"> Questionnaire 	Whole year	<ul style="list-style-type: none"> CCA Section