
S.K.H. Li Fook Hing Secondary School



Annual School Plan
2008/2009

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

Annual School Plan

2008/2009

Annual Objective: Common Effort We Share
March to Success We Dare
共同奮進、成功在望

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1. Major Concern: As to increase the competitive edge of students, there is a pressing need to help students advance in academic studies as well as coping with the public examinations more effectively.

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 (Second year of Implementation). - Three uniform tests and three examinations will be conducted within the whole academic year. - To save lesson time, 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"> ● Students find the academic atmosphere is stronger and 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"> ● Informed by the successful experience of the last year, the Seed Class Project will continue to implement. - More exposure, both academic and other dimensions of learning, will be given to these classes. - Teachers teaching these classes are expected to find out effective ways to further stretch students' potential. 	Throughout the year	<ul style="list-style-type: none"> ● Students in these classes will develop faster in all aspects of their school life. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students ● Feedback from parents 	<ul style="list-style-type: none"> ● Principal ● Mr. TH WONG ● Seed Classes teachers 	Extra resources will be devoted to subsidize their activities.
<ul style="list-style-type: none"> ● Development of Gifted Education - Form a Gifted Education Group. - Join the Gifted education programs hosted by EDB and other related organizations. - Share the idea and concept of Gifted education with parents. 	Throughout the year starting from October 2008	<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 ● Gift Education Group headed by Mr. TP YEUNG 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Special development programs for students with Special Education Need (SEN) <ul style="list-style-type: none"> - Form a SEN Group. - Join the EDB programs. - Collaborate with NGOs to provide developmental programs for SEN. 	Throughout the year starting from October 2008	<ul style="list-style-type: none"> ● Number of programs for the SEN. ● Number of students involved in these programs. ● Academic Performance by the SEN. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students ● Feedback from parents 	<ul style="list-style-type: none"> ● Vice-principal ● SEN Group ● Counseling Team 	SEN Resources from EDB
<ul style="list-style-type: none"> ● Forming Quality Circles as a comprehensive professional development and quality assurance mechanism. 	Throughout the year starting from October 2008	<ul style="list-style-type: none"> ● Teachers from the same KLA will benefit from mutual sharing. ● Teachers learn to act as constructive-critical colleagues when observing lessons. ● Students will benefit from more effective teaching. 	<ul style="list-style-type: none"> ● Lesson Observation ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Academic Committee ● Panel Chairpersons 	
<ul style="list-style-type: none"> ● Common lessons will be structured into the timetable for teachers to prepare lessons together. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers make good use of the common preparation time to discuss the planning of the lessons. ● Students will benefit from more effective teaching. 	<ul style="list-style-type: none"> ● Lesson Observation ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Timetabling team ● Panel Chairpersons and Form coordinators 	
<ul style="list-style-type: none"> ● Strengthen the vertical co-ordination within departments so that students get better prepared. 	Throughout the year	<ul style="list-style-type: none"> ● Each subject department will develop a set of departmental lingo and standard practice for students to follow. ● Teachers well aware of the importance of vertical co-ordination within department and willing to contribute their expertise. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Academic Committee ● Panel chairpersons ● Form Co-ordinators 	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Promoting Room 313 as the after-school Tutorial and Self-study Room - The Room would be used by students and teachers for after school tutorials. - Students could use the Room for self-study. 	Throughout the year	<ul style="list-style-type: none"> Teachers find it convenient for their individual or small group tutorials after school. Students willing to use the room for their self-study. 	<ul style="list-style-type: none"> The frequency of usage. Feedback from teachers and students 	<ul style="list-style-type: none"> Vice-principal Academic Committee 	
<ul style="list-style-type: none"> English split classes from JS1 to S5 students. 	Throughout the year	<ul style="list-style-type: none"> Teachers find it more effective to deal with learning diversity. More interactive approach will be employed by teachers. Students will benefit from the small class teaching. 	<ul style="list-style-type: none"> Feedback from teachers Feedback from students 	<ul style="list-style-type: none"> Academic Committee English Department 	Capacity Enhancement Grant will support this measure.
<ul style="list-style-type: none"> Systematic training for all S5 students after school on every Monday and Tuesday. 	Starting from October 2008 to March 2009	<ul style="list-style-type: none"> 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"> Academic Committee S5 teachers 	
<ul style="list-style-type: none"> Early start of S5 during summer vacation. 	August 2008	<ul style="list-style-type: none"> Teachers find students more prepared for the beginning of term. Students find it helpful to start the term earlier. 	<ul style="list-style-type: none"> Feedback from teachers Feedback from students Feedback from parents 	<ul style="list-style-type: none"> Academic Committee S5 teachers 	

2. Major Concern: Finalize the preparation of the new senior secondary curriculum reform.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Mock subject choice will be given to JS3 students in order to collect their opinion on subject choices. ● Finalize the time table and lesson allocation in NSS. ● Tentative staff deployment based on the subject group allocation. ● Departments finalize their discussion on the selection of modules, assessment method, tentative teaching schedule and etc. ● Staff enroll in different training programs in the light of the new senior curriculum reform. 	<ul style="list-style-type: none"> ● Mock subject choice will be conducted after the first examination 2008 ● NSS Timetable for 2009-2010 should be ready by April 2008 	<ul style="list-style-type: none"> ● Lesson allocation agreed by different panels. ● NSS Timetable for 2009-2010 completed. ● Staff will be informed their tentative teaching duties at the end of this academic year. ● Number of training sessions attended. ● Departmental reports received. 	<ul style="list-style-type: none"> ● Teachers' feedback 	<ul style="list-style-type: none"> ● Principal ● NSS Core group ● Academic Committee ● Panel Heads ● Timetabling Team 	Senior Secondary Curriculum Preparation Grant

3. Major Concern: Full implementation of Invitational Education as to release the growth potential of students and teachers.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Staff representatives will join the IAIE World Conference at Chicago in September 2008 as to bring back fruitful experience from the States. ● 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"> ● IAIE World Conference in September 2009 ● 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 ● IE core group 	School is ready to subsidize any relevant staff development programs related to Invitational education.
<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. 	Throughout the year	<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 ● IE core group 	School is ready to subsidize any relevant staff development programs related to Invitational education.

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 	School will subsidize the cost of this reward scheme.
<ul style="list-style-type: none"> ● Musical performance for all JS2 students. 	Throughout the year Performance in April 2009	<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 	<ul style="list-style-type: none"> ● Ms CF CHAN ● English Department ● Ac Hoc working group 	Grant from English Enhancement Scheme

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Science Public Show 	Throughout the year starting from November 2008	<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 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 S K LAM and the ac hoc working group 	School will subsidize the cost of the Show.
<ul style="list-style-type: none"> ● Curriculum tailoring to create sense of achievement for students. - JS1 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 JS2 and JS3. - The lower end of JS1 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.

4. Major Concern: Make good use of the English Enhancement Grant to allow teachers, especially English teachers, to develop professionally (capacity building). The grant is also a mean to enhance the learning and teaching of English.

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) Interim Evaluation Report will be conducted in May 2009</p>					

5. Major Concern: Share with the community about the good practices at school as well as our achievement.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● The School Publicity Group to co-ordinate the distribution of publicity materials. ● Host functions for primary schools. Functions are those educational activities during school term, invitation will be sent to primary schools. ● Participate in community functions. 	Throughout the year	<ul style="list-style-type: none"> ● Number of publicity materials to different stakeholders. ● Number of function hosted. ● Number of function participated. 	<ul style="list-style-type: none"> ● Teachers' feedback ● JS1 enrollment figures analysis 	<ul style="list-style-type: none"> ● Principal ● School Publicity Group 	School resources will be devoted to support the functions.

6. Major Concern: Character formation (discipline and value) is crucial to every student in the process of education; effort will be devoted to achieve this goal.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Core values of SKHLFHSS will be reinforced as to create school ethos. - Core values will be transmitted to students through decorations, assemblies and various competitions and activities. - Mass level counseling programs will be conducted to foster the objectives of the school. ✓ Aim Higher ✓ I Can Do It 	Throughout the year	<ul style="list-style-type: none"> ● All teachers know and agree with the core values. ● Students know, understand and appreciate the core values. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Student survey 	<ul style="list-style-type: none"> ● Principal ● Counseling Team 	
<ul style="list-style-type: none"> ● Encourage students to take part in different activities especially those with performing and serving elements. - Social service programs will be arranged for students to participate. - A variety of activities will be organized and students are free to participate. 	Throughout the year	<ul style="list-style-type: none"> ● Through social services, students start to care others and find meanings in their lives. ● Participating in different activities will enhance their self-esteem. ● Students have better communication skills. 	<ul style="list-style-type: none"> ● The number of activities organized by Social Service Group and other clubs and societies ● Feedback from teachers ● Student survey 	<ul style="list-style-type: none"> ● Ms YY SI, Vice-principal ● ECA conveners ● Social Service Team ● Religious Education Team 	Subsidize from school and outside organizations
<ul style="list-style-type: none"> ● Implementation of the P.A.T.H.S. Project from JS2 to JS3. - Normal lessons and extra-curricular activities to build up students' character. - Leadership training camps for prefects and chairpersons of clubs and societies. - Youth programs jointly organized by Police Force, Social Center and District Board. 	Throughout the year	<ul style="list-style-type: none"> ● Students becoming more resistant when facing temptations. ● Students' will power becomes stronger. ● Students' leadership skills will be improved. 	<ul style="list-style-type: none"> ● Statistics ● Feedback from teachers ● Feedback from parents 	<ul style="list-style-type: none"> ● Ms YY SI, Vice-principal ● ECA conveners ● Discipline Team ● School social worker ● Form teachers 	Subsidize from school and outside organizations

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ● Health Education Camp for JS1 students - Health education - Sex education - Value education - Healthy Living Habits 	March 2009	<ul style="list-style-type: none"> ● Students willing to adopt health living habits ● Students having a positive and correct view on health body and sex. 	<ul style="list-style-type: none"> ● Statistics ● Feedback from teachers ● Feedback from parents 	<ul style="list-style-type: none"> ● Ms YY SI, Vice-principal ● Counseling Team ● School social worker ● JS1 Form teachers 	Subsidize from school and outside organizations
<ul style="list-style-type: none"> ● To implement curriculum tailoring as to facilitate success experience. 	Throughout the year	<ul style="list-style-type: none"> ● Students becoming more self-confident. ● Students are motivated to try and learn. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> ● Academic Committee ● Panel Chairpersons and Form coordinators 	
<ul style="list-style-type: none"> ● Practice of LFH students parade. 	Throughout the year, especially at the beginning of the school year	<ul style="list-style-type: none"> ● Students can form a parade whenever line up in the playground. 	<ul style="list-style-type: none"> ● Observation and report by teachers 	<ul style="list-style-type: none"> ● Discipline teachers ● Form teachers 	
<ul style="list-style-type: none"> ● To reinforce the classroom routine. 	Throughout the year	<ul style="list-style-type: none"> ● All teachers agree with and reinforce the classroom routine. ● Students understand and practice the classroom routine. 	<ul style="list-style-type: none"> ● Feedback from teachers ● Student survey ● Class observation ● Feedback from parents 	<ul style="list-style-type: none"> ● Principal ● Ms YY SI, Vice-principal ● Discipline Team ● All teachers 	
<ul style="list-style-type: none"> ● Reinforce the role and function of class teachers. - Involve more teachers to be Form teachers and at the same time reduce other duties of them so that they can concentrate on their role as mentors. - Non-form teachers share other patrol duties. 	Throughout the year	<ul style="list-style-type: none"> ● Teachers well understand the role of Form Teachers and are capable to perform the expected role. 	<ul style="list-style-type: none"> ● Feedback from students 	<ul style="list-style-type: none"> ● Principal ● Vice-principals ● Coordinators of Form Teachers Meeting 	

7. Plan on Use of Capacity Enhancement Grant

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

School Year: 2008/2009

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 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 (Ms HSU SH) \$289,611.00 (\$22,985.00 per month plus 5% MPF contribution) Salary of the teacher (Mr. AU CP) \$303,912.00 (\$24,120.00 per month plus 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	-IT support -Develop the IT infra-structure for more interactive learning -Coping with students' diverse learning needs.	To employ an IT support officer to maintain subject website and provide other IT support.	- Teachers' non-teaching workload will be relieved. - Teachers will benefit from the smooth operation of IT facilities.	One year contract	Salary for the IT officer for one year \$107,100.00 (\$8,500.00 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 IT officer - Feedback from teachers on the effectiveness of the IT officer	Principal
					Total \$700,623.00 With a deficit of \$237,523 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 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
(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 2007-2008)	35		
(2) 學校參加 IAIE 舉辦的 發潛能教育學校認證計劃, 推廣 發潛能教育 Inviting School Program to implement Invitational Education	I and II		20	
(3) 學校成立品質圈, 研究更有效的校本學習模式 Quality Circles to further develop effective ways of learning and teaching	II		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