S.K.H. Li Fook Hing Secondary School

業精禱誠

SKH · SCH

LI FOOK HING

Annual School Plan
2013/2014

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 nurturing a

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
2013/2014

Annual Objective:
Learn with Passion   Dream with Action
愛學求進、展現亮點

Contents

✧ Major Concern (in order of priority)   Page

Major Concern 1: To concentrate on reassessing the current curriculum and carrying out appropriate adaptations so as to boost students academic performance.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Implementation of module. 1.1 Academic Committee inspects the schemes of work of Putonghua, Commerce and Geography and monitors the implementation of curriculum through lesson observation and other professional development. 1.2 Putonghua, Commerce and Geography subject Panel Heads design curriculum which can cater the needs of students. 1.3 One examination and one form test are arranged to match the schedule of subjects, Subject Panel Heads should provide sufficient amount of continuous assessments on reflecting students' academic performance.	9/13-6/14	➢ The curriculum of Putonghua, Commerce and Geography is reviewed or restructured if needed. ➢ Subject Panel Heads can well monitor the implementation of module. ➢ Teachers are well aware of the advantages of module. ➢ Students are devoted to their studies.	➢ Feedback from teachers ➢ Feedback from students ➢ Lesson Observation Forms	➢ Academic Committee ➢ Subject Panel Heads	
2. Modification of revision periods. 2.1 Revision periods during the test week before the tests in order to enhance the quality of revision. 2.2 Two revision days with longer school hours before examinations are introduced to develop study habits and give students additional time to raise questions.	10/13-5/14	➢ A strong academic atmosphere is created and students are devoted to their studies. ➢ Students make good use of the revision period to solve their learning difficulties. ➢ Study habits are developed.	➢ Test and examination results analysis ➢ Feedback form teachers ➢ Feedback from students	➢ Academic Committee ➢ Examination Committee	
3. Boosting the performance of HKDSE. 3.1 Supplementary lessons are arranged for S5 and S6 students in order to create more lesson time as well as enhance the skills for public examinations by repetition and drilling.	9/13-6/14	➢ Effectiveness of Supplementary lessons and Summer school. ➢ The readiness of students for sitting	➢ Public examination, test and examination results analysis ➢ Feedback from	➢ Academic Committee ➢ Subject Panel Heads ➢ Teachers of	

3.2 Students who drop electives can join the Chinese, English, Mathematics and Liberal Studies supplementary lessons to enhance the ability of the core subjects. 3.3 Starting from the final examination in S5, the duration and format of school examination papers are align with the requirements of the public examination. 3.4 Arranging students to join the Mock HKDSE organized by other schools or institutions. 3.5 Summer school will be arranged during the summer holidays for S3 and S5 students to strengthen students' adaptation and intensify drilling.		HKDSE is enhanced. ➢ The atmosphere of learning is fostered.	teachers ➢ Feedback from students	senior forms	
4. English Language Enhancement Policy 4.1 Implementing MOI Policy in Junior forms by adopting English as the MOI in 6 non-language subjects. 4.2 English elements are incorporated in different subjects and activities in Seed Classes. 4.3 Language Development Committee and Overseas Exchange Committee provide different learning pathways to enhance students' English learning outside classroom. 4.4 English environment is built through various means like English Musical, activities in English Corner and English Wednesdays in which English Ambassadors are trained to make public announcements in English.	9/13-6/14	➢ Students of Seed Classes show a positive progress in taking their exam items which are tested in English. ➢ An increase in number of students who are motivated in using English in their learning or other activities, such as Speech Festival, English Ambassadors program, English Musical, Study Tours, etc. ➢ The standard of students' pronunciation has improved. ➢ Students are more confident in learning and using English.	➢ Feedback from Seed Class teachers and teachers who adopt English as MOI. ➢ Feedback from English teachers ➢ Feedback from Language Development Committee and Overseas Exchange Committee ➢ Feedback from students	➢ Academic Committee ➢ English Department ➢ Teachers involved in MOI policy, Seed Class, Language Development Committee and Overseas Exchange Committee	

5. Facilitating the learning of abler students. 5.1 Seed Class system is conducted in class 2A and 3A to enhance the academic performance of the students. 5.2 Gifted Education Committee will arrange students with potentials to join different off-school programs organized by The Hong Kong Academy for Gifted Education, EDB and universities. The GE committee will also organize in-school training programs and inter-school activities for abler students. 5.3 S5-S6 students with potentials are recruited to join the Cream Project in which extra trainings and support will be given, with the hope to upgrade their academic performance and facilitate their further studies. 5.4 Outstanding students of different subjects received additional resources and support to enhance the academic performance.	9/13-6/14	➢ The academic advancement of students in Seed Class. ➢ Number of Gifted Education programs conducted and number of students involved in Gifted Education. ➢ The academic results of targeted students and Cream Project.	➢ Public examination, Test and Examination results analysis ➢ Feedback from teachers ➢ Feedback from students ➢ Feedback from parents	➢ Academic Committee ➢ Gifted Education Committee ➢ Seed Class teachers ➢ Teachers involved in Cream Project ➢ Teachers in senior forms	
6. Supporting the Learning of students through various means. 6.1 E-learning is conducted through the use of intranet and the introduction of tablet PCs. 6.2 School library provides adequate resources for students to develop self-learning. Different activities will be organized to promote the reading atmosphere in school. 6.3 After-school classes including English enhancement class and Mathematics tutorial class are to be arranged to help students uplift their academic standard. 6.4 New furnished self-study room is provided for students to study on their own. 6.5 Assemblies and publications are conducted to share study skills with students. 6.6 Four academic weeks are arranged throughout the year to promote learning atmosphere.	9/13-5/14	➢ The study culture is established, number of students participated in tutorial classes. ➢ Effectiveness of the tutorial classes. ➢ Effective usage of IT resources in learning. ➢ Effectiveness of reading programs conducted.	➢ Feedback from teachers ➢ Feedback from students ➢ Feedback from parents	➢ Academic Committee ➢ IT Committee ➢ Library ➢ Mathematics and English departments ➢ Teachers involved in academic weeks	

Major Concern 2: To foster a positive attitude through optimizing students' potential in various learning contexts so that it could develop students as a whole person.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Students are motivated to excel socially and morally. 1.1 Establishing an award system to encourage students who do well in their homework, tests and examinations. 1.2 Building up a good learning habit through the messages delivered in the morning assemblies and form teacher periods. 1.3 Enhancing the students' learning ability by carrying out after school tutorial / enhancement classes. 1.4 Rainbow class is to be held every school day to help S1-S4 students establish the habit of handing in their homework on time. 1.5 Encouraging students to participate in skills development on life-wide learning through OLE activities, talks and seminars so as to equip themselves as a whole person. 1.6 Recording students' participation in OLE so as to build their SLP. 1.7 Providing opportunities for students to build up a role model by exemplifying high standards of morality and integrity in the roles of School Prefects, Chairpersons and members of the Student Union, LFH ambassadors, Red Cross members, etc. 1.8 Encouraging students to be willing to serve others such as one student one post. 1.9 Nominating more students to participate in seminars, leadership training course and competitions outside school. 1.10 Helping students to be student leaders to raise their	9/13-6/14	➢ Students show interest in learning and are willing to spend time and efforts to study. They have high expectation on themselves and strive for improvement. ➢ Students are attentive and follow the classroom rules. ➢ Students' attendance and performance in tutorial class are satisfactory. ➢ Students hand in their homework on time and finish them seriously. ➢ Decrease in number of participants in Rainbow class. ➢ Students take part in at least one OLE club/society throughout the year . ➢ Number of activities of a student in a school year. ➢ More activities will be organised by students. ➢ Increase in number of students participate in activities outside school and awards that students obtained ➢ Number and types of OLE activities for students.	➢ Progress shown in students' test and exam results ➢ Feedback from teachers ➢ Feedback from students and tutorial class teachers ➢ Feedback from teachers ➢ Feedback from teachers ➢ Feedback from form teachers ➢ Feedback from teachers ➢ Feedback from students	➢ All teachers ➢ Academic Committee ➢ Discipline Committee ➢ Heads of Subject and Functional Panels	

confidence facing challenges. 1.11 Setting up Outstanding Prefect Award and Outstanding Voluntary Service Award. 1.12 Promoting OLE activities to offer a platform for students to plan and run activities on their own. 1.13 Assisting students to plan their future study career by co-organizing visits, talks with universities and alumni to share their working experience. 1.14 Broaden students' horizons by providing opportunities to students taking part in overseas trips.		➢ More students understand their needs through career talks and seminars. ➢ Students are enthusiastic to join the trips and eager to share their experience with other students.		➢ Head of Careers and Guidance Committee ➢ Heads of subject and Functional panels	
2. Parents are to be invited to form partnership to uphold the core mission and values of the school through: 2.1 Parents' Day and meetings. 2.2 Regular communication between form teachers and parents. 2.3 Joint functions with PTA.	9/13-5/14	➢ Number of parents participated in the Parents' Day and other functions.	➢ Feedback from teachers ➢ Questionnaires to collect parents' opinions ➢ Feedback from PTA	➢ All Form Teachers ➢ Head of PTA ➢ Head of Parent Education Committee	
3 Both teachers and students are aware that positive values are the dominant ethos of the school. 3.1 Making use of the well established Invitational Education spirits to diffuse positive values and ethos. 3.2 Encouraging the use of the School Chapel.	9/13-7/14	➢ Teachers and students make good use of the new hymn book in assemblies and form teacher periods. ➢ Number of students involved in School Chapel activities ➢ Successful integration of the spirits of Invitational Education and positive values	➢ Feedback from teachers ➢ Feedback from students	➢ Principal ➢ Religious Affairs ➢ Invitational Education Core Group ➢ Christian Teachers	

Major Concern 3: To establish a well-equipped and ongoing learning community among teachers in a dynamic educational setting.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Launching Our Learning Circle to enhance Learning and Teaching effectiveness : 1.1 Set up 5 pilot groups to cater the core concern on Learning and teaching. 1.2 Via a continuous input and output process to implement the RPAOR cycle. 1.3 Class visits to every teacher to share and look for good practice on routines, Q&A technique and mode of engagement. 1.4 School-run and EDB workshops	9/13-6/14	➢ Positive culture is established. ➢ Commitment of teachers involved. ➢ Growth of teachers as facilitators/critical friends	➢ Annual feedback ➢ Observation ➢ Questionnaire	➢ School Administration Committee ➢ Our Learning Circle Committee	
2. Conducting open lessons to promote professional dialogues across various subjects regarding school policies such as the MOI policy.	9/13-6/14	➢ The coverage, the subjects and number of teachers involved in open lessons ➢ Teachers' commitment in the dialogues	➢ Feedback after each lesson. ➢ Annual feedback	➢ Academic Committee	
3. Fostering subject-based development : 3.1 empowering subject panel heads to monitor members' performance on Learning and Teaching. 3.2 promoting professional dialogue regularly in order to share learning reflection and good practice.	9/13-8/14	➢ Heads' initiative and commitment ➢ Members' performance ➢ Number of quality dialogue ➢ degree of trial on good practice	➢ review on the record of professional dialogue and classroom observation	➢ Academic Committee	
4. Equipping teachers' English and PTH proficiency to meet school MOI policy 4.1 invite and arrange teachers of various subjects to attend courses and exams. 4.2 All teachers are subjected to a once-in-LFH full subsidy on Eng. Exam fee.	9/13-8/14	➢ Number of teachers meeting the bench mark	➢ Annual feedback	➢ Principal and VPs	

5. Launching Our Learning Circle to enhance Learning and Teaching effectiveness : 5.1 Set up 5 pilot groups to cater the core concern on Learning and teaching. 5.2 Via a continuous input and output process to implement the RPAOR cycle. 5.3 Class visits to every teacher to share and look for good practice on routines, Q&A technique and mode of engagement. 5.4 School-run and EDB workshops	9/13-6/14	➢ Positive culture is established. ➢ Commitment of teachers involved. ➢ Growth of teachers as facilitators/critical friends	➢ Annual feedback ➢ Observation ➢ Questionnaire	➢ Our Learning Circle Committee
6. Fostering subject-based development : 6.1 empowering subject panel heads to monitor members' performance on Learning and Teaching. 6.2 promoting professional dialogue regularly in order to share learning reflection and good practice.	9/13-8/14	➢ Heads' initiative and commitment ➢ Members' performance ➢ Number of quality dialogue ➢ degree of trial on good practice	➢ review on the record of professional dialogue and classroom observation	➢ Academic Committee
7. Equipping teachers' English and PTH proficiency to meet school MOI policy 7.1 invite and arrange teachers of various subjects to attend courses and exams. 7.2 All teachers are subjected to a once-in-LFH full subsidy on Eng. Exam fee.	9/13-8/14	Number of teachers meeting the bench mark	➢ Annual feedback	➢ Principal and VPs