



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

2023-2024

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 equip students as competent learners in the 21st century.**
- 2. To foster students' self-actualization in a caring and thriving campus.**
- 3. To Enhance teachers' professional capacity through building a professional learning community.**

1. Major Concern I : To equip students as competent learners in the 21st century

Feedback and follow-up actions from the previous school year:

- The reading schemes, such as Extensive Reading Schemes and online reading schemes, can further expose students to a wide range of materials from different cultures, countries, and perspectives. This can help them develop a better understanding of their own national identity as well as a **global perspective**. The Reading Across the Curriculum Approach can help students develop a deeper understanding of subject content by providing them with extended reading materials related to different subjects. This can broaden their knowledge base and help them make connections between different subjects. A wider scope of topics should be included in the RaC materials so that students' interest in reading can be enhanced and this will broaden their **breadth of knowledge**.
- The Language Across the Curriculum Approach helps students improve their **language proficiency** as it provides opportunities to use the language in various contexts. Different subjects should further promote the use of academic language in different subject areas.
- More cross-disciplinary projects or activities can be done so as to enhance students' **generic skills**.
- STEAM projects can be used to help students develop students' information **literacy skills**, such as finding, evaluating, and using information effectively. Students should be taught how to analyze online resources for research purposes.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To nurture students' learning capabilities	<ul style="list-style-type: none"> • Further adopt self-regulated learning approach by including a wide spectrum of interactive learning activities in lessons • Subject panel heads take up the leading role in implementing the Language Across Curriculum Approach. Curriculum mapping of 	<ul style="list-style-type: none"> • At least 70% of students agree that their confidence in learning increased. • At least 70% of the subject departments adopt self-regulated learning approach and interactive learning activities in curricula. • At least 70% of teachers and students agree that the reading across the curriculum can extend the students' scope of knowledge 	<ul style="list-style-type: none"> • Record of reading across the curriculum • Students' questionnaire • Teachers' feedback • Stakeholder survey 	Whole Year	Academic Committee, All subjects, IT Committee, Student Support Unit	QEF IT Innovation Lab in Schools Promotion of Reading Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>clear language focuses should be done.</p> <ul style="list-style-type: none"> • Reading across Curriculum is refined with the collaboration of the school library and EMI Panels. • Provide a wider scope of topics in the RaC materials. • Enhance students' high order thinking skills through diversified learning activities and assessments • Cater for different learning needs • Utilize different evaluation findings to analyse and keep following up on students' performance and learning difficulties 	<ul style="list-style-type: none"> • At least 70% of students agree that their learning attitude and learning skills improved. • All EMI subjects have developed subject-based curriculum mapping of LAC with clear language focuses set. 				<p>Life Wide Learning Grant, Student Activities Support Grant</p> <p>CEG</p> <p>HKEAA-QAMAS</p>
2. To foster the spirit of enquiry and exploration among students	<ul style="list-style-type: none"> • Strengthen students' innovation and real-world connection to information and communication technology (ICT) 	<ul style="list-style-type: none"> • At least one STEM education project is successfully implemented in each junior level in a school year. 	<ul style="list-style-type: none"> • Record of activities/ competitions involving STEM. 	Whole Year	Academic Committee, All subjects, IT Committee,	Life Wide Learning Grant, Student Activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Develop students ‘information literacy skills through STEAM projects • Promote and embed STEAM education in the curriculum • Utilize different e-learning to facilitate learning and teaching • Conduct cross-curricular projects, focusing on the platform for students to showcase their learning outcome • Equip students with generic skills, such as problem-solving skills, more project-based or problem-based assignments are to organise • Organise life-wide learning activities to enable whole-person development and lifelong learning capabilities that are needed in our ever-changing society. 	<ul style="list-style-type: none"> • 70% of students agree that eLearning can enhance their learning. • Over 70% of STEAM activities participants agree that through the activities, their generic skills/information literacy skill can be enhanced. • 80% of panels are involved in the projects. • 80% of panels involved enable students to present the learning outcome. 	<ul style="list-style-type: none"> • Students’ questionnaire • Teachers’ feedback • Stakeholder survey 		Student Support Unit	Support Grant
3. Foster on-going professional development of teachers on new education	<ul style="list-style-type: none"> • Develop lesson routines that teaching and learning objectives are clearly stated. More interaction among students and 	<ul style="list-style-type: none"> • At least 70% of teachers agree that they have developed lesson routines in their lessons. 	<ul style="list-style-type: none"> • Record of professional development records of teachers. 	Whole Year	Academic Committee, All subjects, IT Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
trends and pedagogical skills that enhance students' learning capacity	<p>teachers is expected. Students' understanding should be tested regularly as consolidation of knowledge.</p> <ul style="list-style-type: none"> • Lesson observation and homework inspection are to take place to see how lesson routines are put into practice • Monitor and review the implementation of language policy • Establish learning community to share good practices among teachers 	<ul style="list-style-type: none"> • Sharing of good practices among teachers at least once per term. • At least 70% of teachers agree that the sharing sessions are useful. 	<ul style="list-style-type: none"> • Teachers' feedback • Stakeholder survey 			

2. Major Concern II : To foster students' self-actualization in a caring and thriving campus

Feedback and follow-up actions from the previous school year:

- More Leadership training for student leaders in different stages can be strengthened.
- Students will be encouraged to make plans for their further education by participating in different career-related programmes.
- Teachers are encouraged to continue giving adequate and suitable support to students.
- To further strengthen the resilience of students, 'growth mindset' and 'stress resistance' will be the major concerns of positive education in the next academic year.
- Provide more programmes for students to lead a healthy lifestyle with active participation in physical and aesthetic activities.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enhance students' resilience and self-discipline	<ul style="list-style-type: none"> • The homework policy will be finetuned in order to develop students' self-learning habits. Whole-school approach will be adopted to monitor students' performance in submitting assignments. • Enhance the system of monitoring and reporting students' behaviour • Enhance students' understanding and recognition of the importance of self-discipline and law-abidingness 	<ul style="list-style-type: none"> • 70% of students agree that the programmes/activities can enhance the understanding and recognition of the importance of self-discipline and law-abidingness. • 70% of students agree that the programmes/activities can strengthen self-discipline and foster their power of resilience. • 70% of teachers agree that the award and 	<ul style="list-style-type: none"> • Students' questionnaire • Teachers' feedback • Stakeholder survey 	Whole year	Discipline Committee, Student Counselling Committee, All subjects	Life Wide Learning Grant, Student Activities Support Grant

	<ul style="list-style-type: none"> • Provide programmes/activities inside and outside school to strengthen students' self-discipline and foster their power of resilience • Optimize the award and punishment system 	<p>punishment system can help enhance students' self-discipline.</p> <ul style="list-style-type: none"> • 70% of teachers, students and parents have a positive view on support for student development. 				
2. To build a caring and thriving campus	<ul style="list-style-type: none"> • Offer platforms for students to celebrate their learning outcomes • Enhance peer relationship of students • Promote positive education to enhance students' resilience, promote mindfulness and pursue a healthy lifestyle • Promote value education by using theme months and teachers' sharing to build a grateful and caring campus • Encourage students to participate in internal and external competitions and scholarships to help them strive for excellence • Enhance the communication among parents, students and the school to align expectations • Formulate a strategic plan for developmental, 	<ul style="list-style-type: none"> • Students show positive reflection in related activities or programmes. • 70% of teachers agree that the strategies help build a caring and thriving campus. • 70% of students agree that the strategies help build a caring and thriving campus. • Students have a positive view on school climate. • 70% of parents have a positive view on home-school cooperation. 	<ul style="list-style-type: none"> • Students' questionnaire • Teachers' feedback • Stakeholder survey 	Whole year	Moral and Civic Education Committee, Discipline Committee, Counselling Committee, PTA, Co-curricular Activities Committee	Life Wide Learning Grant, Student Activities Support Grant

	<p>preventive and remedial to cater for students' needs</p> <ul style="list-style-type: none"> • Make effective utilization of internal and external resources • Provide more programmes for students to lead a healthy lifestyle with active participation in physical and aesthetic activities. 					
3. To enhance students' life planning and broaden their horizon	<ul style="list-style-type: none"> • Provide internal and external activities, services and training for students • Enhance career and life planning programmes at different development stages and provide individual guidance for students • Provide opportunities for students to understand and act on social and global issues 	<ul style="list-style-type: none"> • 70% of students agree that the strategies can enhance students' life planning and broaden their horizon. 	<ul style="list-style-type: none"> • Activities/services/training records • Students' questionnaire • Teachers' feedback • Stakeholder survey (teachers, students, parents) • APASO 	Whole year	Career and Life Planning Committee, Co-curricular Activities Committee	Life Wide Learning Grant, Student Activities Support Grant

3. Major Concern III : To Enhance teachers' professional capacity through building a professional learning community

Feedback and follow-up actions from the previous school year:
<ul style="list-style-type: none"> • Different external programs from professional bodies related to academic and pastoral care will be arranged. • Practical guidelines of school administration for newly appointed teachers should be given. • More teachers should be arranged to have basic, advanced, or thematic professional training on special educational needs. • More collaborations in LAC were done with different subjects. The English department seeks opportunities to further extend the collaboration in a wider aspect. More centralized LAC coordination and monitoring will be made. Sharing of teaching methodologies of EMI subject teachers in LAC implementation is encouraged to enrich the professional development culture of the school. • Cross-curricula STEM projects were introduced in junior form. Professional sharing of STEM subject teachers is encouraged to enrich the STEM development of the school. • Professional training on STEAM, Artificial intelligence in education will be arranged and further discussed in educational ethics.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enhance teachers' professional status according to the Professional Ladder set by EDB	<ul style="list-style-type: none"> • Promote or organize various training courses to widen teachers' horizons and enhance their professional competence as teachers • Further equip our teachers with relevant skill sets to plan and implement school-based learning activities • Review and further enhance the new 	<ul style="list-style-type: none"> • 70% of new teachers agree that the mentoring scheme is supportive. • 70% of teachers agree that the training courses can enhance teachers' professionalism. • 70% of teachers agree that their professional exchanges are enhanced. 	<ul style="list-style-type: none"> • Statistics of teacher training records • Teachers' feedback/questionnaire • Stakeholder survey 	Whole year	Professional Development Committee, All subjects and Committees	External organizations

	<p>teacher mentoring scheme with the collaboration of veteran teachers</p> <ul style="list-style-type: none"> Utilize internal and external resources to strengthen teachers' professional exchange. 					
2. To promote a collaborative culture	<ul style="list-style-type: none"> Arrange collaborative lesson planning and peer lesson observation of same KLA and cross KLA with specific themes and focuses 	<ul style="list-style-type: none"> Each teacher conducts one lesson observation of same KLA and cross KLA respectively. 70% of teachers agree that lesson planning and peer lesson observation can promote a collaborative culture. 	<ul style="list-style-type: none"> Lesson observation records Teachers' feedback/questionnaire 	Whole year	Professional Development Committee, All subjects	
3. To build a culture of appreciation	<ul style="list-style-type: none"> Organize sharing of good practice among teachers 	<ul style="list-style-type: none"> At least one teacher sharing activity is successfully conducted. Each subject conducts at least one sharing on teachers' learning in seminar/workshop attended. 70% or teachers agreed that sharing among teachers can build a culture of appreciation. 	<ul style="list-style-type: none"> Statistics of teacher sharing records Teachers' feedback/questionnaire 	Whole year	Professional Development Committee, All subjects	