

# S.K.H. Li Fook Hing Secondary School



Annual School Plan  
2010/2011



# **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 2010/2011

## Annual Objective: **Mount up with Wings** **Greater Goals we Sustain** 持續優化 蓄勢飛騰

### Contents

✧ Major Concern (in order of priority)	Page
1. 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 and further integrate all initiatives on character education.	1 – 2
2. Other than the successful nurturing of the students, there is still a pressing need for the school to help our students to achieve academically.	3 – 5
3. The school will further enhance our appraisal system as well as administrative system with a view to empower and develop our middle managers.	6 – 7
✧ Use of Capacity Enhancement Grant	8

1. **Major Concern:** 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 and further integrate all initiatives on character education.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>➤ Integration of all initiatives on character education.</li> <li>- School Ethos Building Team will further integrate all initiatives of the school in cultivating and fostering school ethos including green education and health education and reinforce the concept of 3-phase (S1/2, S3/4, S5/6) character building in the 6-year NSS system.</li> <li>- Other than Heads of student affairs, discipline, counseling and religious affairs, head of invitation education and green education has also been invited.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Number of integrated programs for students</li> <li>➤ Minimize the diverse effort of teachers.</li> <li>➤ Teachers plan programs and activities in a holistic concept.</li> <li>➤ Students find programs and activities more sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Head of School Ethos Committee</li> <li>➤ Head of Student Affairs</li> <li>➤ Head of Discipline Committee</li> <li>➤ Head of Counseling Committee</li> <li>➤ Head of Religious Affairs</li> <li>➤ Head of Invitational Education</li> <li>➤ Head of Green Education</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Teachers reflect upon their routine practices and seek further improvement based on the school ethos.</li> <li>- Heads of Functional Groups and Subject Panels are required to evaluate their routine practices under the light of school vision.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Number of revised program plans and manuals produced by Heads of Functional Groups and Subject Panels.</li> <li>➤ Teachers consider the revised practices are more effective in helping students to develop.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Vice principals</li> <li>➤ Heads of Functional Groups and Subject Panels</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Teachers being re-energized by the shared vision of providing quality education to our students.</li> <li>- Reinforce the sharing of teachers' fellowship and prayer groups as a support for teachers.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Number of teachers joins the fellowship meeting and prayer groups.</li> <li>➤ Number of gatherings hosted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Head of Religious Affairs</li> <li>➤ Christian teachers</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Students view themselves as valuable beings with many talents yet to be developed.</li> <li>- Mass programs to develop students' self-esteem and provide chances for students to exhibit their talents.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Number of programs hosted to foster the self-esteem of the students.</li> <li>➤ Students participate actively in performance activities and become more confident in themselves when on stage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Head of OLE</li> <li>➤ Head of Counseling Committee</li> </ul>	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>➤ Both teachers and students aware that Christian values are the dominant ethos of the school</li> <li>- Using the well established Invitational Education spirits to diffuse Christian values and ethos.</li> <li>- Reinforce the routine of praying daily, singing hymns from our school-based hymn book and sharing by teachers and students in order to diffuse God's love and Christian values during Morning Assemblies and Form Teacher Periods.</li> <li>- Encourage the use of the School Chapel.</li> <li>- Decorate the schools with Christian images and symbols.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Teachers and students make good use of the new hymn book in assemblies and Form Teacher periods.</li> <li>➤ Number of students involved in School Chapel activities.</li> <li>➤ Successful integration of the spirits of Invitational Education and Christian values.</li> <li>➤ The change of school physical environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Head of Religious Affairs</li> <li>➤ Invitational Education Core Group</li> <li>➤ Christian teachers</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Parents to be invited to form partnership to enhance core mission and values of the school.</li> <li>- Parents' Day</li> <li>- Regular communication between form teachers and parents</li> <li>- Staff development : "Knowing and communicating with parents"</li> <li>- Joint functions with PTA</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Number of parents participated on Parents' Day and other functions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ All Form Teachers</li> <li>➤ Head of PTA</li> </ul>	

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"> <li>➤ 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.</li> <li>➤ Demonstration Lessons will be conducted by the Lesson Study Group to further improve the teaching quality.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Teachers from the same Subject panel will benefit from mutual sharing.</li> <li>➤ Teachers learn to act as constructive-critical colleagues when observing lessons.</li> <li>➤ Students will benefit from more effective teaching.</li> <li>➤ Teachers benefit from the demonstration lessons.</li> <li>➤ Number of demonstration lessons held.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation report from the Lesson Study Group.</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Lesson Study Group</li> <li>➤ Heads of Subject Panel</li> </ul>	
<ul style="list-style-type: none"> <li>➤ 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"> <li>- Based on the set of departmental lingo and standard practice, each Subject Panel should develop a set of bench mark for each level.</li> <li>- Subject Panel Chair should monitor the actual implementation of the vertical coordination.</li> </ul> </li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Each Subject Panel will develop a set of Bench-mark.</li> <li>➤ Teachers well aware the importance of vertical coordination as an important factor to foster the continuous development of the students.</li> <li>➤ Subject panel should develop a vertical co-ordination structure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of Subject Panel capable to produce the set of Bench mark for students.</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Heads of Subject Panel</li> </ul>	



Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>➤ Two-Term Assessment System will be implemented for the test and the examination. The school decided to restructure the Examination and Test system so as to give more space for the Examination classes.</li> <li>- For Junior forms, uniform tests will be conducted in the first period and school hours will be lengthened in the test cycle.</li> <li>- Revision days (with longer school hours) will be introduced before every examination.</li> </ul>	2010-11	<ul style="list-style-type: none"> <li>➤ Teachers of the Public Examination Classes have more space to carry out their plans in helping students to improve academically.</li> <li>➤ Students find the academic atmosphere stronger and are willing to devote their energy to their studies.</li> <li>➤ Results of the uniform test and examinations.</li> <li>➤ Teachers find students more ready to advance academically.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Test and examination results analysis</li> <li>➤ Observation</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Development of Gifted Education</li> <li>- Expand the Gifted Education Group to involve more teachers.</li> <li>- Nominate students to attend gifted programs organized by The Hong Kong Academy for Gifted Education, EDB and universities.</li> <li>- Join the Gifted education programs hosted by EDB and other related organizations.</li> <li>- Develop in-house pull out programs for gifted students.</li> <li>- Share the idea and concept of Gifted Education with parents.</li> </ul>	2010 - 11	<ul style="list-style-type: none"> <li>➤ Number of Gifted Education Programs involved.</li> <li>➤ Number of Students involved in Gifted Education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> <li>➤ Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Gifted Education Group</li> </ul>	
<ul style="list-style-type: none"> <li>➤ S1 Education Policy</li> <li>- Building of learning habit.</li> <li>- Obey school regulations.</li> <li>- Be sure hand in homework on time.</li> <li>- Be sure the classroom rules are obeyed.</li> <li>- Enhance the ability of English language.</li> <li>- Develop self-handling ability</li> <li>- Home-School Co-operation</li> </ul>	2010 - 11	<ul style="list-style-type: none"> <li>➤ Students can hand-in their homework on time.</li> <li>➤ Students obey the rules of classroom.</li> <li>➤ Teachers have good communication with parents.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rainbow scheme result analysis</li> <li>➤ Observation</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Discipline Committee</li> <li>➤ Heads of Subject Panel</li> <li>➤ English Department</li> </ul>	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>➤ S5 Education Policy</li> <li>- Stage of Public examination : preparation period</li> <li>- Intensify the preparation for each subject examination.</li> <li>- Grasp the necessary skills to tackle the Public examination.</li> <li>- Enhance repetition and drill the skills for public examination.</li> <li>- Build up atmosphere of examination by morning assembly, form teacher period, seminar, sharing of old boys or other school's teachers</li> <li>- Introduction of self-study periods</li> <li>- Subject and exam-based preparation for outstanding students.</li> <li>- Life-long (Career) planning.</li> <li>- After School System Practice</li> </ul>	2010 - 11	<ul style="list-style-type: none"> <li>➤ The atmosphere of learning is enhanced.</li> <li>➤ Students can make good use of the self-study periods.</li> <li>➤ Number of morning assemblies and form-teacher periods involved.</li> <li>➤ Individual tutorials will be implemented to the outstanding students.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Public examination, Test and examination results analysis</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> <li>➤ Observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Discipline Committee</li> <li>➤ Counselling Committee</li> <li>➤ Career Committee</li> <li>➤ Heads of Subject Panel</li> </ul>	

3. **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"> <li>➤ Middle managers able to employ a whole school perspective to tackle issues and challenges.</li> <li>- 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.</li> <li>- Senior management will have a close monitoring on all logistics of the school administration and give timely feedback to middle managers for further improvement.</li> <li>- Middle managers could own their projects / designated tasks and further develop their administrative skills.</li> <li>- Middle managers will take back their administration role from the School Office.</li> <li>- Workshops and in-house training programs will be conducted to further enhance the administrative skills of middle managers.</li> </ul>	2010 - 12	<ul style="list-style-type: none"> <li>➤ Number of in-house training programs for the Middle Managers.</li> <li>➤ Number of Middle Management Committee meeting.</li> <li>➤ Middle Managers being empowered and assume their proper role in school administration.</li> <li>➤ Building up a learning organization</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from Senior Management</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ SAC (School Administration Committee)</li> <li>➤ Middle Managers</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Building up a comprehensive and well accepted appraisal system based not only on lesson observations, but also different scopes of performance.</li> <li>- Carry out the comprehensive staff appraisal annually so as to give feedback to staff for development.</li> <li>- The comprehensive staff appraisal system can enhance Continuing Professional Development.</li> <li>- Staff meetings to remind all staff about the importance and intended purpose of the appraisal results.</li> </ul>	2010 - 12	<ul style="list-style-type: none"> <li>➤ Develop a comprehensive appraisal system for all staff.</li> <li>➤ Staff find the appraisal system is developmental and also fair in performance assessment.</li> <li>➤ The performance of staff will be further excel through the staff appraisal system</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from Senior Management</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ SAC (School Administration Committee)</li> <li>➤ Middle Managers</li> </ul>	Appraisal resources/ documents

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>➤ Building up of administrative system based on written policies for sustainable development of the school.</li> <li>- Heads of Functional Groups and Subject Panels are required to write down the flow of logistics for their administrative projects which can enhance the smooth running of school administration</li> </ul>	2010 - 12	<ul style="list-style-type: none"> <li>➤ Smooth running of school administration headed by Middle managers with the assistance of the School Office.</li> <li>➤ Written policies and workflow by the middle managers on school administration.</li> <li>➤ Students know, understand and appreciate the core values.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from the School Office</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ SAC (School Administration Committee)</li> <li>➤ Middle Managers</li> </ul>	

## 4. Plan on Use of Capacity Enhancement Grant

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

School Year: 2010/2011

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 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 (Ms HSU SH ) \$320,820.00 (\$25,735.00 per month plus \$1,000 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
> Curriculum Development > Promote Reading	Promote learning through reading	To employ a full time librarian.	- Teachers' overall teaching workload will be reduced. - Students' reading habit will be further enhanced.	One year contract	Salary for the librarian for one year \$198,000.00 (\$15,675.00 per month plus 5 % MPF contribution)	- 75% of teachers show positive feedback on the effectiveness of the librarian. - The book borrow rate of students will be increased by 10%.	- Performance appraisal on the librarian - Feedback from teachers on the effectiveness of the librarian - Statistics	Ms YY NGAN
					Total \$518,820.00			

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

Supervisor: \_\_\_\_\_  
(Revd. CHUNG Ka-lok)