
S.K.H. Li Fook Hing Secondary School



Annual School Plan 2009/2010

S.K.H. Li Fook Hing Secondary School

School Vision & Mission

*Our educational goals are built on **Christian Faith***

*We aim at providing a balanced education for the
Whole Person*

in moral, intellectual, physical, social, aesthetic and spiritual domain, so as to enable students to strive for success and become future leaders of our community

S.K.H. Li Fook Hing Secondary School

Basic Belief

We value Christian beliefs and practices as we are a Christian school in accordance with the principles of the Anglican Church and in partnership with the Hong Kong Sheng Kung Hui churches at Parish and Diocesan level.

As Christians we believe that **EVERY ONE is of infinite worth to God**; therefore Council members, the principal, teachers and supporting staff work together to maximize the academic, moral, social and spiritual development of **EACH STUDENT** in our school.

Annual School Plan 2009/2010

Annual Objective:
Believe You Can Fly
Thankful Hearts Abide
常存感恩、展翅翱翔

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1. **Major Concern:** The school needs extra momentum to go from good to better, as a Church school, we would like to use Christian ethos as our core values to re-visit, reflect, re-engineer and renew our vision, mission, and practices.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Teachers fully comprehend and grasp the spirit of our basic belief <u>“As Christians we believe that every one is of infinite worth to God; therefore Council members, the principal, teachers and supporting staff work together to maximize the academic, moral, social and spiritual development of each student in our school”</u> as the school mission and vision. <ul style="list-style-type: none"> - Selected middle managers will pay a school visit to the Diocese of Blackburn with an aim to learn from the Church schools there. - Staff Development Days will be devoted to sharing of visions and formulating practical steps of implementation. 	<ul style="list-style-type: none"> Throughout the year starting from August 2009 First Staff Development Day on 13 November 2009 Blackburn Visit in February 2010 	<ul style="list-style-type: none"> Most teachers support Christian values and willing to use them as the guidelines to instruct students. Most teachers view students as valuable beings and ready to help them to excel in every aspect in a sense to unlock their potentials. Teachers who are going to participate in the Blackburn visit will find the trip fruitful and inspiring. 	<ul style="list-style-type: none"> Observation Feedback from teachers Feedback from students 	<ul style="list-style-type: none"> Principal Vice principals Middle managers 	Capacity Enhancement Grant and extra funding from the Council
<ul style="list-style-type: none"> Teachers reflect upon their routine practices and seek for further improvement based on the school ethos. <ul style="list-style-type: none"> - Heads of Functional Groups and Subject Panels are required to evaluate their routine practices under the light of school vision. 	Throughout the year starting from August 2009	<ul style="list-style-type: none"> Number of revised program plans and manuals produced by Heads of Functional Groups and Subject Panels. Teachers consider the revised practices are more effective in helping students to develop. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Principal Vice principals Heads of Functional Groups and Subject Panels 	
<ul style="list-style-type: none"> Teachers being re-energized by the shared vision of providing quality education to our students. <ul style="list-style-type: none"> - Reinforce the sharing of teachers’ fellowship and prayer groups as a support for teachers. 	Throughout the year	<ul style="list-style-type: none"> Number of teachers joins the fellowship meeting and prayer groups. Number of gatherings hosted. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Principal Head of Religious Affairs Christian teachers 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Integration of all initiatives on character education. <ul style="list-style-type: none"> - To set up a School Ethos Building Team to integrate all initiatives of the school in cultivating and fostering school ethos. Members include Heads of student affairs, discipline, counseling and religious affairs. 	Throughout the year starting from September 2009 The first project is “Classrooms Tidiness Competition”	<ul style="list-style-type: none"> ● Number of integrated programs for students ● Minimize the diverse effort of teachers. ● Teachers plan programs and activities in a holistic concept. ● Students find programs and activities more sustainable. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Ms NGAN YY ● Head of Student Affairs ● Head of Discipline Committee ● Head of Counseling Committee ● Head of Religious Affairs 	
<ul style="list-style-type: none"> ● Students view themselves as valuable beings with many talents yet to be developed. <ul style="list-style-type: none"> - Mass programs to develop students’ self-esteem and provide chances for students to exhibit their talents. 	Throughout the year	<ul style="list-style-type: none"> ● Number of programs hosted to foster the self-esteem of the students. ● Students participate actively in performance activities and become more confident in themselves when on stage. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Vice-principals ● Head of ECA ● Head of Counseling Committee 	
<ul style="list-style-type: none"> ● Both teachers and students aware that Christian values are the dominant ethos of the school <ul style="list-style-type: none"> - Using the well established Invitational Education spirits to diffuse Christian values and ethos. - Printing a new hymn book, with powerpoint and music video for students to use in Morning Assemblies and Form Teacher Periods. - Encourage the use of the School Chapel. - Decorate the schools with Christian images and symbols. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers and students make good use of the new hymn book in assemblies and Form Teacher periods. ● Successful integration of the spirits of Invitational Education and Christian values. ● Number of students involved in School Chapel activities. ● The change of school physical environment. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Head of Religious Affairs ● Invitational Education Core Group ● Christian teachers 	

2. Major Concern: Other than the successful nurturing of the students, there is still a pressing need for the school to help our students to achieve academically.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Lesson study concepts will be built in Quality Circles as a comprehensive professional development and quality assurance mechanism. Monitoring process will be carried out not only within the subject panel but also from the Lesson Study Group. ● Demonstration Lessons will be conducted by the Lesson Study Group to further improve the teaching quality. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers from the same Subject panel will benefit from mutual sharing. ● Teachers learn to act as constructive-critical colleagues when observing lessons. ● Students will benefit from more effective teaching. ● Teachers benefit from the demonstration lessons. ● Number of demonstration lessons held. 	<ul style="list-style-type: none"> ● Evaluation report from the Lesson Study Group. ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Vice principals ● Academic Committee ● Lesson Study Group ● Heads of Subject Panel 	
<ul style="list-style-type: none"> ● All Subject Panels need to review the curriculum and formulate the bench mark for every level so that vertical co-ordination of the curriculum could be further enhanced. <ul style="list-style-type: none"> - Based on the set of departmental lingo and standard practice, each Subject Panel should develop a set of bench mark for each level. - Subject Panel Chair should monitor the actual implementation of the vertical coordination. 	Throughout the year	<ul style="list-style-type: none"> ● Each Subject Panel will develop a set of Bench mark at the end of this academic year. ● Teachers well aware the importance of vertical coordination as an important factor to foster the continuous development of the students. 	<ul style="list-style-type: none"> ● Number of Subject Panel capable to produce the set of Bench mark for students. ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Vice principals ● Academic Committee ● Heads of Subject Panel 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Three-Term System will be continued, however, the school decided to restructure the Examination and Test system so as to give more space for the Examination classes and at the same time, match with the pace of public examinations schedule. <ul style="list-style-type: none"> - Cancel all uniform tests for S5 to S7 students and the second uniform test for all students. - For Junior forms, uniform tests will be conducted in the first period and school hours will be lengthened in the test cycle. - Revision days (with longer school hours) will be introduced before every examination. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers of the Public Examination Classes have more space to carry out their plans in helping students to improve academically. ● Students find the academic atmosphere stronger and are willing to devote their energy to their studies. ● Results of the uniform test and examinations. ● Teachers find students more ready to advance academically. 	<ul style="list-style-type: none"> ● Test and examination results analysis ● Observation ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Vice principals ● Academic Committee 	
<ul style="list-style-type: none"> ● Structure the practices for public examination classes based on the subject track record of Public Examination results as to increase flexibility and space for subject teachers to carry out their own strategies and plans to improve students' results. <ul style="list-style-type: none"> - Review the "After School System Practice" for S5 students as to increase the effectiveness of the policy. 	Starting from October 2009 to March 2010	<ul style="list-style-type: none"> ● Subject teachers with good track record in Public Examinations have more space and flexibility to carry out their plans in helping students to improve their public Examination results. ● Both teachers and students find it useful to have more practices. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Vice principals ● Academic Committee 	
<ul style="list-style-type: none"> ● Development of Gifted Education <ul style="list-style-type: none"> - Expand the Gifted Education Group to involve more teachers. - Nominate students to attend gifted programs organized by The Hong Kong Academy for Gifted Education, EDB and universities. - Join the Gifted education programs hosted by EDB and other related organizations. - Develop in-house pull out programs for gifted students. - Share the idea and concept of Gifted education with parents. 	Throughout the year	<ul style="list-style-type: none"> ● Number of Gifted Education Programs involved. ● Number of Students involved in Gifted education. ● Academic Performance by the students involved in these programs. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students ● Feedback from parents 	<ul style="list-style-type: none"> ● Principal ● Academic Committee ● Gift Education Group 	

3. Major Concern: Attain the Inviting School Award as recognition to both students and teachers.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● School will join the Inviting School Program which last for two years and will lead to Inviting School Award in the year 2011. ● Suitable staff development programs for teachers to equip themselves, especially sharing the successful experience of Invitational education from other schools. <ul style="list-style-type: none"> - Teachers are encouraged to attend workshops and seminars especially related to Invitational Education and developmental psychology. - The school will join the IAIE as to tap more resources and experience from outside. 	<ul style="list-style-type: none"> ● Throughout the year 	<ul style="list-style-type: none"> ● The sharing of teacher representatives. ● Joining different IE programs hosted by IAIE. ● The number of workshops and seminars attended by teachers. ● Teachers are fully aware of the underlying principles of Invitational Education as well as Success Education and are willing to apply them to their class teaching. ● Teachers are inviting and willing to act as success facilitators in the process of teaching as well as daily interactions with students. 	<ul style="list-style-type: none"> ● Statistics ● Surveys ● Feedback from students ● Feedback from parents 	<ul style="list-style-type: none"> ● Principal ● Invitational Education Core Group 	<p>School is ready to subsidize any relevant staff development programs related to Invitational education.</p>
<ul style="list-style-type: none"> ● Invitational Education Core group to promote IE activities and monitor the implementation of IE. ● Different IE programs and extra-curricular activities for students. 	<p>Throughout the year</p>	<ul style="list-style-type: none"> ● The numbers of IE activities. 	<ul style="list-style-type: none"> ● Statistics 	<ul style="list-style-type: none"> ● Principal ● Invitational Education Core Group 	<p>School is ready to subsidize any relevant staff development programs related to Invitational education.</p>

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● The implementation of the Co-curricular Activities Reward Scheme (CARS) as to encourage students' participation. ● A comprehensive award scheme under IE to boost the self-image of students. 	Throughout the year	<ul style="list-style-type: none"> ● The successful implementation of CARS. ● Teachers find CARS a user-friendly tool to encourage students' participation. ● The numbers of students get involved in this program. 	<ul style="list-style-type: none"> ● Statistics ● Surveys ● Feedback from students ● Feedback from teachers 	<ul style="list-style-type: none"> ● Ms TH LAU ● CARS group ● Invitational Education Core Group 	School will subsidize the cost of this reward scheme.
<ul style="list-style-type: none"> ● Musical performance for all S2 students. 	Throughout the year Performance in April 2010	<ul style="list-style-type: none"> ● The successful performance of the Musical. ● Teachers gain experience of running this kind of mass activity. ● Numbers of students get involved in the production and performance of the Musical. ● Students gain self-confidence from participation of this activity. ● Teachers appreciate the growth potentials of students. 	<ul style="list-style-type: none"> ● Feedback from students ● Feedback from parents ● Feedback from teachers ● Survey 	<ul style="list-style-type: none"> ● Ms KS CHAN ● Ms SC HUI ● English Department ● Ac Hoc working group ● Invitational Education Core Group 	Grant from English Enhancement Scheme
<ul style="list-style-type: none"> ● Science Public Show 	October 2009	<ul style="list-style-type: none"> ● The successful performance of the Science Public Show. ● Teachers gain experience of running this kind of mass activity. ● Students are attracted by the Show and hence are developing their interest in engaging in science activities. ● Students gain self-confidence from participation of this activity. ● Teachers appreciate the growth potentials of students. 	<ul style="list-style-type: none"> ● Feedback from students ● Feedback from parents ● Feedback from teachers 	<ul style="list-style-type: none"> ● Ms YY SI, Vice-principal ● Ms HK LOW and the ac hoc working group 	School will subsidize the cost of the Show.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Curriculum tailoring to create sense of achievement for students. - S1 students are divided into 8 groups of 3 sets according to their English ability, they have different syllabus tailor-made for them. - The setting up of Seed Class and in S2 and S3. - The lower end of S1 students are divided into 4 groups according to their Chinese and Mathematics standard respectively. They have different syllabus tailor-made for them. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers understand the philosophy behind curriculum tailoring is not to lower the expectation but to give success experience to students and hence relight their motivation and raise their self-esteem. ● Students becoming more self-confident. ● Students are motivated to try and learn. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from parents ● Students' academic achievement 	<ul style="list-style-type: none"> ● Principal ● Academic Committee ● Panel Chairpersons and Form coordinators 	CE Grant to employ extra teachers. Also extra clerical support to teachers.
<ul style="list-style-type: none"> ● To sum up our effort and show due recognition to teachers and students, the school will apply for the Inviting School Award 2011. 	Throughout the year	<ul style="list-style-type: none"> ● Attain the Inviting School award successfully. 		<ul style="list-style-type: none"> ● Principal ● Invitational Education Core Group 	

4. Major Concern: Make good use of the English Enhancement Grant to enhance the learning and teaching of English as a way to prepare for the change of MOI policy.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● S1 Food Festival ● S2 Musical ● S3 History Project ● S4 Generic Skills Training ● S5 Oral Practice ● S6 History Project/ Video Drama ● S7 Oral Practice ● S3 – S7 Teaching in China 		<p>(For details, please refer to the EES Plan)</p> <p>All our efforts point to the preparation of students to be better equipped with English learning ability which facilitate the use of English as Medium of instruction under the New MOI policy in 2011.</p>			

5. Major Concern: The school will further enhance our appraisal system as well as administrative system with a view to empower and develop our middle managers.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Building up of administrative system based on written policies for sustainable development of the school. <ul style="list-style-type: none"> - Heads of Functional Groups and Subject Panels are required to write down the flow of logistics for each project or activity before they brief the School Office for assistance 	Throughout the year	<ul style="list-style-type: none"> ● Smooth running of school administration headed by Middle managers with the assistance of the School Office. ● Written policies and workflow by the middle managers on school administration ● Students know, understand and appreciate the core values. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from the School Office 	<ul style="list-style-type: none"> ● Principal ● Assistant to the Principal ● Vice-principals ● Middle Managers 	
<ul style="list-style-type: none"> ● Middle managers able to employ a whole school perspective to tackle issues and challenges. <ul style="list-style-type: none"> - To supplement the School Policy Advisory Committee, Middle Management Committee will be formed with an aim to involve the middle managers in policy making as well as policy transmitting. - Senior management will have a close monitoring on all logistics of the school administration and give timely feedback to middle managers for further improvement. - Middle managers could own their projects / designated tasks and further develop their administrative skills. - Middle managers will take back their administration role from the School Office. - Workshops and in-house training programs will be conducted to further enhance the administrative skills of middle managers. 	Throughout the year	<ul style="list-style-type: none"> ● Number of in-house training programs for the Middle Managers. ● Number of Middle Management Committee meeting. ● Middle Managers being empowered and assume their proper role in school administration. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from the school Office ● Feedback from Senior Management 	<ul style="list-style-type: none"> ● Principal ● Assistant to the Principal ● Vice-principals ● Middle Managers 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Building up a comprehensive and well accepted appraisal system based not only on lesson observations, but also different scopes of performance. - Carry out the comprehensive staff appraisal annually so as to give feedback to staff for development. - The comprehensive staff appraisal system is also served as the base for promotion as well as lay off. - Staff meetings to remind all staff about the importance and intended purpose of the appraisal results. 	Throughout the year	<ul style="list-style-type: none"> ● Develop a comprehensive appraisal system for all staff. ● Staff find the appraisal system is developmental and also fair in performance assessment. ● The performance of staff will be further excel through the staff appraisal system 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from Senior Management 	<ul style="list-style-type: none"> ● Principal ● Assistant to the Principal ● Vice-principals ● Middle Managers 	

6. Plan on Use of Capacity Enhancement Grant

Name of School: S.K.H. Li Fook Hing Secondary School

School Year: 2009/2010

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Curriculum Development	Coping with students' diverse and special learning needs	To employ one teacher and top up the salary of two teachers as to reduce the overall teaching workloads of teachers.	Teachers' workload will be relieved. They are expected to carry out different projects to improve the school as stated in the school plan.	One year contract	Salary of the teacher (Mr. CHAN LC) \$331,020.00 (\$26,585.00 per month plus \$1,000 MPF contribution) Top up salary of the teacher (Ms HSU SH) \$43,344.00 (\$3,440.00 per month plus \$172 MPF contribution) Top up salary of the teacher (Mr. AU CP) \$75,978.00 (\$6,030.00 per month plus \$301.5 MPF contribution)	- The performance of the teachers. - The completion of other projects as stated in the school plan.	- Performance appraisal on the teacher. - Feedback from teachers on the effectiveness of this measure.	Principal

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
> Curriculum Development > Relieve Teachers' non-teaching workload	-Coping with students' diverse learning needs.	To employ a 0.3 teacher and a 0.7 teaching assistance to offer support to teachers.	- Some of the teachers' non-teaching workload will be relieved. - Teachers are expected to carry out different projects to improve the school as stated in the school plan..	10 months contract starting from November 2009	Salary for the 10 months contract \$157,500.00 (\$15,000.00 per month including 5% MPF contribution)	- 80% of teachers show positive feedback on the effectiveness of the IT officer as well as the operation of IT facilities.	- Performance appraisal on the teacher. - Feedback from teachers on the effectiveness of this measure.	Principal
					Total \$607,842.00 With a deficit of \$144,742.00 to be topped up by the reserve of previous years.			

**This plan has been discussed by all teachers during staff meeting and has gained support from the majority of staff.

Supervisor: _____
(Rev. CHUNG Ka-lok)

**Principal's Continuing Professional Development Plan
Year 2009-2010 (Second Year) / 3-year cycle Year 2008-Year 2011**

Name of Principal: TAI, Tak-ching (Mr.)

學習活動 Learning Activities	領導才能範疇 Core Area of Leadership*	擬定持續專業發展時數 CPD hours Planned		
		有系統的學習 Structured Learning	實踐學習 Action Learning	為教育界及社會服務 Service to Education and the Community
(1) 參加由教育統籌局、各大專院校及其他教學團體舉辦的工作坊或講座 Attending Workshops and Seminars to be organized by the EMB, Tertiary Institutions and other Professional Education Bodies	I to V, priority will be given to those related to the major concerns of the school (For details, please refer to the Annual School Plan 2009-2010)	35		
(2) 學校參加 IAIE 舉辦的啟發潛能教育學校認證計劃，推廣啟發潛能教育 Inviting School Program to implement Invitational Education	I and II		20	
(3) 全面檢討學校行政運作及完善員工考績系統，並評估系統帶給員工的發展契機 Review the administration logistics and evaluate the impacts to all staff together with a comprehensive appraisal system	IV and V		10	
(4) 中文中學聯會執行委員 Executive Council Member, The Association of Hong Kong Chinese Middle Schools	I to VI			15
(5) 聖公宗（香港）小學監理委員會有限公司執行委員 Executive Council Member, Anglican (Hong Kong) Primary Schools Council Co. Ltd.	I to VI			20

**Principal's Continuing Professional Development Plan
Year 2008-2009 (First Year) / 3-year cycle Year 2008-Year 2011**

Name of Principal: TAI, Tak-ching (Mr.)

學習活動 Learning Activities	領導才能範疇 Core Area of Leadership*	擬定持續專業發展時數 CPD hours Planned		
		有系統的學習 Structured Learning	實踐學習 Action Learning	為教育界及社會服務 Service to Education and the Community
(6) 聖公會中學校長會主席 Chairman, The Conference of Sheng Kung Hui Secondary School Heads	I to VI		10	20
(7) 聖公會聖米迦勒小學校監 Supervisor, SKH St. Michael's Primary School	I to VI			20
(8) 聖彼得小學校董會成員 Council Member, SKH St. Peter's Primary School	I to VI			15
		Total = 35	Total =40	Total = 90

*Core Areas of Leadership:

- I 策略方向及政策環境 Strategic Direction and Policy Environment
- II 學與教及課程 Learning, Teaching and Curriculum
- III 教師專業成長及發展 Teacher Professional Growth and Development
- IV 員工及資源管理 Staff and Resources Management
- V 質素保證及問責 Quality Assurance and Accountability
- VI 對外溝通及聯繫 External Communication and Connection to the Outside World