



Lam Tai Fai College

School Report

2018-2019



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 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.)

Yearly Theme

Appreciation

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 21st Century millennium school premises are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, two Fashion Design Centres, 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 Maker Laboratory, 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, and an environment of mutual trust, respect, support and understanding is established.

- In the welcome dinner for the new School Principal held in August, the School Supervisor and Managers of the Incorporated Management Committee communicated to all teachers and staff the school mission and vision, in order that everyone in the school would work towards the same goals.
- The School Principal had regular sharing with teachers in Faculty Meetings, Executive Committee Meetings, KLA Conveners' Meetings and Form Meetings with regard to school expectation of them.
- Team building activities were held at the beginning of the school year, which enabled our teachers and staff to know more about their own character strengths, as well as their colleagues'. Besides, through activities which required collaboration and team work, not only did our teachers and staff gained mutual trust and support, they also had a better understanding of each other.
- The school song was sung regularly on Mondays and Tuesdays during the morning assemblies to develop in teachers and students a stronger sense of belonging to the school.
- Through regular subject meetings and common lesson time, teachers are able to exchange ideas and express their opinions.
- For the formulation of school policies, KLA Conveners and Unit Heads were consulted in KLA Conveners' Meetings and Executive Committee Meetings respectively, for example, the change of curriculum structure in junior secondary, and the adoption of Japanese as the third elective subject and the incorporation of Mathematics Extended Part Module 2 in normal class timetable in senior secondary.
- The adoption of Google Classroom provides a platform for teachers to communicate with students on a regular basis.
- The Student Union served as a channel for students to communicate to the school. For example, the Student Union informed the school that a large number of senior secondary students would like to have an assembly on the extradition bill, and after talking to the representatives, the school adopted their suggestion. An opinion box was installed outside the Student Union room, but it was observed that not many students made use of the box.
- The school Principal, Deputy Principals and Assistant Principal had a meeting with all student leaders at the end of the school year to listen to their opinions and concerns. Such practice will continue every year.

- The school maintains a good relationship with the parents, effectively communicating school policies and matters relating to students through the Parent-Teacher Association (PTA), parents' evenings and parents' day. For example, through the post-assessment parents' evenings for Secondary one and Secondary Four, parents had a clear concept of the requirements of assessments in junior forms. Class teachers and Form Masters and Mistresses also work closely with parents to inform them of the performances of their children at school.
- However, even with the above initiatives, in the stakeholders' survey, the views of teachers, students and parents on school climate have dropped from 3.7 to 3.4, 3.6 to 3.5 and 4.1 to 4.0 respectively. Besides, teachers' view on school management has also dropped from 3.7 to 3.4, and professional development from 3.4 to 3.2.
- The drops in school climate ratings could be caused by the stricter implementation of school rules and closer monitoring of teaching effectiveness, and change of expectations of teachers and students, which will take time for the teachers and students to get used to.

1.2 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.

- Teachers and staff were deployed according to their strengths and abilities so as to improve their work efficiency and effectiveness.
- The School Principal and Deputy Principal had meetings with each KLA Convener and teachers teaching senior levels to communicate to them school's expectation of their teaching performance and students' academic performance.
- Form Masters and Mistresses discussed with the class teachers regularly regarding the implementation of school rules and class routines to cultivate the culture of self-reflection, continuous improvement and striving for excellence. Class teachers had a clearer understanding of their role as class teachers, and the effectiveness of handling class businesses improved.
- A whole school approach to strengthening classroom routines was adopted. Students were reminded of their responsibility as students and teachers were advised to strictly enforce the classroom rules to develop in our students positive behaviours. Good practices were shared among class teachers during Form Meetings.
- Through the class teacher interim evaluation reports written by the Form Masters and Mistresses, self-reflection and improvement were encouraged.
- Sharing sessions by teachers on the yearly theme "Appreciation" were conducted during the morning assembly. It was hoped that everyone at school could celebrate accomplishments, showing appreciation for others' efforts and achievements.

- Good practices and effective teaching strategies were shared among teachers during Form Meetings, Subject Meetings, common lesson time and peer lesson observations to enhance teachers' teaching effectiveness. KLA Conveners also opened their classes for their members to observe.
- Long Service Awards were offered to teaching and supporting staff who have worked at the school for 10 years to show recognition for their dedication to the school.
- Through internal scholarships, students who excelled in different areas, namely academic, languages, sports, art and design, innovative technology, leadership, services as well as conduct were honoured. Besides, students' outstanding academic and non-academic achievements were announced in the morning assembly, prize-giving ceremony, Speech Day and closing ceremony to celebrate students' unique talents. All these not only encouraged positive behaviours through role models, but they also cultivated the atmosphere of appreciation in the school.
- For the new school development cycle, all teachers were involved in the school review discussion to decide on the 3 major areas of concern for the school in the coming 3 years and its implementation plan, in order that a strong sense of ownership, commitment and responsibility could be cultivated.
- At the beginning of the school year, it was hoped that a stable and high-calibre workforce is developed; however, the staff turnover rate increased from 21.7% in 2017-2018 to 37.5% in 2018-2019. The high turnover rate could be attributed to the school's high expectation of teachers. Of the 37.5% of the teachers who left the school, around 9.7% of them were not offered a contract by the school owing to their unsatisfactory performance.

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.

- Good learning routines and habits were strengthened through constantly reminding students of their responsibility in morning assemblies and class teacher periods and advising teachers in meetings to strictly enforce the classroom rules to develop in our students positive behaviours.
- Classroom facilities and equipment such as old projectors were replaced and new video-recording systems were installed to create an environment conducive to learning.
- Subject panels regularly reviewed and tailored the curriculum, teaching strategies and materials in subject meetings to make sure the materials used were suitable for the students, so that they could experience success in the course of study. For example, the Language Arts curriculum was revised to complement the English Language curriculum. In Geography, for the preparation of the new field-based question,

teaching topics were re-arranged.

- They also made good use of co-lesson planning time to discuss lesson design and implementation. To facilitate the implementation of e-learning to enhance students' interest in learning, Google Classrooms were set up for every class, and every Secondary one student's iPads came with an Apple Pencil so that they could write on their iPads. More and more teachers were seen using Schoology, Kahoot!, Nearpod, YouTube channels, Edpuzzle, Explain Everything and Google Classroom for self-directed learning and flipped classroom. Most teachers used Google Classroom to assign e-homework to students, so that students could do their homework anytime anywhere with iPads. Online Question Bank, BrainPop, e2Sport were introduced to students to encourage self-directed learning.
- It could be seen from lesson observations that with the use of e-Learning, students found learning more enjoyable and showed greater interest and eagerness in the learning process.
- Students were engaged in meaningful learning activities e.g. competitions, project-based learning. For Mathematics and Science, some joined the Smart City Competition organized by EDB and Hong Kong 4D Frame Mathematics & Science Creativity Competition. For Integrated Humanities, students are engaged in meaningful learning activities, such as projects, design of posters, museum visits and study tours. For Senior Visual Arts, various art projects were conducted, and artists like Rebeka and Wendy were invited to work with our students to prepare for an exhibition of their art works.
- Timely feedback was provided to students to motivate them to perform better. As seen from exercise book inspection, teachers showed improvement in marking and many provided constructive feedback to improve learning. Teachers also made use of praise cards to enhance the motivation and show recognition for students' good learning attitude and performance.
- Small class teaching was practiced in Secondary one to three Chinese Language, English Language and Mathematics to provide better support for the students to help them build a more solid academic foundation.
- There was the Reaching for the Stars Scheme for the academically high achievers, but the attendance rates were far from satisfactory. It is therefore essential to review the performance of the tutors.
- Learning support schemes were initiated for the less able students to enhance their learning motivation. The Chinese, English and Mathematics reinforcement classes achieved an attendance rate of 100%. And afterschool Liberal Studies and Mathematics tutorial classes had good participation.
- The Careers Education Unit provided individual counselling sessions for senior secondary students to equip them with effective study skills.

- 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 decide on their elective subjects in Secondary four.
- Setting high expectations for our students was essential in order that they could attain better academic results. 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.
- Senior secondary students were informed of university admission requirements and they learned to make their own study plans with better time management. Through individual counseling provided by careers teachers, students understood the admission requirements and the weighting of different core and elective subjects.
- Career talks by overseas tertiary institutions were conducted for students at lunch. In addition, a workshop on release of HKDSE results was arranged for Secondary five students.
- 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.
- Outside school mock examinations were arranged for Secondary six students 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.
- Each subject was provided with useful assessment data and analysis after each test and examination to help teachers to evaluate their 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, subject panels were able to make adjustments to the curriculum, teaching strategies and materials to suit the needs and abilities of our students.

- With the above initiatives and strategies, as well as the concerted efforts of our teachers, the number of students who attained Level 3 in Chinese Language in the HKDSE examination increased 2.8 percentage points, while Biology, BAFS, Chemistry, Chinese History, Geography, ICT, M2, Physics and Visual Arts all made good improvements in the Level 2 rates. As for the value-added scores, Chinese Language, Biology, BAFS, Chinese History and Geography showed great progress. And most encouraging of all is that the number of students who fulfilled the university entrance requirements increased 4.3 percentage points.

2.2 Students fully realize their potential in non-academic areas. They are exposed to a wide variety of learning experiences both inside and outside school, and they achieve outstanding results in external competition.

- There was a greater number of activities organized for students to help them realize their potential and strength in non-academic areas when compared to 2018-2019. In addition to the activities organized in life-wide learning periods and post examination period, an Exchange Week was launched in April 2019. Six study tours and thirty-three local activities were organized for S1 to S5 students. The local activities included visits of museum, tertiary institutions and workplaces.
- Some new activities were organized which could help students to be exposed to a wide variety of learning experiences. During the exchange week in April, a Social Enterprise Talk and Peanut Sugar Workshop were organized for S1 students. There was an increasing number of new activities organized for Business students. Some of the Business students had visited the Payme Office of HSBC and BCT. They could acquire greater understanding and experiences of the banking industry in Hong Kong. And the BAFS students participated in the Wing Wah Real Boss Activity. This could widen students' experiences in the business world.
- There were inter-class, inter-house, co-curricular and cross-curricular activities organized for students. The Form-based Management Unit organized some inter-class activities, such as the Classroom Diary Competition, Board Decoration Competitions and the Super-Class Scheme for promoting active, positive and responsible attitude in class. The English KLA organized the inter-class Flying Chess Competition during the English Week. Inter-class Mathematics Competition was also organized.
- Some inter-house competitions were organized for students to help them to explore their potential and strength. Examples were dodge balls, Social Science and Liberal Studies Quiz Competition and Debate Competition. Volleyball competition was newly

introduced.

- Students' talent was identified and they were encouraged to take part in external competitions. Our students continued to show outstanding performance in inter-school sports competitions. Altogether, our students had thirty-nine team awards, including nine champions, twenty-two second and eight third team prizes in ten sports including athletics, badminton, basketball, cross country, distance running, fencing, football, swimming, table tennis and volleyball, as well as the first runners-up trophies in the overall position of both boys and girls in the Shatin and Sai Kung District for three consecutive years.
- Some of the students also showed outstanding achievements in art and design competitions outside school. Examples of these competitions were "The Exhibition of Secondary School Students' Creative Visual Arts Work", "Hong Kong Healthy Life Painting Competition", "Hong Kong Youth Visual Arts Competition", "Great Talent Award", "International Year of the Reef Art and Design competition", and "Expressing Self-inspired by Pan Yu-Lin". For performing arts, one of the students got the "Award for Outstanding Script" in Hong Kong School Drama Festival (Secondary English Category". Three of the students got the Award for Outstanding Performer in the same competition.
- There were sixteen clubs and societies, four uniform groups, nine service groups and sixteen Sports School Teams in the School. The CCA groups and subjects had also arranged students to join a lot of competitions outside School. The Chinese Society recommended students to join debate competitions, public speaking competitions and writing competitions. Some of the students got awards in subject-related competitions, such as the "Secondary Students Writing Competition in China (Hong Kong)", some Mathematics Competition and a Chinese History project work competition.
- There was a greater number of overseas exchange programmes organized when compared with that of 2018-2019. Students' horizons were widened through these exchange programmes. In the Exchange Week in April 2019, six overseas exchange programmes were held. Twenty S1-S3 students joined the Vancouver Ecological Study Tour which provided students opportunities to learn in an English speaking environment. Twenty-four Visual Arts students joined the Beijing Arts Study Tour. Students could understand more about the art and culture of Beijing and broaden their horizons in the field of art. Forty S4 and S5 students participated in Dalian Study Tour. The tour increased students' understanding of important historical events and modern development in Northeast China. Twenty-seven S5 students joined the Career Planning Experience Tour of Macau Institute for Tourism Studies. Students could learn about the history of Macau and its historical development by visiting the cultural heritage and cultural relics. They could also learn the importance of cultural heritage conservation. And thirty S1-S3 students joined the Taichung Sustainable Development Tour which provided students opportunities to study the causes of earthquake in Taiwan and explore how people cope with the hazard. Finally, forty students

participated in the Humen Study Tour which enhanced students' understanding of modern Chinese history and culture. Some of these tours arranged our students to visit mainland secondary schools. This could help students experience the differences in the education systems and environments between Hong Kong and Mainland.

- A new study tour element was introduced into the School this year – study tour on the cruise, which combined cruise tour with education. Thirty-six S4 and S5 students joined the “Academy on the Sea – Study Tour on Dream Cruises (World Dream) “. And twenty S3 and S4 students joined the Taipei Environmental and Ecology Tour (with three days on a cruise). There were lectures held on the cruises so that students could gain brand new learning experiences which were unfamiliar to them especially if they had not cruised before.
- It was the first time for the School to organize students to join summer university programme in Korea. Five students joined the Handong Leadership School Summer Program in Korea. Students had exchange experiences in an English-speaking international programme. And at the same time, they learnt more about Korean culture.
- There was an increase in STEM related activities which could widen students' learning experiences. Six sessions of LWL were allocated for Science or STEM activities for different forms this year. This provided students more exposure in STEM education. As the School wants to explore students' talent in STEM more, a STEM School Team would be established in the next academic year. And there will be a plan on the expansion of STEM facilities in the School.
- In order to equip students for external competitions, there were greater numbers of competition hours for students when compared with that of 2018-2019. Besides training by coach for sports school teams, the School had employed trainers for debate team and Scout.
- New scholarships and awards for recognition of students' outstanding results in external competitions were introduced. In order to encourage students to develop their talents, a new Scholarship, “Performing Arts Award”, which was funded by the Parent Teacher Association was proposed. The scholarship was to recognize students' excellent participation and performance in performing art activities (e.g. verse speaking, dance, music, drama, etc.) both inside and outside school. The scholarship was endorsed by the IMC this year, and would be launched in 2019-2020.
- Similar to the previous years, more than half of the students agreed or strongly agreed that through participation in the school's extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.
- In order to run activities in the School better, it was suggested that closer supervision and more guidance for students were needed to help students to gain successful experiences and explore their potential and talents when they run activities in School.

Moreover, more in-depth reflection of students was needed to help them realize their strength and weaknesses in non-academic areas.

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.

- Life planning activities were organized by Career Education Unit to help students understand their personality, interests and talents, as well as opportunities for further studies and work.
- For S2 students, the career talk of “Appreciation” helped them appreciate their talents and plan for the future. Personality tests were conducted for S3 students, so that they could make choices in Senior Secondary subject selection which align with their vision and help them to become self-actualizing individuals. For S5 students, personality test and self-account workshops were organized to help them understand themselves and to make their career plan. The HKDSE Mock Release Workshop could also help S5 students understand their expected academic results and strive for continual improvement.
- A full-time student counselor who focused on providing individual and group careers counseling and guidance to students was employed. Although the Student Counselor resigned due to personal reasons in the middle of the academic year, the Career Education Unit worked smoothly as a team, and a new Student Counselor was employed in April. He worked enthusiastically especially in individual and group counseling. Good counseling relationships were established with S5 students. Students could also understand more about themselves through the individual and group counseling sessions.
- In order to help students to be self-actualized, students were introduced with opportunities they could choose in their career paths. The Career Education Unit had explored flexible and rich articulation pathways for students through liaising with external bodies and tertiary education institutions. Cooperative relationship had been established between the School and universities outside Hong Kong, such as those in mainland China, Taiwan, Japan, Korea, Austria and United States. Lunch career talks on overseas study were organized for students to widen horizons on the career paths they could choose.
- Apart from the work of the Careers Education Unit, other units also launched different programs, workshops and activities for students to help students to strive for self-actualization.
- The Guidance and Counselling Unit utilized external resources to support students, thus students were able to explore their potential and develop their talents. Hong Kong Physically Handicapped and Able-Bodied (PHAB) Association, the organization which the school social worker is affiliated, worked closely with guidance teachers in organizing guidance activities and voluntary services. Support to SEN students was

strengthened with the school-based educational psychology service and clinical psychology service provided by the Tung Wah Group of Hospitals. After school programs were designed for these students. The Shatin Integrated Centre for Youth Development of the Yang Memorial Methodist Social Service cooperated with guidance teachers in organizing guidance activities through the Quality Education Fund Project ‘Respect for Life – Let Me Shine’ for S3 level.

- The Form Based Management Unit instructed class teachers to help students to have more in-depth reflection and self-realization on their potential and talent and to review their goals through bi-weekly journal. Increasing number of students had a greater understanding of themselves through the communication with class teachers. Form Masters or Mistresses also nurtured students through regular chats. Co-working with the Shatin Baptist Church Youth Team, the Unit had organized Life Education Workshops during life-wide learning periods to help students learn about themselves, their strength and weaknesses.
- The Guidance and Counseling Unit had helped students to develop positive living attitude through a whole-school activity held in lunch time. Moreover, co-working with Form Masters and class teachers, the Unit also organized “Star of Months” Scheme to enhance and celebrate students’ good attitude, success and positive behaviors. The scheme was found to be a positive motivation to help students to strive for self-actualization. And six students from S6 and twenty-three students from S1-S5 were selected to be the role models at the end of the school year.
- For some SEN students, Guidance and Counseling Unit co-worked with Educational Psychologist, Clinical Psychologist and LRSU to help students to set realistic, achievable goals for themselves. Educational Psychologist and Social Workers provided individual consultation to help parents and students to have a better understanding of teenage change so that they could discuss with their child about their studies, stress and emotional control more effectively.
- Study tours with career elements were organized to help students understand more about studying overseas. Twenty S4 and S5 students spent a three days visiting Macau Institute of Tourism Studies to experience the life of a university student. It also enhanced students’ career-related knowledge in catering and tourism.
- Twenty-five S4 and S5 Visual Arts students attended the Beijing Art Study Tour. Through workshops in Beijing Institute of Fashion Technology and Academy of Arts and Designs in Tsinghua University, students explored their potential in the fields of art and design. Twenty S3 and S4 students visited a university in Taiwan through joining the Taipei Environmental and Ecology Tour. And five students joined the Handong Leadership School Summer Programme which helped them understand about study in Korea. These activities all helped students to understand more about their opportunities and encourage them to take ownership of their study and strive to become self-actualizing individuals. Moreover, a lot of local visits to university and workplace visits helped students to explore their potential and talents.

- Results from the “APASO – Goals of Life” survey conducted in 2018-2019 showed that the mean of the subscales of “goal setting” and “goals of life” was higher than Hong Kong mean for senior form students, and the effect sizes were small. When compared with the Hong Kong data, greater percentage of the senior form students of our School strongly agreed that they could make plans to achieve their goals (small effect size) and set a realistic timetable for achieving each goal (moderate effect size). Moreover, greater percentage of students in our School strongly agreed that they used their goals as guide to their actions (small effect size) and could lift the major tasks for them to achieve their goals (small effect size) with compared with Hong Kong data.
- Most of the activities were organized for senior form students. The School should spend greater effort in helping junior form students to understand about life planning and setting goals. And continued exploration and development of articulation pathways for students is needed.

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

- “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, Special Prize Presentation Ceremony, Speech Day and Annual Fashion Show. This 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 skywalk.
- The Moral and Civic Education Unit arranged S1-S5 Service Learning Programme and Volunteer Team to provide different chances for students to experience and care about people in need. These activities boosted self-esteem and confidence of students. The Life Education Programme for S1 and S4 students, Dalian Study Tour, Basic Law Competition, Visit to Legislative Council and Green School program all could help to promote students’ social and emotional well-being and to build resilience in students in order that they will not give up easily.
- The Form Based Management Unit had organized Super Class Scheme in S1 to S5, students could experience self-management skills within the class. The Super Class Party and Awardee Outing to Ocean Park were organized to recognize the outstanding achievement of students. At the same time, it could also raise the self-confidence and self-esteem of the winners of each form. For S1 students, the career workshop of “Time Management” helped them acquire self-management skills.

- Leadership training was organized to foster feelings of competence and self-efficacy in different units, such as guidance prefects (GCU), prefects (DPCU) and moral prefects (MCEU).
- The number of student misbehaviours (major demerits and demerits) decreased this year. While the issuance of praise cards doubled than that of last year. This may reflect the enhancement of students' self-management.
- However, the number of students in detention class increased by 10% when compared with that of last year. The number of students' written warning, black mark and early bird records also increased. Further attempts had to be taken in enhancing students' self-management and help them to achieve their goals.
- In order to help students to manage themselves and achieve their goals, students must have a positive outlook of themselves. This will raise their self-confidence and self-esteem. Moreover, taking responsibility for one's actions is the first step towards true self-management. However, some of the students are not good at mastering this skill. Therefore, there should be more attempts on helping students to nurture virtues and positive values such as responsibility, commitment, perseverance and integrity in the next academic year.
- Results from the scale of Self-concept of APASO showed that the mean of the subscales of "Physical Appearance" and "Verbal" was higher than Hong Kong mean, and the effect sizes for the subscales were both "small" for junior form students. While for senior form students, they also had higher scores than the Hong Kong mean for the subscales of "Mathematics", "Physical Appearance" and "Verbal", and the effect sizes were all "small". For the other subscales of "Emotional Stability", "General", "Honesty/Trustworthiness" and "Parent Relationship", the differences with the Hong Kong means were negligible for both junior and senior levels.
- When compared with the results of Stakeholder surveys of 2017-2018, no evidence showed that there was improvement in students' confidence in learning. In 2018-2019, 18% of the teachers agreed or strongly agreed that their students were confident in learning, while the figure was 24.7% in 2017-2018. In 2017-2018, 48.9% of students agreed or strongly agreed that they were confident in learning. The figure decreased to 40.3% in 2018-2019. Moreover, in 2017-2018, 46.4% of the parents agreed or strongly agreed that their children were confident in learning. While the figure decreased to 42.2% in 2018-2019.
- Therefore, there should be further effort to help students become effective learners who take the initiative to learn and to raise their confidence in learning. This could be achieved through better management of students and setting up of proper classroom routines by teachers in class. This could also be achieved through better design of interesting and meaningful lessons as well as effective teaching strategies by teachers to facilitate learning. Moreover, students need to develop a good learning habit, such as pre-lesson preparation and self-directed learning.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2017-2018 School Year

Items	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy	68.14%	
School Fees		25.41%
Donations		0.00%
Other Income	1.31%	5.14%
Total	69.45%	30.55%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration		81.63%
Operational Expenses		11.73%
Fee Remission & Scholarship		2.47%
Repairs and Maintenance		0.81%
Depreciation		3.31%
Miscellaneous		0.05%
Total		100%
Surplus/Deficit for the School Year[#]	Surplus - 0.16 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	Surplus - 5.44 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.