



林大輝中學
LAM TAI FAI COLLEGE



School Development Plan
2016–2019

School Vision & Mission

Our Mission

The College aims to contribute to the wholesome personal growth and intellectual development of youths through a comprehensive and challenging curriculum that enhances academic, aesthetic and physical development.

Our Vision

The College aspires to lead the local education by integrating academic, sports and innovative design activities to develop and nurture future community leaders, sports professionals, accomplished academics, upright citizens and cultured individuals in the 21st century.

School Goals

Through the provision of first-rate facilities and a first-class learning environment, good management & organization framework, effective deployment of resources, innovative curriculum, effective learning and teaching strategies, assessment for learning, cultivating good school ethos and giving every possible support to student learning, LTFC aims at achieving the following:

1. A caring, compassionate, harmonious, healthy & inviting school environment
2. Grooming outward looking and socially responsible citizen of the 21st Century
3. Providing opportunity for excellent academic and moral development.
4. Giving importance to good sporting opportunities and healthy living
5. Providing opportunity for artistic and aesthetic expression
6. Providing high technological facilities to support an effective learning and teaching environment
7. Stressing independent whole-life learning and creative thinking
8. Encouraging students' creativity and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities
9. Grooming independent, self-motivated and self-disciplined students with high Emotional Quotient
10. Cherishing solid virtues and spiritual values

Core Values of Education

The College demonstrates the true spirit of nurturing the PERFECT Generation of the 21st Century which encompasses a rich spectrum of LTFC core values which are

Perseverance
Excellence
Respect
Foresight
Entrepreneurial Spirit
Creativity
Talent

Perseverance
<ul style="list-style-type: none"> ➤ Be well prepared for lessons ➤ Bringing textbooks and all lesson materials to school ➤ Maintaining good attendance and punctuality (including submission of assignments) ➤ Be a group of responsible learners and steady workers (doing revision every day) ➤ Be dutiful and play one's role faithfully ➤ Taking school rules and class rules as norms for daily school life ➤ Cherishing a healthy lifestyle for pleasurable and effective learning ➤ Resisting temptations and overcoming one's habitual delinquencies
Excellence
<ul style="list-style-type: none"> ➤ Participating actively in lessons ➤ Keeping the campus and the classroom (including equipment) in best condition ➤ Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule) ➤ Showing eagerness in producing quality work and making performance observable and measurable ➤ Striving for class achievements and building class identity ➤ Making the classroom an ethical place for achieving a fulfilling school life ➤ Preparing to keep improving and reaching new heights
Respect
<ul style="list-style-type: none"> ➤ Be considerate and courteous to all alike ➤ Be open and respectful to the opinions and ideas of others ➤ Be attentive and willing to listen with patience ➤ Sharing of ideas and learning from others ➤ Affirming a '3 in 1' culture ➤ Showing mutual appreciation and celebrating individual achievements ➤ Having a genuine heart and a sense of compassion to serve and help the needy and the disadvantaged ➤ Going inclusive: appreciate differences and acknowledge interdependence ➤ Enhancing social awareness and showing concern for the needy ➤ Taking pride in being a student of Lam Tai Fai College and contributing to build the school into a caring and learning community

Foresight

- Be an intelligent and intellectual young person
- Appreciating life and learning how to embrace a bright future
- Developing careers awareness and exploring the possibilities of one's future
- Understanding the importance of teamwork, boosting rapport and mutual assistance
- Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country
- Widening the horizons and making oneself a "global" citizen

Entrepreneurial Spirit

- Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives
- Be visionary and mission oriented
- Working with determination to overcome difficulties and personal limitations
- Measuring outcomes by effectiveness and process by efficiency
- Willing to travel through a path which is less traveled
- Striving for accomplishments and creating meaningful uniqueness

Creativity

- Encouraging ownership and participation
- Fostering a home-like atmosphere in the classroom
- Making the classroom an inviting learning environment
- Providing a positive learning environment for the promotion of the whole-person development grounded in the school's core values
- Developing a culture of praise and celebration
- Learning how to live a balanced, colourful and meaningful life

Talent

- Appreciating differences and stretching the strengths of each individual
- Developing fully one's strengths and acknowledging one's weaknesses
- Helping each other with one's strengths

Students who possess the True Spirit of Lam Tai Fai College should

- be a good citizen;
- appreciate the sacrifices your parents are making to give you a good education. Show your appreciation and gratitude by working conscientiously and treasuring your opportunity to learn;
- be tidy and proud of wearing your school uniform and school badge;
- be proud of being a member of the school and always be ready to contribute to building a pleasurable learning environment;
- be polite and show respect and courtesy towards the Principal, teachers, other staff and fellow students;
- be eager to help others and be considerate. Behave courteous on all occasions;
- be truthful and trustworthy;
- be self-disciplined and maintain a healthy life style;
- be punctual;
- be determined to strive for excellence and to produce quality work;
- be a bright winner or a good loser. Do not boast in victory; nor sulk in defeat; and
- believe that “for a Man to conquer himself is the first and best of all victories”.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Remarks
1. To build a green and health promoting school	<ul style="list-style-type: none">➤ The awareness of environmental protection of staff and students is raised through various activities held in school.➤ More greenery is seen in the school campus. More plants were grown. The design of the roof in the new annex is under processing.➤ The school culture of energy saving and recycling is fostered.➤ The staff and students maintain good health. More individual counselling for teachers and students on how to cope with stress can be strengthened.

Effectiveness of the previous School Development Plan

Major Concerns	Remarks
<p>To develop e-learning to enhance learning motivation and learning effectiveness</p>	<ul style="list-style-type: none"> ➤ The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning. Wifi has been installed in the school campus and Apple TV in the classrooms. Teachers teaching Junior Secondary (JS) are each provided with an ipad for teaching while JS students bring their own mobile device to school for learning. eClass PowerLesson platform is used to facilitate the implementation of e-Learning. Virtual classrooms have been developed through which students can complete and submit homework and quizzes online. However, teachers still have not fully utilize the eClass PowerLesson platform to develop more interactive lessons. ➤ e-Learning is implemented in JS. e-textbooks are used and e-learning materials are developed. ➤ The school library has purchased a number of e-Readers to enable students to read extensively. ➤ Through the use of e-classrooms and other online apps, students are able to learn at home. ➤ The use of e-classrooms and other online apps allows students to obtain instant feedback from the teachers. Students' learning motivation and learning effectiveness can be enhanced.

Effectiveness of the previous School Development Plan

Major Concerns	Remarks
2. To strengthen student support to cater to individual needs and differences	<ul style="list-style-type: none">➤ More support for sports elite students are needed as continuous cooperation with the Hong Kong Sports Institute would bring in more sports elite students.➤ Better communication among all related parties is needed to strengthen the support for SEN students.

Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ➤ The school is mission oriented with a strong commitment in providing specialized education in the 4 focus learning areas. ➤ All teachers, parents and students understand well the clear the priority of the school mission. ➤ Teachers are responsibly involved in the formulation of school development plan and adequate attention has been paid to address the school mission. ➤ Professional and committed IMC board which is visionary with the aspiration to lead a trend of unique secondary education with high standard quality. ➤ The school is resourceful in endeavoring to nurture middle management to take up leadership roles. ➤ The school organization structure has been refined and enhanced to improve the efficiency and effectiveness of school administration and operation. ➤ A consistency and sustainable implementation plan of the newly established school policies is needed to be set up. ➤ Teachers should be invited to express freely their own preferences for duty allocation, their concerns in improving the flows of school operations as well as the supports they are striving to enhance the effectiveness of their teaching and learning. ➤ The new appraisal system, though bottom-up designed and widely accepted by all the staff, should be directed more to professional development and less intervened by the senior management. ➤ Middle management should be further and more be empowered and be involved in policy making. Appropriate autonomy in decision making should also be given to the middle management, especially the heads of all KLAs. ➤ School should well define a balanced development and healthy atmosphere among teachers in different stages and maintain a low turnover rate throughout the development cycle.

Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> ➤ Balanced, resourceful and distinguished professionals in the Incorporated Management Committee give tremendous supports and rational guidelines to the school management team for school development. The social and community network of the members in the IMC always helps school provide and expand the varieties of students learning experiences. The high operational efficiency of school IMC facilitates much the planning and implementation for the school improvement and the development projects. ➤ The enthusiasm in education of the School Supervisor always leads the school to excellence. His appropriate and always jut on time supports to the school always contributes constructive ideas and experience in school development. ➤ Experience and resourceful School Principal is visionary with high commitment in leading school towards a new era of actualizing elearning in school. He has put school into the top list of piloting e-textbooks and e-platforms in the Hong Kong Education Sector. ➤ All Deputy Principals and Assistant Principals are competent, highly dedicated and committed in Academic and Students Affairs. They stress much on the importance of professional sharing and always willingly to act as a role model to other teachers in how to improve the effectiveness of teaching and learning. ➤ The Form-based Management Unit provides an adequate platform for the middle managers to taste and learn how to be a successful manager in school. However, training in interpersonal skills should be provided to facilitate their communications between them and the parents. ➤ Management in different levels has to enhance their in-between coordination and communication so as to ensure directions about the school development are precisely and clearly conveyed. ➤ Knowledge and skills in human resources management in senior level should be further developed in order to lead, monitor and advise their subordinates more effectively.

Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ➤ The school places great emphasis on students' holistic personal development, and the school curriculum is developed according to the school vision and mission and the curriculum guides and policies issued by the Curriculum Development Council and the Education Bureau to provide the students with a broad and balanced curriculum. In Senior Secondary, elective subjects from all Key Learning Areas (KLA) are provided to offer diversified subject choices and flexible subject combinations to senior secondary students to cater to their diverse abilities, learning needs and interests. ➤ Apart from the formal curriculum, the school also provides enhancement programmes on Physical Education, Visual Arts and Innovative Technology to develop students' intellectual and talent potential to the fullest. A well-structured extended curriculum which provides students with life-wide learning experiences is also formulated. ➤ Our Art Department initiated the "Pegasus" Art Education Scheme funded by QEF. The scheme comprised six major arts and design disciplines: photography, illustration, glass art, shoes and bag design, fashion design and murals. In 2014, our school won the Award for Arts Education in the Hong Kong Arts Development Awards organized by the Hong Kong Arts Development Council (HKADC). ➤ The school has a comprehensive assessment policy in which both formative and summative assessments are adopted to strike a balance between "Assessment for Learning" and "Assessment of Learning". Clear assessment guidelines and criteria for teachers and students have been set up and implemented effectively. ➤ In Mathematics, graded exercises are designed to cater to the needs of the students, making learning not only attainable but also challenging to all. ➤ The school has joined the Quality Assessment Management Accreditation Scheme by the Hong Kong Examinations and Assessment Authority and has successfully been accredited, which endorses the professionalism and commitment of the school with the capacity to provide quality examination and assessment management, and recognizes that the school excels in delivering high quality examinations and adopting good assessment practices. ➤ Useful information and assessment results analysis are provide to each subject panel in order that

	teachers have better knowledge of students' abilities and academic performances.
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Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> ➤ Each KLA conducts programme planning and evaluation every year and their annual objectives are closely aligned to the major areas of concern of the school. ➤ Common lesson time and peer lesson observations are in place to enhance the quality of learning and teaching. ➤ Teaching assistants are employed using the Capacity Enhancement Grant to provide support for teachers. ➤ Teaching and learning materials are uploaded onto the school server for easy access by the teachers. ➤ A wide range of support measures are undertaken to cater to the diverse learning needs and abilities of the students. Additional resources and manpower are allocated to make small group teaching in Chinese Language, English Language and Mathematics lessons possible. Students are grouped together based on their learning abilities in order that students can actively participate in learning activities that they perceive as meaningful and attainable. ➤ Learning tasks designed are aligned with students' abilities, skills and different learning styles to allow them greater sense of achievement and success. ➤ Reaching for the Stars Scheme, reinforcement classes and tutorial classes are organized to provide academic support to that in need. ➤ To provide a language rich environment for the students to build up their confidence in using English and Putonghua, morning assemblies, weekly assemblies, daily announcements and school activities are mainly conducted in English and Putonghua to provide an authentic environment for language learning. We have two native English speaking teachers who organize a wide range of English activities during lunch and after school at the English Activities Centre and the English Cafe. To enhance our students' Putonghua proficiency, a Putonghua lesson is arranged once a week in Junior Secondary and regular Putonghua activities are held at "Putonghua World". ➤ To enable S1 students to adapt to the new learning environment and study methods, a 2-week Summer

	<p>Bridging Programme is designed. Parents' Evenings, seminars and weekend tea gatherings for new students are organized to help parents understand the requirements of the school and the needs and school life of their children; so that they can help their children better adjust to secondary school life.</p> <ul style="list-style-type: none">➤ E-learning is implemented in Junior Secondary to enhance students' learning motivation and teaching effectiveness. E-Exercises and e-learning materials are uploaded onto the e-classrooms for students' easy reference. However, there is a need to adopt a broader range of strategies and e-learning materials to optimize learning for the different ability groups.➤ The school has joined the School-based Support Services by the Education Bureau to enhance teachers' pedagogical knowledge and skills in Chinese Language, and obtained funding from the Quality Education Fund (QEF) to develop English Language learning materials for students with special educational needs in Junior Secondary.➤ The school has been a partner with the Hong Kong Sports Institute since 2015 to run the Partnership School Programme in which highly flexible school timetables are designed for the sports elite students. All lessons are video-recorded and all learning materials can be accessed online in order that those sports elite students can learn anytime anywhere.
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Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ➤ In the realization of the goal to nurture community leaders with hearts to serve others, ample service opportunities and training have been provided to the students. ➤ There is a full-time career teacher who focuses on providing careers counseling and guidance to the students. Life planning activities are organized to help students understand their personality, interests and talents, as well as opportunities for further studies and work. ➤ Education psychologist and social worker provided individual counseling and organized activities for students in their teenage development. ➤ The Student Development Committee, which involved Discipline and Pastoral Care Unit, Guidance and Counseling Unit, Form Based Management Unit as well as Moral and Civic Education Unit, provide all-rounded support to students to achieve a harmonious and successful school life. ➤ The Extended Curriculum Committee helps to coordinate and monitor the Other Learning Experiences in the school. Life-wide learning lessons are planned and organized to provide a curriculum integration platform for student development programmes. Activities such as service learning, visits, workshops, guidance, moral and careers education help to promote students' whole-person development. ➤ In order to promote the all-round development of students, a wide range of activities have been provided for students. All S.1 and S.2 students have to join either one uniform group or one school team. Through joining the groups, challenging and progressive training programmes are provided for the students and the activities can help promote their physical, intellectual and social development. A wide range of co-curricular activities such as clubs, societies and service groups. Houses and the Student Union have been provided for students to develop their talents and leadership ability. ➤ Study tours and exchange programmes have been organized for the students to widen their horizons and strengthen languages abilities. MOU with Singapore Sports School provided regular opportunity for students to have professional sports training in summer. ➤ Students' talents in sports and art and design are stretched through various activities held in the school and outside. Our Annual Fashion Show is of professional standard.

	<ul style="list-style-type: none">➤ Closer collaboration among the Form Based Management Committee and other units is needed to provide better support for the students, especially for the academic improvement.➤ The newly furnished school facilities such as flyover to the library and the man-made grass ground floor can be further utilized to enhance the quality of school life.➤ More tailor-made study tours and exchange programmes to fulfil the needs of our students can be organized.➤ Further exploration and development of articulation pathways for students with different talents is needed.
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Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ➤ Relationship between the parents and the school is good. Results of the Stakeholder Survey in 2015-16 showed that 82.2% of the parents agreed or strongly agreed that they had a good relationship with the school. And 76.5% of the parents agreed or strongly agreed that there were sufficient channels for them to express their view to the school. ➤ The Parent-Teacher Association (PTA) helps to strengthen communication between teachers and parents to promote home-school communication and cooperation through organizing a lot of activities such as outings, seminars, community services and sports activities. In order to promote communication and cooperation between IMC and parents of the School, Parent Manager and Alternate Parent Manager are elected to join the IMC meetings. ➤ The PTA also develops potential of parents and encourages parents to assist the school in different aspects so as to enhance educational effectiveness. Parent volunteers help to man the PTA Resources Centre in lunchtime. They also help to organize craft and cooking workshops for students, parents and teachers. ➤ The Alumni Association had been set up and activities had been organized for alumni. In order to promote communication and cooperation between IMC and alumni of the School, Alumni Manager is elected to join the IMC meetings. Alumni contribute to the school through sharing with their fellow schoolmates and assistance in co-curricular activities such as Scout, sports coaches and mentors of Visual Arts students. ➤ External resources are utilized to support the school. Close partnership relationship has been developed with Hong Kong Physically Handicapped and Able-Bodied (PHAB) Association, the organization which the school social worker is affiliated. We cooperate closely in organizing guidance activities and voluntary services. Besides, support to SEN students is strengthened with the school-based educational psychology service provided by the Tung Wah Group of Hospitals. The School has also cooperated with SCAA Men's Basketball Team to enhance basketball training of the school. ➤ In recognition of the importance of elite athletes' whole person development and dual career pathway, the school signed the Memorandum of Understanding (MOU) with Hong Kong Sports Institute (HKSI) in July 2015 to announce their partnership for providing a highly integrated and flexible curriculum for young athletes, enabling them to train full-time whilst continuing to pursue their studies at senior

	<p>secondary level. The Programme, to be commenced in the 2015/16 school year, outlines a framework to formulate flexible and individualized school programmes for full-time junior athletes by setting up special classes with a tailor-made curriculum for Form 4 to Form 6 levels.</p> <ul style="list-style-type: none">➤ The School has established links and collaboration with overseas organizations to widen the learning opportunities of students. In August 2016, the school signed a Memorandum of Understanding with the Singapore Sports School. The two schools agree to offer exchange programmes for fencers of the two places. This in-depth collaboration aims to provide student athletes of the two schools an additional platform and opportunity for training and friendly competitions.➤ More diversified parent education activities can be organized to help parents enhance the knowledge and skills needed for educating their children.➤ The school should further extend its alumni network to support different aspects of development. We should encourage alumni to participate in activities organized by the school and/or Alumni Association.➤ The School can further establishes links and collaborations with local and overseas organizations to facilitate school development, widen students' horizons and enrich their learning experiences.
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Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ➤ A caring and supportive culture has been developed among students, parents, teachers and supportive staff in school. The school was presented the “Caring School Award” by the Hong Kong Christian Service in 2013, 2014 and 2015. ➤ Most of the students like the school and they get along with their schoolmates. They like to participate in extra-curricular activities, and over 40% of our students are school team members. ➤ Compared with the Hong Kong norm, the mean of the subscale of achievement (APASO) which reflects students’ sense of achievement in relation to their school work is higher for both our senior and junior secondary students, while the subscale of general satisfaction (APASO) which reflects students’ overall positive feeling about the school is higher for our senior secondary students. ➤ A caring and supportive culture should continue to be nurtured in school. ➤ Moral and value education will continue to be enhanced in the school.

Effectiveness of the previous School Development Plan

PI Areas	Major Strengths & Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> ➤ Many students participate in competitions and activities held inside and outside school. Results of the Stakeholder Survey in 2015-16 showed that 81% of the parents agreed and strongly agreed that through participation in the school's extra-curricular activities, their children's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased. 83.6% of the teachers also agreed or strongly agreed that the school's extra-curricular activities can help extend students' learning experiences. ➤ The sports development of the school is one of the most robust and largest in local schools. Students' levels of physical fitness are good. Over 40% of the students enter for inter-school sports competition. Some of our students represent Hong Kong in sports competitions and get prizes. Our students perform especially well in fencing, swimming, boy's handball and girls distance running. ➤ Some of our students received prizes in activities and competitions related to Visual Arts and Fashion Design, innovative technology, music, film making, drama, public speaking, Chinese writings, Chinese Historical Studies. ➤ The Scout and St John Ambulance Brigade of the school also obtained awards from local competitions. ➤ The "Pegasus" Art Education Scheme launched by the school Arts Education KLA won the Award for Arts Education (School Division) in Hong Kong Arts Development Awards 2014. ➤ A greater variety of learning experiences both inside and outside school should be provided for students. ➤ Students should be encouraged to participate in more external competitions and get achievement.

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| | <ul style="list-style-type: none">➤ Students should be helped to fully realize their academic and non-academic potential areas. We should strive for more positive value-addedness of students' academic performance and an increase in the number of students fulfilling the university entrance requirements. |
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SWOT Analysis

Our Strengths

- Our school has resources for development.
- Our school has a clear mission and vision to cater for students who pursue for academic excellence and show potential or have proven talents in sports, fashion design and innovative technology.
- Our school has a well-established foundation in sports development and fashion design.
- Most teachers are hard-working, young and full of energy. They are innovative and can offer great ideas.
- Some students have sensitivity of current affairs and quick responses in lessons.
- BYOD in junior form favours the development of e-learning.
- Most S.1 students have basic competency of Chinese and English.
- The School has good support for SEN students, especially the support related to assessment.
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Our Weaknesses

- The implementation of school mission and vision can be improved.
- Not enough communication among units or subjects.
- Some teachers have difficulties in meeting “deadlines”.
- The high staff turnover rate and absence rate are perhaps signals of high stress level among teachers.
- There is a lack of coordination on cross-subject learning or project-based learning.
- The flexibility of the curriculum is low because of the requirement of the Public Examination. The low ability students have difficulty adapting normal curriculum.
- Some students are weak in English and this affects their learning effectiveness in other EMI subjects.
- There is an increasing number of SEN students and it affects both teaching progress and may lead to discipline problems.

Our Opportunities

- Students' behavior is improving.
- Overseas school visits or visits to international schools have given the School more inspiration and stimulation to the School, especially on how to cater for learning diversity.
- The program with HKSI is in line with our mission and vision. The success of the program can help full-time athletes of Hong Kong as well as let more people know about our School which is beneficial to the future development of the School.
- Most students have good attempts in oral presentation, so that teachers need to grasp this opportunity to arouse students' learning skills and interests in subjects.
- We have various CCA activities to attract new S1 students. We would take the opportunities to develop more flexible and joyful learning atmosphere for our students.

Our Threats

- Since LTFC is a unique school, we must find a suitable approach for sustainable development in facing similar competitors.
- The high turnover rate and absence rate of teachers affect the development of the School.
- Some S.2 and S.3 students want to study overseas.

Major Concerns for a period of three school years

- 1. To create a positive school climate**
- 2. To enhance students' academic and non-academic achievements**
- 3. To nurture our students to become self-actualizing individuals**

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2016-2017	2017-2018	2018-2019
1. To create a positive school climate	<ul style="list-style-type: none"> ✧ Everyone in the school shares the same vision and works towards the same goals. ✧ An environment of mutual trust, respect, support and understanding is established. 	1. To reinforce positive beliefs and attitudes and correct values in all stakeholders	✓	✓	✓
		2. To exercise impartiality at all levels	✓	✓	✓
		3. To create channels for different stakeholders to express their opinions	✓		
		4. To encourage open communication and discussion among different stakeholders to facilitate information flow	✓	✓	✓
		5. To collect opinions from different stakeholders in the formulation of school policies	✓	✓	✓
	<ul style="list-style-type: none"> ✧ A strong sense of ownership, commitment and responsibility is developed. ✧ The culture of self-reflection, continuous improvement and striving for excellence is cultivated. ✧ A stable and high-calibre workforce is developed. 	1. To deploy teachers and staff according to their strengths and abilities	✓	✓	✓
		2. To celebrate accomplishments, showing appreciation for their efforts and achievements	✓	✓	✓
		3. To share experiences and good practices to improve efficiency and effectiveness	✓	✓	✓
		4. To celebrate student success and reinforce positive behaviours	✓	✓	✓
		5. To streamline school administrative procedures	✓		

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2016-2017	2017-2018	2018-2019
2. To enhance students' academic and non-academic achievements	<ul style="list-style-type: none"> ✧ Students fully realize their potential academically. ✧ Students' academic performance achieves positive value-added. ✧ Students fulfill the university entrance requirements. 	1. To set high expectations for students	✓	✓	
		2. To motivate students to take ownership of their studies	✓	✓	✓
		3. To help students experience success in the course of study	✓	✓	✓
		4. To tailor the curriculum to suit the needs of the students	✓	✓	
		5. To design learning activities and materials that can motivate students to learn e.g. project-based learning	✓	✓	
		6. To regularly review the curriculum and learning materials to enhance learning and teaching effectiveness	✓	✓	✓
		7. To provide examination skills training to students	✓	✓	✓
		8. To initiate support schemes for the less able students to enhance their learning motivation e.g. the Big Brothers and Sisters Scheme	✓	✓	
		9. To share good teaching practice among teachers	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2016-2017	2017-2018	2018-2019
	✧ Students fully realize their potential in non-academic areas.	1. To organize inter-class, inter-house and cross-curricular activities for students	✓	✓	✓
	✧ Students are exposed to a wide variety of learning experiences both inside and outside school.	2. To provide opportunities for students to take part in outside school activities and external competitions to enrich their learning experience	✓	✓	✓
	✧ Students achieve outstanding results in external competitions.	3. To provide overseas exchange programmes for the students to widen their horizons	✓	✓	✓
		4. To increase manpower to support the organization and implementation of student activities	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2016-2017	2017-2018	2018-2019
3. To nurture our students to become self-actualizing individuals	<ul style="list-style-type: none"> ✧ Students understand their strengths, weaknesses and needs. ✧ Students are able to explore their potential and develop their talents. ✧ Students are able to achieve their goals. 	1. To arrange workshops for students to enable them to have a better understanding of themselves	✓	✓	✓
		2. To help students set realistic, achievable goals for themselves and guide them to achieve their goals	✓	✓	✓
		3. To promote life planning in junior levels	✓	✓	✓
	<ul style="list-style-type: none"> ✧ Students' confidence and self-esteem are boosted. ✧ Students' self-management skills improved. 	1. To foster feelings of competence and self-efficacy through self-management and leadership training	✓	✓	✓
		2. To promote students' social and emotional well-being and to build resilience in students in order that they will not give up easily	✓	✓	✓
		3. To enhance students' life-long learning and learning to learn capabilities, creativity, self-reflection and critical thinking skills	✓	✓	✓
		4. To enhance students' confidence and self-esteem through activities	✓	✓	✓