



HO FUNG
COLLEGE

(Sponsored by Sik Sik Yuen)



Annual School Plan (2020-21)

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"> • To train students to be confident learners • To cultivate a good study atmosphere and enhance learning motivation • To cultivate an appreciative culture and give more positive feedback to students • To build up a learning community which shares passion for academic excellence • To share teaching experience and resources among teachers to enhance teachers' professional development • 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"> • To develop empathy in students • To build resilience in students and sharpen their sense of responsibility • 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. | ♦ To encourage a student-centered paradigm in learning and teaching | ♦ Plan and assign cross-curricular language tasks / assessments in junior forms, e.g. Lyrics rewriting project (S3, Music), App review (S1, C&T) etc. | ♦ At least two cross-curricular tasks can be implemented. | ♦ Feedback from English teachers and subject departments concerned | Year-round | ♦ EMI Concern Section ♦ English teachers ♦ Subject departments (Music, C&T and others if needed) |
| | | ♦ Introduce different music software for music composition and performances in class (MuseScore for S.3 & Garageband for S.1 & S.2) | ♦ 70% of students are able to use those software and submit online and composition assignments | ♦ Number of assignment collected and the quality of work | Throughout the year | ♦ Music Department |
| To promote teachers' professional growth and enhance teachers' professional status | ♦ To promote "T-standard+" as the goals for teachers' professional development through concrete realization of the three core elements of teachers' professional growth: professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection | ♦ Invite scholars from local tertiary institutions to illustrate the concepts and the criteria portrayed in "T-standard+" ♦ Encourage teachers to join the related courses provided by the Education Bureau | ♦ Teachers' feedback ♦ An increased number of teachers joining the EDB training courses | ♦ Survey to be conducted at the end of the year | Throughout the year | ♦ Professional Teachers' Development Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---|---|---|---|--|---------------------|--|
| To foster a good learning atmosphere and increase learning motivation | <ul style="list-style-type: none"> To facilitate e-learning in teaching and learning | <ul style="list-style-type: none"> Organise staff development events and workshops, and promote the use of Apple TV, interactive touch panels and iPad under the BYOD policy Encourage teachers across subjects to share their experience in using IT tools/apps/online platforms to facilitate teaching and learning Implement the proposed items for QEF on adopting interactive touch panels for teaching and learning Implement the BYOD policy for S1 and S2 students Promote online learning and flipped classroom strategies Procure high-end tablet PCs (iPad Pro) for teachers to perform more effective e-learning Co-organise seminars about social implications aroused by e-learning and using IT devices Procure new management system for computers in computer rooms Make use of the Mobile Device Management (MDM) system for effective management of iPads | <ul style="list-style-type: none"> Teachers willing and eager to join the workshops An increased number of teachers using the tools/apps/platforms Positive feedback from teachers and students Students learn more effectively through eLearning tools. Teachers actively adopt e-learning. | <ul style="list-style-type: none"> Observe students' performance Questionnaires and statistics from teachers and students. | Throughout the year | <ul style="list-style-type: none"> Professional Teachers' Development Section IT Support Section School Counselling Section |
| | <ul style="list-style-type: none"> To further promote and develop STEM education in various subjects | <ul style="list-style-type: none"> Assist in workshops conducted by the STEM teachers Purchase books and resources related to STEM Buy more books about robots Implement book display and promotion | <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"> Questionnaires to teachers Teachers' observation | Whole year | <ul style="list-style-type: none"> Professional Teachers' Development Section Librarian |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|---|--|--|--|--|
| | | <ul style="list-style-type: none"> Promote the design of 3D models, the use of the 3D printer and applications of AR/VR Assign one STEM period to S1 students with systematic and regular training of science and technology to cultivate their interests and abilities in STEM education. Promote STEM projects and activities in various forms related to topics covered Encourage students to participate in activities and competitions related to STEM education. | <ul style="list-style-type: none"> Students take an active role in participating the activities. Students' attitudes towards STEM education are positive, and they are proactive and engaged in activities. | <ul style="list-style-type: none"> Teachers' observation and feedback. Students' feedback | Year round | <ul style="list-style-type: none"> STEM Education Section IT Support Section Subject Departments (Maths, IS, Phy, Chem, Bio, ICT, T&L, Visual Arts) |
| | <ul style="list-style-type: none"> To re-allocate the resources in existing infrastructure to extend STEM education | <ul style="list-style-type: none"> Re-design a classroom and purchase equipment covered by QEF to promote STEM education. | <ul style="list-style-type: none"> One classroom has been re-designed and equipment is purchased for STEM education. | <ul style="list-style-type: none"> Teachers' observation and feedback Students' feedback | Year round | <ul style="list-style-type: none"> STEM education Section |
| | <ul style="list-style-type: none"> To cultivate a strong reading culture through implementing various reading activities | <ul style="list-style-type: none"> Arrange assemblies for book sharing and recommendations Hold book sharing sessions, author talks and reading workshops Arrange the loan of cross-curricular magazines in class reading periods Promote online reading platforms to students in assemblies and teachers in professional development sessions Identify and promote cross-curricular non-fictions through quiz competitions, presentations in assemblies, class reading periods in S1 and other platforms Implement a reading incentive scheme to encourage S1 students to read across the curriculum | <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 Students' result in dictations, tests and exams Feedback from teachers | <p>Oct 2020 Feb-Apr 2021 (Presentations in morning assemblies)</p> <p>Year-round (Sharing sessions in class reading periods)</p> | <ul style="list-style-type: none"> EMI Concern Section Chinese Department Librarian T&L Resources Section Subject departments |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---|---|---|--|--|---------------------|--|
| | | <ul style="list-style-type: none"> Purchase cross-curricular fictions/non-fictions for different subject departments | | | | |
| | <ul style="list-style-type: none"> To build up a culture of collaboration | <ul style="list-style-type: none"> Co-organise cross-curricular activities with various departments Discuss collaborative schemes with subject panels Select, order and process appropriate books for the schemes Circulate books and arrange other resources | <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 | Whole year | <ul style="list-style-type: none"> Librarian |
| | <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"> Assign discipline personnel to ensure students could maximise learning opportunities in classroom | <ul style="list-style-type: none"> Students are physically prepared for class. | <ul style="list-style-type: none"> Teachers' observation | September - July | <ul style="list-style-type: none"> All discipline teachers |
| <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"> To encourage a student-centered paradigm in learning and teaching 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"> 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 at the end of the school term to evaluate the effectiveness of the teaching/learning 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 |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|--|--|---|---|--|----------------|---|
| 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"> Implement school-based reading scheme: <ol style="list-style-type: none"> S1 -S3 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. Marks for the reading scheme will be calculated as House scores. The reading time during the form-teacher period will be well spent. Subject based award scheme | <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. | 10/2020-5/2021 | <ul style="list-style-type: none"> Librarian T&L Resources Section Subject departments |
| | To equip students with subject-based learning strategies focusing on: <ol style="list-style-type: none"> various study skills in the junior forms; and examination skills in the senior forms. | <ul style="list-style-type: none"> Compile/update 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 2020 | <ul style="list-style-type: none"> EMI Concern Section |
| | To equip students with subject-based learning strategies focusing on: <ol style="list-style-type: none"> various study skills in the junior forms; and examination skills in the senior forms. | <ul style="list-style-type: none"> Update and print a booklet of common subject specific language problems for S1 and S2 students and allocating class teacher's period to go over the materials Use various teaching materials to improve learning effectiveness | <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 2020 | <ul style="list-style-type: none"> EMI Concern Section Subject departments S1 Class teachers |
| | <ul style="list-style-type: none"> To further promote and develop e-learning in teaching and learning To encourage a student-centered paradigm in learning and teaching | <ul style="list-style-type: none"> Implement 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 |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|--|--|---|--|---|
| | | <ul style="list-style-type: none"> ◆ Make use of computer rooms/mobile learning devices to facilitate learning activities ◆ Promote online writing and sharing among students ◆ Various e-learning resources are used to distribute online assignments (e.g. Google Classroom, Google Site, Google forms, Google Drive, e-Class, OneDrive) | <ul style="list-style-type: none"> ◆ Teachers actively adopt tools/ apps/ platforms in teaching. ◆ Students show interests in e-learning. ◆ Students learn more effectively through e-learning tools. | <ul style="list-style-type: none"> ◆ Feedback from teachers and students | Throughout the year | <ul style="list-style-type: none"> ◆ Subject departments |
| | <ul style="list-style-type: none"> ◆ To build a learning community among students and teachers | <ul style="list-style-type: none"> ◆ Organise inter-house debate competitions for at least S3, S4 and S5 students, inter-class debate competitions for at least two forms ◆ Train elite students for external debate competitions and coordinate 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 2020 (Inter-class debate) Jul 2020 (Inter-house debate) | <ul style="list-style-type: none"> ◆ EMI Concern Section ◆ Debate coaches |
| | | <ul style="list-style-type: none"> ◆ Hold 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 ◆ Work 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 apart from events like 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. ◆ Student M.C.s can make announcements confidently and effectively. | <ul style="list-style-type: none"> ◆ Students' performance | Sep-Nov 2020 (workshop) Year-round | <ul style="list-style-type: none"> ◆ EMI Concern Section ◆ School Publicity Section |
| | | <ul style="list-style-type: none"> ◆ Implement S.1 Big Brothers and Big Sisters Scheme | <ul style="list-style-type: none"> ◆ Over 80% of attendance rate ◆ Over 80% of participants are satisfied 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 |
|---------|---|---|---|--|-------------------|---|
| | ♦ To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements | ♦ Organise public speaking competitions for at least two forms | ♦ At least two forms of students can from being a participant or an audience in inter-class/inter-house competitions | ♦ Students' performance | Sep-Dec 2020 | ♦ EMI Concern Section |
| | | ♦ Hold goal setting workshops and award scheme for S.1 | ♦ Over 80% of attendance rate ♦ Over 80% of participants are satisfied with the activities conducted ♦ 5% increase in average marks | ♦ Roll call ♦ Questionnaire ♦ Internal exams and tests | March- June, 2021 | ♦ Student Counseling Section |
| | | ♦ Require students to read both English newspapers and the books they have chosen during the reading periods. | ♦ Over 80% students can read both English newspapers and the books during the reading periods | ♦ Teachers' observation | 10/2020-5/2021 | ♦ English Department ♦ Librarian |
| | ♦ To establish students' good learning practices by enforcing rules to maintain good discipline. | ♦ Plan activities and contests held during lunch break to end well before class time | ♦ All activities and contests shall end well before class time. | ♦ Activity Record | ♦ Whole year | ♦ CCA Section |
| | ♦ To optimize the award scheme system and establish new measures to recognize students' outstanding performance. | ♦ Give out Best Academic Improvement Awards to recognise students who show the best academic improvements among others in the House | ♦ All awardees are commended publicly. | ♦ House meeting record | ♦ September 2020 | ♦ 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 various school-based data management systems to promote students' self-management, and facilitate their personal growth. | ♦ Encourage students to reflect on themselves and strive for excellence through the presentation of the Spirit of Ho Fung Awards (which are presented to those who perform brilliantly in terms of academic performance, discipline and social services.) | ♦ Selected students who qualify for the award are nominated and recognized. | ♦ Establishing a Selection Committee | Year round | ♦ Moral and Civic Education Section |
| | ♦ To enhance students' discipline and time management in school | ♦ Hone students' time management skills and nurture self-discipline among the students through assemblies | ♦ Students maintain good discipline. | ♦ Late record & teachers' observation | ♦ Year round | ♦ Moral and Civic Education Section |
| | | ♦ Take measures to cultivate good habits on punctuality and attendance | ♦ Punctuality and attendance are further enhanced. | ♦ Roll Call | ♦ September - July | ♦ Discipline Section |
| | | ♦ Enforce guidelines on document submission for societies and clubs. | ♦ 70% of the societies or clubs follow the guidelines. | ♦ School record | ♦ Whole year | ♦ CCA Section |
| | ♦ To bolster students' sense of hygiene and civic awareness | ♦ Assign discipline personnel to patrol the campus more frequently and close areas in need of cleaning on the following day | ♦ Better practice of hygiene is observed. | ♦ Teachers' observation | ♦ September – July | ♦ Discipline Section |
| ♦ To cultivate students' sense of responsibility through commitment to community services or cross-curricular activities | ♦ Recruit and train student librarians ♦ Carry out orientation and training for Student Librarians ♦ Assign student Librarians to assist in the organising of reading activities and the daily operation of the library, including but not limited to shelving books and circulating books, and to keep the library clean and tidy | ♦ More than 70% of Student Librarians can achieve 70% of attendance for duty. | ♦ Attendance of student librarians | ♦ 9/2020-5/2021 | ♦ Librarian | |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|--|--|--|--|---|
| | | <ul style="list-style-type: none"> Organise visits to the elderly's home with the Hong Kong Society for the Aged for S1, S3-S5 students together with parent volunteers and teachers to 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 | <ul style="list-style-type: none"> Second-term (after school) | <ul style="list-style-type: none"> Moral and Civic Education Section |
| | | <ul style="list-style-type: none"> Invite a guest from Hong Kong Outstanding Youth Volunteers' Association to share how to change our life of being a volunteer in a junior form morning assembly Invite a teacher to share what you can gain from being a volunteer in a senior form morning assembly | <ul style="list-style-type: none"> Active participation of students | <ul style="list-style-type: none"> Post-activity evaluation | <ul style="list-style-type: none"> First term | <ul style="list-style-type: none"> Moral and Civic Education Section |
| | | <ul style="list-style-type: none"> Encourage students to join various voluntary services | <ul style="list-style-type: none"> Active participation in voluntary work | <ul style="list-style-type: none"> Record booklet of voluntary service | <ul style="list-style-type: none"> 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"> Establish the class library (S1 –S3): <ol style="list-style-type: none"> Each class is required to establish a class library. 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 | <ul style="list-style-type: none"> 10/2020-5/2021 | <ul style="list-style-type: none"> Librarian |
| | <ul style="list-style-type: none"> To enhance students' discipline and time management skills in school | <ul style="list-style-type: none"> Assign discipline personnel to patrol the campus more frequently to identify students in need of mobile phone related intervention. | <ul style="list-style-type: none"> A more appropriate use of mobile phone is observed. | <ul style="list-style-type: none"> Teachers' observation. | <ul style="list-style-type: none"> September - July | <ul style="list-style-type: none"> Discipline 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"> Identify students in need of support through detention class records Arrange meetings between discipline teachers and students who repeatedly fail to submit their homework and notify their class teachers | <ul style="list-style-type: none"> Students in need could be identified and encouraged to submit their homework. | <ul style="list-style-type: none"> Teachers' observation. | <ul style="list-style-type: none"> September - July | <ul style="list-style-type: none"> Discipline Section |
| | <ul style="list-style-type: none"> To enhance students' discipline and time management skills in school | <ul style="list-style-type: none"> Assign discipline personnel to patrol the campus more frequently to identify students in need of mobile phone related intervention. | <ul style="list-style-type: none"> A more appropriate use of mobile phone is observed. | <ul style="list-style-type: none"> Teachers' observation. | <ul style="list-style-type: none"> September - July | <ul style="list-style-type: none"> Discipline Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|---|--|---|--|---|
| | <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"> Identify students in need of support through detention class records Arrange meetings between discipline teachers and students who repeatedly fail to submit their homework and notify their class teachers | <ul style="list-style-type: none"> Students in need could be identified and encouraged to submit their homework. | <ul style="list-style-type: none"> Teachers' observation. | <ul style="list-style-type: none"> 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"> Motivate 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 | <ul style="list-style-type: none"> 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"> Make good use of the "CCA Award Scheme" to cultivate students' sense of responsibility and commitment in community services/co-curricular activities 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 and facilitate their personal growth | <ul style="list-style-type: none"> 250 or more students participate in the scheme 25% of the students receive B+ in the activity grading system. The system is monitored to ensure that it runs smoothly. | <ul style="list-style-type: none"> Award Record School Record Operation of the system is monitored | <ul style="list-style-type: none"> Whole year | <ul style="list-style-type: none"> CCA Section Discipline Section |
| | <ul style="list-style-type: none"> To optimize the "Class Management" Scheme through conveying norms, values and beliefs | <ul style="list-style-type: none"> Organise inter-class discipline competition to implement the "Class Management" Scheme | <ul style="list-style-type: none"> Discipline of each class is further enhanced. | <ul style="list-style-type: none"> Inter-class competition | <ul style="list-style-type: none"> March 2021 | <ul style="list-style-type: none"> Discipline Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---|---|---|---|---|--|---|
| <p>To tighten students' discipline and foster positive values and attitudes</p> <p>To develop empathy in students</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. | <ul style="list-style-type: none"> Schedule speeches to be given by student leaders from different student bodies (Houses/Clubs/Societies/Uniform groups) on positive personal attributes/experiences sharing on achievements and students earning recognition from various competitions in addition to commended student speakers from each class | <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"> Inform parents the opportunity and benefits of hosting an exchange student through articles printed in the school newsletter / circular Inform 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 2020 | <ul style="list-style-type: none"> EMI Concern Section |
| | | <ul style="list-style-type: none"> Train the announcement team for arranging announcements and prize giving ceremonies in morning periods / outdoor playground assemblies and offer language support to other students and teachers, e.g. training student announcers, proofreading and translating announcements Promote 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"> Arrange education psychologist's class visits and talks on interpersonal skills Arrange 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 implement a school-based Life Education curriculum to cultivate positive core attitudes and values in students | <ul style="list-style-type: none"> Join the "Fit For Life" Programme (Healthy School Programme) | <ul style="list-style-type: none"> Students enhance their awareness in physical and mental health. | <ul style="list-style-type: none"> Headcount Teachers observation Questionnaire | <ul style="list-style-type: none"> Year round | <ul style="list-style-type: none"> Student Counseling Section |
| | <ul style="list-style-type: none"> School-based programmes: 樂 TEEN 大使 Programmes | <ul style="list-style-type: none"> Organise screening sessions and training workshops for S1, S2 and S4 students Arrange parent talks and staff development sessions on the topics of stress management and suicidal issues | <ul style="list-style-type: none"> Students' improvement in self-esteem and engagement in campus life | <ul style="list-style-type: none"> Questionnaire 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 programmes for students' improvement in communication and interpersonal skills | <ul style="list-style-type: none"> Organise A-Connect Training Workshops Organise art therapy sessions | <ul style="list-style-type: none"> Students' improvement in interpersonal communication | <ul style="list-style-type: none"> Questionnaire Teachers' and parents' observation | <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 programmes on stress management and mental health | <ul style="list-style-type: none"> Organise stress management training programmes for S4 – S6 Organise Taste of Life programmes Arrange parent talks and staff development sessions on the topics of stress management and suicidal issues | <ul style="list-style-type: none"> Students' improvement in self-esteem and engagement in campus life | <ul style="list-style-type: none"> Questionnaire 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 reinforce students' skills and emotions through assemblies and counselling programmes | <ul style="list-style-type: none"> Organise stress management workshops and cheering functions for S6 students | <ul style="list-style-type: none"> Students positive response towards the activities | <ul style="list-style-type: none"> Teachers observation APASO | <ul style="list-style-type: none"> Oct – Nov, 2020 Feb, 2021 | <ul style="list-style-type: none"> Student Counseling Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|--|--|-------------------------------|------------------------|--|
| | ♦ To launch and optimize various life planning programmes | <ul style="list-style-type: none"> ♦ Introduce books for life education/values education during assemblies and via Ho Fung Channel. ♦ Encourage students to read at least one book related to moral education ♦ Categorise book titles related to different subjects in the internal library system ♦ Purchase more books related to moral education | ♦ Students show the enhanced awareness of the issue related to moral education and good learning attitudes | ♦ Teachers' observation | 10/2020-5/2021 | <ul style="list-style-type: none"> ♦ Librarian, ♦ T&L Resources Section |
| | | ♦ Prepare teaching plans on and deliver lessons on career education through S3 class teacher's period | ♦ Active participation of students in each class | ♦ Post-activity evaluation | ♦ 2-4 lessons per term | <ul style="list-style-type: none"> ♦ Moral and Civic Education Section ♦ Career Guidance Section |
| | | ♦ Invite guests to have a music sharing session to share their experience as professional musician | ♦ Over 70% of targeted students have attended the music sharing session | ♦ Students' attendance record | ♦ Whole year | ♦ Music Department |
| | ♦ To cultivate junior form students' self-care abilities. | ♦ Require all S2 and S3 students to join a uniform team or service group (i.e. 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) | ♦ 75% of the S2 and S3 students join a uniform team or service group | ♦ Enrolment Record | ♦ Whole year | ♦ CCA Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|--|--|---|--|--|
| | ♦ To implement a school-based moral and civic education to cultivate positive core attitudes and values in students | ♦ Prepare teaching plans and deliver lessons on moral and civic education through S1, S2, S5 and S6 class teacher's period | ♦ Active participation of students in each class | ♦ Post-activity evaluation | ♦ 6 lessons per term (S1, S2) ♦ 1-2 lessons per term (S5, S6) | ♦ Moral and Civic Education Section |
| | | ♦ Nominate junior form students and senior form students taking DSE VA to participate in the environmental protection related contests such as “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) | ♦ Active participation of students | ♦ Observing students' performance in the activity | ♦ Oct 2020 | ♦ Moral and Civic Education Section |
| | | ♦ Arrange students' presentations in assemblies; with a focus on environmental conservation delivered by S4 and S5 student representatives | ♦ Active participation of students | ♦ Observing students' performance in the activity | ♦ Year round | ♦ Moral and Civic Education Section ♦ LS subject teachers |
| | | ♦ Implement the waste separation and recycling Scheme through hand-made waste plastic bottle recycle bins placed at school ♦ Train student SEPAs to organise activities to arouse the awareness of students in plastic bottle separation and recycling. (In collaboration with Buddhist Compassion Relief Tzu Chi Foundation Hong Kong) | ♦ Students' participation | ♦ Teachers' observation | ♦ Year round | ♦ Moral and Civic Education Section |
| | | ♦ Arrange S1 – S5 Sex Education Workshops | ♦ Over 90% participants satisfy with the activities | ♦ Questionnaire | ♦ Year round | ♦ Student Counseling Section |
| | | ♦ Incorporate the element of moral and civic education in inter-house drama competition | ♦ Positive messages through the theme of house drama | ♦ Teacher's Observation | ♦ July 2021 | ♦ CCA Section |
| | | ♦ Send senior form students to visit special schools | ♦ 90% of the participants agree that the activity enables them to care more about the disabled | ♦ Questionnaire | ♦ Whole year | ♦ CCA 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"> Enforce energy conservation rules to raise students' environmental awareness (that is, all air-conditioners and lights are switched off between 12:20 and 12:50 pm) and assign prefects to patrol the school more frequently | <ul style="list-style-type: none"> Students' environmental awareness is raised. | <ul style="list-style-type: none"> Students' environmental awareness is monitored. | <ul style="list-style-type: none"> September - July | <ul style="list-style-type: none"> Discipline Section |
| | | <ul style="list-style-type: none"> Continuously acquire, update and regularly evaluate resources at the Environmental Educational Resources Centre | <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. | <ul style="list-style-type: none"> Whole year | <ul style="list-style-type: none"> Librarian |
| <p>To foster positive values and attitudes in students</p> <p>To build resilience in students and sharpen their sense of responsibility</p> | <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"> Conduct 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 | <ul style="list-style-type: none"> August, 2020 | <ul style="list-style-type: none"> Careers Guidance Section |
| | | <ul style="list-style-type: none"> Conduct academic advising sessions for all S5 students in order to (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 | <ul style="list-style-type: none"> Throughout the year after the first term exam. in next academic year | <ul style="list-style-type: none"> Careers Guidance Section |
| | | <ul style="list-style-type: none"> Organise talks on JUPAS (with experience sharing session) (S6) | <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 | <ul style="list-style-type: none"> September, 2020 | <ul style="list-style-type: none"> Careers Guidance Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|---|---|--|--|---------------------------------------|--|
| | | <ul style="list-style-type: none"> Organise HKU/CU consultation session for S6 JUPAS applicants and S4 to S5 students | <ul style="list-style-type: none"> Students are 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"> Talk on alternative study paths after S6 (associate degrees and/or HD) | <ul style="list-style-type: none"> Able to know various study opportunities after finishing secondary courses | <ul style="list-style-type: none"> Number of participating students and through observation and informal chat with students | Nov.-Dec., 2020 | Careers Guidance Section |
| | | <ul style="list-style-type: none"> Conduct sharing sessions on University Dreams by alumni (for S4 to S6) Conduct 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"> Organise various workshops (University Entrance Interview, Interview Skills, mock interview) for S6 students | <ul style="list-style-type: none"> Students are able to grasp the skills taught in the workshops | <ul style="list-style-type: none"> Feedback based on chats with students and teachers involved | 25 July 2020, May, 2021 | Careers Guidance Section English Department |
| | | <ul style="list-style-type: none"> Arrange talks 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, 2021 | 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"> Arrange workshop on “Career Mapping” for S4 students | <ul style="list-style-type: none"> Students are 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, 2020 | Careers Guidance Section |
| | | <ul style="list-style-type: none"> Arrange workshop on “Finding your colours of life” for S2 and S3 students | <ul style="list-style-type: none"> Students are 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, 2021 (S2) Oct/Nov, 2020 (S3) | Careers Guidance Section |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|--|---|--|---|---|---|
| | ♦ | <ul style="list-style-type: none"> ♦ Arrange Electives Advising Session – prepared by Careers Prefect for S3 students ♦ Arrange exhibition of Careers & Life-planning books | <ul style="list-style-type: none"> ♦ Students are able to make an informal choice of electives in S4 and the number of S3 students enrolled ♦ 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"> ♦ Feedback based on chats with students & Class teachers ♦ Frequency of books borrowed and informal chat with library teachers and students | <p>Throughout the year after the first term exam in next academic year</p> <p>September/October, 2020 & February/March, 2021</p> | <p>Careers Guidance Section</p> <ul style="list-style-type: none"> ♦ Careers Guidance Section ♦ Library |
| | ♦ To launch various life planning programmes to (iii) help students explore and understand the world of work | <ul style="list-style-type: none"> ♦ Arrange “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] ♦ Arrange talk: 「未來職人」講座 (香港青年協會青年就業網絡) ♦ Participate in Mentorship Programme Life Buddies [友·導向] (A youth mentoring scheme launched by the Commission on Poverty) ♦ Participate in “Careers Programme” by ACO (S4 to S5) ♦ Launch Mentorship Programme [Pilot Scheme on a voluntary basis] (Alumni mentoring senior form 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 ♦ Participants are able to gain a better understanding of future career choices and skills demanded ♦ Participants are able to grasp something (experience in studies & work), maintain a good relationship with mentors ♦ Number of students enrolled is more than 3 ♦ Participants are able to grasp something (experience in studies & work), maintain a good relationship with their mentors | <ul style="list-style-type: none"> ♦ Feedback based on chats with students, alumni/guest speaker and teachers involved ♦ Feedback based on chats with students & class teachers involved ♦ Feedback based on chats with students, mentors & teachers involved ♦ Number of students selected to take part in the programme ♦ Informal chatting with students, the feedback from alumni participated & teachers involved | <p>Nov-Dec, 2020 Mar-Apr, 2021</p> <p>Tentative</p> <p>(i) From Sept. 2020 (ii) Throughout the year (tentative)</p> <p>Jan. 2021 – Feb. 2021</p> <p>Tentative</p> | <p>Careers Guidance Section</p> <p>Careers Guidance Section</p> <p>Careers Guidance Section</p> <p>Careers Guidance Section</p> |

| Targets | Strategies | Implementation | Success Criteria | Methods of Evaluation | Time Scale | Section / Department / People in charge |
|---------|------------|--|--|--|------------------------------|--|
| | | <ul style="list-style-type: none"> ◆ Arrange campus tour(s) to one of the local universities, e.g. HKU, CUHK, PolyU, etc. (Tentative) | <ul style="list-style-type: none"> ◆ The number of enrollments exceeds 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"> ◆ Play videos on different occupations during the rest time of students in the morning, lunch and after school | <ul style="list-style-type: none"> ◆ Students are able to know the requirements, prospects, remunerations and trends of the related occupations | <ul style="list-style-type: none"> ◆ Observations and feedback based on chats with students | Tentative | Careers Guidance Section |
| | | <ul style="list-style-type: none"> ◆ Conduct lesson on writing CV (S4/S5) and writing self-introduction essays for the upcoming JUPAS application (S5) | <ul style="list-style-type: none"> ◆ Students are able to write a CV to a normal standard or introduction essay | <ul style="list-style-type: none"> ◆ Through the scripts collected and by teachers | Throughout the academic year | Careers Guidance Section Chinese Department English Department |
| | | <ul style="list-style-type: none"> ◆ Offer training courses or advice sessions for Careers Prefects so that they can help organise experience-sharing sessions and workshops, ◆ Offer “counseling advice” to those junior form students (especially S3 students) and introduce some pros and cons for overseas studies through careers presentations in morning assembly | <ul style="list-style-type: none"> ◆ Students are able to launch some programmes beneficial to their schoolmates with new ideas & skills learnt in training courses and workshops | <ul style="list-style-type: none"> ◆ Feedback from students, careers prefects and teachers involved | Throughout the academic year | Careers Guidance Section |
| | | <ul style="list-style-type: none"> ◆ Nominate students to participate in the “少年職業規劃師比賽 2020” so that the participating students can obtain basic knowledge and skills in career planning | <ul style="list-style-type: none"> ◆ Students are able to nominate a team of 4 students to join the competition | <ul style="list-style-type: none"> ◆ Number of students enrolled for the competition and feedback from the participants | Sept., 2020 | Careers Guidance Section |
| | | <ul style="list-style-type: none"> ◆ Cambridge Occupational Analysts (COA) for S1-S3 students | <ul style="list-style-type: none"> ◆ Students are able to have better understanding of themselves | <ul style="list-style-type: none"> ◆ Feedbacks from teachers and students | Throughout the academic year | Careers Guidance Section |

| 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 (v) let parents beware of their significant roles in guiding their children in their quest for self-understanding, personal planning, goal setting | <ul style="list-style-type: none"> Arrange “Life Planning” Workshops (held by HKFWS) for interested parents, equipping them with some basic knowledge in conducting the Life Education for their children (in collaboration with the Parent Teacher Association) | <ul style="list-style-type: none"> Parents participated become aware of the importance of Life Education for their children | <ul style="list-style-type: none"> Number of parents enrolled for the talk and/or workshop | Tentative | Careers Guidance Section |
| To foster positive values and attitudes in students, like time-management and commitment | <ul style="list-style-type: none"> To launch/optimize various life planning programmes to enhance students' time management and provide useful and necessary information/tips to help them start their career exploration | <ul style="list-style-type: none"> Conduct around 2 lessons in S1 and S2 <ul style="list-style-type: none"> Time management in S1 Starting your career exploration in S2 | <ul style="list-style-type: none"> Students are 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 | <ul style="list-style-type: none"> Feedbacks from Class teachers and students | Tentative | Careers Guidance Section |
| To integrate humanistic qualities and values education in PSHE Subject Departments | <ul style="list-style-type: none"> To raise students’ awareness of law abidingness, deepen their understanding on the constitutional status of Basic Law and on social responsibility that every individual has an obligation to act for the benefit of society at large | <ul style="list-style-type: none"> Enrol students in community-outreach programmes organised by Department of Justice and NGOs (e.g. Mock Trial organized by The Society of Rehabilitation and Crime Prevention, Hong Kong) Organize and promote activities such as talks, moot court competitions, teens summit, Junior Chief Executive Election, etc. during life-wide learning sessions on a whole-school approach | <ul style="list-style-type: none"> Students deepen their understanding of the historical background and constitutional status of Basic Law, respect the rule of law and become lawful citizens. | <ul style="list-style-type: none"> Feedback from class teachers and students | Throughout the academic year | L&S Department Economics Department Liberal Studies KLA |
| | <ul style="list-style-type: none"> To promote virtuous ethics and encourage students to act for good | <ul style="list-style-type: none"> Set up game booths during PSH weeks, featuring inculcation of values such as traditional virtues and conducts, business ethics and social responsibility, and conservation and sustainability | <ul style="list-style-type: none"> Values education is effectively implemented in a whole-school approach via activities, instill values among students through broadening their first-hand experience. | <ul style="list-style-type: none"> Feedback from class teachers and students | Tentative | All PSH Subject Departments |