

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



Annual School Plan  
2012/2013

# 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 2012/2013

**Annual Objective:**  
**Excellence We Endeavour,  
Talents We Uncover.**

愛學習、展潛能

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## Major Concern 1: To focus on curriculum restructuring so that our students can achieve academically.

| Strategies / Tasks  | Time Scale | Success Criteria  | Methods of Evaluation   | People Responsible  | Resources Required |
|---|------------|---|---|---|--------------------|
| <ul style="list-style-type: none"> <li>● Restructuring of Curriculum.</li> <li>➤ Academic Committee inspects the schemes of work of different subjects and coordinates the curriculum reassessment to avoid overlapping of contents among different subjects.</li> <li>➤ Subject Panel Heads design curriculum which can cater the learner's diversity in different classes.</li> <li>➤ Subject Panel Heads monitor the vertical coordination of curriculum across different forms.</li> <li>➤ Subject Panel Heads monitor the implementation of curriculum through homework planning, homework inspection, lesson observation and other professional development.</li> </ul> | 2012-13    | <ul style="list-style-type: none"> <li>➤ The curriculum of all subjects is reviewed and coordination is done if needed.</li> <li>➤ Teachers are well aware of the importance of vertical coordination as an important factor to foster the continuous development of students.</li> <li>➤ Learner's diversity is catered through the adjustment of curriculum.</li> <li>➤ Subject Panel Heads can well monitor the implementation of curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> <li>➤ Lesson Observation Forms</li> <li>➤ Homework inspection forms</li> </ul> | <ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Subject Panel Heads</li> </ul>   |                    |
| <ul style="list-style-type: none"> <li>● Implementation of Two-Term Assessment System.</li> <li>➤ Two examinations and Two form tests are arranged to provide sufficient amount of assessments on reflecting students' academic performance.</li> <li>➤ Revision days with longer school hours and Revision periods during form tests week are introduced in order to provide more time for students to prepare for the tests and examinations.</li> </ul>  | 2012-13    | <ul style="list-style-type: none"> <li>➤ A strong academic atmosphere is created and students are devoted to their studies.</li> <li>➤ Teachers find students willing to excel academically.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Test and examination results analysis</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> </ul>                         | <ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Examination Committee</li> </ul> |                    |

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| <ul style="list-style-type: none"> <li>● Preparing Students for HKDSE.</li> <li>➤ 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.</li> <li>➤ Summer school will be arranged during the summer holidays for S5 students.</li> <li>➤ Starting from the final examination in S5, the duration and format of school examination papers are in line with the requirements of the public examination.</li> <li>➤ Arranging students to join the Mock HKDSE organized by other schools or institutions.</li> </ul>   | 2012-13 | <ul style="list-style-type: none"> <li>➤ Effectiveness of Supplementary lessons and Summer school.</li> <li>➤ The readiness of students for sitting HKDSE is enhanced.</li> <li>➤ The atmosphere of learning is fostered.</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> </ul>   | <ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Subject Panel Heads</li> <li>➤ Teachers of senior forms</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● English Language Enhancement Policy</li> <li>➤ Implementing MOI Policy in Junior forms by adopting English as the MOI in 5 non-language subjects.</li> <li>➤ English elements are incorporated in different subjects and activities in Seed Classes.</li> <li>➤ With the implementation of REES, teaching materials of some subjects are specially designed to increase the students' proficiency of using English in learning subject knowledge.</li> <li>➤ Establishing Language Development Committee and Overseas Exchange Committee to enhance students' English learning outside classroom.</li> <li>➤ English environment is built through various means like English Musical, English Corner and English Wednesdays in which English Ambassadors are trained to make public announcements in English.</li> </ul> | 2012-13 | <ul style="list-style-type: none"> <li>➤ Students in Seed Classes show a positive progress in taking their exams items which are tested in English.</li> <li>➤ An increase in number of students who are motivated in using English in their learning or other activities, such as Speech Festival, English Ambassadors programme, English Musical, Study Tours, etc.</li> <li>➤ The standard of students' pronunciation has improved.</li> <li>➤ Students are more confident in learning and using English.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Feedback from Seed Class teachers and teachers who adopt English as MOI.</li> <li>➤ Feedback from REES members</li> <li>➤ Feedback from English teachers</li> <li>➤ Feedback from Language Development Committee and Overseas Exchange Committee</li> <li>➤ Feedback from parents</li> <li>➤ Feedback from students</li> </ul> | <ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ English Department</li> <li>➤ Teachers involved in MOI policy, REES, Seed Class, Language Development Committee and Overseas Exchange Committee</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>● Facilitating the learning of abler students.</li> <li>➤ Seed Class system is conducted in class 2A and 3A to enhance the academic performance of the students.</li> <li>➤ 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.</li> <li>➤ S5 and 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.</li> </ul>   | 2012-13 | <ul style="list-style-type: none"> <li>➤ The academic advancement of students in Seed Class.</li> <li>➤ Number of Gifted Education Programs conducted and number of students involved in Gifted Education.</li> <li>➤ The academic results of students in Cream Project.</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>➤ Feedback from parents</li> </ul> | <ul style="list-style-type: none"> <li>➤ Academic Committee</li> <li>➤ Gifted Education Committee</li> <li>➤ Seed Class teachers</li> <li>➤ Teachers involved in Cream Project</li> </ul>                       |  |
| <ul style="list-style-type: none"> <li>● Supporting the Learning of students through various means.</li> <li>➤ E-learning is conducted through the use of intranet, the introduction of tablet PCs and the use of Smart boards.</li> <li>➤ School library provides adequate resources for students to develop self-learning. Different activities will be organized to promote the reading atmosphere in school.</li> <li>➤ After-school classes including Homework tutorial class, English enhancement class and Mathematics tutorial class are to be arranged to help students uplift their academic standard.</li> <li>➤ Self-study room is provided for students to study on their own.</li> <li>➤ Assemblies and publications are conducted to share study skills with students.</li> <li>➤ Six academic weeks are arranged throughout the year to promote learning atmosphere.</li> </ul> | 2012-13 | <ul style="list-style-type: none"> <li>➤ The study culture is established number of students participated in tutorial classes.</li> <li>➤ Effectiveness of the tutorial classes arranged.</li> <li>➤ Effective usage of IT resources in learning.</li> <li>➤ Effectiveness of reading programs conducted.</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>➤ IT Committee</li> <li>➤ Library</li> <li>➤ Mathematics and English departments</li> <li>➤ Teachers involved in academic weeks</li> </ul> |  |

## Major Concern 2: To foster positive values among students in their studies.

| Strategies / Tasks   | Time Scale | Success Criteria  | Methods of Evaluation  | People Responsible  | Resources Required |
|--|------------|---|--|---|--------------------|
| <ul style="list-style-type: none"> <li>● Students are motivated to excel academically, socially and morally.</li> <li>➤ All teachers of different subjects introduce study skills in the lessons, so students learn how to learn. Generic skills are also emphasized across the curriculum.</li> <li>➤ Establishing an award system to encourage students who do well in their homework, tests and examinations.</li> <li>➤ Building up a good learning habit through the messages delivered in the morning assemblies and form teacher periods.</li> <li>➤ Making sure the classroom rules are followed.</li> <li>➤ Enhancing the students' learning ability by carrying out after school tutorial / enhancement classes.</li> <li>➤ Rainbow class is to be held every day to help S1-S2 students establish the habit of handing in their homework on time.</li> <li>➤ Cultivating self-study habit.</li> <li>➤ Building up good relationships between teachers and students.</li> <li>➤ Building up a harmonious atmosphere for students to get along well with their schoolmates.</li> <li>➤ Fostering students' positive attitude in learning through different programmes and platforms such as morning prayers, assemblies and S1 Health Education camp.</li> <li>➤ Encouraging students to participate in skills development of life-wide learning through OLE activities, talks and seminars so as to equip themselves as a whole person.</li> <li>➤ Providing opportunities for students to build up a role model by exemplifying high standards of morality and integrity in the roles of School Prefects, LFH ambassadors, Red Cross members, etc.</li> <li>➤ Promoting OLE activities to offer a platform for students to plan and run activities on their own.</li> </ul> | 9/12-6/13  | <ul style="list-style-type: none"> <li>➤ Students are able to master their learning by using effective study skills.</li> <li>➤ 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.</li> <li>➤ Students are attentive and follow the classroom rules.</li> <li>➤ Students' attendance and performance in tutorial class are satisfactory.</li> <li>➤ Students hand in their homework on time and finish them seriously.</li> <li>➤ Decrease in number of participants in Rainbow class.</li> <li>➤ Students take part in at least one OLE club/society.</li> <li>➤ Number of OLE activities for students.</li> <li>➤ Number of students participated in community service.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Progress shown in students' test and exam results</li> <li>➤ Feedback from teachers</li> <li>➤ Feedback from students</li> <li>➤ Feedback from form teachers</li> </ul> | <ul style="list-style-type: none"> <li>➤ All teachers</li> <li>➤ Academic Committee</li> <li>➤ Discipline Committee</li> <li>➤ Heads of Subject Panels</li> </ul> |                    |



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| <ul style="list-style-type: none"> <li>➤ Building up a spirit of community service.</li> <li>➤ Motivating students to make their career plans through form teacher period materials and career talks.</li> </ul>   |           | <ul style="list-style-type: none"> <li>➤ Number of career talks for students.</li> </ul>  |  |   |  |
| <ul style="list-style-type: none"> <li>● Establish a study culture and foster confidence among students in school through collaboration of different departments and functional groups.</li> <li>➤ Strengthening the positive attitude in study by sharing mottos, bible verses in the morning prayer time.</li> <li>➤ Reinforcing the school objective by posting mottos and proverbs on blackboards in every classroom.</li> <li>➤ Focusing on restoring self-esteem and encourage students to strive for the best in S1 reading scheme.</li> <li>➤ Directing students to revisit successful persons and stories by having board display competition for all classes.</li> <li>➤ Reinforcing the determination to work for the best by posting up the ways of learning which are written by their peers in corridors.</li> <li>➤ Organising mass programs and all other learning experience which aim to enhance, establish, restore and develop students' self-esteem and provide chances for students to exhibit their talents.</li> </ul> | 9/12-6/13 | <ul style="list-style-type: none"> <li>➤ Students show positive attitude in lessons. All students strive for better results no matter in tests or exams.</li> <li>➤ Students show high spirit in joining activities, inter-school and inter-classes activities / competitions.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Feedback from teachers in all subjects</li> <li>➤ Students' performance in activities</li> </ul>                      | <ul style="list-style-type: none"> <li>➤ Counselling Team</li> <li>➤ Invitational Education Team</li> <li>➤ Head of Visual Arts</li> <li>➤ Religious Affairs Team</li> <li>➤ S1 Class teachers and Teacher Librarian</li> </ul> |  |
| <ul style="list-style-type: none"> <li>● Parents are to be invited to form partnership to uphold the core mission and values of the school through:</li> <li>➤ Parents' Day.</li> <li>➤ regular communication between form teachers and parents.</li> <li>➤ joint functions with PTA.</li> <li>➤ workshops organized by Parent Education Committee for parents to share proper learning attitude and skills on parenting.</li> </ul>   | 9/12-7/13 | <ul style="list-style-type: none"> <li>➤ Number of parents participated in the Parents' Day and other functions.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Feedback from teachers</li> <li>➤ Questionnaires to collect parents' opinions</li> <li>➤ Feedback from PTA</li> </ul> | <ul style="list-style-type: none"> <li>➤ All Form Teachers</li> <li>➤ Head of PTA</li> <li>➤ Head of Parent Education Committee</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>● Both teachers and students are aware that Christian values are the dominant ethos of the school.</li> <li>➤ Making use the well established Invitational Education spirits to diffuse Christian values and ethos, with focuses more on positive attitude towards studies.</li> <li>➤ Encouraging the use of the School Chapel.</li> <li>➤ Reinforcing the core Christian values through Religious Assemblies.</li> </ul> | <p>9/12-7/13</p> | <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> </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>➤ Religious Affairs</li> <li>➤ Invitational Education Core Group</li> <li>➤ Christian Teachers</li> </ul> |  |
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### Major Concern 3: To establish a learning community among teachers in order to promote effective teaching.

| Strategies / Tasks  | Time Scale | Success Criteria  | Methods of Evaluation   | People Responsible   | Resources Required |
|---|------------|---|---|--|--------------------|
| <ul style="list-style-type: none"> <li>● Formulating and implementing policy in order to strengthen teachers' attitude, skills and knowledge in a professional manner.</li> <li>➤ Liaising with various departments to work towards the goals.</li> <li>➤ All development focuses on the major concerns.</li> </ul>   | 9/12-8/13  | <ul style="list-style-type: none"> <li>➤ Positive culture is established.</li> <li>➤ An increase in the joint effort.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Annual feedback from all teachers</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ SY Y</li> <li>➤ IMO</li> </ul> |                    |
| <ul style="list-style-type: none"> <li>● Fostering subject-based development by:</li> <li>➤ arranging staff members to attend appropriate seminars, courses or workshops to meet school development needs.</li> <li>➤ empowering Subject Panel Heads to monitor members' performance in the aspect of "Learning and Teaching".</li> <li>➤ promoting professional dialogue regularly in order to share learning reflection and good practice.</li> </ul> | 9/12-7/13  | <ul style="list-style-type: none"> <li>➤ Appropriateness of development.</li> <li>➤ Number of teachers involved and attendance record.</li> <li>➤ Subject Panel Heads' initiative and commitment.</li> <li>➤ Members' performance.</li> <li>➤ Number of quality dialogue.</li> <li>➤ Degree of trial on good practice.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Appraisal feedback from panel members</li> <li>➤ Records</li> <li>➤ Appraisal feedback from subject Panel members</li> </ul> | <ul style="list-style-type: none"> <li>➤ Subject Panel Heads</li> </ul>                      |                    |
| <ul style="list-style-type: none"> <li>● Supporting teachers in teaching and classroom management via a mentor system on one-to-one basis.</li> </ul>   | 10/12-5/12 | <ul style="list-style-type: none"> <li>➤ Effectiveness of classroom teaching.</li> <li>➤ Mentees' growth in ASK.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Feedback from mentees</li> </ul>   | <ul style="list-style-type: none"> <li>➤ SY Y</li> </ul>                                     |                    |

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| <ul style="list-style-type: none"> <li>● Nurturing potential teachers in discipline and counselling fields by: <ul style="list-style-type: none"> <li>➤ arranging one-to-one long-term shadowing to share, both theoretically and practically, on how to handle discipline and counselling matters.</li> <li>➤ holding regular meetings to share typical and extreme cases.</li> </ul> </li> </ul>          | 9/12–7/13  | <ul style="list-style-type: none"> <li>➤ Growth of potential teachers- the ability of applying ASK on discipline and counselling matters.</li> </ul>          | <ul style="list-style-type: none"> <li>➤ Feedback from teachers involved and from discipline master and counselling mistress</li> <li>➤ Feedback from teachers</li> </ul> | <ul style="list-style-type: none"> <li>➤ SY Y</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Equipping teachers' English proficiency to meet school MOI policy by: <ul style="list-style-type: none"> <li>➤ inviting teachers to attend courses and exams.</li> <li>➤ providing financial support.</li> </ul> </li> </ul>   | 10/12-8/13 | <ul style="list-style-type: none"> <li>➤ Number of teachers attending courses or taking examinations.</li> </ul>  |   | <ul style="list-style-type: none"> <li>➤ SY Y</li> <li>➤ IMO</li> </ul>                                   |  |
| <ul style="list-style-type: none"> <li>● Building a professional middle management team by: <ul style="list-style-type: none"> <li>➤ appointing four assistant vice-principals to co-lead the school in a holistic perspective.</li> <li>➤ facilitating middle managers to acquire ASK in leadership.</li> <li>➤ empowering middle managers which help formulate school development.</li> </ul> </li> </ul> | 9/12–8/13  | <ul style="list-style-type: none"> <li>➤ Performance of AVPs and middle managers.</li> <li>➤ Involvement of middle managers in school advancement.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Feedback from middle managers</li> <li>➤ School appraisal</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Principal, SY Y</li> <li>➤ Principal, Vice Principals</li> </ul> |  |