



Lam Tai Fai College

School Report

2010-2011



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 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.

Introduction

In support for 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. The school started its operation in September 2004, offering an innovative and broadening curriculum with special emphasis on Fashion Design, Sport Development, Health Education and Innovative Technology.

Lam Tai Fai College caters for students who pursue for academic excellence and show potential or have proven talents in sports, fashion design and innovative technology. With the expertise and professional support from the school sponsoring body, the school endeavours to develop its teaching team, curriculum, pedagogy and facilities to the best possible standards.

Upon completion of the new annex in 2010 that earmarks a new arena of learning for students of LTFC at the second year of the launch of the New Senior Secondary Curriculum, 2010-2011 is a year to further sustain previous developments that purposefully prepared for the actualization of school mission. With the newly built Student Learning and Activity Complex, substantial valuable sport venues like

warm-water swimming pool, standard-sized gymnasium and new fitness centre are to be open. Strategies to further enhance sport development and initiatives to fully develop students' potential are to be introduced. More teaching spaces for Art & Design and Fashion Design are created to cater for the increasing needs of curriculum enrichment as well as increasing number of student interested in the subjects. In addition, students will be exposed to a diversified learning environment like spacious and resourceful Library Resource Centre with Interactive Learning Zone, multi-purpose learning areas, and open areas. Students are not only provided with ample space for group or individual learning, but also a place with enriched learning resources to support various learning activities. The Band Room as part of Music Room will be built in this school year, with an aim to provide a broaden school experience for students with different interests and talents. The opening of a student canteen that offers on-site cooking will definitely further strengthen the sense of belonging as well as the school as a community.

2009-2010 was defined as the year to "Looking to the Present and into the Future --- Extending, Appreciating & Embracing". In that 6th year of the school, we looked back to what we achieved and identified our strengths and the challenges ahead. We proudly confirmed that, in the past 6 years, we have been traveling along the right path towards fully establishing our school that promotes all-rounded development on one hand and talent development on the other. We also see that, as a school with a young teaching force, our strategies in professional development and in team building are effective. For 2010-2011, sustainability of initiatives that have been introduced in the past three years (2007-2010) becomes our key concern towards sustaining school development with special emphasis on refinement of our educational programmes. Among which, we identified the building of a caring and supportive community, enhancing learning effectiveness and professional growth as three major areas of concern to be addressed in our school plan.

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

Achievements and Reflections on 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**
 - 1.1 To enhance Home-school cooperation
 - The role of Parent-Teacher Association (PTA) in promoting parents' involvement has been strengthened. A number of parents' workshops were organized by PTA and parents' participation rate was good.
 - Parents were invited to take part in school activities and voluntary services for example, the Liaison Task Group for Catering Services.
 - Parents' evenings were organized and courtesy calls to parents were made by class teachers to facilitate home-school communication.
 - Results of the stakeholder survey for parents showed that 71% of the parents agreed or strongly agreed that there were sufficient channels for them to express their views to school. Moreover, 70.6% of the parents agreed or strongly agreed that the school often kept them informed of school affairs and development. Besides, 74.1% of the parents said they had a good relationship with the school and 81.9% of them were pleased to let their children study in the school. The data reflects that the School has successfully enhanced home-school communication

and collaboration.

- Effort has been spent in inviting parents to participate in activities organized by the school. Results of the stakeholder survey for parents showed that 70.4% of parents agreed or strongly agreed that the school often invited parents to participate in school activities. However, only 33.1% of the parents agreed or strongly agreed that they actively participated in the activities organized by the school and/or parent-teacher association.
- Greater initiative from parents in enhancing home-school cooperation is needed. A Parent Resources Centre will be set up in the next school year to encourage and support parents' participation in school activities.

1.2 To empower staff in order to build ownership and a stronger sense of belonging

- Greater involvement of teachers in school planning and school evaluation was initiated. All teachers were involved in the review and planning of the school development. They were invited to in-depth discussions leading to the formulation of the school development plan and school annual plan.
- Streamlining of committees and responsibilities was in process, which eliminated duplication of effort and reduced the number of committees and sub-committees. Teachers with potential were assigned middle management roles. The responsibilities and leadership of these middle managers became more prominent with lines of communication much improved.
- In the stakeholder survey, 88.1% of the teachers agreed or strongly agreed that they were on harmonious terms and 89.8% said that they cooperated with one another happily.
- In the coming year, teachers will be released from some of their administrative work so that they have more time to focus on their own professional development in teaching and learning, and more teachers with potential will be appointed leadership roles.

1.3 To involve students in improving the quality of learning as well as quality of school life

- Students were involved in the promotion of quality school life, for example, they helped negotiate with the school cafeteria to improve the quality of catering services.
- Results of the subscale of the Attitudes to School Scale of APASO showed that general satisfaction of our students on the quality of school life (2.68) was higher than the Hong Kong school type norm (2.37).
- Although the Student Union was not set up as scheduled in this academic year, a

selection interview for the Student Union and House Committee was conducted and leadership training was provided for the selected candidates. The Student Union Preparatory Committee has discussed the structure, voting system and constitution of the Student Union. The Student Union is to be inaugurated in the next academic year.

- The Alumni Association will be set up next year.

1.4 To make the school a more inviting learning environment

- Renovation and installation of facilities for the new extension building have been completed to meet students' learning needs. More students can be involved in activities organized by the school. For example, the celebration of Marco Kwok, our world champion alumni in Cycling Event, was held in the new multi-purpose stadium involving all students.
- The services at the Library and Learning Resources Centre were enriched, with opening hour extended and multi-media learning facilities provided.
- The Careers Information Corner was set up in the library.
- The Swimming pool was opened and swimming lessons were offered.
- Results of the subscale of the Attitudes to School Scale of APASO showed that general satisfaction of our students on the quality of school life (2.68) was higher than the Hong Kong school type norm (2.37).
- In APASO, 76.1% of the students reported that it was quite accurate or extremely accurate to say that they really liked to go to school each day. Moreover, 75.4% of the students said that it was quite accurate or extremely accurate to say that they felt happy in the school. This can reflect the effectiveness of establishing a more inviting learning environment in the school.
- In the coming year, the school plans to join the Caring School Campus Scheme.
- Online venue booking system will be launched to improve the scheduling of school activities.
- Lunch time will be extended and more space & facilities (e.g. students' common room) for students will be provided so that more student activities can be organized.
- The school song will be composed and the school motto determined to foster a stronger sense of belonging.

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

2.1 To implement new grouping strategies and curriculum strategies to cater to learning diversity

- Small group teaching was implemented in Chinese, English and Mathematics lessons in junior forms. Although improvement in the accelerated learning groups was not evident, some students in normal groups have achieved better grades.
- Graded Mathematics homework was assigned to students of different abilities.
- PE lessons were scheduled at the same time across the whole level in junior forms to enable teachers to arrange and design a wide range of sports and physical activities to cater to students' different abilities and interests in sports.
- 67.8% of the teachers agreed or strongly agreed that the school strategically arranged different learning modes and opportunities for students in the light of students' abilities, interests and needs.
- In the coming year, training for teachers on designing and organizing more learner-centred activities and strategies for small group teaching will be needed.
- Careers education will be strengthened to help students explore their future aspirations.

2.2 To refine learning support programmes to meet students' diverse needs

- Art Elite Programmes in JS2 & JS3 were incorporated in the timetable. Students could choose to have 4 Visual Arts Lessons and 2 PE lessons or vice versa.
- Sports elite students were grouped into the same class and PE teachers were assigned as their class teachers to provide better support.
- Reinforcement classes were arranged after uniform tests to help those academically weaker students improve.
- Revision schedule and revision guides were provided to help students study more effectively.
- Tutorial classes were organized after school and during school holidays.
- The passing rates of Use of English, Chinese Language and Culture, Geography, Economics, Pure Mathematics and Visual Arts in the 2011 Hong Kong Advanced Level Examination were higher than the Hong Kong norm.
- In the Stakeholder's Survey, 94.9% of the teachers said that they often adjusted the teaching contents and strategies according to students' learning progress in lessons and 84.7% of them said they often helped students review their learning, so that they had a clear idea about their learning performance and progress. However, only 57.2% of the students said teachers often told them about their

progress and problems in learning.

- Better learning support should be provided to the sports elite and gifted students, as well as those with special educational needs (SEN).
- To help the academically high achievers to excel in learning, the “Reaching for the Stars Scheme” will be launched.

2.3 To enhance learning motivation and to promote self-directed learning

- Activities, such as talks and visits have been organized to help students to understand their interest, personality as well as opportunities in further studies. Personal careers counseling has been given to students to help students to set career goal. Results in the APASO showed that students in the school had a positive attitude to school as far as “opportunity” was concerned. And the average score of this subscale (2.85) was also higher than the Hong Kong school type norm (2.7). And 74.6% of students agreed that the work in school was a good preparation for their future.
- Results of a school-based questionnaire showed that there was an increase in S7 students’ Career Decision-making Self-efficacy, especially in the domain of seeking career information.
- Results of the Stakeholders’ survey show that 86.4% of teachers agreed or strongly agreed that they often taught their students learning strategies, but only 37.4% of the students agreed or strongly agreed that they were able to apply learning strategies. More effort should be spent in the teaching of learning strategies as well the application of the strategies.
- There can be more talks and seminars on overseas studies. Moreover, more careers talks can be organized for parents, especially on issues related to JUPAS, SLP and OEA in the next academic year.
- More personal counseling should be given to sports elite, art elite students in order to help them plan for their career paths and enhance their learning motivation.
- More visits to universities and other tertiary institutes should be organized for senior secondary students to broaden their horizons.
- There should be more workshops on learning strategies and time management skills for students so as to facilitate their career life planning.
- The reporting system of students’ academic development will be refined to indicate the ranking of the top students
- A wide variety of learner-centred learning activities for students will be designed and organized.
- Students’ academic achievements will be celebrated constantly to show

recognition.

- Scholarships for the academically high-achievers will be enhanced.
- E-learning resources will be promoted and developed to facilitate independent learning, and students will be introduced different e-learning resources to students.
- Students will be equipped with different learning strategies and time management skills through workshops.
- Self-learning facilitates in the Library and Learning Resources Centre will be promoted.

3. Creating an environment for professional growth of the teaching force as well as the supporting staff

3.1 To sustain collaborative professional development strategies

- Team teaching through Common Lesson Time, Co-lesson Planning and Peer lesson observations were organized.
- Teachers were given more opportunities to attend training to enhance their professional development.
- Subject leaders and curriculum leaders were empowered and guided to take up leadership roles.
- The responsibilities of supporting staff were re-defined to provide better support for teachers.
- Results of Stakeholders' survey showed that 74.6% of the teachers said that the learning atmosphere in lessons was good, but only 59.4% of the teachers said they often arranged various activities such as group discussion and oral presentation in lessons. Besides, only 37.3% of the teachers agreed that the teacher professional development activities organized by the school were of great help to them in performing their duties.
- In the coming year, teachers will be encouraged to attend training on NSS curriculum.
- School-based training programmes on learner-centred pedagogical skills, as well as student management, guidance and counseling skills will be provided for teachers and experience sharing in subject meetings will be promoted.

3.2 To cultivate a caring culture

- With the help of the supporting staff, teachers' non-teaching duties were relieved.
- Gatherings and activities like birthday parties were arranged to foster a harmonious and collaborative relationship.
- An inviting working environment and better benefits for teachers and staff will be introduced.
- Internal communication and collaboration between teachers and staff have been enhanced Staff
- In the stakeholder survey, 88.1% of the teachers agreed or strongly agreed that they were on harmonious terms and 89.8% said that they cooperated with one another happily, but only 27.1 % said they had good morale and 37.3% of them found satisfaction in working in the school.
- A staff Development Unit will be set up in the coming year to organize different training activities for the teachers to boost staff morale.

3.3 To establish a flexible incentive system for professional development

- Roles and job specifications of middle managers were specified.
- Incentives were provided to those taking up the roles of middle management to encourage professional growth.
- The existing appraisal system which combines developmental elements and financial incentives will be reviewed.