



# 林大輝中學

## LAM TAI FAI COLLEGE



### School Development Plan 2010-2013



Whole-person Development  
Diversified & Innovative

Maximizing Potential  
Striving for Excellence

## **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 6<sup>th</sup> 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.

## **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 youths 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 citizens of the 21<sup>st</sup> 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 opportunities 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 opportunities 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' creativity 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 the “Perfect Generation” of the 21st Century which encompasses a rich spectrum of LTFC core values, i.e.

1. Perseverance
2. Excellence
3. Respect
4. Foresight
5. Entrepreneurial Spirit
6. Creativity
7. Talent

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 lifestyle;
- 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. What do we expect from our students?

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| <p><i>Perseverance</i> 堅毅不屈</p>   |
| <ul style="list-style-type: none"> <li>• Be well prepared for lessons</li> <li>• Bringing textbooks and all lesson materials to school</li> <li>• Maintaining good attendance and punctuality (including submission of assignments)</li> <li>• Be a group of responsible learners and steady workers (doing revision every day)</li> <li>• Be dutiful and play one's role faithfully</li> <li>• Taking school rules and class rules as norms for daily school life</li> <li>• Cherishing a healthy lifestyle for pleasurable and effective learning</li> <li>• Resisting temptations and overcoming one's habitual delinquencies</li> </ul> |
| <p><i>Excellence</i> 追求卓越</p>   |
| <ul style="list-style-type: none"> <li>• Participating actively in lessons</li> <li>• Keeping the campus and the classroom ( including equipment) in best condition</li> <li>• Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule)</li> <li>• Showing eagerness in producing quality work and making performance observable and measurable</li> <li>• Striving for class achievements and building class identity</li> <li>• Making the classroom an ethical place for achieving a fulfilling school life</li> <li>• Preparing to keep improving and reaching new heights</li> </ul>                 |
| <p><i>Respect</i> 敬人自重</p>  |
| <ul style="list-style-type: none"> <li>• Be considerate and courteous to all alike</li> <li>• Be open and respectful to the opinions and ideas of others</li> <li>• Be attentive and willing to listen with patience</li> <li>• Sharing of ideas and learning from others</li> <li>• Affirming a '3 in 1' culture</li> <li>• Showing mutual appreciation and celebrating individual achievements</li> <li>• Having a genuine heart and a sense of compassion to serve and help the needy and the disadvantaged</li> </ul>   |

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| <p><b><i>Foresight</i> 高瞻遠矚</b></p>  |
| <ul style="list-style-type: none"> <li>• Be an intelligent and intellectual young person</li> <li>• Appreciating life and learning how to embrace a bright future</li> <li>• Developing careers awareness and exploring the possibilities of one's future</li> <li>• Taking pride in being a student in Lam Tai Fai College and contributing to build the school into a caring and learning community</li> <li>• Understanding the importance of teamwork, boosting rapport and mutual assistance</li> <li>• Enhancing social awareness and showing concern for the needy</li> <li>• Going inclusive: appreciate differences and acknowledge interdependence</li> <li>• Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country</li> <li>• Widening the horizons and making oneself a "global" citizen</li> </ul> |
| <p><b><i>Entrepreneurial Spirit</i> 企業精神</b></p>   |
| <ul style="list-style-type: none"> <li>• Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives</li> <li>• Be visionary and mission oriented</li> <li>• Working with determination to overcome difficulties and personal limitations</li> <li>• Measuring outcomes by effectiveness and process by efficiency</li> <li>• Willing to travel through a path which is less traveled</li> <li>• Striving for accomplishments and creating meaningful uniqueness</li> </ul>  |
| <p><b><i>Creativity</i> 勇於創新</b></p>   |
| <ul style="list-style-type: none"> <li>• Encouraging ownership and participation</li> <li>• Fostering a home-like atmosphere in the classroom</li> <li>• Making the classroom an inviting learning environment</li> <li>• Providing positive learning environment for the promotion of the whole-person development grounded in the school's core values</li> <li>• Developing a culture of praise and celebration</li> <li>• Learning how to live a balanced, colourful and meaningful life</li> </ul>  |
| <p><b><i>Talents</i> 盡顯才華</b></p>  |
| <ul style="list-style-type: none"> <li>• Appreciating differences and stretching the strengths of each individual</li> <li>• Developing fully one's strengths and acknowledging one's weaknesses</li> <li>• Helping each other with one's strengths</li> </ul>   |

## **Part 1 Holistic review on effectiveness of the previous School Development Plan**

To identify the major concerns for future school development in the forth coming three years between 2010 and 2013, the School reviewed the effectiveness of actions taken in the areas of concern in previous years. In the past 6 years, where the School was at the stage of establishment, more emphasis was placed on facilitating the actualization of its uniqueness in terms of the provision of its school-based learning areas. With the intention of significantly distinguishing itself from other local schools, more resources and attention was given to the development of Sports, Visual Arts & Fashion Design. As the school has successfully established its identity in these areas, and has gradually developed its curriculum framework to fulfil its school mission, in the coming years, more attention will be paid to a balanced development for students that strives for better academic ability and personal integrity, as well as better articulation opportunities.

| <b>Major Concerns</b>  | <b>Evaluation on effectiveness</b>  | <b>Follow-up action</b>   |
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| <b>1. Enhancing school effectiveness and capacity through continuous upgrade of school facilities and continuous efforts in making the school a learning organization with</b> | <b>1. Sport facilities (including in-door swimming pool, additional sport hall, additional fitness centre) and teaching facilities for visual arts &amp; fashion design are upgraded.</b><br><br><b>2. Learning facilities including the provision of a multi-function school library are upgraded.</b><br><br><b>3. School canteen is open and improvements of</b> | <b>1. Purchase of furniture and equipment will be completed in the school year of 2010-2011. Facilities will be fully used for the support of curriculum initiatives and student development programmes.</b><br><br><b>2. External learning area and exhibition area outside the new library are yet to be developed. Learning programme in the new library is to be developed.</b><br><br><b>3. The School Extension Project will be</b> |

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| <p><b>dynamic team spirit and enriched community support</b></p> | <p><b>school environment to create an inviting learning environment are to be continued.</b></p> <p><b>4. Professional development platforms for teaching enhancement are developed.</b></p> <p><b>5. Teachers are involved in planning and evaluation.</b></p> <p><b>6. Teacher leadership is enhanced through delegation of responsibilities and power.</b></p> | <p><b>completed in 2012, and school environment development will then become an on-going exercise to make the campus warm and inviting.</b></p> <p><b>4. Initiatives like Common Lesson Time, Co-lesson Preparation, Looking at Student Work have become on-going practices. Further refinement on the practices and development programmes are to be carried out and arranged to enhance the effectiveness of these practices. Collaborative teaching is to be developed, subject leaders and curriculum leaders are to be empowered.</b></p> <p><b>5. Planning process has to be refined to involve teachers more in the formulation of plans. Unit heads are to be empowered to take up an active role in contributing to school planning.</b></p> <p><b>6. School organization has been restructured to enhance growth and development of teachers through delegation and flexible remuneration package. The decision making process is to be reviewed as to invite participation of teachers.</b></p> |
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|  | <p><b>7. Initiatives in empowering middle management are implemented.</b></p> <p><b>8. Initiatives in improving efficiency of school management are implemented with the additional appointment of Deputy Principal and Assistant Principal, as well as the review of school structure and delegation of responsibilities</b></p> <p><b>9. The post of School Management Officer was created and supporting teams are developed to handle daily operational support and relieve teachers' non-teaching workload.</b></p> | <p><b>7. Further clarification of roles and responsibilities through effective performance feedback and professional development support are needed.</b></p> <p><b>8. Recruitment of Deputy Principal will be continued subsequent to the departure of a Deputy Principal who was appointed Principal to another school. Continuous review will be conducted to improve efficiency of school management to cope with the needs for multi-dimensional development of the school.</b></p> <p><b>9. Supporting staff are to be developed and better trained to provide efficient support to teachers. Collaboration between faculty and staff is to be enhanced.</b></p> |
| <p><b>2. Enhancing learning and teaching effectiveness and fostering a learning culture (empowering our students to be</b></p> | <p><b>1. Curriculum integration and curriculum tailoring are implemented to incorporate school-based focused learning areas into school curriculum</b></p> <p><b>2. Enriched opportunities are open to students interested in specializing their studies in sports or visual arts &amp; fashion design, with evidence to</b></p>   | <p><b>1. On-going refinement to effectively prepare students with the potential and interests to specialize their future studies in the four focused learning areas</b></p> <p><b>2. On-going review on the design of curriculum and subject combination; endeavor to provide more opportunity of exposure in the 4 focused</b></p>   |

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| <p><b>effective and life-long learners)</b></p> | <p><b>show that students are reaching high attainments in these 2 areas of study</b></p> <p><b>3. Curriculum of the 4 school-based focused learning areas have not been fully developed, where Sports and Visual Arts &amp; Fashion Design appear to be more mature, and Health Education and Innovative Technology are comparatively under developed.</b></p> <p><b>4. Students are given more exposure to the 4 focused learning areas and able to learn more about their future opportunities in these areas. However, career education that links with the 4 focused learning areas is not very organized and structured. Over all planning with specific emphasis on broadening students' opportunity awareness in the 4 focused learning areas is needed.</b></p> <p><b>5. Generic skills for learning and students' learning</b></p> | <p><b>learning areas.</b></p> <p><b>3. Curriculum refinement in Sports and Visual Arts &amp; Fashion Design has become on-going exercise; in Health Education, linkage between junior secondary and senior secondary, as well as linkage between classroom teaching and personal growth program, are to be strengthened; in Innovative Technology, curriculum review and restructuring of curriculum design are to be carried out; students' learning performance in these subjects is to be enhanced.</b></p> <p><b>4. Review and planning are needed to re-organize and structure career education to inspire students of the opportunities in the 4 focused learning areas. Strategies are to be developed to implement career education both inside and outside the classroom. Learning approaches are to be defined. Learning records are to be incorporated in the Student Learning Profile.</b></p> <p><b>5. Further endeavors to implement the 4 Key</b></p> |
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|  | <p><b>habits are promoted; continuous efforts to develop students' learning strategies and learning motivation are needed</b></p> <p><b>6. Student abilities and performance in both languages are improved; student performance in English Language has shown significant value-addedness; value-addedness in Chinese Language is improving.</b></p> <p><b>7. Strategies in catering for diverse learning ability and interest of study are implemented; resources are invested to offer more subject choices to meet different needs; flexible timetable arrangement to offer more choices are made; learning effectiveness is to be improved.</b></p> <p><b>8. Strategies to integrate whole-person development programmes into curriculum are implemented under the Extended Curriculum Framework.</b></p> <p><b>9. Curriculum preparation and teacher preparation</b></p> | <p><b>Tasks with the aims of enhancing learning effectiveness are to be included into the forth-coming school plans, with priority continuously given to support the development of Inquiry-based Learning and Reading for learning.</b></p> <p><b>6. Continuously maintain the school as an English-rich &amp; Putonghua-rich environment, with cross-curricular efforts in enhancing EMI teaching and subject level efforts in reaching for high attainment standard.</b></p> <p><b>7. Continuous review on measures taken will be conducted; more resources to implement small group teaching and provide learning support for fast learners and slow developers in academic will be explored; indicators to evaluate effectiveness of strategies used are to be developed.</b></p> <p><b>8. Further activate the function of Extended Curriculum as a coordination platform for curriculum integration towards whole-person development</b></p> <p><b>9. Teacher training, curriculum development,</b></p> |
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|  | <p><b>for the launch of NSSC are implemented.</b></p> <p><b>10. Values education is incorporated into curriculum strategies so as to nurture positive learning attitude and guide students to lead a healthy life-style.</b></p> <p><b>11. Learning support to shape students' learning habits are provided under the coordination of the Learning Support Unit as well as the Form-based Pastoral Care Unit.</b></p>   | <p><b>and development of teaching materials will be continued; academic support to prepare the 1<sup>st</sup> cohort of NSS students for DSE examination is to be implemented.</b></p> <p><b>10. The plan has to be refined and further structured; planning and coordination through collaborations between MCE and FBPC will be strengthened.</b></p> <p><b>11. Support programmes like homework collection system and tutorial lessons are to be sustained and integrated into regular school routines; SEN support programme and support programme for sport elites are to be refined with more specific objectives defined.</b></p> |
| <p><b>3. Fully develop student talents in the 4 Focused Learning Areas in order to achievement our goals of whole-person development</b></p> | <p><b>1. Students' talents in sports are stretched; sport culture is nurtured; PE program is enriched and PE results have met basic expectation; students obtained outstanding results in sports and graduates obtained brilliant results in international events like East Asian Games which was held in Hong Kong; sport students obtained alternative pathway for further studies.</b></p> <p><b>2. Students interested in visual arts and fashion</b></p> | <p><b>1. The eight focused sports should continuously be reviewed as an on-going exercise, as well as sport development plan and design of PE programme; academic support for elite athletes are to be strengthened; sport education should further be incorporated into whole-person development strategies under Extended Curriculum.</b></p> <p><b>2. Further refinement on Elite Programme will</b></p>  |

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|  | <p><b>design have been doing well in their talented area; examination results of visual arts are good with one third candidates attained distinction; graduates continue to perform well in competitions; the teacher was awarded CE Award for Outstanding Teaching because of her initiatives in curriculum development and support for student development.</b></p> <p><b>3. Communication and Information Technology has been offered as an elective subject in NSS; campus TV was established to offer more opportunities for students to be trained in media production; broadcasting network of the school has been completed; the curriculum of Computer Literacy for Junior Secondary was re-tailored to promote learning in media processing; LEAD programme was introduced to promote problem-solving through design and engineering; endeavours to establish collaboration with tertiary institutes are in progress.</b></p> <p><b>4. Health Education as a school-based subject for all levels was offered since operation of the</b></p> | <p><b>become an on-going exercise; subject combination and offering of fashion design as an elective subject will be reviewed; school mission of nurturing design prodigies will remain unchanged but programme will be strengthened; school culture in promoting visual arts will further be developed so as to create a strong learning atmosphere.</b></p> <p><b>3. LEAD programme has to be refined, and integration with curriculum and other curriculum related activities are needed; more opportunities should be open for students to get involved in application of media production; collaboration with other subjects should be strengthened so as to enhance cross-curricular endeavour to promote innovative technology; students' computer literacy should further be enhanced, and computer-aided learning should also be promoted so as to nurture the culture of problem solving through application of advanced technology.</b></p> <p><b>4. Curriculum integration and curriculum</b></p> |
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|  | <p><b>school; Health Management and Social Care was offered as an elective subject for senior secondary; health education programme has yet to be developed towards empowering students to lead a healthy life-style</b></p> <p><b>5. In promoting whole-person development, the School aims at integrating student development programme under the curriculum strategies of Extended Curriculum. An Extended Curriculum Framework was established; coordination of OLE was incorporated into Extended Curriculum for better planning and monitoring; Life-wide Learning (LWL) and Multiple Intelligence (MI) lessons are planned and organized; moral education and career education are structured and included; LWL and MI provides a curriculum integration platform for student development programmes.</b></p> <p><b>6. To develop students' life skill, Leadership</b></p> | <p><b>coordination among health education and student development programme have to be enhanced; curriculum review and refinement for the school-based Health Education subject will become an on-going exercise; initiatives to promote health awareness and health literacy like health ambassador programme and the establishment of a Health Education Centre are to be promoted.</b></p> <p><b>5. Coordination among units that implement extended curriculum has to be strengthened as curriculum planning for extended curriculum requires cross unit endeavour; feedback system to students on their OLE is to be developed; unit plans on LWL and MI like moral education and careers education should be refined and aligned with school development plan, that the entire planning process has to be improved; evaluation on LWL and MI have to be reviewed and its reporting and recording have also to be reviewed too.</b></p> <p><b>6. Refinement on LEAP will be carried on and</b></p> |
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|  | <p><b>Empowerment Activity Programme (LEAP) was introduced; collaboration with Adventure Corp was established; Prefect Team and Houses are established to develop students' leadership and self-management ability; school team captains and leadership posts in class committee and societies are provided; objectives and strategies in developing student leadership are to be defined; more recognition and feedback should be given to students for their performance and involvement.</b></p> <p><b>7. Students are given more chance to broaden their learning experience through Life-wide Learning and MI Lessons; excursions and learning tours are organized; guests from different areas of achievements are invited to visit the school or to give talks.</b></p> <p><b>8. Arrangements were made to provide opportunity for students to take up services. Students are encouraged to take up responsibilities in service groups like student librarian, English Ambassadors, uniform groups, Houses, Class</b></p> | <p><b>further cooperation with Adventure Corp will be enhanced to provide life-skill training for all junior secondary students; more emphasis will be paid on developing student leadership and ability in organizing activities; Co-curricular Activity Unit, under the coordination of Extended Curriculum Unit, is responsible for developing student capacity in planning, organizing and leading through student organizations like school teams, uniform groups, service groups, class committee, societies, etc.</b></p> <p><b>7. Broadening students' exposure to external world and enriching students' knowledge about the outside world is one of our emphases on student development. Review on planning and evaluation on activities to be organized to be conducted.</b></p> <p><b>8. The coordination of service learning should be put under Extended Curriculum Unit and the planning and organizing of such should go under Moral and Civic Education, with the support and collaboration from Co-curricular</b></p> |
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|  | <p><b>Committees, etc. Service learning is also arranged in MI lessons.</b></p> <p><b>9. Form-based Pastoral Care Unit (FBPCU) is established to team up Class Teachers for the provision of support to student towards a harmonious and successful school life. The unit has been operating effectively to encourage collaboration among Class Teachers in achieving the above mentioned purpose. It also serves as a support network for teachers and to familiarize themselves with how to carry out the duties of a class teacher.</b></p> <p><b>10. The school endeavours to maintain good communication with parents. Parent meetings are arranged twice every school year, and the meetings are arranged level by level in order to address the different needs of different stage of development. Upon establishment of Parent-Teacher Association (PTA), parent involvement can be further extended to the areas like parent education, learning support for students, promotion of health education and service learning, etc.</b></p> | <p><b>Activities. Building on students' experience in services, value education on responsibility and duty is to be implemented.</b></p> <p><b>9. FPBCU is able to operate effectively in coordinating daily school arrangements that form the major part of students' school life. The unit will continue to act as a coordinator to maintain school routines. Collaboration among FPBCU with Discipline Unit and Guidance Unit will be enhanced to effectively support student towards personal growth and the building of a caring school community.</b></p> <p><b>10. The role of PTA in enhancing student learning and student development is to be defined, and its functions in it are to be activated. Teachers are to be trained and equipped to work with parents. Communication channels are to be renewed so as to make communication with parents more effective. The use of e-communication, starting with e-circular, is to be explored.</b></p> |
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## Part 2 Evaluation of the School's Overall Performance

| PI Areas                   | Major Strengths  | Areas for Improvement   |
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| 1. School Management       | <ul style="list-style-type: none"> <li>Professional and committed school board which is visionary with the aspiration to lead a trend of secondary school education; the School is mission oriented with a strong commitment in providing specialized education in the selected areas; clear mission that parents, teachers and students understand the priority of the school very well; teachers are involved in the formulation of school development plan and adequate attention has been paid to address the school mission.</li> </ul>             | <ul style="list-style-type: none"> <li>Along the way that the School fulfills its mission, the School will strive for a balanced development of students after its early stage of development; middle management has to be developed and empowered, with effective delegation to enhance professional maturity that they shall be able to provide effective frontline support to teachers; policies and procedures are to be refined and middle management should further be empowered and involved in policy making.</li> </ul>                    |
| 2. Professional Leadership | <ul style="list-style-type: none"> <li>The Principal is visionary and experienced, with high commitment in leading the school towards actualization of the school mission; Deputy Principal is competent with high commitment too; the School stresses the importance of professional sharing, and, professional development mechanisms are developed; Form-based Pastoral Care Unit was created to enhance collaboration and peer support; vigorous support with adequate resources for the promotion of sports and fashion design is given.</li> </ul> | <ul style="list-style-type: none"> <li>Coordination and communication are to be enhanced in the manner that messages about direction of development can be conveyed accurately; turnover rate has to be reduced as it affects team building and clarification of roles and responsibilities; professional development support should be given to empower the middle management level; appraisal system shall be directed more to professional development; more resources and professional support for curriculum development is needed.</li> </ul> |

| PI Areas                         | Major Strengths  | Areas for Improvement  |
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| 3. Curriculum and Assessment     | <ul style="list-style-type: none"> <li>Provision of 4 FLA with special emphasis on sports and fashion design in developing students' talents; open to curriculum integration and collaboration; curriculum of junior secondary fulfills the school mission and prepares students to advance their specialized areas on senior secondary; more choices are open in senior secondary; students are performing well in PE, Visual Art, languages and mathematics.</li> </ul>  | <ul style="list-style-type: none"> <li>More balanced curriculum strategies to promote students' learning strategies; more effective feedback system and assessment criteria to inform standard or criteria of learning effectiveness; provision of resources to support curriculum development and the development of teaching method, particularly in catering for diverse needs and special needs; assessment for learning is to be promoted.</li> </ul>   |
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> <li>Strategies developed to enhance teaching effectiveness and arouse teachers' awareness in homework design; resources allocated to cater for diversity; teachers are open to class observation and co-lesson planning; Common Lesson Time encourages team teaching and professional sharing.</li> </ul>   | <ul style="list-style-type: none"> <li>Learning motivation and development of effective learning habits and learning strategies; reading for learning is to be promoted; setting objectives for students to balance their achievements in talented areas and in academic areas; the implementation plan for the 4 Key Tasks is to be refined.</li> </ul>   |
| 5. Student Support               | <ul style="list-style-type: none"> <li>Provision of various programmes to enhance personal growth of students that include PATH and LEAP in LWL and MI Lessons; form-based strategies are used to provide support to students in their daily school life, where student management and student guidance are integrated and incorporated; students are given ample opportunities to take part in sports and visual arts &amp; fashion design activities; learning support for athletes are emphasized; tutorial classes are organized for low achievers in academic.</li> </ul> | <ul style="list-style-type: none"> <li>Further coordination and integration are needed to improve the effectiveness of the personal growth programme; Form Masters should be further empowered to lead the class teachers in dealing with daily form business and communicate with parents; more balanced experience to be provided through the whole-person development framework; student union and more student empowerment programme to develop student leadership and participation; health education programme to be enhanced; career education and career guidance are to be strengthened to provide consultation and training services.</li> </ul> |

| PI Areas                         | Major Strengths  | Areas for Improvement  |
|----------------------------------|--|--|
| 6. Partnership                   | <ul style="list-style-type: none"> <li>• Network with institutes and organization related to sports and fashion design is developed; renowned coaches can be appointed; partnership with Chinese University of Hong Kong is developed to enhance the development of Health Education; PTA is set up and parents are willing to participate more in school activities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Function of PTA to be enhanced and the mode of home-school cooperation to be developed; more parent involvement in the education process is anticipated; network to be widen to support students particularly in academic development; liaison with alumni is needed so as to prepare for the establishment of alumni association.</li> </ul>   |
| 7. Attitude and Behaviour        | <ul style="list-style-type: none"> <li>• students generally enjoy school life and recognize the school emphasis on sports and fashion design; students participate well in school teams and fashion design activities; more than 40% students are involved in sport teams; students are willing to take part in school activities.</li> </ul>  | <ul style="list-style-type: none"> <li>• student leadership and self-management skills are to be enhanced; learning motivation is to be strengthened; more student empowerment to involve students in the improvement of school life is needed to strengthen sense of belonging; students should be led, trained and encouraged to take up services in the school.</li> </ul>  |
| 8. Participation and Achievement | <ul style="list-style-type: none"> <li>• Students participate in sport activities enthusiastically, with around 40% of students having involved themselves in school teams; external results in sports competitions are continuously improving, with graduates obtaining outstanding results in international competitions like East Asian Games and Asian Games; programmes in Visual Art and Fashion Design are also well received; students and graduates also obtained good results in external competitions; in both areas, student performance and achievement in these two areas are continuously improving; in academic areas,</li> <li>• students performance in two languages and mathematics showed significant improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Subject related activities, are to be promoted as to nurture an active learning atmosphere; cross-disciplinary activities and MCE activities can be strengthened; more emphasis on developing students' leadership and empowering students to organize activities of their own; students should be given more opportunities to take part in music activities; academic performance particularly in humanity subjects has more room to improve; student involvement in reading and language activities is to be encouraged.<sup>9</sup></li> </ul> |

## **Part 3 SWOT Analysis**

### **Our Strengths**

- Clear mission and vision, strong commitment in the promotion of 4 FLAs without undermining the importance of academic development
- Committed and professional school board that provides visionary leadership and additional resources
- Achievement in sports, Fashion Design and core subjects with special emphasis on language development;

### **Our Weaknesses**

- Young teaching team with comparative high turnover rate; middle management to be developed to improve internal communication and provide management support to teachers
- Skewed development that makes the provision of a balanced learning experience challenging; academic performance is to be enhanced
- Students are greatly diverse in learning pace, learning interest, and learning style

### **Our Opportunities**

- Teaching staff are growing to take up leadership and generally welcome professional development and accept an open atmosphere in professional sharing towards learning enhancement
- Readiness to cater for diverse needs in terms of consensus, resources, and programme structure
- Availability of strategies like FBPCU, LWL, MI, CLP, CLT, LASW, CE; Student Counsellor helps the school to promote a well balanced learning experience

### **Our Threats**

- School identity showing our focus on sports and fashion design may affect students' willingness in involving themselves in a balanced development
- The increasing pressure and needs for opportunities of further studies are intensified subsequent to the implementation of the NSS
- Increasing needs for additional resources to operate the new school annex as well as to diversify school programmes to meet various needs

## **Part 4 Major Concerns for a period of 3 school years**

- 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 their learning potential of each of our students.**
- 3. Creating an environment for professional growth of the teaching force as well as the supporting staff**

## Lam Tai Fai College

### School Development Plan (2010 - 2013)

| Major Concerns   | Targets   | Time Scale |       |       | A General Outline of Strategies  |
|--|---|------------|-------|-------|--|
|  |   | 10/11      | 11/12 | 12/13 |  |
| <p>1. <i>Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered.</i></p> | <p>➤ <i>Parents are involved to enhance learning effectiveness through the enhancement of home-school cooperation</i></p> | ✓          |       |       | <p>➤ <i>Define PTA's roles in enhancing learning effectiveness and improve the effectiveness of communication and collaboration network to facilitate parent involvement</i></p> <p>➤ <i>Involve parents in improving quality of school life, as well as in the promotion of service learning</i></p> <p>➤ <i>Involve parents in enhancing student learning as well as in assessment for learning effectiveness</i></p> <p>➤ <i>Develop teacher leadership through clarification of roles &amp; responsibilities, as well as</i></p> |
|  | <p>➤ <i>Staff are empowered and their ownership and sense of belonging are enhanced</i></p>                               | ✓          | ✓     | ✓     |  |

|  |   |                                     |                                     |   |   |
|--|---|-------------------------------------|-------------------------------------|---|---|
|  | <ul style="list-style-type: none"> <li>➤ <i>Students are involved in improving quality of learning as well as quality of school life</i></li> <li>➤ <i>School facilities are improved to make the school an inviting environment that enhances quality</i></li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p></p> <p></p> <p></p> <p></p> <p>✓</p> <p>✓</p> | <p><i>involving teachers in school governance, school planning and school evaluation</i></p> <ul style="list-style-type: none"> <li>➤ <i>Sustain and further refine the professional development mechanisms to enhance teachers' growth</i></li> <li>➤ <i>Further refine teacher support network and set up professional development system for individual teachers</i></li> <li>➤ <i>Set up Student Union and involve students in the promotion of quality of school life</i></li> <li>➤ <i>Enhance student leadership and ability in managing student organizations</i></li> <li>➤ <i>Promote mutual support among students so as to nurture brotherhood</i></li> <li>➤ <i>Complete the School Extension Project with the aims of meeting the needs for improving school</i></li> </ul> |
|--|---|-------------------------------------|-------------------------------------|---|---|

|  |   |                                     |                                     |                                     |   |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|---|
|  | <i>of school life</i>   | ✓                                   | ✓                                   | ✓                                   | <p><i>facilities as identified</i></p> <ul style="list-style-type: none"> <li>➤ Fully utilize the newly furnished school facilities to enhance quality of school life</li> <li>➤ Involving parents, students and teachers in managing to fully utilize school facilities</li> </ul>   |
| <p>2. Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize the potential of each of our students.</p> | <ul style="list-style-type: none"> <li>➤ Strategies are developed to effectively cater for learning diversity through grouping and curriculum re-tailoring</li> <li>➤ Learning support programs are refined to meet the diverse needs</li> <li>➤ Learning motivation is enhanced and learning strategies are developed</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <ul style="list-style-type: none"> <li>➤ Implementation of the group teaching strategy</li> <li>➤ Curriculum re-tailoring, including assessment and assignment design</li> <li>➤ Refining SEN support programme</li> <li>➤ Refining support programme for sport elites</li> <li>➤ Provision of learning support to reinforcement groups as well as accelerated groups</li> <li>➤ Shaping students' learning orientation through goal setting and the exploration of career expectancy</li> <li>➤ Developing articulation network for further studies</li> </ul> |

|  |   |                                     |  |  |   |
|--|---|-------------------------------------|--|--|---|
|  | <p>➤ <i>Students' role in classroom learning re-defined</i></p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>➤ <i>Review curriculum strategies with the aims of planning for a comprehensive curriculum to implement the 4 Key Tasks</i></p> <p>➤ <i>Implementing the 4 Key Tasks to develop students' learning strategies</i></p> <p>➤ <i>Further enriching language program to enhance communication and presentation skills</i></p> <p>➤ <i>Refining reporting system and award system for students' academic development</i></p> <p>➤ <i>Creating a learning atmosphere through the promotion of academic-based activities</i></p> <p>➤ <i>Re-shaping students' learning habits and building students' learning skills</i></p> <p>➤ <i>Fostering participative learning through collaborative learning and student presentation</i></p> <p>➤ <i>Enhancing critical thinking through</i></p> |
|--|---|-------------------------------------|--|--|---|

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   |   |   |   |   | <i>information collection and information re-organization</i>  |
| <i>3. Creating an environment for professional growth of the teaching force as well as the supporting staff</i> | ➤ <i>Collaborative professional development strategies sustained</i>                                | ✓ | ✓ |   | ➤ <i>Promoting team teaching through Common Lesson Time, Peer Observations and Looking at Students' Work</i> |
|   |   | ✓ | ✓ |   | ➤ <i>Empowering subject leaders and curriculum leaders</i>   |
|   |   |   | ✓ | ✓ | ➤ <i>Further activating the function of subject units in renewing curriculum initiatives</i>                 |
|   |   | ✓ | ✓ | ✓ | ➤ <i>Empowering supporting staff towards effective and efficient support for teachers</i>                    |
|   |   |   | ✓ | ✓ | ➤ <i>Enhancing internal communication among teachers and staff</i>   |
|   | ➤ <i>A caring culture is cultivated through the enhancement of mutual support and collaboration</i> | ✓ | ✓ |   | ➤ <i>Reducing teachers' burden on non-teaching duties</i>  |
|   |   | ✓ | ✓ |   | ➤ <i>Enhancing collaboration between teachers and staff</i>  |
|   |   | ✓ | ✓ |   | ➤ <i>Creating an inviting working environment and better benefits for teachers and staff</i>                 |
|   |   |   | ✓ | ✓ |  |
|   |   |   | ✓ | ✓ |  |

|  |  |   |  |   |   |
|--|--|---|--|---|---|
|  | <ul style="list-style-type: none"> <li>➤ <i>Middle management is empowered through delegation and professional development</i></li> <br/> <li>➤ <i>Incentives for professional development are introduced</i></li> </ul> | <ul style="list-style-type: none"> <li>✓</li> <br/> <li>✓</li> <br/> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li></li> <br/> <li>✓</li> <br/> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li></li> <br/> <li></li> <br/> <li>✓</li> </ul> | <ul style="list-style-type: none"> <li>➤ <i>Provision of flexible incentive system to encourage professional growth in taking up the role of middle management</i></li> <br/> <li>➤ <i>Clarification of role and job specification of middle management</i></li> <br/> <li>➤ <i>Developing an appraisal system and professional development system for middle managers</i></li> <br/> <li>➤ <i>Reviewing existing incentives for professional development and proposing an enhanced system</i></li> <br/> <li>➤ <i>Identifying emphasis and setting priority on teachers' professional development</i></li> <br/> <li>➤ <i>Implementation of an enhanced professional development system</i></li> </ul> |
|--|--|---|--|---|---|