



# **Lam Tai Fai College**

## **School Report**

### **2017-2018**



## **Our School**

### **School Vision & Mission**

#### **Our Mission**

The College aims to contribute to the wholesome personal growth and intellectual development of youths through a comprehensive, challenging and demanding mix of academic, aesthetic and physical endeavours.

#### **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.

## **Introduction**

In support of the call for all-round development of youths in Hong Kong, Lam Tai Fai Charitable Foundation proposed to establish a quality secondary school under the Direct Subsidy Scheme in 2002. Lam Tai Fai College (LTFC) started its operation in September 2004, offering an innovative and comprehensive curriculum with special emphasis on Art and Fashion Design, Sport Development, Health Education and Innovative Technology.

The Junior Curriculum at LTFC offers a comprehensive range of programmes to enrich students' learning experiences as well as to prepare them for the Senior Secondary Curriculum. It also aims at enhancing students' generic skills with due emphasis on areas such as collaboration, communication, creativity, leadership and critical thinking skills.

Our Senior Curriculum is uniquely designed to provide a wide range of learning options from all the key learning areas so that students can choose the subjects that best suit their abilities and interests. It also prepares them for the Hong Kong Diploma of Secondary Education Examination and university admissions. With the extensive range of programmes we offer, we aim to improve students' prospects for success in life.

The College places great emphasis on instilling in the students the correct learning attitude and study habits. Students are encouraged to read, observe and to discuss during the learning process so as to develop their different generic skills. Lessons are designed in a flexible manner to give teachers adequate time to interact with the students so as to enhance learning effectiveness.

To explore students' different learning abilities and to widen their horizons, cross-curricular projects are introduced. Through project-based learning, students are given the opportunities to apply their knowledge, creativity, skills and values, collaborate with others and to develop their life-long learning capabilities.

Our beautiful 21<sup>st</sup> Century millennium school premises are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, two Fashion Design Centers, a Gymnasium, a Fitness Centre, a Lecture Theatre, Campus TV, English Café, Putonghua World and Visual Arts Passageway.

To further enhance the learning environment, a New Learning and Activity Complex was completed in 2010 to meet the challenge of the New Senior Secondary Curriculum and to enrich students' learning experiences. The complex includes an Indoor Heated Swimming Pool, another Fitness Centre, a 21st Century Library and Learning Resources Centre, a Multi-media Learning Centre, a Cafeteria and a Multi-purpose Stadium.

## **Major Concerns**

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

## Achievements and Reflections on Major Concerns

### 1. To create a positive school climate

1.1 Everyone in the school shares the same vision and works towards the same goals.

- The stakeholder survey conducted in April 2018 reflected the effectiveness of the open, mutual communication among the policy makers, administrators and teaching staff. The following table showed how teachers responded to the questions in the stakeholder survey regarding whether the school had strategically formulated its development plans in line with its direction of development.

Scale	Item		Percentage					Mean	
			Opinion						N/A
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
My views on school management	1.	The school has a clear direction of development.	12.3	74.0	12.3	1.4	0.0	1.4	4.0
	2.	The school strategically formulates its development plan(s) in line with its direction of development.	6.8	68.5	21.9	2.7	0.0	1.4	3.8

- Moreover, from the survey, it reflected how the teaching staff valued the school's effort to systematically collect data on learning and teaching with a view to monitoring students' performance and progress. The teachers also had positive feedback regarding the school's effort to actively report to teachers, students and parents results of its self-evaluation.

Scale	Item		Percentage					Mean	
			Opinion						N/A
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
My views on school management	5.	The school systematically collects data on Learning and Teaching with a view to monitoring students' performance and progress.	6.8	56.2	31.5	4.1	1.4	1.4	3.6
	6.	The school actively reports to teachers, students and parents results of its self-evaluation.	5.5	64.4	24.7	4.1	1.4	1.4	3.7

- The school maintained a very good, harmonious relationship and effective, open communication with the parents, especially through the Parent-Teacher Association (PTA). The advice of the parents had been sought and considered before a new school policy was endorsed and implemented by the Development Steering Committee (DSC). The following table showed the positive views of LTFC's parents had for the school.

Scale	Item	Percentage						Mean
		Opinion					N/A	
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
My views on home-school cooperation	The school often keeps parents informed of school affairs and development.	17.8	61.0	20.2	1.0	0.0	8.2	4.0
	There are sufficient channels, such as parents' day, the school website, school post box, etc., for me to express my views to the school.	19.3	62.5	17.3	0.8	0.0	6.9	4.0
	The school is willing to listen to the views of parents.	20.2	61.7	17.8	0.2	0.0	8.3	4.0
	The parent-teacher association can facilitate communication between the parents and the school.	16.6	61.3	21.3	0.6	0.2	8.3	3.9
	The school often invites parents to participate in school activities	19.9	61.2	18.5	0.4	0.0	7.8	4.0

- Parents also showed that their views regarding formulation of school policies were effectively communicated to the school through various and sufficient channels. The school was willing to listen to their views and parents were kept informed of school affairs and development regularly.
- The school also maintained a very good, harmonious relationship and effective, open communication with the parents, especially through the Parent-Teacher Association (PTA). The advice of the parents had been sought and considered before a new school policy was endorsed and implemented by the DSC. Parents also considered that the PTA had facilitated the communication between the parents and the school as parents were always invited to participate in the school activities to create an environment of LTFC family with active parent involvement.
- A new school policy was introduced in 2016-17. Teachers-in-charge of the school clubs and societies were allowed to apply for subsidies for organizing celebrations or parties after students had won in inter-school competitions. This policy undoubtedly boosted teachers' and students' morale.

1.2 An environment of mutual trust, respect, support and understanding is established and a strong sense of ownership, commitment and responsibility is developed.

- The school maintained the teacher-student ratio of about 1:11 in 2017-2018, which was quite low when compared to the standard teacher-student ratio in local secondary schools. With a lower ratio, more flexibility was allowed to cater to learner diversity. Allocation of teaching duties and other duties could be done more effectively with reference to a teacher's experience, background and strengths. KLA Heads were involved in the planning and allocation of manpower and assigning of teaching duties.
- Since 2016-2017, the school has appointed a senior and experienced member of the teaching staff to be the Head of Administration (HOA) instead of recruiting a new administrator to fill up the post. The HOA has shared about half of the administrative work which was originally done by the Deputy Principals and Assistant Principal. Moreover, HOA has effectively re-deployed the job natures and specifications of all the supporting staff of General Office so that most of them work in pairs and in a collaborative manner to support each other. On the other hand, the operation and effectiveness are not affected in case one member of the supporting staff was on leave during some important school days. The HOA also has streamlined many administrative procedures and downsized the daily paperwork by using the Strengthening School Administration and Management Grants (SSAM) to recruit an IT expert to develop new and optimize electronic systems in an effort to make the school General Office into a paperless working environment.
- The School organized different activities for the whole school to enhance the positive atmosphere. Lunch gathering was held at school before the crisis drill and a staff



bowling day was organized during the post assessment activities period. All these helped to establish a close bonding among staff members and provided a chance for different staff members and teachers to communicate more frequently in a relaxing atmosphere. As a result, the relationship was enhanced between different staff members.

- Positive beliefs of teachers were reinforced by sharing messages through film appreciation. In this year, the movie ‘Flying Colours’ was showed. According to the feedback from the Staff Development Unit, teachers was much inspired and had plenty of reflection about the reasons of becoming a teacher after watching this movie. Moreover, each new teacher was assigned one mentor (usually the KLA head) in order to let them get familiar with the school culture.
- Good teaching practices and resources were shared in the common lesson time regularly. The period for peer lesson observation has been extended from September to April of every academic year. Teachers were allowed more flexibility in observing lessons according to their own preference and schedule.
- On the other hand, good practices were also shared among class teachers in Form meetings. The Form Masters (FMs) held regular meetings for sharing the experience and discuss the policies and strategies which could assist class teachers to improve the efficiency and effectiveness in class management. FMs also provided timely support and guidance to class teachers and a performance report to class teacher each term. Through this, FMs provided valuable suggestions and feedback to the class teachers and helped them, especially the new teachers, to understand and live up to the schools’ expectations for class teachers.

1.3 The working culture of self-reflection, continuous improvement and striving for excellence is cultivated and a high-calibre workforce is developed

- The school has created a 10 year Long Service Award (teaching and non-teaching staff) to recognize those who have joined Lam Tai Fai College for more than 10 years. In 2017-2018 5 members of the teaching staff and 1 janitor were recognized and received a trophy and HK\$5000 cash incentive. Teachers were always encouraged to participate in the professional development programs/courses outside school and up to more than half of the tuition fees of these programs/courses could be reimbursed once they had completed and fulfilled the programs/courses requirements. In this way the cultures of appreciation and praise among staff were successfully built.
- Similarly when students got outstanding achievements in academic or non-academic aspects in local and overseas events and competitions; a grand announcement was made during the morning assembly, through the school web site as well as through the TV broadcasting systems of the school. Posters were posted on each floor to show appreciation to students for their effort in their studies. This made their achievements

known to all the students of the whole school. This has actually helped much to spread and cultivate the culture of appreciation and praise in the school campus.

- The following table showed how staff valued the professional interflow and collaboration inside their panel and amicable working relationship. With such a positive school climate, teachers were supported and enabled to perform their duties in a confident and professional manner.

Scale	Item	Percentage						Mean
		Opinion					N/A	
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
My views on school management	The subject panel/committee heads effectively promote teachers' professional interflow and collaboration	9.6	67.1	17.8	5.5	0.0	1.4	3.8
	The subject panel/committee heads and teachers have an amicable working relationship.	15.1	72.6	9.6	2.7	0.0	1.4	4.0

## **2. To enhance students' academic and non-academic achievements**

2.1 Students are motivated to learn. They are able to realize their learning potential and achieve satisfactory results.

- To facilitate the implementation of e-learning to enhance students' interest in learning, the school increased the speed of Internet access, set up more WiFi access points in different locations in the school campus and installed education apps on students' iPads in order to support e-learning. Google domain and student and teacher accounts were created with unlimited cloud storage and easy-to-create Google forms. The iPads for the 2018-2019 Secondary one students will come with an Apple Pencil to facilitate writing on the iPads. The use of Google Classroom was piloted in some Mathematics and Innovative Technology lessons, and will be introduced to all subjects in 2018-2019. Kahoot!, Nearpod, G-suite for education and Canvas (VLE) were also used in some Mathematics lessons. In Science lessons, teachers used Explain Everything, YouTube channels, Edpuzzle, Kahoot! and Google Classroom for self-directed learning and flipped classroom. In Integrated Humanities and Geography lessons, flipped classroom and EduVenture were tried out. With the use of VR, Integrated Humanities teachers simulated a field trip in the inner city area. Chinese Language teachers also experimented the use of Kahoot! and VLE platform. In Health Education, the implementation of e-learning provided students with instant access to teaching materials and different resources for effective learning. In music lessons, Secondary one students used iPads to compose a sound project, Secondary two students played band music and Secondary three students learned to use iPads to compose music for advertisements. During lesson observations, we found that with the use of e-Learning, students participated more actively in the lessons and showed greater interest and eagerness in the learning process.
- To allow teachers to regularly review and tailor the curriculum to suit the needs of the students in order that they can experience success in the course of study and to encourage teachers to design interesting and meaningful teaching and learning materials that allow greater learner participation and interaction, there were five subject meetings a year and a common lesson time per subject per level per week, during which the teachers could discuss the implementation of the curriculum, review the learning materials to ensure that the materials were suitable for our students, and share good practices to enhance learning and teaching effectiveness. Liberal Studies teachers reviewed the Junior and Senior Liberal Studies curriculum to incorporate recommendations from the Education Bureau. For Integrated Humanities, some of the topics were trimmed down and the exercises in workbooks were enriched to suit the needs of the students. For the Science KLA, teachers re-arranged the schemes of work to allow teachers more time to teach the core part. ICT teachers also revised the schemes of work to build a stronger interface between the Secondary three & four curricula. As for Music, apart from using textbooks, iPad composition, film

appreciation, world music and Hong Kong pop music were introduced to the curriculum. Secondary one to three students learned to play ukulele and keyboard and most enjoyed playing instruments in the lessons.

- To engage students in meaningful learning activities, a STEM activity, Rocket Car Fun Day was organized for all Secondary three students in December. Five teams which attained the highest speed joined the Rocket Car Competition in April. For Geography, a field study to Shek O was organized for Secondary four and five students in January. The students learned field skills for answering the fieldwork-based question in the HKDSE examination. Besides, an urban study field trip was organized for Secondary four and five students in the post-assessment period. For Integrated Humanities lessons, some interesting and meaningful teaching and learning materials were designed to allow greater learner participation and interaction. For example, the use of films recorded by teachers for the teaching of map reading, the use of Eduventure for the teaching of landuse in Secondary one, and the use of iPads for the drawing of the demand and supply curves in Secondary three. And during the post-assessment period, 16 students were nominated to join the Disney Youth Programme. Senior secondary students studying Economics took part in the JA Company Programme in order that they could learn in an authentic business environment. For Physical Education lessons, through close liaison with some sports associations, professional coaches were provided to support the teaching of fencing, swimming, basketball and cycling in Physical Education lessons. Besides, Secondary four students studying HKDSE Physical Education went on a study tour to Shanghai with 7 other Secondary schools in Hong Kong. In Innovative Technology lessons, computer/ mobile game design was introduced to arouse students' learning interest and motivation. In Liberal Studies, project-based learning was organized with the Social Science KLA in the Summer Bridging programme in July 2017 to provide new Secondary one students the chance to design their ideal society and present what they had learned. In Health Education, cross-subject learning activities were organized to make learning more effective. The Secondary one Cooking Competition was a cross-curricular project with English, Jogging for Health with Physical Education and the Inter-house debate competition with the School Debate Team. To instill in students the habit of reading, our school Reading Club arranged reading activities during lunch time.
- To initiate learning support schemes for the less able students to enhance their learning motivation, after school reinforcement classes were provided for students who were weak in Chinese Language, English Language and/or Mathematics. For most senior secondary subjects, afterschool tutorial classes were held to help weaker students consolidate what they had learned in the lessons. Lunchtime and afterschool tutorial classes were arranged for Secondary one students to equip them with map reading skill. For Sport Elite students, Chinese and English tutorial classes were provided. Students with special needs were arranged to meet our school Educational Psychologist for assessments and learning support. A few students joined the Jockey Club Autism

Support Network program, and some joined a Reading Strategies class taught by our Educational Psychologist. Through the Quality Education Fund Project with the Hong Kong Education University, our English Department produced modified teaching materials and extra learning resources to provide our students with better learning support in the lessons. Mathematics teachers produced videos to give students step by step explanations of Mathematics problems to enable weaker students to learn at their own pace. In Business KLA, peer learning was implemented to cater to learner diversity through group effort and discussions. Science and Economics teachers prepared tailor-made lesson notes to help low-ability learners. Detention class was arranged throughout the year to help students better manage their homework.

- To motivate students to learn, subject teachers were encouraged to provide instant feedback to students, and to stimulate students to think how to solve problems by themselves. In some subjects, e-marking was initiated in order that students could receive instant feedback to improve their learning. After the mid-term examination, Secondary one and four examination evaluation reports were issued to parents to let them know more about the standards of their children in order that they could provide additional support to their children.

## 2.2 Students are able to realize their learning potential and achieve satisfactory results.

- To help students understand their abilities and learning needs, our Careers Education Unit provided individual counselling services for senior secondary students to equip them with effective study skills for life-long learning. An elective subject selection workshop, a mock subject selection and a taster programme were held by the Curriculum and Pedagogy Unit for Secondary three students to help them determine which elective subjects to take in Secondary four. In some subjects, pre-tests were given to enable students to understand their academic standards and set goals to achieve better results.
- In order to enhance students' academic attainment, setting high expectations for them was essential. Subject panels were invited to set HKDSE target grades for each student based on their predicted results and then devise strategies to help the students achieve their targets. Teachers of senior levels discussed and communicated to students their expectations of their HKDSE results, and tutorial classes were organized to help them achieve their targets. University visits were arranged to motivate students to work hard towards their goals. Our Form-based Management Unit organized sharing sessions to promote the importance of goal setting and planning to enhance students' learning motivation. Students with good academic achievements and improvement were commended regularly in the morning assemblies, Prize-giving Ceremony as well as the School Closing Ceremony to foster a good learning atmosphere. More challenging exercises were designed for high ability students.
- Motivating the students to take ownership of their studies was essential. Secondary four and five students took part in a seminar on Multiple Pathways, through which

they knew more about the university admission requirements and learned to make their own study plans and acquired better time management skill. Monthly lunch career talks on overseas study were conducted for students. In addition, a workshop on release of HKDSE results was arranged for Secondary five students. Through individual counseling provided by careers teachers, students understood the admission requirements and the weighting of different core and elective subjects. Subject teachers also discussed with the students their individual study problems and helped them work out their own study plan and study schedule. Moreover, an online questions bank was provided to allow senior secondary students to practise HKDSE questions on their own.

- To help improve students' examination skills, revision guides covering subject knowledge, concepts and examination techniques were produced for students' reference. Past examination papers were used and discussed in details. Answering techniques, use of concept maps and mind maps, essay writing skills were taught in different subjects. Our NETs conducted extra speaking practice and mock examinations to help Secondary four to six students prepare for their HKDSE examination. Working closely with the Hong Kong Sports Institute (HKSI), our students taking HKDSE Physical Education had access to the track and field and other sports facilities in the HKSI for better examination training. Some Secondary five and six students attended outside mock examinations to have a better understanding of the standards of other students in Hong Kong. During Secondary six students' study leave, intensive tutorial classes were organized by our teachers to reinforce what they had learned and it proved very effective.
- The Reaching for the Stars Scheme was implemented for Senior Secondary elite students to help them attain outstanding results in the HKDSE examination. Some Secondary six elite students joined a Mathematics Enrichment Programme organized by the Chinese University of Hong Kong.
- Small class teaching was practiced in Secondary one to three and Secondary six Chinese Language, English Language and Mathematics to provide better support for the students to help them build a more solid academic foundation and to prepare Senior Secondary students for the HKDSE examination.
- Useful assessment data and analysis were provided after each test and assessment to teachers to help them evaluate their own teaching effectiveness. Based on the assessment data and analysis provided by the Curriculum and Pedagogy Unit after each assessment and the latest information provided by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, KLAs were able to make adjustments to the curriculum, teaching strategies and materials to suit the needs and abilities of our students.
- Through the above initiatives and strategies, as well as the concerted efforts of our teachers, the number of students who attained Level 3 in English Language and Chinese Language in the HKDSE examination increased 10.5 and 10 percent

respectively, while Liberal Studies, Biology, BAFS, Chemistry, Chinese History, Economics, ICT, Physical Education and Physics all made good improvements in the Level 2 rates. In Visual Arts, most levels attained were higher than the Hong Kong average, with 40.9% and 81.8% attaining Level 4 and Level 3 respectively. And it is most encouraging that the number of students who fulfilled the university entrance requirements increased 4 percent.

### 2.3 Students fully realize their potential in non-academic areas

- The Careers Education Unit conducted personality tests for S3 and S5 students to help them to realize their potential and strength in non-academic areas. With reference to the personality test results, students had a better understanding of their potential and strength. Individual counseling provided for S5 and S6 students also helped them to realize their potential in non-academic areas and to develop their life plans.
- In 2017-2018, there were greater varieties of activities to help students to develop non-academic achievements when compared with 2016-2017. A lot of music activities had been organized in the school to help students to develop their talent in music. 70 members of the Choir and Handchimes Team had joined the performance on Information Day. 58 students had joined the X'mas Performance in Tsim Sha Tsui. There were also performances of handchimes team, marching band and choir in school functions such as Swimming Gala, Athletics Meet, school Information Day and Singing Contest, etc.
- Teachers invited different students to be MCs of school functions. More JS students were invited this year. This could help to explore the talents of students.
- There was an increase in the activities for students which could develop their potential in 2017-2018 when compared with 2016-2017.
- The English KLA had provided more opportunities for students to develop talents in drama and public speaking. Students applied what was learned in Language Arts lessons in their writing (S3-reality TV show). A student directed and wrote the drama script for Drama Festival. That was a good example of unleashing a talented student's potential. Newly-renovated English café was used 100% more than last year. This provided opportunities for students to develop their potential in running a café.
- The Chinese KLA also encouraged students to join more activities to explore their potential e.g. debates and public speaking competitions.
- The number of students joining sports activities also increased. In 2017-2018, 44.4% of the students in the school were registered as members of HKSSF (joining inter-school sports activities), while the figure was 43.7% in 2016-2017.
- In order to help students to become more physically active and realize their potential in sports, the "Jogging for Health" programme was launched. It comprised 14 practice sessions and junior form inter-class relay races. In total 250 students took part in it, with some good runners identified for joining the distance running school teams.
- Students had more reflection on their potential and achievement through participation

in non-academic activities. Some topics in bi-weekly journals helped students to reflect on their potential after some school events such as school outing and sports events.

- Guidance to students in organizing school activities had been strengthened. This helped students to gain successful experiences and realize their potential. There were also reflection meetings with students for some of the clubs, societies, service groups, Houses and Student Union at the end of the academic year.

### 2.3 Students are exposed to a wide variety of learning experiences both inside and outside school.

- More inter-class, inter-house, co-curricular and cross-curricular activities for students were organized when compared with that of last academic year.
- Inter-class classroom dairy competitions were carried out each month. Moreover, some inter-class competitions were organized during post examination period. Some student representatives were trained to be the MCs of some prize presentations such as classroom dairy and board decoration competition. Students were exposed to a wider variety of learning experiences in the class level. In order to encourage students to participate more in regular exercises, an inter-class jogging competition was newly introduced this year. An inter-class Mathematics Competition was organized for S1 and S2 students. There was also an inter-class Quiz Competition (Chinese, English and Moral and Civic Education) organized for S3 students.
- Inter-house activities were organized for students such as sports competition, debate competition and Social Science Quiz Competition. These activities all exposed students to the learning experiences in organizing and participating in the activities.
- In 2017-2018, teachers organized activities to expose students to a wider variety of learning experiences both inside and outside school when compared with 2016-2017.
- A new sports competition “Principal Cup 3-on-3 Basketball Competition” was held at lunchtime.
- For Health Education, students helped to organize Joint School Famine, same as last year. Besides, more students were encouraged to join activities outside school. 4 S2 students attended health ambassador workshop from CUHK Health Education and Promotion Centre. S4 HMSC students received training on mental health through the “HEALTH in MIND” programme. They assisted in organizing the inter-house debate competition on the topic of mental health, with the support of the school debate team.
- Together with the Health Education KLA, the Chinese KLA conducted a Mid-autumn festival activity which introduced different festive food and shared the related poems with students. Nutritional facts on festive food were disseminated through games.
- The School encouraged students to take part in regional and international competitions. With flexible learning plans, some of our students could take part in external competitions such as Interport and ISF Gymnasiade and got prizes.
- Leadership training was provided by teacher supervisors for students in organizing



activities in class, clubs and societies, service groups, uniform groups, Houses and Student Union. Uniformed leadership training was organized for student leaders. Provided by The Boys' & Girls' Clubs Association of Hong Kong called Youth ImpACT Award, 12 students joined the uniformed leadership training. A more large-scale uniformed leadership training could be organized in the next academic year.

- Some overseas exchange programmes for the students were organized to widen their global perspectives. 91 S4 students joined the Xiamen Exchange Tour. 6 of the outstanding Visual Arts students visited the Gyeonggi Arts High School (Korea). 19 students joined the Australia English Language Learning Study Tour (Brisbane). 15 students were nominated to join the Singapore Sports School Exchange Tour. And 15 students joined the Swimming Training Tour (mainland). Experiencing the authentic cultural and culinary experiences of every destination, students could widen their global horizons. All the tours provided students with the chances to exchange with students in other parts of the world. Students had lessons and activities with students in Xiamen, Korea and Brisbane. The athletes of the school joined the training of students in Singapore Sports School and Mainland China. Students built independence and confidence as they explored new places and local customs.
- It was difficult to organize experiences on job shadowing for students as majority of the programmes were conducted on school days. In order to provide more work-related learning experiences for students, the Careers Education Unit had organized some work-related activities in the post-examination period. There were also work sharing during lunchtime which was organized by the Careers Education Unit.
- Results of the Stakeholder Survey showed that there was an increase in student participation in extra-curricular activities. In 2017-2018, 62% of the students agreed or strongly agreed that their schoolmates actively participated in extra-curricular activities, while the figure was only 53.7% in 2016-2017.

#### 2.4 Students achieve outstanding results in external competitions.

- Teachers identified talents of students in different areas and encouraged them to take part in external competitions. In 2017-2018, students of our school showed outstanding results in external competitions in the focused areas of the School - sports, art and design, innovative technology and health education.
- 2017-2018 was a fruitful year for the School in terms of sports performance; our school teams had excellent performance in inter-school sports competitions. They won a total of 27 team awards, including 9 Champion, 13 First Runner-up and 4 Second Runner-up trophies as well as the overall second position in both boys and girls of the Shatin and Sai Kung District (ST & SK). LTFC girls also won the Most Progressive Award, a really rare case for a top-ranking school. In May 2018, Chang Yu-juan, our S3 student, historically won the first Gold Medal for Hong Kong in the International

School Sport Federation (ISF) Gymnasiade 2018 held in Morocco. Moreover, 7 LTFC athletes won the Ten Sport Excellence Award and the Grantham Outstanding Student Athlete Award presented by the Hong Kong Schools Sports Federation (HKSSF), the highest number of awards ever won by a New Territories school as well as a new record of LTFC.

- More training hours were given to students in preparing them for external competitions. For sports, the total number of training hours for 2017-2018 was 1,241 hours, while the figure was only 879 in 2016-2017.
- For art and design, our students won the Gold Prize in The Exhibition of Secondary School Students' Creative Visual Arts Work 2017-2018 (EDB) as well as the Champion of Chalk Art Painting Competition organized by Savannah College of Art and Design. Our students also won one Hong Kong Grand Prize and one Honourable Mention in the International Students' Visual Arts Contest-cum-Exhibition of Hong Kong.
- For Innovative Technology, the number of students joining external competitions increased. A group of S4 students got the “Best Presentation Award” in the Fun With Learning 2018 - “i-Generation Hong Kong (i-Code)” Coding Competition.
- For Health Education, 11 students participated in the Youth ImpAct Programme. 3 groups entered the competition, and 2 groups were awarded “merit”.
- Besides the focused learning areas, the School had paid effort in developing other non-academic cultural areas and achieved outstanding results in external competitions, especially in drama, music and dancing.
- The school joined the English Drama Festival and got prizes every year, but it was the first time our student wrote the script and directed the drama. She won the Outstanding Director Award so it would encourage more students to direct/write in the future. Two other students got the Award for Outstanding Performer and the whole team won the Award for Outstanding Stage Effect and Outstanding Cooperation.
- Students were encouraged to participate in more activities outside school. It was the first time for the Dance Society to join the 54th Schools Dance Festival Competition and won the "A Grade Prize" in the Hip-hop and Jazz group.
- The Music Panel encouraged students to take part in the Hong Kong Music Festival Competition. It was also a record for the School to have a Choir of fifty-five members joining an external competition and won several prizes. The team achieved Proficiency in Music Festival. At the same time, it won three Gold Awards, one Silver Award and four Bronze Awards in the Joint School Music Competition 2018. Ten students joined the solo/group singing sessions in the Joint School Music Competition. Three of them got the Gold Awards, one got the Silver Award and four students got the Bronze Award. Fifteen students of the Handchimes Team joined the Joint School Music Competition and won the Bronze Prize. Thirteen students joined the Solo Session of 70th Hong Kong School Music Festival. One student got the Second Prize and others got Merits or Proficiency in the Competition.

- Besides, the Entrepreneur Society had joined the Junior Achievement. 11 students formed a student company with business advisors from PathFinders Alliances and MTR. The student company won the JA Corporate Sustainability Award, Creativity and Innovation Award, and it was the first time ever since the School joined the JA programme.
- There was also an increasing number of students joining the Chinese, English and Mathematics related non-academic activities, and an increasing number of prizes were obtained. The school encouraged students to join public speaking competition. Prizes were obtained. One student won the Champion of the Secondary 2 Solo Verse Speaking (Chinese) and one student won the First Runner-up in the Secondary 2 Solo Verse Speaking (Chinese) in the 69th Hong Kong Schools Speech Festival. One student got the Second Runner-up in the Secondary 5 Solo Verse Speaking (English) in the Speech Festival. Besides, one Student got Champion in a Putonghua Public Speaking (News Anchor) Competition. One student also got the First Runner-up in the Taoism Verse Speaking Competition. Some junior form students joined the competitions organized by the Hong Kong Mathematical Olympiad Association, and two obtained Third Prize.

### **3. To nurture our students to become self-actualizing individuals**

3.1 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.

- Self-actualization can be seen as similar to words and concepts such as self-discovery, self-reflection, self-realization and self-exploration. It is defined by Maslow as "the desire for self-fulfillment", namely the tendency for him to become actualized in what he is potentially. Appreciating who you are and recognizing your worth are instrumental in developing a healthy mindset. In order to help students to become self-actualized people and to deal with life successfully, different units helped students to understand their strengths, weaknesses and needs in several ways. Students' confidence and self-esteem are boosted. Students' self-managements skills improved.
- The Form Based Management Unit (FBMU) organized different kinds of activities in junior form to promote life planning. For S1, self-management and discipline were the themes. Class teachers arranged classroom routine and activities for S1 students to understand their needs in secondary school life. For S2, self-understanding and goal setting were the targets. Class teachers worked with the Guidance and Counselling Unit (GCU) to launch Project "Respect for Life – Let me Shine" (Joyful @ School mini-program). For S3, Self-reflection and subject selection were the themes. Through bi-weekly journal and talks with senior students organized by Form Master, S3 students had a better understanding of their strengths, weaknesses and needs in junior level. They learned how to set achievable goals when facing the problem of subject selection.
- The FBMU also set up "Encouragement Program" in S1 – S5, so as to help students to develop their talents in academic aspects. Moreover, through movie appreciation activities, S1-S5 students had a better understanding of their needs in teenage development.
- The Guidance and Counselling Unit (GCU) arranged a series of sex education that with the school social worker, the Department of Health (DOH) and other organizations for S1-S5 students. Over 80% of students who participated in the sex education workshop increased their understanding about the physical and mental change during puberty.
- The Moral and Civic Education Unit (MCEU) arranged students to participate in various services such as flag selling, the Countryside Cleaning Action, caring for the weakness (北河同行) and watching the movie of "Golden Flowers" to arouse the awareness of our students to understand different talents and needs of people. Thus, our students have the opportunities to make self-reflection after these activities.
- The Careers Education Unit (CEU) conducted personality tests for S3 and S5 to understand their strengths, weaknesses and needs associated with their personality. They were then able to make realistic and achievable life plans and strive for self-actualization.
- For S4 students, they understood more about their strengths and weaknesses in

drafting their own CV in the “My CV Workshop”. At the same time, they were aware of their needs to equip themselves for their future career.

- Individual counseling and group counseling were organized for S5 and S6 students by CEU. Students could learn more about themselves, their opportunities in study and the world of work. They could then make more rewarding career plans and strive for self-actualization.
- Besides senior form students, attempts were made to promote life planning in junior levels. The career workshops of “To Make My Dream Come True” had been conducted for S1 students to help them understand their value and ability and then to develop their own dreams. Besides, a seminar on “Time management and Study Skills” was conducted to help S1 students to acquire more life skills. For S2 students, two workshops on “Goal Setting” and “Personal Finance” were organized to help them to set realistic and achievable goals and manage themselves better. While for S3 students, they could understand more about their strengths and weaknesses as well as the DSE elective subjects that were suitable for their personality, ability and learning style through the three “Subject Selection Seminars”. This could facilitate their plan in choosing Secondary elective subjects.
- In order to help students explore their potential and talent, some of the senior form students were arranged to visit the Institute of Vocational Education (Shatin) and to acquire more work-related experiences. Students studying Business-related subjects joined the Finance and Banking Services Simulation Activities of the Bank of China Financial Learning Centre of the Institute. Students had a better foundation in their life planning by experiencing the daily operation of a customer service officer in a branch. Students studying ICT were arranged to visit the Institute to experience the information technology industry. As a result, students could discover their own interests and potential, so that they could plan ahead their articulation pathway and future prospects. Moreover, the CEU and FBMU had arranged S4 students to visit The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education. Students attended the experiential lessons about Hotel Management, Aviation, Early Childhood Education and Healthcare. The Arts students also visited the Design School of the Hong Kong Polytechnic University.
- According to the stakeholders’ survey of students, the mean of junior form students on the aspect of “my views on support for student development” was 3.5 last year, but 3.7 this year. This showed that the above activities were suitable for junior form. However, the mean of senior form students on the same item was 3.4 this year, but 3.5 last year. More efforts should be made to explore potential and develop talents of senior form. S4-S6 students have to be guided to achieve their goals.
- In conclusion, most of students understood their strengths, weaknesses and needs. They learned how to explore their potential and develop their talents. They were able to set achievable goals. However, more attention should be paid to senior form students.

3.2 Students' confidence and self-esteem are boosted. Students' self-management skills improved.

- Leadership training was organized to foster feelings of competence and self-efficacy in different student organizations, such as class committees, societies and clubs, service groups, Houses and Student Union. Through these activities and training, most of the students involved improved their self- management skills.
- Uniform group leadership training was organized for students, but only 12 students joined it. Teachers should encourage students to join in the next academic year.
- The DPCU arranged Discipline Training for some students to improve their self-management skills. 20 students fulfilled the requirements and passed the program. The DPCU also organized a Prefect Leadership training camp for senior prefects. The program enhanced their confidence and sense of belonging as LTFC student leader.
- The GCU also arranged lots of activities to boost students' confidence. To foster feelings of competence and self-efficacy through self-management and leadership training, 30 guidance prefects participated in the leadership training workshop and learned creative communication, planning skills and problem-solving skill. They designed activities that could be run in the lunch sessions such as board game, handicraft workshop to share the caring atmosphere in school. They invited S1 and S2 students to join their activities and play board game with them. Students and Guidance Prefects both enjoyed the activities. 10 Guidance Prefects from S3 and S4 participated in 'Pupil Ambassador – Lead a Positive Life' Project from EDB. In the leadership training workshop, they learned team spirit, creative communication, planning skills and problem-solving skill.
- The GCU also arranged two Stress Management Workshops for S4 to S6. The feedback of the talk was positive. 80% of the students agreed that they learned more about the causes and effects of stress and fear. 74% of the students agreed that the workshop let them know more about how their thinking method affects their emotions and behavior. Near 80% of the students agreed that they increased their awareness of their negative involuntary thoughts. 75% of the students learned how to change their thinking method to deal with the pressure and fear. The GCU arranged an Internet Addiction and Health Emotion Seminar by St. James' Settlement for S3 and S4 students. The feedback of the seminar was positive. All students agreed that they understood more about their stress level. All of them learned how to handle the stress from learning and study. Most of them agreed that they understood internet addiction and would reduce internet access.
- The GCU arranged three class based activities for S1 to S3 students for Project 'Respect for Life – Let Me Shine' (Joyful@ School mini-program). Students learned to accept, respect and appreciate their classmates through experimental learning in different games. It also helped them to build a peer support group so as to enjoy their school life and class life.
- "Self-confidence and self-esteem grow from early successful experiences". Various

activities were organized to help students to gain successful experience and to enhance their self-confidence and self-esteem. Students were motivated to join various large-scale functions in School to serve as helpers. Examples of the functions were School Information Day and Primary School Sports Competitions. Students were also invited to perform in School Information Day, Speech Day and Annual Fashion Show. These all helped students to acquire successful experiences as well as to pave their way to self-actualization. At the same time, they could learn career skills and enhance their self-efficacy. Being the designers of the Annual Fashion Show, students could also achieve self-actualization through their dreams coming true on the runway.

- Data of APASO (Stress Management) showed that LTFC students were more equipped and well-trained in facing difficulties when compared with the average students in Hong Kong.

Junior Form students:

Items (situation control)		Strongly Agree (%)	Agree (%)	Mean	SD	Effect size
I figure out the cause of problems.	HK	14.31	58.96	2.84	0.70	
	LTFC	32.39	46.48	3.04	0.87	Small
I know what action I should take.	HK	14.75	57.57	2.84	0.71	
	LTFC	30.99	53.52	3.06	0.88	Small
I take action to solve the problem.	HK	18.15	59.76	2.93	0.70	
	LTFC	32.39	52.11	3.08	0.86	Small

Senior Form students:

Items (self-encouragement)		Strongly Agree (%)	Agree (%)	Mean	SD	Effect size
When there are difficulties or challenges, I encourage myself that I can get the situation under control.	HK	11.61	57.22	2.77	0.69	
	LTFC	20.31	62.50	2.97	0.76	Small
When there difficulties, I encourage myself that I can complete it successfully.	HK	10.99	51.94	2.70	0.72	
	LTFC	18.75	57.81	2.89	0.78	Small

- Data of APASO (Attitude to School) showed that LTFC students had more successful experiences when compared with the average students in Hong Kong.

Junior Form students:

Items	Year	Strongly Agree (%)	Agree (%)	LTFC mean	HK mean	Effect size
I am a success as a student.	2017	12.50	43.75	2.66	2.47	Small
	2018	22.22	48.61	2.85	2.47	Moderate
I always enjoy successful experience at school.	2017	10.94	54.69	2.72	2.51	Small
	2018	15.28	52.78	2.76	2.51	Small

- The results of APASO showed that junior LTFC students enjoyed more successful experiences at school than the average students in Hong Kong. At the same time, more of the LTFC junior students thought that they were successful as students than the average figure in Hong Kong.

Senior Form Students:

Items	Year	Strongly Agree (%)	Agree (%)	LTFC mean	HK mean	Effect size
I am a success as a student.	2017	18.06	34.72	2.63	2.88	Small
	2018	23.81	36.51	2.83	2.88	Negligible
I always enjoy successful experience at school.	2017	16.67	41.67	2.69	2.32	Small
	2018	25.40	38.10	2.83	2.32	Moderate

- When compared with 2017, there was an increase in the percentage of senior LTFC students who agreed and strongly agreed that they were successful as students. There was no significant difference in the mean of LTFC and Hong Kong. On the other hand, the results showed that senior LTFC students enjoyed more successful experiences at school than the average students in Hong Kong.
- In conclusion, the increase in students' perception as a successful student and also their successful experiences in school helped to show the enhancement of self-confidence and self-esteem among the LTFC students in 2018. Moreover, the self-management skills of LTFC students improved when compared with the average students in Hong Kong.



**Lam Tai Fai College**  
**DSS Schools' Annual Financial Position**  
**Financial Summary for 2016/17 School Year**

Items	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy	68.14%	
School Fees		25.31%
Donations		0.00%
Others Income	1.42%	5.13%
TOTAL :	69.56%	30.44%

<b>EXPENDITURE</b> ( in terms of percentages of the annual overall expenditure)	
Staff Remuneration	81.04%
Operating Expenses	12.28%
Fee Remission & Scholarship	2.68%
Repairs & Maintenances	1.98%
Depreciation	1.98%
Miscellaneous	0.04%
TOTAL :	100%

Surplus/Deficit for the School Year #	Surplus - 0.31 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	Surplus - 5.74 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure	

\*The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.