



HO FUNG
COLLEGE

(Sponsored by Sik Sik Yuen)



School Development Plan (2016/17 to 2018/19)

SCHOOL MOTTO

“To act benevolently and to teach benevolence”

普濟勸善

MISSION STATEMENT

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

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

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

SCHOOL GOALS

Our school aims to achieve the following 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.

HOLISTIC REVIEW

1. Effectiveness of the previous School Development Plan (2013 – 2016)

Major Concerns	Achievements	Follow-up action
To enhance students' efficacy and self-esteem in learning	<ul style="list-style-type: none"> ◆ Teachers were invited to participate in a joint-school “Study Tour for Collaborative Learning” organized by the school sponsoring body to Japan. The experiences and skills shared by the participants have greatly enhanced teachers’ understanding and competency in dealing with student diversity. ◆ “Student-centred” teaching/learning paradigm had been widely adopted at all levels. The results were commendable, as the strategy can recognize diversity, promote greater participation, and provide a variety of learning experiences. ◆ In light of students’ diversity, students with mixed ability were assigned to different learning groups in some classrooms to cultivate their self-directed learning ability. Students’ efficacy in learning were enhanced. 	<ul style="list-style-type: none"> ◆ Collaborative learning will be implemented to foster students’ initiative in learning. ◆ Building an effective learning community for the pursuit of academic excellence will be one of the major concerns in the next 3-year. ◆ Workshops and staff development programs on self-directed learning will be conducted to bring about a paradigm shift among teachers. ◆ Greater collaboration and professional sharing among teachers is promoted through lesson observation. ◆ Grouping arrangement will be optimized to facilitate self-directed learning ability and confidence building.
	<ul style="list-style-type: none"> ◆ With concerted effort among teachers, subject-based learning strategies were carefully devised to enhance students’ study skills and examination skills. Students embraced the plan and showed enhanced awareness of their responsibility for their own learning. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work.
	<ul style="list-style-type: none"> ◆ Students’ regular and self-directed reading habit was gradually built up through the “Form-teacher reading” period, and various reading schemes, thus initiating them to map out academic pursuit. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work.
	<ul style="list-style-type: none"> ◆ The NSS curriculum structure and the combination of subject choices in senior forms were continually refined. Students’ performance indicators and assessment data were used to evaluate curriculum planning. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work.
	<ul style="list-style-type: none"> ◆ Teachers were engaged in the pedagogical use of IT resources to scale up IT teaching and learning in the school. 	<ul style="list-style-type: none"> ◆ Interdisciplinary education will be implemented through various e-platforms.
	<ul style="list-style-type: none"> ◆ Various award schemes were established to celebrate academic prowess and validate students’ distinguished performances in other areas. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work.

Major Concerns	Achievements	Follow-up action
<p>To train students in perseverance; develop self-directed and introspective ability.</p>	<ul style="list-style-type: none"> ◆ Different kinds of academic activities were organized by the subject Departments, such as debates, academic competitions, science week, astronomy observation, English drama, etc. to enhance the academic environment of the school, provide a full range of learning opportunities to students, and develop the trait of perseverance to overcome learning challenges. ◆ Students were nurtured to be morally and civically responsible youngsters through co-curricular/volunteer services and the “Leadership Training” Programs. Most students displayed perseverance in completing the tasks. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work
	<ul style="list-style-type: none"> ◆ The “Merit-Demerit” system had shown to be effective in promoting students’ self-management. 	<ul style="list-style-type: none"> ◆ A “Student Performance Grading System” is developed to facilitate students’ self-management
	<ul style="list-style-type: none"> ◆ Measures had been established to promote students’ good practice of doing pre-lesson work and submitting homework punctually. 	<ul style="list-style-type: none"> ◆ Students’ discipline will be sharpened to establish good practices of doing homework seriously with punctual submission.
	<ul style="list-style-type: none"> ◆ Counselling programs and workshops on emotional management were conducted to improve students' psychological quality and resilience. ◆ A school-based Life Education curriculum was effectively incorporated into the “Class Management Scheme” to cultivate positive attitudes and values in students. Students showed enhanced awareness of adversity management, and the ability in managing their lives and emotions was fostered. ◆ A life planning education was implemented by the Careers Guidance Section to prepare students to make informed and responsible choices with respect to their career goals. Related workshops and activities were organized to guide students in their quest for self-understanding, personal planning, goal setting and reflective thinking. 	<ul style="list-style-type: none"> ◆ A whole-school approach conducive to the inculcation of positive values and attitudes should be adopted. ◆ Value education can be strengthened through optimizing “Class Management Scheme” to build up a caring and supportive community where individual differences are valued. ◆ Life planning education should be enhanced by further exploration of multiple pathways for students with different talents.
	<ul style="list-style-type: none"> ◆ Environmental education was effectively integrated into the key learning areas, and different functional groups were coordinated to launch relevant school-based activities. Most students showed interest in joining the related activities, and their commitment to the sustainable use of resources is enhanced. 	<ul style="list-style-type: none"> ◆ Incorporated as routine work

2. Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Area for Improvement
School Management	<ul style="list-style-type: none"> ◆ Every year the school conducts an evaluation of the major concerns in School Development Plan (SDP) and the “Major Concern of the Year”, summarizing the key achievements, reflection made and the feedback for subsequent development. ◆ The systemic documentation has been established to enhance the PIE (Planning, Implementation, Evaluation) process. ◆ There is a thorough and honest evaluation of the yearly programmes of the subjects and functional groups, which forms the basis of the comprehensive year-end school report (SR). ◆ The school has made frequent use of surveys and questionnaires at school level to help map out the improvement needs. 	<ul style="list-style-type: none"> ◆ To make the management and organisational changes more cost-effective, they have to be paralleled by an improved management and accountability system. There is room for improvement in the monitoring mechanism. ◆ There is room for improvement in the application of the PIE (Planning, Implementation, Evaluation) strategies at the department and functional group level ◆ Although the different views of the stakeholders have been collected and considered, continuous dialogue with the IMC, senior teachers and teachers of basic rank is needed for improved mutual understanding and trust.
Professional Leadership	<ul style="list-style-type: none"> ◆ The school has adopted developmental approach in striving for self-improvement. ◆ Since 2005, the organizational structure of the school has changed from being flat, with different groups focusing on their own tasks, to an emerging hierarchy where more teachers should the responsibility for school development. ◆ The school has been focusing on building on strengths, cascading the concerns on school-levels and individual levels, enhancing collaboration among staff and improving corporate ownership. 	<ul style="list-style-type: none"> ◆ The senior staff should be given more training to improve their guidance and leadership skills. More good management practices, such as regular meetings to identify problems, documentation of issues and resolutions for proper follow-up, and close monitoring of the change processes as well as their outcomes, could be implemented. ◆ For improved accountability, the roles of KLA coordinators should be further consolidated. Collaboration among subject teachers in the same KLA should be strengthened. ◆ Appraisal system, which often serves to identify the strengths and areas for improvement of individuals, can be used to identify and prioritise the training needs of the school as a whole.
Curriculum and Assessment	<ul style="list-style-type: none"> ◆ Academic Affairs Committee takes the leading role in curriculum planning and strengthening the deliberation and collaboration across departments for more effective implementation of the strategies. ◆ The curriculum framework is broad and balanced. It encompasses all KLA and provides students with adequate life-wide learning experiences through a good range of co-curricular activities and educational visits. ◆ The school curriculum is characterized by practising the teachings of Confucianism, Buddhism and Taoism. 	<ul style="list-style-type: none"> ◆ There is room for improvement for subject departments to make good use of curriculum monitoring system (lesson observation and assignment inspection) to identify areas for development in the learning and teaching of the subjects. ◆ There is room for improvement for most subject departments to make better use of assessment information to provide feedback to inform curriculum planning, learning and teaching. ◆ In view of students’ high capacity for learning, a strategic plan in terms of enrichment in curriculum content, performance

Performance Indicator Areas	Major Strengths	Area for Improvement
	<ul style="list-style-type: none"> ◆ Programmes plans of most subject departments are drawn up in accordance with the school’s major concerns. ◆ Data evidence approach by analyzing the internal and external assessment results is adopted in the evaluation of student learning. 	<p>assessment in various dimensions, and classroom teaching and learning strategies, could be formulated to fully develop students’ potential.</p>
Student Learning and Teaching	<ul style="list-style-type: none"> ◆ Students possess very good learning attitudes and are interested in learning. They are attentive and positive, observe class discipline well and show respect to teachers and peers. They respond well to challenges and participate eagerly in learning activities. ◆ Some students, especially those at senior levels, demonstrate good communication and critical thinking skills. ◆ Teachers are friendly and enjoy a good rapport with students. They prepare lessons well and can generally make good use of IT to help students understand the lesson content. Classrooms are managed well and are always in good order. Teachers’ explanations are mostly clear. 	<ul style="list-style-type: none"> ◆ The elements of analytical and critical thinking in project work can still be enhanced in order to better prepare students for their studies at the senior secondary level. ◆ There is a significant diversity of teaching effectiveness of teachers. A culture of professional sharing could be fostered by systematic promotion of collaborative lesson planning and peer lesson observation. ◆ Given that students, generally, have a good learning attitude and strong foundation knowledge, teachers should share more on ways to realize the potential of students. This means a sharper understanding of how to cater for learner diversity. ◆ Although teachers are generally positive towards the paradigm shift and some of them have made good efforts to enhance cooperative learning, the actual impact on student learning varies. To better equip teachers with the necessary knowledge and skills to apply various teaching strategies, professional development for, and sharing amongst, teachers should be enhanced. A culture enabling mutual support and continuous professional growth has to be built up. ◆ There is room for development in e-learning and STEM education.
Student Support	<ul style="list-style-type: none"> ◆ The school has placed due emphasis on building a positive and supportive learning environment for students. ◆ A good range of activities and leaning experiences is provided to promote all-round development of students, to broaden their horizons and to boost their self-confidence. ◆ Apart from acquainting them with the school rules and school policies through handbooks, assemblies and talks, students are provided with the opportunity to have direct communication with teachers over school policies in the year-end consultative meeting. ◆ The school attaches great importance to value education which is successfully infused through well-prepared morning assemblies, school-based moral education programmes, such as study tours, 	<ul style="list-style-type: none"> ◆ There is room for improvement in using the Assessment Programme for Affective and Social Outcomes (APASO) to plan programmes. ◆ The overall evaluation of the effectiveness and impact of the student support measures should be further enhanced to better inform holistic planning to student support. ◆ More teachers should be trained to tackle the learning problems associated with students with special education needs (SEN).

Performance Indicator Areas	Major Strengths	Area for Improvement
	<p>visits and talks.</p> <ul style="list-style-type: none"> ◆ New practices are being introduced in the daily and yearly operation to bring about rejuvenation of the school which may bring about a change in school culture. ◆ School climate is positive. Students can maintain harmonious relationships with their peers. Teachers are hard-working and have good rapport with students. 	
Partnership	<ul style="list-style-type: none"> ◆ The Parents-Teachers Association (PTA) serves as an effective bridge between the school and parents. Parents have a good knowledge of the school and can provide constructive advice for school development. There are adequate channels for both the school and the PTA to disseminate school information to parents. Parents are supportive of the school and are willing to serve as volunteers in the school library and in various activities. ◆ The alumni are supportive of the school. Alumni scholarships have been set up and careers talks by alumni are arranged regularly. 	<ul style="list-style-type: none"> ◆ To enhance teachers' professional capacity, more links with stakeholders and other education organizations should be initiated. ◆ Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical change among teachers.
Attitude and Behaviour	<ul style="list-style-type: none"> ◆ Students are polite, active, positive, well-disciplined and are conscientious in their work. ◆ Students possess good social skills and maintain harmonious relationships with their peers. They enjoy their school life and have a strong sense of belonging to the school. They take an active role in school activities and community service, and exhibit mature leadership skills, including the ability to organise activities independently. 	<ul style="list-style-type: none"> ◆ To develop students' positive attitude in enhancing their : <ul style="list-style-type: none"> (a) sense of responsibility (b) correct attitude in time management
Participation and Achievement	<ul style="list-style-type: none"> ◆ Students have good academic performance in public examinations. ◆ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students. ◆ Apart from leadership training programmes provided by the school, students develop their leadership skills through playing an active role in organizing activities. ◆ Students participate in a wide range of activities, including trips to the mainland, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking and those concerning the environment. 	

3. SWOT Analysis

Our Strengths

1. Our school has an excellent reputation and ethos.
2. The overall atmosphere of our school is good. Staff are able to work well in a good environment; our students like the school and have a strong sense of belonging; rapport between our teachers and students is good; our parents trust schools; school alumni are concerned with and support school development.
3. Parent resource is rich, supporting school development.
4. Our school provides positive support to students and organizes diversified learning activities, developing their multiple intelligences and facilitating their all-round development.
5. Our school has an excellent team of teachers. The staff team is stable with low wastage and staff changes. Teachers are experienced and independent in their teaching.
6. Our Students have a pleasant school life. They are polite, diligent in their study, maintaining good classroom order and being attentive in various learning activities.
7. Students support each other and learn among peers.

Our Weaknesses

1. There is a need for most subject departments to make better use of assessment information to provide feedback to inform curriculum planning, learning and teaching.
2. There is inadequate deliberation and collaboration, within and across departments, regarding effective implementation of the strategies.
3. There is a need for improvement in student learning, particularly in enhancing students' confidence in learning.

Our Opportunities

1. In recent years, more young teachers join our school, bringing in vitality and new elements. Their contribution together with invaluable experience of senior teachers may maintain sustainable development of the school.
2. Our students are band one group in Hong Kong. They generally have high learning ability and potential.
3. Alumni are concerned about school development and most of them have achievement in their own career. Our school may make use of such alumni resources to assist our students in their personal growth.

Our Threats

1. New senior secondary education brings about major challenges to our school. We have to find ways to properly arrange six-year consistent learning experience for students, to cater for learning diversity, to enhance students' self-management, learning confidence and sense of accomplishment.
2. Our students are devoted so much to extra-curricular activities. If they have improper time management, their academic development may be affected and their learning potential may be hindered.

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



Strive for Excellence. Be a responsible learner

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

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