



林大輝中學
LAM TAI FAI COLLEGE



**Annual School Plan
2019-2020**

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 Motto

多元啟智 堅毅樂群

(To explore and develop students' multiple intelligences through a broad and diversified curriculum, fostering in them perseverance and nurturing them to become socially responsible individuals.)

Major Areas of Concern

1. To strengthen school ethos and nurture virtues in students through a whole-school approach.
2. To enhance teaching effectiveness to cultivate learning motivation and initiative
3. To develop STEM Education to foster in students problem solving skills, critical thinking and creativity

Yearly Theme

Fly Together

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
❖ Everyone in the school shares the true spirit and attributes of LTFC.	1. To enhance teachers' knowledge and skills in nurturing students' virtues through professional development: training, workshops and school visits.	➤ Class management and virtue education skills of teachers have been enriched through workshops and seminars.	➤ Observation ➤ Teacher survey	1. 3-4 times per year	1. PCU, SDU	➤ Expenses on teachers' training programmes
	2. To enrich parents' understanding and knowledge in line with school expectations through parent seminars (including new parent orientation), newsletters and parent-teacher interviews.	➤ Parents understand their collaborative roles and school expectations of their children on virtue education.	➤ Observation ➤ Meeting notes	2. 3-4 times per year	2. PTA, PCU & PRU	➤ Expenses on publishing newsletters
	3. To enhance students' awareness, understanding and opportunities of applications in different school programmes through a whole-school approach.	➤ Elements of positive virtues are included in daily routine. ➤ Students are aware of the importance of virtue and are reflective in daily school life	➤ Observation ➤ Record of routine ➤ Student survey	3. Whole year	3. PCU, MCEU, CCAU, CHI & ENG KLAs	/
	4. To strengthen elements of virtue and moral education through the review and refinement of moral, civic and health education curriculum.	➤ Virtue and moral education is blended into regular curriculum (Health Ed., Moral and Civic Ed) ➤ Selected teachers completed training on life and virtue education. ➤ All staff understand the expectations and bring out the spirits in daily school life.	➤ Subject schemes of work and unit plans ➤ SDU records ➤ Minutes of HE KLA and MCEU ➤ Teacher survey	4. Whole year	4. MCEU, HE KLA, SDU	/
	5. To bring about elements of virtue and moral education through subject collaboration.	➤ Moral/virtue-related elements in curriculum were initiated in selected subjects	➤ Subject schemes of work and unit plans ➤ Record of activities	5. Whole year	5. MCEU, HE KLA, CHI & ENG KLAs	/

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	1. To adopt a whole-school approach to discipline and guidance work to promote decent school ethos and a supportive culture.	<ul style="list-style-type: none"> ➤ Collaboration between units involving in student pastoral care has been strengthened. ➤ Class teachers are aware of their role in facilitating class ethos and they are more competent in class management. ➤ Support for new teachers in classroom management has been strengthened. ➤ School ethos has generally been improved. ➤ Core group members are more reflective in student routine management 	<ul style="list-style-type: none"> ➤ Minutes of Faculty / Pastoral care unit meetings ➤ Record of activities ➤ observation 	1. Whole year	1. PCU, LSU, MCEU & SDU	/
	2. To involve different members and units in the organization of diversified activities, visits and training to promote and enhance students' understanding and participation.	<ul style="list-style-type: none"> ➤ School ethos (courtesy and general discipline) is enhanced. ➤ Students actively participated in activities. 	<ul style="list-style-type: none"> ➤ Observation ➤ Minutes PCU & MCEU meetings ➤ Record of activities 	2. Whole year	2. PCU, MCEU	/
	3. To provide individual training to enhance reflective learning and practical application.	<ul style="list-style-type: none"> ➤ Individual or group's behaviours and social or learning needs are addressed through cell groups and training. 	<ul style="list-style-type: none"> ➤ PCU & LSU records and reports 	3. Whole year	3. PCU, LSU	/
	4. To organize by-level activities and training to enhance cohesion and participation.	<ul style="list-style-type: none"> ➤ A framework of form-based activities has been worked out to ensure a holistic and sustainable development map for pastoral support ➤ Needs and ethos of different levels are well addressed by form-based activities. 	<ul style="list-style-type: none"> ➤ PCU documents ➤ Student & Teacher Survey 	4. Whole year	4. PCU	/

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
	5. To organize group training and activities (such as for student leaders) to promote frontline participation.	➤ Leadership skills of student leaders have been enhanced through meetings and training.	➤ Unit documents and meeting records	5. Whole year	5. CCAU, PCU & MCEU	/
	6. To organize whole school programmes to promote the awareness of selected themes in accordance with student performance.	➤ Awareness of the school theme is raised.	➤ Observation ➤ Student & Teacher Survey	6. Whole year	6. PCU, MCEU	/
	7. To extend learning opportunities and wider perspectives through enhanced collaboration with external agents and utilization of community resources.	➤ More collaboration with external agents has been arranged to enhance learning opportunities.	➤ Unit records	7. Whole year	7. PCU, MCEU & CCAU	/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<p>❖ An environment conducive to teaching and learning is provided.</p>	<p>1. To upgrade the facilities and equipment in the classrooms and staff rooms to make teaching and learning more efficient.</p>	<p>➤ The number of facilities and equipment in the classrooms and staff rooms has increased.</p>	<p>➤ Feedback from teachers and students on the efficacy of facilities and equipment in the classrooms and staff rooms</p>	<p>1. Whole year</p>	<p>1. ITSU, CMDU</p>	<p>➤ Costs of facilities and equipment</p>
	<p>2. To provide common lesson time to enable co-lesson planning and preparation.</p>	<p>➤ Preparation and teaching effectiveness has improved. ➤ Students' learning weaknesses are effectively catered to.</p>	<p>➤ CLT records ➤ Subject reports</p>	<p>2. Whole year</p>	<p>2. SDCD, Subject heads</p>	<p>/</p>
<p>❖ Teachers manage their students well, with proper classroom routine set up.</p>	<p>1. To provide training for teachers to strengthen classroom management skills.</p>	<p>➤ Teachers find the training on classroom management skills useful</p>	<p>➤ Teacher survey</p>	<p>1. August, September, December, March</p>	<p>1. SDU, PCU</p>	<p>➤ Expenses on teachers' training programmes</p>
	<p>2. To arrange mentors to provide guidance and support to new teachers.</p>	<p>➤ New teachers have adapted to and integrated well in the school, and have carried out duties satisfactorily.</p>	<p>➤ Evaluation of mentorship programmes ➤ Feedback from both mentors and mentees ➤ Observation</p>	<p>2. Whole year</p>	<p>2. SDU</p>	<p>/</p>
	<p>3. To provide clear guidelines for teachers and help them set up proper classroom routines</p>	<p>➤ Classroom routines have been set up so as to enhance learning effectiveness.</p>	<p>➤ Feedback from teachers on implementation of the classroom routines ➤ Form teachers' reports</p>	<p>3. 1st Term</p>	<p>3. AAC, PCU</p>	<p>/</p>
	<p>4. To show appreciation for students' good performance and behaviours in class.</p>	<p>➤ Both substantive and psychological rewards on students' good performances were given.</p>	<p>➤ Feedback from stakeholder survey</p>	<p>4. Whole year</p>	<p>4. PCU, Subject teachers</p>	<p>➤ Costs for rewards</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Teachers are able to employ effective teaching strategies to enhance learning motivation.	1. To encourage professional interflow through common lesson time, peer lesson observation and staff development programmes to share good practices and to design interactive lessons with role play, presentation and discussion to increase learner participation and to develop online learning materials to promote self-directed learning.	➤ Multiple and diversified teaching strategies have been adopted to enhance learning effectiveness.	➤ Feedback from stakeholder survey and subject reports ➤ Lesson observation	1. Whole year	1. SDU, AAC & Subject heads	➤ Expenses on teachers' training programmes
	2. To promote subject-initiated training programmes to equip teachers with the knowledge, skills and strategies to make learning meaningful, interesting and effective.	➤ Subject-based training has been provided to enhance learning effectiveness	➤ Feedback from teachers joining the training programmes ➤ lesson observation	2. 2nd Term	2. SDU, AAC	➤ Expenses on teachers' training programmes
	3. To invite teachers to participate in external learning circles and school-based support services, visits and overseas exchange programmes to enrich teachers' knowledge in materials design and pedagogy.	➤ Teachers from our school were co-opted to participate in external professional activities. ➤ Pedagogical changes are seen in subject teaching.	➤ Feedback from teachers joining the activities ➤ lesson observation	3. Whole year	3. SDU, AAC	➤ Expenses on teachers' training programmes and overseas exchange
✧ Students take the initiative to learn and become effective learners.	1. To foster the habit of pre-lesson preparation and self-directed learning in students.	➤ Systematic arrangement of pre-lesson preparation was carried out in certain subjects especially core subjects.	➤ Minutes of subject meetings ➤ Exercise book Inspection	1. Whole year	1. AAC & Subject heads	/
	2. To teach students different study skills	➤ Students have acquired study skills in different subjects and employed the skills in learning.	➤ Lesson plans ➤ Exercise book Inspection	2. Whole year	2. Subject heads	/
	3. To provide useful assessment data and quantitative and qualitative feedback to learners in order that they can track their own learning progress to improve learning	➤ Students have made improvement in both internal and external assessments	➤ Evaluation reports from different subjects on assessment results	3. Feb & July	3. SAU	/

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
	4. To organize outside class and inter-class activities and to provide authentic learning experience to increase learning motivation.	➤ Classroom extensions including inter-class activities, local visits, seminars, cross-border study tours were organized so as to increase students' exposure for learning	➤ Sharing, learning reports / projects submitted by students participating in learning activities	4. Whole year	4. Subject Heads	➤ Expenses on student activities
	5. To encourage students to do more self-reflection.	➤ More reflective evaluation has been designed to enhance learning efficiency	➤ Reflection reports and reflective assessments done by students	5. Whole year	5. Subject Heads	/

Area of Concern 3: To develop STEM education to foster in students problem solving skills, critical thinking and creativity.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<p>❖ Students talented in STEM are identified.</p>	<ol style="list-style-type: none"> 1. To promote the school's STEM developments to the public 2. To admit more new students who are talented in STEM. 3. To identify students who are talented in STEM through STEM-related activities and their academic performance. 4. To set up a school STEM team. 	<ul style="list-style-type: none"> ➤ Databank of STEM elite students has been set up. ➤ A school STEM team has been set up. 	<ul style="list-style-type: none"> ➤ ARSU documents ➤ STEM Team report 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Sep to Oct 	<ol style="list-style-type: none"> 1. PRU 2. ARSU 3. STEM team and SCI, TECH & MATH KLA's 4. STEM team 	/
<p>❖ Teachers' knowledge and skills in STEM are enhanced.</p>	<ol style="list-style-type: none"> 1. To encourage teachers to attend seminars and workshops in STEM, and to share what they have learnt regularly in staff development programmes, subject meetings and faculty meetings. 2. To invite professional organizations to provide school-based STEM-related training for our teachers. 3. To set up a STEM teacher team to synergize teachers with passion and potential in STEM education 4. To promote professional dialogue with outside STEM organizations (e.g. STEM experts, Universities, Tech companies) 	<ul style="list-style-type: none"> ➤ At least one STEM-related training to teachers has been conducted. ➤ A STEM teacher team has been set up. 	<ul style="list-style-type: none"> ➤ SDU reports and records ➤ STEM Team records 	<ol style="list-style-type: none"> 1. Whole year 2. 2nd Term 3. Sep to Oct 4. Whole year 	<ol style="list-style-type: none"> 1. SDU 2. SDU 3. STEM Coordinator 4. STEM team 	<ul style="list-style-type: none"> ➤ Expenses on teachers' training
<p>❖ Facilities and equipment for the development of STEM are installed.</p>	<ol style="list-style-type: none"> 1. To obtain funding from QEF to build a STEM laboratory. 2. To expand the existing Maker Laboratory to accommodate more students for STEM lessons and activities. 3. To install equipment necessary for the implementation of STEM education. 	<ul style="list-style-type: none"> ➤ The planning of the new STEM laboratory has been confirmed and the project has proceeded. ➤ New equipment has been installed to promote further STEM education development. 	<ul style="list-style-type: none"> ➤ STEM Team records ➤ Inventory records 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 	<ol style="list-style-type: none"> 1. CMDU 2. STEM team and SCI, TECH & MATH KLA's 3. STEM team 	<ul style="list-style-type: none"> ➤ Costs of new Equipment and installation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<ul style="list-style-type: none"> ❖ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ❖ Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education. 	<ol style="list-style-type: none"> 1. To improve the current IT curriculum. 2. To offer JS STEM enhancement programme to students talented in STEM. 3. To invite students to participate in a wide range of STEM-related activities and competitions to develop students' problem solving skills, critical thinking and creativity. 4. To adopt a maker and collaborative approach in STEM training. 	<ul style="list-style-type: none"> ➤ The JS IT curriculum has been reviewed and refined. ➤ A new JS STEM enhancement programme has been implemented ➤ Students participated in a wide range of STEM-related activities and competitions. 	<ul style="list-style-type: none"> ➤ IT Scheme of work ➤ Student survey ➤ Activity records 	<ol style="list-style-type: none"> 1. Sep to Oct 2. Whole year 3. Whole year 4. Whole year 	<ol style="list-style-type: none"> 1. IT KLA / STEM Coordinator 2. STEM team 3. STEM team and Sci / Tech / Math KLA 4. STEM team 	<ul style="list-style-type: none"> ➤ Costs of STEM teaching resources