



Ho Lap College
(Sponsored by the Sik Sik Yuen)
Annual School Plan

2020-2021

School Vision & Mission

As a subsidized school sponsored by Sik Sik Yuen, Ho Lap College aims at providing secondary school education and cultivating elites for society.

In line with the mission of Sik Sik Yuen, the school promotes the teachings of Confucianism, Buddhism and Taoism and instills in students moral values. With the school motto of ‘To teach benevolence and to act benevolently’, the school develops students a spirit of benevolence and an eagerness to serve. The balanced curriculum of moral, intellectual, physical, social and aesthetic education nurtures sensible and capable all-rounders.

To enhance quality education, the school values the professional development of the teaching staff, the communication with parents and the co-operation with other social service groups and, most importantly, the creation of a desirable learning environment.

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Major Concerns

- 1. To consolidate reading and learning habits.**
- 2. To pursue individual learning progress and team work inside and outside classroom.**
- 3. To foster professionalism in learning, teaching and positive intelligence.**

1. Major Concern I : To Consolidate reading and learning habits

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To strengthen reading habits of language subjects	<ul style="list-style-type: none"> Information literacy on dictionary skills, vocabulary building skills and e-learning language platforms 	<ul style="list-style-type: none"> S.1-S.3 Chinese and English Language subjects: Each subject should show a 2% increase in form level mean passing rate from first examination to final examination. 70% students can fulfill the requirement of completing 50% of the assigned exercises. Most relevant teachers are satisfied with students' performance in classroom learning. 	<p>Comparison of students' performance in first and final examination</p> <p>Scrutiny of e-learning record</p> <p>Teacher's comment on Students performance in classroom learning</p>	20-21 Whole school year	S1-S3 Chinese Language English Language	e-learning resource : \$20000 (Chinese) \$38000 (English)
	<ul style="list-style-type: none"> Extensive reading scheme 	<ul style="list-style-type: none"> Each S.1-S.3 student should read minimum 15 and 8 English and Chinese ERS readers, respectively. Most relevant teachers are satisfied with students' attitude in reading lessons. 	<p>Reading records</p> <p>Reading lesson observation</p>	20-21 Whole school year	S1-S3 Chinese Language English Language	ERS : \$6000(ENG) +\$12000 (CHI) =\$18000

	<ul style="list-style-type: none"> Intensive reading texts and papers 	<ul style="list-style-type: none"> Relevant teachers are satisfied with students' performance in classroom learning. Most relevant teachers are satisfied with the quality of students' assignment. 	<p>Teachers' observation</p> <p>Homework inspection</p>	<p>20-21 Whole school year</p>	<p>S1-S5 Chinese Language</p> <p>English Language</p>	
<p>2. To foster the reading habits in content subjects</p>	<ul style="list-style-type: none"> Thematic and extensive reading schemes to enhance students' interest in each EMI content subject and nurture students' reading habit Language across the Curriculum (LAC), subject-based Medium of Instruction policy and–subject-based language training skills– 	<p>Extensive reading scheme</p> <ul style="list-style-type: none"> S1-S3 students should complete at least 1 class library book report and 1 school library book report. S1-S3 students should read minimum 2 class library LAC content books and 1 school library books. <p>LAC</p> <ul style="list-style-type: none"> Each content subject should show a 5% increase mean passing rate from first exam to final exam in each form. There is 5% increase in mean scores in answering data-response question/ practical problems/ reading comprehension questions from first exam to final exam in each form. 	<p>Book reports</p> <p>Library books borrowing rate</p> <p>Homework inspection</p> <p>Comparison of students' performance in 1stExam and Final Exam</p>	<p>20-21 Whole school year</p> <p>20-21 Whole school year</p>	<p>S1-S3 EMI content subjects: maths, geo, hist, I.S.,Phy. Chem. Bio</p> <p>S1-S3 EMI content subjects: Eng, maths, LS, geo, hist. I.S.,Phy. Chem. Bio</p>	<p>LAC school and class library books : \$8000+ \$44000 = \$52000</p>

	<ul style="list-style-type: none"> Integrate newspaper reading or study of current issues with content subject Civic Education across the Curriculum (CAC) 	<p>Current issue</p> <ul style="list-style-type: none"> Most relevant teachers are satisfied with students' performance in classroom learning and quality of assignments. There is 5% increase in form level in mean scores in answering data-response question from first exam to final exam in S1-S2 and S4. <p>CAC</p> <ul style="list-style-type: none"> Most relevant teachers are satisfied with students' performance in classroom learning and quality of assignments. There is 5% increase in form level in mean scores in answering data-response question/ from first exam to final exam in each form 	<p>Lesson observation Homework inspection</p> <p>Comparison of students' performance in 1stExam and Final Exam</p> <p>Lesson observation Homework inspection</p> <p>Comparison of students' performance in 1stExam and Final Exam</p>	20-21 Whole school year	<p>S1-S2,S4 Liberal Studies</p> <p>S1-S6 Chinese Language English Language</p> <p>S1-S2, S4-S6 Liberal studies S3 Geography</p>	
3. To deepen learning habits and thinking skills	<ul style="list-style-type: none"> Interactive, collaborative and self-directed learning elements exhibited in regular instruction The subject-based use of subject organizers and logics in students work, presentations, sharing and 	<p>Interactive collaborative and self-directed learning, subject organizers</p> <ul style="list-style-type: none"> Most relevant teachers are satisfied with students' performance in classroom learning and quality of assignments. 	<p>Lesson observation Homework inspection</p>	20-21 Whole school year	S1-S4 All Subjects (except maths)	

	<p>class discussions</p> <ul style="list-style-type: none"> Subject-based “Foundation” parts and assessments so developed as to consolidate basic learning at each form level and to bridge the subject curriculum across the junior and senior levels 	<ul style="list-style-type: none"> Most relevant teachers are satisfied with students’ performance in assessment. 75% of students in each form have attained 70% or above in correctness in foundation parts. 	<p>Analysis of performance of Ss in foundation part.</p>		<p>S1-S4 Mathematics</p>	
	<ul style="list-style-type: none"> An Enhanced and widened curriculum to boost learners’ application and creativity in co-curricular programs such as STEM, Science Week, IT contests and OLE More stress on STEM curriculum and related co-curricular activities and contests. 	<ul style="list-style-type: none"> Most relevant teachers are satisfied with students’ performance in presentation and sharing in STEM/e-learning activities. There is increase in number of students joining STEM related co-curricular activities and contests. 	<p>Lesson observation</p> <p>Number of students joining STEM related co-curricular activities and contests</p>	<p>20-21 Whole school year</p>	<p>S1-S4 Science and technology subjects</p>	

2. Major Concern II : To pursue individual learning progress and team work inside and outside classroom

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To instill the core values of gratitude, respect, perseverance, benevolence and serving others in students' study and daily life	<ul style="list-style-type: none"> All F1 Ss must take on learning one musical instrument and joining one uniform group Life Education 	<ul style="list-style-type: none"> 70% students should achieve 75% of attendance. More than 80% students and teachers agree that the school had provided suitable support in student development in SHS. The mean score of "social integration" and "experience" in APASO of HLC is around the mean score of students in all schools. 	<p>Scrutiny of attendant record</p> <p>Teachers' and students survey on attitude towards the school in SSE</p>	20-21 Whole school year	Class Teachers CCA Music Dept MCE Committee	Around 10 music teachers will be recruited
2. To cultivate students' positive intelligence	<ul style="list-style-type: none"> Class Teachers advise Students on "Towards My Goal" Action Plan with regular reviews and "improvement challenge" Students' daily/ weekly journal to Class Teachers with emphasis on positive reassurance to personal acts and deeds 	<ul style="list-style-type: none"> The mean score of "achievement" and "general satisfaction" in APASO of HLC is around the mean score of students in all schools. 	<p>Observation and comments by teachers, parents and students</p> <p>Teachers' and students' survey In SSE</p>	20-21 Whole school year	Class Teachers MCE Committee Student Counseling Committee	

<p>3. To teach students to stay positive by encouraging students to focus on individual progress and improvement</p>	<ul style="list-style-type: none"> • Students' daily/ weekly journal to Class Teachers with emphasis on ways to achieve the learning goals , all round development and balanced life • PE curriculum to teach cardio exercise and build up habits of exercise • Emphasis on good manners and green habits in and outside campus 	<ul style="list-style-type: none"> • The mean score of "achievement" and "general satisfaction" in APASO of HLC is around the mean score of students in all schools. 	<p>Observation and comments by teachers and students</p> <p>Teachers' and students' survey In SSE</p>	<p>20-21 Whole school year</p>	<p>Class Teachers Physical Ed Department CCA Committee</p>	
<p>4. To make students stay positive by placing emphasis on individual worth and well-being, accepting one's inadequacies and accepting differences of others</p>	<ul style="list-style-type: none"> • Encourage students to join leadership training programmes so as to break through one's own comfort zone and stress on individual's improvement 	<ul style="list-style-type: none"> • There is an increase in percentage of Ss joining leadership training programme as compared with last year's record. 	<ul style="list-style-type: none"> • Number of Students joining leadership training programme 	<p>20-21 Whole school year</p>	<p>MCE Committee CCA Committee Discipline Board</p>	

3. Major Concern III : To foster professionalism in learning, teaching and positive intelligence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. To study theories of positive intelligence and ways to practice it</p> <p>2. To construct a self-direct and collaborative learning mode in class</p>	<ul style="list-style-type: none"> • To pursue the knowledge and practice of positive intelligence • To foster an independent, interdependent mode of instruction in class • To promote professional dialogue and sharing through co-lesson planning, meetings, staff development days and ‘lesson study’ 	<ul style="list-style-type: none"> • More than 50% teachers agreed the direction of teachers’ professional development in SSE. • Each teacher <ul style="list-style-type: none"> (a) attend at least one workshop/seminar (b) or open classrooms related to self-directed learning and collaborative learning. 	<p>Teacher Survey in SSE</p> <p>Records of Professional Development of Teachers.</p>	20-21 Whole school year	<p>Staff Appraisal Committee</p> <p>Staff Development Committee</p> <p>Principal</p>	