

S.K.H. Li Fook Hing Secondary School



Annual School Plan
2011/2012

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 2011/2012

Annual Objective:
**With Diligence and Virtue,
Strive for Our Breakthroughs.**
勤奮自勵、勇創高峰

Contents

✧ Major Concern (in order of priority)	Page
1. The school aims to help our students to enhance their academic performance.	1 - 3
2. 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.	4 - 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: The school aims to help our students to enhance their academic performance.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ➤ To prepare Students for HKDSE <ul style="list-style-type: none"> - After-school System Practice in S6, making more lesson time as well as enhancing repetition and drilling the skills for public examinations. - Introduction of Cream Project, from S5 to S6, providing subject and exam-based preparation for outstanding students. - To build up atmosphere of learning by morning assembly, form teacher period, seminar, sharing of alumni and teachers - To arrange students to join the Mock HKDSE organized by other schools or institutions. - Start from the final examination in S5, the time allocated and format of school examination papers are in line with the public examinations. - Life-long Careers planning. 	2011 - 12	<ul style="list-style-type: none"> ➤ The atmosphere of learning is enhanced. ➤ Number of morning assemblies and form-teacher periods involved. ➤ Effectiveness of after-school lessons, including system practice and cream project. 	<ul style="list-style-type: none"> ➤ Public Examination, Test and Examination results analysis ➤ Feedback from teachers ➤ Feedback from students ➤ Observation 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Careers Committee ➤ Subject Panel Heads 	
<ul style="list-style-type: none"> ➤ English Language Enhancement Policy <ul style="list-style-type: none"> - The implementation of MOI Policy in S1 and S2: adopt English as the MOI in some lessons of 5 non-language subjects - With the implementation of REES, teaching materials of some subjects are specially designed to increase the capacity of using English in students' learning. - English elements are incorporated in different subjects and activities in Seed Class. - Activities under EES will be continued, these include S1 Food Festival, S2 English Musical, S5 Teaching in China, to create an English environment in school. - English Wednesday is introduced. English Ambassadors are trained to carry out English activities in English Corner and making English Public Announcements. - To provide after-school English tutorial classes to strengthen students' language skills. 	2011-12	<ul style="list-style-type: none"> ➤ Students in Seed Classes have a particularly positive improvement in their exams which is tested in English. ➤ An increase in number of students using English in their learning or other English-speaking activities, such as Speech Festival, Public Announcers, Choir for English Musical, Inter-school competitions, etc. ➤ The standard of students' pronunciation has an improvement. ➤ Students can benefit from doing more practices and attending small-class teaching scale. 	<ul style="list-style-type: none"> ➤ Feedback from teachers who are teaching Seed Classes ➤ Feedback from REES members ➤ Feedback from students ➤ Feedback from English teachers and other teachers who carry out English-related activities ➤ Feedback from parents ➤ Observation 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ English Department ➤ Teachers involved in MOI policy, REES and Seed Class 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ➤ Two-Term Assessment System will be implemented. The school decided to have two Examinations and three Tests so as to give sufficient teaching time as well as assessments. <ul style="list-style-type: none"> - Uniform tests will be scheduled for Form 1 to Form 6 and conducted in the first period during the test cycle. School hours will then be lengthened in the test cycle. - Revision days (with longer school hours) will be introduced before the Final examination. 	2011-12	<ul style="list-style-type: none"> ➤ Teachers with Public Examination Classes have more space to carry out plans in helping students to improve academically. ➤ Students find strong academic atmosphere and devote to studies. ➤ Teachers find students willing to advance academically. 	<ul style="list-style-type: none"> ➤ Test and Examination results analysis ➤ Feedback from teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee 	
<ul style="list-style-type: none"> ➤ Lesson Observation by Subject Panel Heads will be conducted as a way of mutual improvement and monitoring. ➤ Lesson study concepts will be built in Quality Circles focusing on the public exam skills as a comprehensive professional development and quality assurance mechanism. ➤ Demonstration Lessons will be arranged by the Lesson Study Group to further improve the teaching quality. 	2011-12	<ul style="list-style-type: none"> ➤ Subject Panel Heads can have a better understanding of members' strengths and weaknesses. ➤ 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"> ➤ Lesson Observation Forms ➤ Evaluation report from the Lesson Study Group. ➤ Feedback from teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Lesson Study Group ➤ Subject Panel Heads 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ➤ Subject Panel Heads should monitor the actual implementation of the vertical coordination. ➤ Subject Panel Heads of Chinese, English and Mathematics need to review the curriculum and formulate the benchmark for every level so that vertical co-ordination of the curriculum could be further enhanced. - Based on the set of departmental lingo and standard practice, other Subject Panels are encouraged to develop a set of benchmark for each level. 	2011-12	<ul style="list-style-type: none"> ➤ Subject panels should develop a vertical co-ordination structure. ➤ Teachers are well aware of the importance of vertical coordination as an important factor to foster the continuous development of students. ➤ Subject Panels of Chinese, English and Mathematics will develop a set of benchmark. 	<ul style="list-style-type: none"> ➤ Number of Subject Panels produced a set of Benchmark for students. ➤ Feedback from teachers ➤ Feedback from students 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Subject Panel Heads 	
<ul style="list-style-type: none"> ➤ Development of Gifted Education - To expand the Gifted Education Group to involve more teachers. - To nominate students to attend gifted programs organized by The Hong Kong Academy for Gifted Education, EDB and universities. - To join the Gifted Education programs hosted by EDB and other organizations. - To organize inter-school pull out programs for gifted students. - To share the idea and concept of Gifted Education with parents. 	2011 - 12	<ul style="list-style-type: none"> ➤ Number of Gifted Education Programs involved. ➤ Number of Students involved in Gifted Education. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from students ➤ Feedback from parents 	<ul style="list-style-type: none"> ➤ Academic Committee ➤ Gifted Education Committee 	

2. 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 building and education.

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 building and education. <ul style="list-style-type: none"> - All initiatives of the school aim at cultivating and fostering school ethos to reinforce the concept of 3-phase (S1/2, S3/4, S5/6) character building in the 6-year NSS system. - Heads of Student Affairs, Discipline and Counseling team, Religious Affairs and heads of Invitational Education, Green Education, Health Education have been all joined to work as a team. 	2011-12	<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 approach. ➤ 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"> ➤ Head of Student Affairs ➤ Head of Discipline Team ➤ Head of Counseling Team ➤ Head of Religious Affairs ➤ Head of Invitational Education ➤ Head of Green Education ➤ Head of Health Education 	
<ul style="list-style-type: none"> ➤ Teachers reflect upon their routine practices and seek 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. 	2011-12	<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"> ➤ Evaluation from Functional Heads and Subject Panel heads 	<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"> - To reinforce the sharing of teachers' fellowship and prayer groups as a support for teachers. 	2011-12	<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 	
<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. 	2011-12	<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"> ➤ Head of OLE ➤ Head of Counseling Team 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>➤ Both teachers and students aware that Christian values are the dominant ethos of the school</p> <ul style="list-style-type: none"> - Using the well established Invitational Education spirits to diffuse Christian values and ethos. - To 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. - To encourage the use of the School Chapel. - To decorate the schools with Christian images and symbols. 	2011-12	<p>➤ Teachers and students make good use of the new hymn book in assemblies and Form Teacher periods.</p> <p>➤ Number of students involved in School Chapel activities.</p> <p>➤ Successful integration of the spirits of Invitational Education and Christian values.</p> <p>➤ The change of school physical environment.</p>	<p>➤ Feedback from teachers</p> <p>➤ Feedback from students</p>	<p>➤ Principal</p> <p>➤ Head of Religious Affairs</p> <p>➤ Invitational Education Core Group</p> <p>➤ Christian Teachers</p>	
<p>➤ Parents to be invited to form partnership to enhance core mission and values of the school.</p> <ul style="list-style-type: none"> - Parents' Day - Regular communication between form teachers and parents - Joint functions with PTA - Parent Education Committee organizes workshops for parents and share proper attitude and skills on parenting through school newsletter. 	2011-12	<p>➤ Number of parents participated on Parents' Day and other functions.</p>	<p>➤ Feedback from teachers</p> <p>➤ Questionnaires to collect parents' opinions</p> <p>➤ Feedback from PTA</p>	<p>➤ All Form Teachers</p> <p>➤ Head of PTA</p> <p>➤ Head of Parent Education Committee</p>	

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"> ➤ Middle managers able to employ a whole school perspective to tackle issues and challenges. <ul style="list-style-type: none"> - To supplement the School Administration Committee (SAC), Middle Management Committee will be formed with an aim to involve the middle managers in policy making as well as policy transmitting. - SAC is to be expanded to set up the administrative system in a whole perspective. - Senior management (VPs and AVPs) 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. - Workshops and in-house training programs will be conducted to further enhance the administrative skills of middle managers. 	2010 - 12	<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. ➤ Building up a learning organization. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from Senior Management 	<ul style="list-style-type: none"> ➤ Principal ➤ SAC ➤ 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. <ul style="list-style-type: none"> - To carry out the comprehensive staff appraisal annually so as to give feedback to staff for development. - The comprehensive staff appraisal system can enhance Continuing Professional Development. - Staff meetings to remind all staff about the importance and intended purpose of the appraisal results. - Inviting feedbacks should be distributed to subjects or functional groups. 	2010 - 12	<ul style="list-style-type: none"> ➤ Develop a comprehensive appraisal system for all staff. ➤ Staff find the appraisal system developmental and also fair in performance assessment. ➤ The performance of staff will be further excel through the staff appraisal system ➤ Subjects or functional groups can review their strength and weakness through inviting feedbacks in holistic approach. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from Senior Management 	<ul style="list-style-type: none"> ➤ Principal ➤ SAC ➤ Middle Managers 	Appraisal resources/ documents
<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 their administrative projects which can enhance the smooth running of school administration. 	2010 - 12	<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 are comprehensive. 	<ul style="list-style-type: none"> ➤ Feedback from teachers ➤ Feedback from the School Office ➤ Regular review 	<ul style="list-style-type: none"> ➤ Principal ➤ SAC (School Administrative Committee) ➤ Middle Managers 	

2. Plan on Use of Capacity Enhancement Grant

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

School Year: 2011/2012

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
> After-school Remedial Course	Coping with HKDSE	To hire agents to conduct classes after school hours.	Students are equipped skills to cope with the HKDSE	After school	Each student subsidy \$500 (Total: \$500 x 220 = \$110,000.00)	- Enhanced study and generic skills. - Enhanced language skills indicated in 30% of the participants	- Surveys, feedback and school results	Mr. Ip SW. Vice-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 \$252,000.00 (\$20,000.00 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	Principal
					Total \$362,000.00			

**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)