



Lam Tai Fai College

Annual School Plan (2008-2009)



Whole-person Development 全人成長
Diversified & Innovative 多元特色

Maximizing Potential 啟發潛能
Striving for Excellence 追求卓越

I. School Vision & Mission

School 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.

Mission Statement

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

II. School Goals

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

1. A caring, compassionate, harmonious, healthy & inviting school environment.
一個充滿關愛、和諧、健康及啟發潛能的校園。
2. Grooming outward looking and socially responsible citizen of the 21st Century.
培育學生有高遠廣闊的胸襟視野及對社會的承擔精神。
3. Providing opportunity for excellent academic and moral development.
提供合宜的環境，以造就學生優異的學術、道德的發展。
4. Giving importance to good sporting opportunities and healthy living.
重視健康生活，加強學生的體質與體能的訓練。
5. Providing opportunity for artistic and aesthetic expression.
提供充分的機會讓學生發展美育及藝術潛能。
6. Providing high technological facilities to support an effective learning and teaching environment.
提供高科技設施，以支援高效能的學與教環境。
7. Stressing independent whole-life learning and creative thinking.
強調全方位自學及創意思維的訓練。
8. Encouraging students' creativities and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities.
啟發學生的創造力，提供學生積極參與課餘活動及發展領導能力的途徑。
9. Grooming independent, self-motivated and self-disciplined students with high EQ.
培育學生成為自發性高、自律或擁有高度情緒智商的青少年。
10. Cherishing solid virtues and spiritual values.
重視高層次道德行為及精神價值的發展。

III. Our Core Values: True Spirit of LTFC

Lam Tai Fai College demonstrates the true spirit of nurturing “Perfect Generation” of the 21st Century which encompasses a rich spectrum of LTFC core values, i.e.

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|---------------------------|------|
| 1. Perseverance | 堅毅不屈 |
| 2. Excellence | 追求卓越 |
| 3. Respect | 敬人自重 |
| 4. Foresight | 高瞻遠矚 |
| 5. Entrepreneurial Spirit | 企業精神 |
| 6. Creativity | 勇於創新 |
| 7. Talent. | 盡顯才華 |

Students who bear the True Spirit of Lam Tai Fai College should:

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

IV. Our School Plan (2008-2009)

Domain 1: Management & Organization – Enhancing the effectiveness and capacity of the whole school via collaborative self-evaluation

範疇一：管理與組織—強化組織能量，推動專業成長、團隊共力，建立校本考績制度及學校自我完善機制

2008-2009

- Establishing a purposeful and coherent school management and development structure through refining the roles and responsibility of the Coordinating Committee
- Empowerment and delegation of the middle management
- Conducting a holistic review on staff management system and the school-based appraisal system
- Building of new annex, upgrading school facilities and beautifying the school campus to cope with the implementation of NSS
- Enhancing school planning and administration and the deployment of resources
- Reviewing the school information and data retrieval system so as to get well-prepared for the development of Student Learning Profile (SLP)
- Refining the school-based performance indicators and the mechanism to enhance School Self-evaluation through development and accountability
- Preparing and making room for the accommodation of the year of double cohort for NSS and the new class establishment in the subsequent years
- Using school self-evaluation information and data to inform school development and accountability framework.
- Fostering home-school cooperation and setting up Parent-Teacher Association (PTA) and Alumni Association

2008-2009

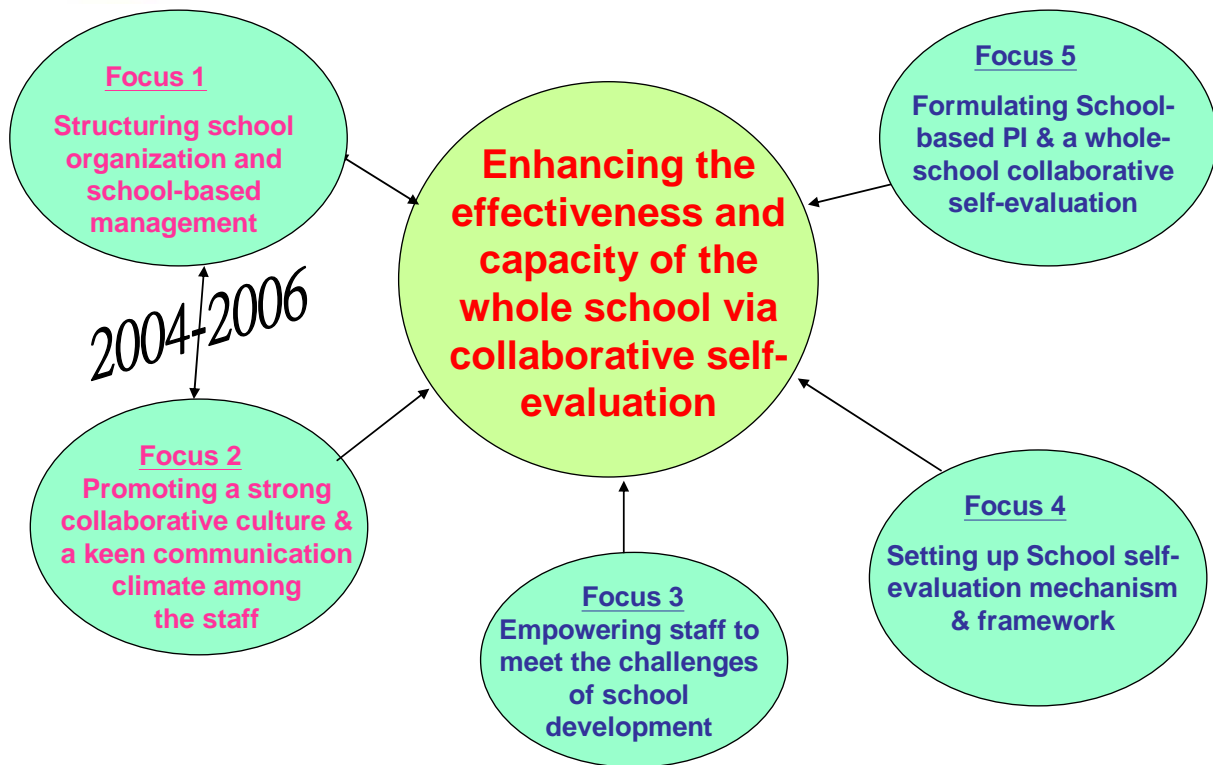
- 優化各協調委員會功能
- 賦權承責，加強中層職能
- 全面檢視教職員管理制度及校本考績制度
- 配合新高中學制推行，興建新翼大樓，優化校園設施，完善資訊科技系統
- 建立完善的行政及策劃、資源調配制度
- 優化學生資料管理系統，為發展學生概覽 Student Learning Profile (SLP)作好部署及安排
- 完善表現指標及自評機制
- 為新高中雙學制年及未來班級結構作好準備
- 配合學校發展及新高中學制，全面檢視財務管理及資源運用
- 有效運用自評數據回饋學校發展及問責
- 開展家校合作，成立家教會及校友會

Domain 1: Management & Organization – Enhancing the effectiveness and capacity of the whole school via collaborative self-evaluation

範疇一：管理與組織—強化組織能量，推動專業成長、團隊共力，建立校本考績制度及學校自我完善機制



Domain 1: Planning & Organization



Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of Education Initiatives and the education needs of the 21st century

範疇二：學與教—提升學與教果效，建立學習風氣

2008-2009

- Promoting project-based learning, inquiry-based learning, cultivating critical and creative thinking skills and encouraging students to look at a problem from multiple perspectives
- Integrating and tailoring Junior Secondary Curriculum and the School-based Focus Learning Curriculum, enriching Life-wide learning and Multiple Intelligence Lessons through an extended curriculum and Other Learning Experience, thus preparing students for the NSS curriculum
- Cultivating Project-based Learning, Research-based Learning and Inquiry-based Learning Skills through curriculum integration, project work and school-based Focus-Learning Curriculum
- Creating a total English learning environment by enforcing the EMI policy. Promoting learning through activities, enriching learning by activities
- Strengthening writing practice and enhancing students' power of expression
- Designing quality assignment to facilitate student learning and a culture of assessment of and for learning
- Adjusting Junior Secondary Curriculum and the School-based Focus Learning Curriculum,
- Reviewing the progress of the four key tasks i.e. Reading to Learn, Moral & Civic Education, Project Learning and Information Technology in Interactive Learning
- Raising academic performance in public examinations and enhancing academic value-addedness
- Displaying students' learning outcome in the 5th school anniversary

2008-2009

- 培育創意思維，鼓勵學生多角度看問題，加強通識訓練
- 統整初中課程及校本特色科目，豐富全方位學習課及多元智能課、開拓其他學習經歷為新高中課程作準備
- 透過課程統整及校本特色科目，培養研究為本 (Research-based Learning) 及探究為本學習 (Inquiry-based Learning)
- 創造全英語學習環境，以「活動」帶動「學習」，以「活動」拓展「學習」，落實以英語為教學語言的政策
- 加強寫作訓練，提升學生語文表達能力
- 建立促進學習評估文化，優化課業設計，推動學生學習
- 修訂初中校本及延展課程
- 檢視四個關鍵項目的推行成效 (學會閱讀、德育及公民教育、專題研習及資訊科技互動學習)
- 提升學生公開考試成績及達至學業增值
- 配合 5 週年校慶，展示學生學習成果

Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of Initiatives and the education needs of the 21st century



Domain 2: Curriculum & Instruction

Focus 1
Curriculum Design & Review of Assessment Methods

2004-2006

Focus 2
Enhancing learning & teaching to empower our students to be effective thinkers and independent lifelong learners

Focus 3
Building the base for cross-curricular and learning integration

Focus 4
Improving students' learning motivation, nourishing talents & addressing their diverse needs

Focus 5
Making successful transition from the changed emphasis in the existing 7-year secondary curriculum to the NSS curriculum

- Pedagogy and assessment
- Developing diversified types of assessment (assessment for learning) for School-based Assessment (SBA)
- Rationale of Continuous & Formative Assessment
- Making assessment an integral part of learning & assessment
- Utilizing ePlatform for teaching & learning and assessment

- A whole- school approach to the creation of a language rich environment
- Equipping students with generic skills
- Supplementing classroom activities with opportunities for life-wide learning
- Developing a reading culture

- Refining teaching strategies
- Thematic / Modular approach to integrate the Focus Learning Area
- Research- based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities

- Raising academic results
- Academic Value-addedness
- Meeting Learners' differences

- Pedagogy and assessment
- Developing diversified types of assessment (assessment for learning) for School-based Assessment (SBA)
- Rationale of Continuous & Formative Assessment: MAP

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom

範疇三：學生成長—孕育廿一世紀完美新一代

2008-2009

- Provision of a whole-school education by developing students into integrated persons of wisdom, care, love and compassion.
- Building a healthy school and an inviting school
- Using 5 P Inviting School model to enhance student whole-person development
- Going in line with 3rd Fashion Show which helps to raising students' sense of belonging
- Preparing the 5th Anniversary and enhancing students' sense of belonging.
- Promoting service learning and experiential learning, strengthening core values
- Building good school ethos, student discipline and school culture through a process of self-discipline, self-esteem, self-integrity and self-learning.

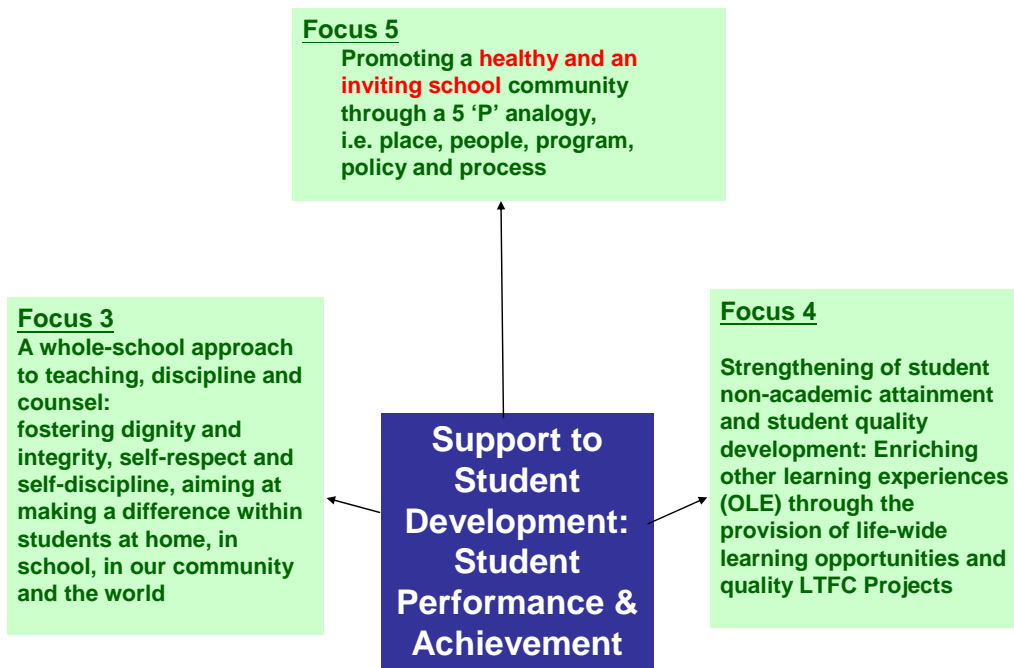
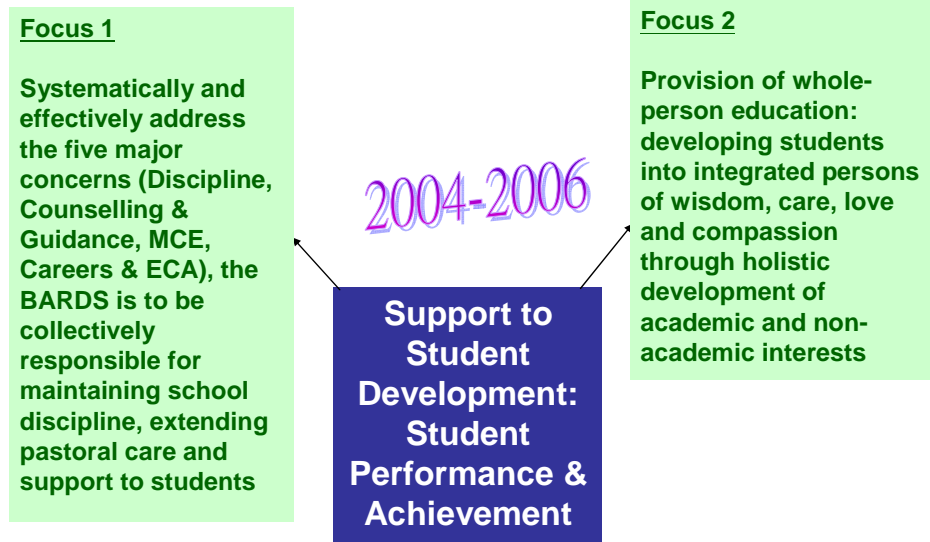
2008-2009

- 以「啟發潛能助成長，關愛尊重滿校園」為發展重心
- 透過 5 P 啟發潛能模式，讓學生學會欣賞別人，強化經歷學習，從個人成長推廣至發展團結互助的關顧情操，鞏固全人發展教育架構歷程，建立健康及啟發潛能的校園
- 推廣服務學習，讓學生透過體驗生活，強化核心價值，孕育「自律、自重、自愛及自學」的新一代，也配合新高中課程需要
- 配合 5 週年校慶，讓同學展示成果，培養對學校的歸屬感

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom



Domain 3: Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom



School Planning for 2008-2009

Major Focus:

1. Decoding our School Mission and student profile in general

- All-round development in a knowledge-based economy and in the context of globalization
- Developing students' generic skills, learning abilities, personal talents and general capacity
- Good language ability (bilingualism and tri-literacy)
- Emphasis on experiential learning and widening students' horizon through multi-dimensional exposure
- Emphasis on MCE and life-coaching through sports and general school life
- Catering for diversity and promoting the merits of diversity
- Preparing students for further study and life-long learning

2. Focused areas for the implementation of Major Concerns for Domain 2, 2008-2009

- Enhancing class culture and implementing whole-school routine
- Increasing classroom interaction and student participation through diversified teaching strategies such as group activities and methods to cater for learners' diversity.
- Developing students' self-learning capacity by consolidating their study skills
- Strengthening after-school learning support and consolidating students' foundation in English, Chinese & Mathematics
- Putting in place assessment of learning, devising policy for quality assignment & continuous assessment
- Designing quality assignment to facilitate student learning and a culture of assessment of and for learning
- Raising academic performance in public examinations and enhancing academic value-addedness

3. Focused areas for the implementation of Major Concerns for Domain 3, 2008-2009

- Promoting a serious and caring attitude towards studies
- More praise and more appreciation
- Class routine + Duty for life → better class spirit and team spirit
- Life skill training programme + service learning
- Building a framework for students' whole-person development
- Whole school education → integrated person of wisdom, care, love and compassion
- Building a healthy school and inviting school
- Using 5Ps Inviting School model to enhance student whole-person development
- Preparing for the 5th anniversary and enhancing students' sense of belonging
- Promoting service learning and experiential learning
- Building good school ethos, student discipline and school culture through a process of self-discipline, self-esteem, self-integrity and self-learning

(V) Looking Forward

School Goals

- ◆ To provide quality education;
- ◆ To enable every youngster to acquire knowledge and skills to meet the challenges of the 21st century;
- ◆ To contribute to the wholesome personal growth and the intellectual development of youth;
- ◆ To stretch potential and nurture talents of students in sports, fashion design and innovative technology;
- ◆ To aggregate resources from various section of the community in developing a school of quality; and
- ◆ To expand and enrich student's capacity to perceive, participate, and experience in his/her personal and social development.

Performance Pledges

- ◆ To be student-focused
- ◆ To cope with the Information Age
- ◆ To establish a healthy and inviting school environment
- ◆ To aspire students to develop their talents by integrating academic, sports and design activities
- ◆ To be accountable and transparent

Our philosophy is to enhance the effectiveness of teaching and maximise the learning of our students through a comprehensive, challenging and demanding mix of academic, aesthetic and physical endeavours. Positive attitude and a capacity for life-long learning are developed through learning experiences in the focus learning areas and the key learning areas. This enables our younger generation to 'enjoy learning, enhance their effectiveness in communication, and develop their creativity and sense of commitment'. To bring the vision into reality, we will put in place a new culture of teaching and learning. A broad, diversified, flexible, student-centred focus areas learning and school-based curriculum, both formal and informal, will be provided. Innovative measures include diversified focus areas learning, curriculum integration, flexible arrangement of learning time, project learning, offering of elective subjects and multi-intelligence learning activities. To provide guidance and spiritual growth for our students, we have adopted an 'A Sport for Life' scheme and 'healthy school' project, a comprehensive physical, moral and civic education programme for the nurturing of a 'perfect' generation of the 21st century.

The emphasis on pastoral care, and on a sense of partnership between staff and pupils and between school and home, is balanced with our commitment to achieving excellence in academic, cultural and sporting pursuits. An atmosphere of high expectation, backed by consistent encouragement offers the students the reality of personal achievement and success. As the school established by the Lam Tai Fai Charitable Foundation, the school does possess many fine qualities, but the most important is the recognition of students as unique, cultured and valued individuals in the 21st century. Parents are closely involved with our schools in order to meet the distinctive needs of the children.

The school, being supported by its mission and policy, will provide students with the most favourable learning environment. We aim at fully developing individual potential by catering for differences and giving recognition to students' diverse abilities, especially those excel in academic pursuit, show potential or have proven talents in sports, fashion show and innovative technology.