



林大輝中學

LAM TAI FAI COLLEGE



Annual School Plan 2010-2011



School Vision & Mission

Our Mission 辦學使命

The College aims to contribute to the wholesome personal growth and intellectual development of youths through a comprehensive, challenging and broadening curriculum that enhances academic, aesthetic and physical development.

本校的使命是透過全面而嚴格的學術、設計及體育課程及學習活動，以促進新一代的全人發展。

Our Vision 辦學抱負

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.

本校的抱負是開創中學教育的新思潮，把學術、體育活動和創意設計合而為一，同時著重培養學生品德，使他們成為社會的未來棟樑、傑出的專才及具有文化素養的青年。

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

2010 – 2011

1. Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered
建立一個關愛互助的學校社群：在這社群裡，個別差異與團隊協作同樣重要，尊重互諒及友愛之情得到培養
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
透過拓展個別專長、照顧學習差異、充分發展潛能，以求達到最好的學習果效，爭取最好的學術表現。
3. Creating an environment for professional growth of the teaching force as well as the supporting staff
為教學團隊和後勤隊伍創造更能促進專業成長的工作環境。

Action Plan Responding to School's Major Concerns for 2010-2011

1. Major Concern:

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
<ul style="list-style-type: none"> • Home-school cooperation is enhanced in the manner that parents are further involved in the promotion of quality school life 	<ul style="list-style-type: none"> • Parents' roles in the promotion of school education will be defined with strategies developed to enhance home-school communication and collaboration. • The role of Parent-Teacher Association in promoting parents' involvement will be strengthened. • A Parent Resources Centre will be set up to encourage and support parents' participation in school activities. 	<ul style="list-style-type: none"> • Parents have perceived a positive school climate that encourages closer home-school cooperation. 	<ul style="list-style-type: none"> • Stakeholder survey for parents 	<p>October - November</p> <p>Whole Year</p> <p>2nd term</p>	<p>SDSC, CSKK, CYMM & PTA</p> <p>CSKK & CYMM</p> <p>CSKK & LMCF CYMM</p>	<ul style="list-style-type: none"> • Renovation & basic operation costs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Parents' evenings will be organized and courtesy calls to parents will be made by class teachers to facilitate home-school communication. • Parents will be invited to take part in school activities and voluntary services. • Liaison Task Group for Catering Services further empowered as a pilot scheme to establish the mode of parent involvement in building school culture and promoting quality of school life. 			<p>September & October</p> <p>Whole Year</p> <p>Whole year</p>	<p>FBPCU</p> <p>CSKK CYMM</p> <p>CSKK LMCF</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Staff are further empowered to build ownership and a stronger sense of belonging 	<ul style="list-style-type: none"> More teachers are assigned leadership roles and their duties & responsibilities will further be specified. Teachers will further be involved in school management, school planning and school evaluation, as well as decision making. Professional development mechanisms e.g. Common Lesson Time, Co-lesson Planning and Looking at Students' Work, will be sustained and refined to enhance teachers' professional growth. 	<ul style="list-style-type: none"> Teachers have perceived a positive school climate that enhances teamwork and their professional development. 	<ul style="list-style-type: none"> Stakeholder survey for teachers Review of records of Faculty Meeting and Executive Meeting 	<p>September</p> <p>Whole Year</p> <p>Whole Year</p>	<p>WKHK</p> <p>WKHK, NMYE & CSKK</p> <p>NMYE, CSKK, TBLT, TKHE</p>	<ul style="list-style-type: none"> Allowances for teachers taking up administrative duties Administrative support from School Development Centre and I.T. support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Students are involved in improving the quality of learning as well as quality of school life 	<ul style="list-style-type: none"> Student Union will be set up, with the basis of functions of class committees being enhanced, and class representatives being empowered. Taking the opening of new annex as an opportunity, students will be involved in the promotion of quality school life, including promoting quality of catering services, promoting quality use of Library and Resource Centre, promoting the better utilization of sport facilities Creating more opportunities for students to express their opinions, including the delegation of class representatives, bulletin board open for students' comments on quality of catering services 	<ul style="list-style-type: none"> Students' perception of school climate and attitudes towards the school improved. 	<ul style="list-style-type: none"> Stakeholder survey for students APASO 	<p>2nd Term</p> <p>Whole Year</p> <p>Whole Year</p>	<p>MKP & LYWG</p> <p>LCMM & TCYJ CKLK CKK</p> <p>CSKK & LMCF</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> The school has become a more inviting learning environment 	<ul style="list-style-type: none"> Renovation and installation of facilities for the School Extension Project will be completed to meet students' learning needs. Library services at Library and Resource Centre are enriched and extended, with opening hour extended and IT support available. In Library and Resource Centre, facilities for learning and teaching, particularly for supporting LS are established and open for use The newly furnished school facilities will be fully utilized to enhance the quality of school life. 	<ul style="list-style-type: none"> Effectiveness is reflected on the results of stakeholders' perception of school climate. More students stay after school and on Saturdays and school holidays for study or activities. Positive feedback on school environment is received. More resources to support the learning and teaching of LS are available. 	<ul style="list-style-type: none"> Stakeholder survey APASO Facilities usage rates Feedback from teachers, parents and students Evidence to show that learning resources for LS are enriched Curriculum evaluation of subject concerned Students' participation in music activities has significantly increased. 	<p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>	<p>LMCF & units concerned</p> <p>NMYE CKLK</p> <p>NMYE CKLK WYPW CSHG</p> <p>CSKK LMCF CKLK WXFC CKK</p>	<ul style="list-style-type: none"> Additional funding for installation of equipment, facilities maintenance, and daily operation cost. Additional operational cost, together with additional manpower cost estimated at \$4,677,000 a year.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> • Swimming pool is open, swimming lessons are offered, and swimming training is restructured. • Parents, students and teachers will be involved in managing the School Extension Project to fully utilize school facilities. e.g. parents will be invited to join the Catering Liaison Task Group. • Online venue booking system will be launched. • Scheduling of school activities will be improved. 	<ul style="list-style-type: none"> • Curriculum delivery in PE and A&D is enriched. • More options for music activities are offered. 	<ul style="list-style-type: none"> • Evidence to show that sport culture is further enhanced and sport results are improved 	<p>2nd Term</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>	<p>CKK TCYJ CTWI</p> <p>CSKK & LMCF CYMM MKP LYWG</p> <p>CSKK & LMCF</p> <p>LYWG</p>	

2. Major Concern:

Striving for academic excellence through exploring students’ unique abilities and catering to their learning diversity to realize the potential of each of our student

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> New grouping strategies and curriculum strategies are used to cater to learning diversity 	<ul style="list-style-type: none"> Small group teaching will be implemented in Chinese, English and Mathematics lessons in junior forms. Graded Mathematics homework will be assigned to students of different abilities. PE lessons will be 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. 	<ul style="list-style-type: none"> A majority of teachers taking small groups find small group teaching effective. Significant improvement in students’ GPA can be observed. Students were more motivated to learn. 	<ul style="list-style-type: none"> School-based teachers’ survey on the effectiveness of small group teaching Compare the results of First and Final Assessment between the years 2009/2010 and 2010/2011. Teacher’s observation of students’ performance in the lessons. 	Whole Year	TKHE, CYMM, GR & THLJ THLJ & Math teachers CKK & PE teachers	<ul style="list-style-type: none"> Additional English, Chinese, Mathematics & PE teachers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Learning support programmes are refined to meet students' diverse needs 	<ul style="list-style-type: none"> Art Elite Programmes in JS2 & JS3 are further refined. Sports elite students are grouped into the same class and PE teachers will be assigned as their class teachers to provide better support. SEN support Programme will be refined. Learning support will be provided to reinforcement classes. 	<ul style="list-style-type: none"> Stakeholders' perception of Student Learning improved. APASO results on learning strategy improved. Teachers find the students more motivated to learn. Positive feedback on learning support for SEN students was received. 	<ul style="list-style-type: none"> APASO Stakeholder Survey Teachers' observation Interview SEN parents and students School-based Career Decision-making & Self-efficacy Questionnaire & JS3 Career Camp Questionnaire Feedback from students and teachers 	Whole Year	WXFC CKK TKHE & CSHG TKHE	
<ul style="list-style-type: none"> Learning motivation is enhanced and self-directed learning being promoted 	<ul style="list-style-type: none"> Students' learning orientation will be shaped through goal setting and the exploration of career expectancy. e.g. JS3 & S7 careers guidance programmes will be organized. Reporting system and award system for students' academic development will be refined. 	<ul style="list-style-type: none"> Students are exposed to more career related learning activities Students have a better understanding of their career orientation and opportunities for future studies 		Whole Year	LCMM & CSHG TBLT & TPYL	<ul style="list-style-type: none"> Creation of a full time post of Career Guidance Teacher
<ul style="list-style-type: none"> Students' role in classroom learning re-defined 	<ul style="list-style-type: none"> Students' learning habits will be re-shaped and their learning skills will be built. 			Whole Year	TKHE	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> Collaborative professional development strategies sustained 	<ul style="list-style-type: none"> Team teaching through Common Lesson Time, Co-lesson Planning, Peer lesson observations and Looking at Students' Work will be promoted. Emphasis and setting priority on teachers' professional development will be identified Subject leaders and curriculum leaders will be empowered. Supporting staff will be empowered to provide effective and efficient support for teachers. 	<ul style="list-style-type: none"> 70% or above of the teachers find team teaching useful and will apply strategies learnt in their lessons. Teachers' perceptions of their teaching and their professional development are positive. Parents' & students' perceptions of teachers' teaching improved. A majority of teachers conducted their lessons effectively. A majority of teachers and staff find collaboration among them improved. 	<ul style="list-style-type: none"> School-based teacher survey on the effectiveness of team teaching Common lesson Time & Co-lesson planning records Stakeholder Survey Lesson Observations Review Teacher-staff collaboration 	Whole Year	<p>NMYE & TBLT</p> <p>WKHK & NMYE</p> <p>WKHK & NMYE</p> <p>WKHK, CSKK & LMCF</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • A caring culture is cultivated 	<ul style="list-style-type: none"> • Internal communication and collaboration between teachers and staff will be enhanced • Teachers' non-teaching duties will be relieved. • An inviting working environment and better benefits for teachers and staff will be introduced. • Staff gatherings and activities will be arranged to foster a harmonious and collaborative relationship. 	<ul style="list-style-type: none"> • Teachers' perception of school climate is positive. • Staff turnover rate decreased. • A majority of teachers took part in staff gatherings and activities. 	<ul style="list-style-type: none"> • Stakeholder survey for teachers • Staff turnover rate • Number of teachers taking part in staff gatherings and activities. 	Whole Year	CSKK & LMCF	<ul style="list-style-type: none"> • Additional Clerical staff & Teaching Assistants
<ul style="list-style-type: none"> • A flexible incentive system for professional development will be established 	<ul style="list-style-type: none"> • Existing incentives for professional development will be reviewed to propose an enhanced system. • Incentives will be provided to those taking up the roles of middle management to encourage professional growth. • Roles and job specifications of middle managers will be specified. 	<ul style="list-style-type: none"> • A flexible incentive system was set up. • Teachers were assigned middle management roles 	<ul style="list-style-type: none"> • The setting up of the incentive system 	September	WKHK & NMYE	<ul style="list-style-type: none"> • Allowances & incentives