



林大輝中學

LAM TAI FAI COLLEGE



Annual School Plan 2011-2012



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.

Major Concerns

1. Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered
2. Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize the potential of each of our student
3. Creating an environment for professional growth of the teaching force as well as the supporting staff

Area of Concern 1 : Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A school culture of mutual respect is developed	<ol style="list-style-type: none"> To promote moral & civic education during morning assemblies To provide more opportunities for students to do services both inside and outside school To review the reward & punishment system To review school rules 	<ul style="list-style-type: none"> Students are polite and respectful Students are willing to serve others More students are awarded and fewer students are punished 	<ul style="list-style-type: none"> Teachers' observation & stakeholder survey The total no. of service hours of students Statistics of Awards & punishments provided by DU 	<ol style="list-style-type: none"> Whole year Whole year First Term First Term 	<ol style="list-style-type: none"> MCEU GCU & MCEU DPCU DPCU 	<ol style="list-style-type: none"> NGOs
The sense of belonging of students is strengthened	<ol style="list-style-type: none"> To compose the school song and to determine the school motto To provide more space & facilities (e.g. students common room) for students to organize activities during free time. To set up student union To set up alumni association To provide leadership training courses for students To extend the lunch time so that more student activities can be organized. To join the Caring School Campus Scheme <關愛校園計劃> 	<ul style="list-style-type: none"> The school song and the school motto are proposed to IMC for endorsement More students stay after school and come back on Saturdays and during long holidays 70% of student leaders such as SU committee & prefects join the training courses The school won the Caring School Campus Scheme 	<ul style="list-style-type: none"> The school song and the school motto are proposed to IMC for endorsement Number of students using the school facilities Percentage of student participation Result of the Caring Campus Scheme APASO 	<ol style="list-style-type: none"> Whole Year Whole year First Term First Term First Term Whole year Whole year 	<ol style="list-style-type: none"> SDSC, music and Chinese teachers GAC CCAU ELLC DPCU & CCAU SDSC, CCAU GCU 	<ol style="list-style-type: none"> Budget for lyricist Alumni
Teachers are empowered to allow greater job satisfaction	<ol style="list-style-type: none"> To empower teachers to take up leadership roles To provide ample opportunities for teachers' professional training To release teachers from administrative work by providing better administrative support for them 	<ul style="list-style-type: none"> The school climate and teachers' morale improved Teachers' turnover rate reduced by 5% 	<ul style="list-style-type: none"> Stakeholder survey Compare teachers' turnover rate last year and that of this year; 	<ol style="list-style-type: none"> Whole year Whole year Whole year 	<ol style="list-style-type: none"> SDSC, AC SDU GAC 	<ol style="list-style-type: none"> External bodies for teachers' training Capacity Enhancement Grant for the employment of Teaching Assistants Clerical support from GAC

Area of Concern 2 : Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize their learning potential of each of our students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students' learning motivation and academic performance are enhanced.	<ol style="list-style-type: none"> 1. To strengthen careers education to help students explore their future aspirations; 2. To arrange university visits for senior secondary students to broaden their horizons; 3. To design and organize a wide variety of learner-centred learning activities for students; 4. To implement accelerated learning and small group teaching in junior secondary Chinese, English and Mathematics; 5. To launch the "Reaching for the Stars Scheme" for the senior secondary elite students; 6. To arrange reinforcement classes to provide learning support for students with learning difficulties; 7. To provide revision schedule and revision guides to help students study more effectively; 8. To refine the reporting mechanism of students' report cards to indicate the ranking of the top students; 9. To provide scholarships for the academically high-achievers; 10. To constantly celebrate and show recognition for students' academic achievements; 11. To strike a healthy balance between studies and activities by setting priorities. 12. To provide better learning support for sports elite and gifted students and those with special educational needs 13. To arrange summer tutorials and revision classes for SS1 & SS2 students to prepare them for the public examination. 	<ul style="list-style-type: none"> ➤ Students are attentive in class. ➤ Students play an active role in learning activities. ➤ Students' attendance rates of reinforcement classes and tutorial classes improved ➤ Students' final assessment results improved. ➤ Students completed their homework in a serious manner. ➤ The number of students going to detention class decreased. 	<ul style="list-style-type: none"> ➤ Lesson Observation ➤ Compare the attendance rates of last year's and this year's. ➤ Compare last year's passing rates of each subject with this year's. ➤ Exercise Books Inspection ➤ Compare the detention class attendance rates of last year's and this year's. 	<ol style="list-style-type: none"> 1. Whole Year 2. First Term 3. Whole Year 4. Whole Year 5. Whole Year 6. Post-UTs & Post-Assessments 7. Pre-UTs & Pre-Assessments 8. August 2011 to November 2012 9. Post-Assessments 10. Whole Year 11. Whole Year 12. Whole Year 13. July to August 2012 	<ol style="list-style-type: none"> 1. CEU 2. ECC, CEGU 3. CPAU, KLAs 4. AGU 5. CEU, AGU 6. AGU 7. AGU 8. CPAU, ITSU 9. SARSU, CPAU 10. CCAU, SARSU, CPAU, KLAs 11. ECC 12. AGU 13. AGU 	<ul style="list-style-type: none"> ➤ Budget for a Student Counsellor, additional English, Chinese and Mathematics teachers and tutors for the "Reaching for the Stars Scheme" ➤ School-based after-school Learning Support Grant ➤ Diversity Learning Grant ➤ e-learning Grant ➤ IT Support

Area of Concern 2 : Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize their learning potential of each of our students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students are nurtured to become active learners.	<ol style="list-style-type: none"> 1. To promote and develop e-learning resources to facilitate independent learning; 2. To equip students with different learning strategies and time management skills through workshops; 3. To promote the use of self-learning facilitates in the Library and Learning Resources Centre; 4. To introduce different e-learning resources to students. 	<ul style="list-style-type: none"> ➤ The number of students using library facilities for self-study increased; ➤ Students manage their homework better; ➤ Number of subjects using eclass to provide learning materials to students and the number of students using eclass to complete assignments increased; ➤ Students actively participated in learning activities. 	<ul style="list-style-type: none"> ➤ Compare the number of students using library facilities for self-study last year and that of this year; ➤ Compare the number of students attending detention class last year and that of this year; ➤ Exercise Book Inspection ➤ Lesson Observation 	<ol style="list-style-type: none"> 1. Whole Year 2. First Term 3. Whole Year 4. Whole Year 	<ol style="list-style-type: none"> 1. KLAs, ITSU 2. CEU 3. LRSU 4. LRSU, KLAs 	<ul style="list-style-type: none"> ➤ IT support ➤ E-learning resources ➤ Budget for student workshops
A reading culture is being developed.	<ol style="list-style-type: none"> 1. To schedule a 40-minute reading period per week in junior secondary; 2. To closely monitor and regularly evaluate the implementation of the reading period; 3. To set up class libraries to provide a wide variety of Chinese and English books that are of interest to students; 4. To encourage students to keep a reading log; 5. To organize a wide range of reading activities; 6. To invite teachers and students to recommend books to students through sharing on Campus TV; 7. To invite teachers and students to recommend books for the library. 	<ul style="list-style-type: none"> ➤ The number of students borrowing books increased; ➤ Students completed their Reading Log in a serious manner; ➤ Teachers and students enjoy reading more than before. 	<ul style="list-style-type: none"> ➤ Compare last year's and this year's library books borrowing rates; ➤ Review students' Reading Log books. ➤ Compare last year's and this year's stakeholder survey on students' reading habit. 	<ol style="list-style-type: none"> 1. Whole Year 2. Whole Year 3. June to August 2011 4. Whole Year 5. Whole Year 6. Whole Year 7. Whole Year 	<ol style="list-style-type: none"> 1. SDSC 2. LRSU, Class Teachers, Chinese and English KLAs 3. Chinese and English KLAs 4. LRSU, Chinese and English KLAs 5. LRSU, KLAs 6. LRSU 7. LRSU 	<ul style="list-style-type: none"> ➤ English and Chinese Class Library books ➤ Budget for activities

Area of Concern 2 : Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize their learning potential of each of our students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The language environment is enriched.	<ol style="list-style-type: none"> 1. To ensure teachers use the target language (English / Putonghua) both inside and outside class; 2. To introduce fun-filled language activities to provide an authentic environment for students to use the target languages. 	<ul style="list-style-type: none"> ➤ Students are able to use English and Putonghua to ask and respond to questions in the lessons ➤ Students enjoy using English and Putonghua outside class to communicate with teachers and schoolmates; 	<ul style="list-style-type: none"> ➤ Lesson Observation ➤ Daily observation 	<ol style="list-style-type: none"> 1. Whole Year 2. Whole Year 	<ol style="list-style-type: none"> 1. All KLAs 2. Chinese and English KLAs 	<ul style="list-style-type: none"> ➤ Budget for language activities ➤ Funding from REES Scheme

Area of Concern 3: Creating an environment for professional growth of the teaching force

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Teachers' capability in student management, guidance and counseling is enhanced.	1. To provide training for teachers on student management, guidance and counseling skills	<ul style="list-style-type: none"> ➤ No. of cases of student misbehaving during lessons decrease. ➤ Positive feedback from stakeholder surveys of teachers and students is obtained – aspects related to views on student learning and teaching as well as student support. 	<ul style="list-style-type: none"> ➤ Statistics from DPCU & Lesson observation ➤ Stakeholder surveys of students & teachers 	1. Whole year	1. SDU, DPCU, GCU	➤ Budget for training
Teachers' knowledge on the curriculum of NSS subjects is enhanced.	<ol style="list-style-type: none"> 1. To encourage teachers to attend training on NSS curriculum. 2. To promote experience sharing in subject meetings 	<ul style="list-style-type: none"> ➤ The number of teachers completed NSS training increases. ➤ For each subject, there are at least two sharing sessions each term. 	<ul style="list-style-type: none"> ➤ CPD records of teachers ➤ Subject minutes 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 	<ol style="list-style-type: none"> 1. SDU, KLAs 2. KLAs 	➤ Budget for training
Teachers' pedagogical skills are enhanced.	<ol style="list-style-type: none"> 1. To provide training on learner-centred pedagogical skills for teachers 2. To encourage good practice sharing among teachers to enhance teaching efficacy 3. To provide professional development programmes to enhance teachers' English proficiency 	<ul style="list-style-type: none"> ➤ Learner-centered learning activities / interactive teaching strategies during lessons increase. ➤ Students participate more actively in learning during lessons. ➤ Teachers share good practice during common lesson time & subject meetings ➤ Teachers' English proficiency in teaching is enhanced. ➤ Positive feedback from stakeholder surveys of teachers and students is obtained – aspects related to views on student learning and teaching. 	<ul style="list-style-type: none"> ➤ Lesson observation ➤ Subject minutes & common lesson time log ➤ Stakeholder surveys of students and teachers 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 	<ol style="list-style-type: none"> 1. SDU 2. SDU, KLAs 3. SDU 	<ul style="list-style-type: none"> ➤ Budget for training ➤ EDB School-based Support Services