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



Annual School Plan  
2006/2007

# 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**

## **2006/2007**

Annual Objective: United we work, and together we succeed  
攜手互勉，共創生命奇蹟

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**1. Major Concern:** As to increase the competitive edge of students, there is a pressing need to help them to cope 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"> <li>● F.1 and F.4 students will learn study and generic skills with the help of outside professional organizations.</li> <li>- Generic skills workshops: All S1 students will receive twelve 75-minute after school lessons from a service provider who will tailor made materials for them. Activities include: time management, self-image, communication skills, etc. These skills are important for students' further development; they are also essential skills for the new senior secondary school curriculum.</li> <li>- The same workshop will be conducted to S4 students</li> </ul>	October 2006 (S1) February 2007 (S4)	<ul style="list-style-type: none"> <li>● Students find the course useful to them.</li> <li>● Students involved in this course show positive attitude in class learning.</li> <li>● Students are better equipped for liberal studies and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from Edvenue (Service Provider).</li> <li>● Lesson observation</li> <li>● Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. YANG, Vice-Principal</li> <li>● S1 class teachers</li> <li>● S4 English teachers</li> </ul>	School is ready to subsidize any student who has financial difficulty.
<ul style="list-style-type: none"> <li>● Lesson study will be carried out as action research to raise teachers' professional capacity.</li> <li>- With the experience gathered by the previous years, teachers are encouraged to start their own lesson study project.</li> <li>- Science, Mathematics and English teachers will carry out their quality circle lesson observation with the input of Lesson Study Group.</li> </ul>	Throughout the year starting from October 2006.	<ul style="list-style-type: none"> <li>● More teachers are familiar with the concept of lesson study and willing to "open" their lessons for observation, evaluation and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson observation</li> <li>● Video tape the lessons for further discussions</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice principals</li> <li>● Lesson Study Group</li> </ul>	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Common lessons will be structured into the timetable for teachers to prepare lessons together, senior forms will have the priority this year.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>Teachers make good use of the common preparation time to discuss the planning of the lessons.</li> <li>Students will benefit from more effective teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observation</li> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Timetabling team</li> <li>Panel Chairpersons and Form coordinators</li> </ul>	
<ul style="list-style-type: none"> <li>Forming Quality Circles as a comprehensive professional development and quality assurance mechanism.</li> </ul>	Throughout the year starting from October 2006.	<ul style="list-style-type: none"> <li>Teachers from the same KLA will benefit from mutual sharing.</li> <li>Teachers learn to act as constructive-critical colleagues when observing lessons.</li> <li>Students will benefit from more effective teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observation</li> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Panel Chairpersons</li> </ul>	
<ul style="list-style-type: none"> <li>Upgrade the IT facilities in the classroom as to promote interactive learning</li> </ul>	July to September 2006	<ul style="list-style-type: none"> <li>The successful installation of classroom computers and Interactive Whiteboard in S1 classrooms and all other special rooms.</li> <li>Insightful sharing from the Interactive Whiteboard Action Research Group</li> <li>Teachers find the Interactive Whiteboard user friendly and helpful to their teaching.</li> <li>Students find learning more interactive.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observation</li> <li>Feedback from teachers</li> <li>Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>IT coordinator</li> <li>Academic Committee</li> <li>Interactive Whiteboard Action Group</li> </ul>	Grant from IT Matching Fund. School will top up the expenses.
<ul style="list-style-type: none"> <li>Informed by the successful experience of the last year, the Seed Class Project will continue to implement <ul style="list-style-type: none"> <li>- More exposure, both academic and other dimensions of learning, will be given to these classes.</li> <li>- Teachers teaching these classes are expected to find out effective ways to further stretch students' potential.</li> </ul> </li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>Students in this class will develop faster in all aspects of their school life.</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>Principal</li> <li>Seed Classes teachers</li> </ul>	Extra resources will be devoted to subsidize their activities.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Strengthen the vertical co-ordination within departments so that students get better prepared.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>Each subject department will develop a set of departmental lingo and standard practice for students to follow.</li> <li>Teachers well aware of the importance of vertical co-ordination within department and willing to contribute their expertise.</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>Academic Committee</li> <li>Panel chairpersons</li> <li>Form Co-ordinators</li> </ul>	
<ul style="list-style-type: none"> <li>Arrange teachers to have professional exchange programs with other schools.</li> <li>English Department will start the program this year. Diocesan Girls' School and St. Stephen's Girls' College have kindly consent to provide opportunity for our teachers.</li> </ul>	Starting from April 2007	<ul style="list-style-type: none"> <li>The numbers of teachers join the exchange program.</li> <li>Teachers gain exposure from these exchange programs.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Grant from English Enhancement Scheme will support this program.
<ul style="list-style-type: none"> <li>Curriculum tailoring to suit students' ability.</li> <li>Senior forms mathematics curriculum will be under investigation.</li> </ul>	Starting from February 2007	<ul style="list-style-type: none"> <li>Mathematics Department will form an investigation group to discuss the possibility of moving to core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The report from the Mathematics Department</li> </ul>	<ul style="list-style-type: none"> <li>Ms YY SI Vice-principal</li> <li>Mathematics Department</li> </ul>	
<ul style="list-style-type: none"> <li>English split classes for S1, S2 and S4 students.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>Teachers find it more effective to deal with learning diversity.</li> <li>More interactive approach will be employed by teachers.</li> <li>Students will benefit from the small class teaching.</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>Academic Committee</li> <li>English Department</li> </ul>	Capacity Enhancement Grant will support this measure.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Early start of S5 during summer vacation.</li> </ul>	August 2006	<ul style="list-style-type: none"> <li>● Teachers find students more prepared for the beginning of term.</li> <li>● Students find it helpful to start the term earlier.</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>● S5 teachers</li> </ul>	
<ul style="list-style-type: none"> <li>● F.5 and F.7 practices on Saturdays.</li> </ul>	October 2006 to March 2007	<ul style="list-style-type: none"> <li>● Both teachers and students find it useful to have more practices.</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>● Academic Committee</li> <li>● S5 and S7 teachers</li> <li>● Teaching Assistant</li> </ul>	Capacity Enhancement Grant will support this measure.

**2. 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"> <li>● S1 Food Festival</li> <li>● S2 Musical</li> <li>● S3 History Project</li> <li>● S4 Generic Skills Training</li> <li>● S5 Oral Practice</li> <li>● S6 History Project/ Video Drama</li> <li>● S7 Oral Practice</li> <li>● S3 – S7 Teaching in China</li> </ul>		(For details, please refer to the EES Plan)			

**3. Major Concern:** In order to release the growth potential of students, it is our common goal to build a team of teachers who is capable to carry out the essence of Invitational Education effectively.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>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"> <li>Teachers are encouraged to attend workshops and seminars especially related to Invitational Education and developmental psychology.</li> <li>The school will join the IAIE (HK) as to tap more resources and experience from outside.</li> </ul> </li> </ul>	Throughout the year.	<ul style="list-style-type: none"> <li>The number of workshops and seminars attended by teachers.</li> <li>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.</li> <li>Teachers are inviting and willing to act as success facilitators in the process of teaching as well as daily interactions with students.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Surveys</li> <li>Feedback from students</li> <li>Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>IE core group</li> </ul>	School is ready to subsidize any relevant staff development programs related to Invitational education.
<ul style="list-style-type: none"> <li>Form an Invitational Education core group to promote IE activities and monitor the implementation of IE.</li> <li>Different IE programs and extra-curricular activities for students.</li> </ul>	Throughout the year.	<ul style="list-style-type: none"> <li>The numbers of IE activities.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>IE core group</li> </ul>	School is ready to subsidize any relevant staff development programs related to Invitational education.
<ul style="list-style-type: none"> <li>The implementation of the Co-curricular Activities Reward Scheme (CARS) as to encourage students' participation.</li> <li>A comprehensive award scheme under IE to boost the self image of students.</li> </ul>	Throughout the year.	<ul style="list-style-type: none"> <li>The successful implementation of CARS.</li> <li>Teachers find CARS a user friendly tool to encourage students' participation.</li> <li>The numbers of students get involved in this program.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Surveys</li> <li>Feedback from students</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ms TH LAU</li> <li>CARS group</li> </ul>	School will subsidize the cost of this reward scheme.



Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Musical performance for all F.2 students.</li> </ul>	Throughout the year. Performance in April 2007.	<ul style="list-style-type: none"> <li>The successful performance of the Musical.</li> <li>Teachers gain experience of running this kind of mass activity.</li> <li>Numbers of students get involved in the production and performance of the Musical.</li> <li>Students gain self-confidence from participation of this activity.</li> <li>Teachers appreciate the growth potentials of students.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Anson YANG, vice-principal</li> <li>Ms SC HUI</li> <li>English Department</li> <li>Ac Hoc working group</li> </ul>	Grant from English Enhancement Scheme
<ul style="list-style-type: none"> <li>Science Public Show</li> </ul>	Throughout the year starting from October 2006	<ul style="list-style-type: none"> <li>The successful performance of the Science Public Show.</li> <li>Teachers gain experience of running this kind of mass activity.</li> <li>Students are attracted by the Show and hence developing their interest in engaging in science activities.</li> <li>Students gain self-confidence from participation of this activity.</li> <li>Teachers appreciate the growth potentials of students.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Feedback from parents</li> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ms YY SI, Vice-principal</li> <li>Ms S K LAM and the ac hoc working group</li> </ul>	Employ an assistant to support all science teachers. School will subsidize the cost of the Show.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Curriculum tailoring to create sense of achievement for students.               <ul style="list-style-type: none"> <li>- Form 1 students are divided into 8 groups of 3 sets according to their English ability, they have different syllabus tailor-made for them.</li> <li>- The setting up of Seed Class and in Form 2 and Form 3.</li> <li>- The lower end of Form 1 students is divided into 4 groups according to their Chinese and Mathematics standard respectively. They have different syllabus tailor-made for them.</li> <li>- Form 3 students have two different science curricula suitable for them.</li> </ul> </li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students becoming more self-confident.</li> <li>● Students are motivated to try and learn.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> <li>● Feedback from parents</li> <li>● Students' academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Academic Committee</li> <li>● Panel Chairpersons and Form coordinators</li> </ul>	CE Grant to employ extra teachers. Also extra clerical support to teachers.

**4. 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"> <li>● Core values of SKHLFHSS will be reinforced as to create school ethos.</li> <li>- Core values will be transmitted to students through decorations, assemblies and various competitions and activities.</li> <li>- Mass level counseling programs will be conducted tri-monthly to foster the core values of the school.</li> <li>✓ Positive Learning</li> <li>✓ Caring ● Serving</li> <li>✓ Self-strengthening</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● All teachers know and agree with the core values.</li> <li>● Students know, understand and appreciate the core values.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> <li>● Student survey</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Counseling Team</li> </ul>	
<ul style="list-style-type: none"> <li>● Encourage students to take part in different activities especially those with performing and serving elements.</li> <li>- Social service programs will be arranged for students to participate.</li> <li>- A variety of activities will be organized and students are free to participate.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● Through social services, students start to care others and find meanings in their lives.</li> <li>● Participating in different activities will enhance their self-esteem.</li> <li>● Students have better communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>● The number of activities organized by Social Service Group and other clubs and societies</li> <li>● Feedback from teachers</li> <li>● Student survey</li> </ul>	<ul style="list-style-type: none"> <li>● Vice-principal Ms Y.Y. SI</li> <li>● ECA conveners</li> <li>● Religious education team</li> <li>● Civic education team</li> </ul>	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"> <li>● Implementation of the P.A.T.H.S. Project in S1 and S2. <ul style="list-style-type: none"> <li>- Normal lessons and extra-curricular activities to build up students' character.</li> <li>- Leadership training camps for prefects and chairpersons of clubs and societies.</li> <li>- Youth programs jointly organized by Police Force, Social Center and District Board.</li> </ul> </li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● Students becoming more resistant when facing temptations.</li> <li>● Students' will power becomes stronger.</li> <li>● Students' leadership skills will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>● Statistics</li> <li>● Feedback from teachers</li> <li>● Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>● Vice-principal Ms Y.Y. SI</li> <li>● ECA conveners</li> <li>● Discipline Team</li> <li>● School social worker</li> <li>● Form teachers</li> </ul>	Subsidize from school and outside organizations
<ul style="list-style-type: none"> <li>● To implement curriculum tailoring as to facilitate success experience.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● Students becoming more self-confident.</li> <li>● Students are motivated to try and learn.</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>● Academic Committee</li> <li>● Panel Chairpersons and Form coordinators</li> </ul>	
<ul style="list-style-type: none"> <li>● Practice of LFH students parade.</li> </ul>	Throughout the year, especially at the beginning of the school year.	<ul style="list-style-type: none"> <li>● Students can form a parade whenever line up in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>● Observation and report by teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Mr. John CARMO</li> <li>● Discipline teachers</li> <li>● Form teachers</li> </ul>	
<ul style="list-style-type: none"> <li>● To reinforce the classroom routine.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● All teachers agree with and reinforce the classroom routine.</li> <li>● Students understand and practise the classroom routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> <li>● Student survey</li> <li>● Class observation</li> <li>● Feedback from parents</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice-principal Ms Y.Y. SI</li> <li>● Discipline Team</li> <li>● All teachers</li> </ul>	

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Reinforce the role and function of class teachers.</li> <li>- 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.</li> <li>- Non-form teachers share other patrol duties.</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>● Teachers well understand the role of Form Teachers and are capable to perform the expected role.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice-principals</li> <li>● Coordinators of Form Teachers Meeting</li> </ul>	

**5. Major Concern:** Prepare the External School Review. A chance to evaluate and develop.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Using ESR as a chance to promote the spirit of evaluation among staff.</li> <li>● Forming a core group to monitor the preparation and the process of ESR.</li> <li>● Staff meetings to evaluate school practices and report the progress of ESR.</li> </ul>	June 2006 to August 2007	<ul style="list-style-type: none"> <li>● Staff find the ESR a good chance to facilitate evaluation as well as encourage development.</li> <li>● ESR team recognizes the effort done by the school.</li> <li>● Recognition of the school as a developing school.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' feedback</li> <li>● ESR report</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● ESR Core Group</li> <li>● All Staff</li> </ul>	

**6. Major Concern:** Prepare the staff for 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"> <li>● Based on the proposed senior secondary curriculum, school starts to construct tentative timetable.</li> <li>● Staff enroll in different training programs in the light of the new senior curriculum reform.</li> <li>● Departments start their discussion on the selection of modules, assessment method, tentative teaching schedule and etc.</li> </ul>	<p>Discussions start at the beginning of term.</p> <p>Finish drafting the tentative timetable by June 2007.</p>	<ul style="list-style-type: none"> <li>● The formulation of the tentative timetable.</li> <li>● Number of training sessions attended.</li> <li>● Tentative departmental report formed.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Academic Committee</li> <li>● Panel Heads</li> <li>● Timetabling Team</li> </ul>	Senior Secondary Curriculum Preparation Grant

**7. Major Concern:** Enjoy reading is the key for life-long learning; effort will be devoted to cultivate and foster reading habit.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● A full time librarian will be employed to strengthen the work of library.</li> <li>● Book exhibitions and sharing sessions will be arranged to promote reading culture.</li> <li>● Teachers are encouraged to write short book reports as a mean to encourage students to read.</li> <li>● Reading time will be structured into the timetable as to create a reading habit.</li> <li>● Teachers are encouraged to read with students as to set up a good role model.</li> </ul>	<p>At the beginning of the academic year and some projects will continue throughout the whole year</p>	<ul style="list-style-type: none"> <li>● Successful recruitment.</li> <li>● Students would consider reading as one of the ways to enjoy their leisure.</li> <li>● Students enjoy reading during reading time provided by school.</li> <li>● Students actively participate in activities related to reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Statistics</li> <li>● Parents survey</li> <li>● Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Chairperson of Reading Project</li> <li>● Librarian</li> <li>● Form teachers</li> </ul>	<p>Resources devoted to employ a full time librarian and buy books to enrich class libraries</p>

## 8. Plan on Use of Capacity Enhancement Grant

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

School Year: 2006/2007

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 one teacher and two 0.35 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 \$203,679.00 (\$16,165.00 per month plus 5% MPF contribution)  Two 0.35 teachers for one year \$48,510.00 x 2 = \$97,020.00 (\$3,850 each 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 (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 0.65 teaching assistants to assist teachers in 1. Taking minutes for Departmental meetings 2. Taking up extra (substitute) lessons 3. Preparing teaching materials 4. Carrying out other administrative work	Teachers' non-teaching workload will be relieved.	One year contract	Salary of the two teaching assistants for one year \$90,090.00 x 2 = \$180,180.00 (\$7,150.00 each per month plus 5% MPF contribution)	70% of teachers show positive feedback on the effectiveness of the teaching assistant	- Performance appraisal on the teaching assistants - Feedback from teachers on the effectiveness of the teaching assistants	Principal
<ul style="list-style-type: none"> <li>➤ Curriculum Development</li> <li>➤ Relieve Teachers' non-teaching workload</li> </ul>	Coping with the administrative work of TSA and SBA	To employ a clerical assistant to ease teachers' administrative work	Teachers' non-teaching workload will be relieved.	One year contract	Salary of the clerical assistant for one year \$63,000.00 (\$ 5,250.00 per month plus 5% MPF contribution)	75% of teachers show positive feedback on the effectiveness of the clerical assistant	- Performance appraisal on the clerical assistant - Feedback from teachers on the effectiveness of the clerical assistant	Principal

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
<ul style="list-style-type: none"> <li>&gt; Curriculum Development</li> <li>&gt; Relieve Teachers' non-teaching workload</li> </ul>	<ul style="list-style-type: none"> <li>-IT support</li> <li>-Develop the IT infra-structure for more interactive learning</li> <li>-Coping with students' diverse learning needs.</li> </ul>	To employ an IT support officer to maintain subject website and provide other IT support.	<ul style="list-style-type: none"> <li>- Teachers' non-teaching workload will be relieved.</li> <li>- Teachers will benefit from the smooth operation of IT facilities.</li> </ul>	One year contract	Salary for the IT officer for one year \$226,800.00 (\$18,000.00 per month plus 5 % MPF contribution)	<ul style="list-style-type: none"> <li>- 80% of teachers show positive feedback on the effectiveness of the IT officer as well as the operation of IT facilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Performance appraisal on the IT officer</li> <li>- Feedback from teachers on the effectiveness of the IT officer</li> </ul>	Principal
<ul style="list-style-type: none"> <li>&gt; Curriculum Development</li> <li>&gt; Promote Reading</li> </ul>	Promote learning through reading	To employ a full time librarian.	<ul style="list-style-type: none"> <li>- Teachers' overall teaching workload will be reduced.</li> <li>- Students' reading habit will be further enhanced.</li> </ul>	One year contract	Salary for the librarian for one year \$163,800.00 (\$13,000.00 per month plus 5 % MPF contribution)	<ul style="list-style-type: none"> <li>- 75% of teachers show positive feedback on the effectiveness of the librarian.</li> <li>- The book borrow rate of students will be increased by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>- Performance appraisal on the librarian</li> <li>- Feedback from teachers on the effectiveness of the librarian</li> <li>- Statistics</li> </ul>	Ms YY NGAN
Study and generic skills training Courses for S1 to S4 students	To teach study and generic skills	To hire agents to conduct classes after school hours.	Students' English ability, study and generic skills will be improved.	After school	\$36,000.00 (About \$4,000.00 per class, 9 classes in total)	<ul style="list-style-type: none"> <li>- Enhanced study and generic skills.</li> <li>- Enhanced language skills indicated in 30% of the participants</li> </ul>	Surveys, feedback and school results	Dr. Anson YANG
					Total \$970,479.00 With a surplus of \$78,533.00 as a reserve to subsidize other relevant events.			

\*\*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 2006-2007 (Second Year) / 3-year cycle Year 2005-Year 2008**

**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 2006-2007)	35		
(2) 學校成立執行小組, 推廣 發潛能( 賢慧教育 ) 教育 Action group to implement Invitational Education	I and II		10	
(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			30
(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			30

**Principal's Continuing Professional Development Plan  
Year 2006-2007 (Second Year) / 3-year cycle Year 2005-Year 2008**

**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) 聖公會中學校長會副主席 Vice Chairman, The Conference of Sheng Kung Hui Secondary School Heads	I to VI			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 =20	Total = 115

\*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