
S.K.H. Li Fook Hing Secondary School



School Development Plan
(2012/13 – 2014/15)

S.K.H. Li Fook Hing Secondary School

Our Strengths

1. Most teachers are dedicated and share the vision of helping students to endeavour for a better improvement in their school life.
2. Teachers have a good rapport with students. With the implementation of Invitational Education (IE), the school promotes a loving and caring atmosphere.
3. The mutual relationship between staff members facilitate peer sharing and support. Peer observation and sharing of teaching strategies create a culture of professionalism building.
4. The school has built up a good reputation of developing students as a whole person.
5. The school has built up good practices on catering learner diversity for both the weaker and the gifted ones.
6. The school helps students to optimize their potential through various school programmes such as LFH Ambassadors, School Musicals, Green Education programme and Gifted Education programme.

Our Weaknesses

1. The range of ability among students is very wide.
2. The coordination between the curriculum in Junior Secondary and New Senior Secondary (NSS) could be further enhanced.
3. Due to the limitation of the current resources, school programmes may not be able to foster the sustainability.

Our Opportunities

1. The school has gained recognition from parents and community as an improving school which provides quality education enhancing both in academic performance and whole-person development.
2. The implementation of Medium of Instruction (MOI) policy provides the school ample opportunities to enhance students' capacity in English Language and develop higher levels of trilingualism (Cantonese, Putonghua and English) and biliteracy (Chinese & English).
3. The students are benefited from the structure of the New Senior Secondary curriculum, in which they can further extend their learning from Other Learning Experience (OLE) and Applied Learning (ApL) programme.
4. With the partnership between different organisations and tertiary institutions, teachers could build up a proper understanding on the principles on catering learner diversity as well as effective teaching and learning. It also builds up a learning community among staff members.

Our Threats

1. The rapid changes and restructuring of educational policies of Education Bureau (EDB) bring heavier work load and pressure to our teachers and students.
2. Some students are lack of aspiration. It affects their attitude of learning and how they behave.
3. The role of middle managers could be further enhanced to tackle issues and problems as a whole school perspective.

Major Concerns for 2012/13 – 2014/15

(in order of priority)

1. To concentrate on reassessing the current curriculum and carrying out appropriate adaptations so as to boost students' academic performance.
2. To foster a positive attitude through optimizing students' potential in various learning contexts so that it could develop students as a whole person.
3. To establish a well-equipped and ongoing learning community among teachers in a dynamic educational setting.

Major Concern 1 Development Plan 2012-2015

Major Concerns (in order of priority)	Intended Outcomes/ Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
1. To concentrate on reassessing the current curriculum and carrying out appropriate adaptations so as to boost students' academic performance.	1.1 The school curriculum is to be reviewed and reassessed with the aim of enhancing academic achievement of students.	<ul style="list-style-type: none"> Academic Committee reviews the school curriculum. 	✓		
	1.2 With the help of subject members, panel heads should formulate a school-based curriculum with a strong vertical coordination, from S1 to S6.	<ul style="list-style-type: none"> All Subject Panels need to review the current curriculum so that a better vertical co-ordination of the curriculum could be further formulated. 	✓	✓	
	1.3 Teachers possess a good understanding of learning diversity and are able to conduct effective teaching.	<ul style="list-style-type: none"> Tailor-made curriculum will be implemented in some particular classes to cater for the learner's diversity. 	✓	✓	✓
	1.4 Students with potentials are further developed through Seed Class, Gifted Education Programmes, Cream Project and other programmes for abler students.	<ul style="list-style-type: none"> Summer school, bridging courses, supplementary lessons and tutorial classes will be arranged to promote student's learning ability. 	✓	✓	✓
	1.5 English proficiency of students is improved.	<ul style="list-style-type: none"> Minimize the number of activities for S6 students from September to December. No activity will be conducted for S6 students after December of that academic year. 	✓	✓	✓
	1.6 The good habit and positive attitude of self-learning could be cultivated among students.	<ul style="list-style-type: none"> Seed class system is conducted in class 2A and 3A. 	✓	✓	✓
	1.7 Increase the passing percentage in HKDSE.	<ul style="list-style-type: none"> Nominate students to attend gifted programmes organized by The Hong Kong Academy for Gifted Education, EDB and Universities. 	✓	✓	✓
	1.8 Sustain the academic value-addedness in students' learning.	<ul style="list-style-type: none"> Cream Project for S5 and S6 students will be conducted for extra trainings and academic support. 	✓	✓	✓
		<ul style="list-style-type: none"> MOI policy is carried out in junior forms in order to build up a richer English environment for students. 	✓	✓	✓

		<ul style="list-style-type: none"> • Language Development Committee plans to create a richer language learning environment at school. 	✓		
		<ul style="list-style-type: none"> • Promote English learning through various activities 	✓	✓	✓
		<ul style="list-style-type: none"> • Enhance students' self-learning through e-learning platform, library support and optimizing self-study room facilities. 	✓	✓	✓

Major Concern 2 Development Plan 2012-2015

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
2. To foster a positive attitude through optimizing students' potential in various learning contexts so that it could develop students as a whole person.	2.1 Students are motivated to excel academically (match with the annual plan).	<ul style="list-style-type: none"> All subject heads and functional heads work cohesively to remind students the importance of studies and provide ways for enhancing their ability. Set up award schemes to encourage students to strive for better performance. Cultivate positive learning attitude towards studies by organizing activities by different functional groups. 	✓	✓	✓
	2.2 Parents are working as partners with school to support students to establish positive values towards their studies. 2.2.1 Students can hand in homework on time and show a positive attitude in tackling tests and exams.	<ul style="list-style-type: none"> Organise parent meetings and invite parents to attend talks for helping students to establish study habits and to consolidate time management skills at home. Keep regular and consistent contact between school and parents to establish rapport on helping students to overcome difficulties in establishing study habits. 	✓		
	2.3 Students have confidence in dealing with difficulties encountered in all aspects, especially on study problems. They are willing to face their problems and find ways to solve.	<ul style="list-style-type: none"> Organise religious assemblies and activities to foster positive attitude for students to raise their confidence, so that they have the courage to encounter challenges and overcome difficulties in studies and other aspects. Encourage students to set up goals and sustain their motivation towards academic excellence by sharing messages in the morning prayers and bible verses. 	✓	✓	✓

Major Concern 3 Development Plan 2012-2015

Major Concerns (in order of priority)	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
3. To establish a well-equipped and ongoing learning community among teachers in a dynamic educational setting.	3.1 Formulate and implement policy in order to strengthen teachers' attitude, skills and knowledge.	<ul style="list-style-type: none"> • Liaise with various departments to work towards the goals. 	✓	✓	✓
	3.2 Foster subject-based development.	<ul style="list-style-type: none"> • Arrange staff members to attend appropriate seminars, courses or workshops to meet school development needs. 	✓	✓	✓
		<ul style="list-style-type: none"> • Empower subject heads to monitor members' performance in the aspect of "Learning and Teaching". 	✓	✓	✓
		<ul style="list-style-type: none"> • Promote professional dialogue regularly in order to share learning reflection and good practice. 	✓	✓	✓
	3.3 Support teachers in teaching and classroom management via a mentor system.	<ul style="list-style-type: none"> • Adopt a one-to-one basis to identify mentee's needs in order to enhance effective teaching. 	✓		
	3.4 Nurture potential teachers in discipline and counselling fields.	<ul style="list-style-type: none"> • Arrange one-to-one long-term shadowing to share, both theoretically and practically, on how to handle discipline and counselling matters. 	✓		
<ul style="list-style-type: none"> • Hold regular meetings and share typical and extreme cases. 		✓	✓	✓	
3.5 Equip teachers' English proficiency to meet school MOI policy.	<ul style="list-style-type: none"> • Facilitate teachers in upgrading their English by taking courses or attending examinations. 	✓	✓	✓	
3.6 Build a professional middle management team.	<ul style="list-style-type: none"> • Appoint assistant vice-principals to co-lead the school in a holistic perspective. 	✓			
	<ul style="list-style-type: none"> • Facilitate middle managers to acquire ASK in leadership. 	✓	✓	✓	
	<ul style="list-style-type: none"> • Empower middle managers which help formulate school development. 	✓	✓	✓	