



**林大輝中學**  
**LAM TAI FAI COLLEGE**



**School Development Plan**  
**2013–2016**

# **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.

## **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
2. Grooming outward looking and socially responsible citizen of the 21<sup>st</sup> Century
3. Providing opportunity for excellent academic and moral development.
4. Giving importance to good sporting opportunities and healthy living
5. Providing opportunity for artistic and aesthetic expression
6. Providing high technological facilities to support an effective learning and teaching environment
7. Stressing independent whole-life learning and creative thinking
8. Encouraging students' creativity and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities
9. Grooming independent, self-motivated and self-disciplined students with high Emotional Quotient
10. Cherishing solid virtues and spiritual values

# Core Values of Education

The College demonstrates the true spirit of nurturing the PERFECT Generation of the 21st Century which encompasses a rich spectrum of LTFC core values which are

**Perseverance**  
**Excellence**  
**Respect**  
**Foresight**  
**Entrepreneurial Spirit**  
**Creativity**  
**Talent**

## Perseverance

- Be well prepared for lessons
- Bringing textbooks and all lesson materials to school
- Maintaining good attendance and punctuality (including submission of assignments)
- Be a group of responsible learners and steady workers (doing revision every day)
- Be dutiful and play one's role faithfully
- Taking school rules and class rules as norms for daily school life
- Cherishing a healthy lifestyle for pleasurable and effective learning
- Resisting temptations and overcoming one's habitual delinquencies

## Excellence

- Participating actively in lessons
- Keeping the campus and the classroom ( including equipment) in best condition
- Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule)
- Showing eagerness in producing quality work and making performance observable and measurable
- Striving for class achievements and building class identity
- Making the classroom an ethical place for achieving a fulfilling school life
- Preparing to keep improving and reaching new heights

## Respect

- Be considerate and courteous to all alike
- Be open and respectful to the opinions and ideas of others
- Be attentive and willing to listen with patience
- Sharing of ideas and learning from others
- Affirming a '3 in 1' culture
- Showing mutual appreciation and celebrating individual achievements
- Having a genuine heart and a sense of compassion to serve and help the needy and the disadvantaged
- Going inclusive: appreciate differences and acknowledge interdependence
- Enhancing social awareness and showing concern for the needy
- Taking pride in being a student of Lam Tai Fai College and contributing to build the school into a caring and learning community

## **Foresight**

- Be an intelligent and intellectual young person
- Appreciating life and learning how to embrace a bright future
- Developing careers awareness and exploring the possibilities of one's future
- Understanding the importance of teamwork, boosting rapport and mutual assistance
- Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country
- Widening the horizons and making oneself a "global" citizen

## **Entrepreneurial Spirit**

- Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives
- Be visionary and mission oriented
- Working with determination to overcome difficulties and personal limitations
- Measuring outcomes by effectiveness and process by efficiency
- Willing to travel through a path which is less traveled
- Striving for accomplishments and creating meaningful uniqueness

## **Creativity**

- Encouraging ownership and participation
- Fostering a home-like atmosphere in the classroom
- Making the classroom an inviting learning environment
- Providing a positive learning environment for the promotion of the whole-person development grounded in the school's core values
- Developing a culture of praise and celebration
- Learning how to live a balanced, colourful and meaningful life

## **Talent**

- Appreciating differences and stretching the strengths of each individual
- Developing fully one's strengths and acknowledging one's weaknesses
- Helping each other with one's strengths

Students who possess 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;
- be self-disciplined and maintain a healthy life style;
- be punctual;
- be determined to strive for excellence and to produce quality work;
- be a bright winner or a good loser. Do not boast in victory; nor sulk in defeat; and
- believe that “for a Man to conquer himself is the first and best of all victories”.

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> <li>➤ A caring and supportive community has been set up with the formation of the Form-based Management Committee and various activities held in school.</li> <li>➤ A good relationship has been developed with parents and their roles in PTA in enhancing learning effectiveness and the quality of school life have been enhanced.</li> <li>➤ The function of the Student Union and Alumni Association can be further strengthened to enhance the sense of belonging.</li> <li>➤ Value education can be strengthened in the school to further cultivate the culture of a caring and respectful in the school.</li> </ul>
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	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> <li>➤ Greater academic support should be given to students with diverse learning needs e.g. sports elite students.</li> <li>➤ Further exploration and development of the articulation pathways for students with different talents is needed.</li> <li>➤ The interface between the Junior and Senior curricula should be strengthened.</li> <li>➤ Students' learning habits should be reshaped and their learning skills should be strengthened.</li> </ul>
3. Creating an environment for professional growth of the teaching force as well as the supporting staff	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> <li>➤ Teachers should be equipped with micro counseling skills and pedagogical skills in the organization of interactive learning activities for the students.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
1. School Management	<ul style="list-style-type: none"> <li>➤ The school management team is always ready to provide support and assistance to the units and subject panels.</li> <li>➤ The school organization structure has been refined to allow better management of school operation.</li> <li>➤ Clear school policies, task procedures and working guidelines for teachers have been formulated to ensure smooth school operation.</li> <li>➤ A cycle of planning, implementation and evaluation is adopted to support school self-evaluation and improvement.</li> <li>➤ The school endeavours to nurture middle managers to take up leadership roles.</li> <li>➤ Teachers are encouraged to participate in continuing professional development and the Deputy Principal constantly inform individual teachers of training opportunities appropriate to their needs and responsibilities.</li> <li>➤ All teachers are involved in reviewing and planning for school development to allow greater ownership.</li> <li>➤ Teachers are invited to discuss with the school management team to give their personal preference for job allocation, which encourages better communication between the school and the teachers.</li> <li>➤ Teachers' turnover rate has been greatly reduced.</li> <li>➤ As for daily school operation and administration, demand for management support towards effective coordination is still large. To strengthen management support for teachers and to enable better coordination, a Deputy/Assistant Principal of Student Affairs and General Affairs is needed.</li> <li>➤ A clearer school management accountability system has to be set up.</li> <li>➤ Consistency in the implementation of school policies is needed.</li> <li>➤ The appraisal system should be refined to reflect the school expectation of staff and be directed more to professional development of staff.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
2. Professional Leadership	<ul style="list-style-type: none"> <li>➤ The School Incorporated Management Committee consists of distinguished professionals in Education, Law, Sports, Medical Science, Accounting, Design and Information Technology. They give directions &amp; guidelines for school development, and helps expand the school network and promotes school management development in all areas.</li> <li>➤ The School Supervisor constantly contributes his ideas and experience in school development and financial management. He is committed to leading the school to excellence.</li> <li>➤ The Principal is experienced and resourceful. He maintains harmonious relationships with all stakeholders. With his skills, expertise and network in information and communication technology, he is able to lead the school to promote the Innovative Technology Focused Learning area and e-learning.</li> <li>➤ The Principal is ably assisted by the Deputy Principal and the Assistant Principal who are highly committed and dedicated. They lead, supervise and support the Administration and Academic Affairs Committees and the Extended Curriculum and the External Links and Liaison Committees respectively through working closely with them to plan, implement and evaluate their work.</li> <li>➤ The middle managers and subject heads are comparatively less experienced but energetic and enthusiastic. Some of them have shown marked improvement in leading and monitoring their subject panels and committees, but their knowledge and skills in curriculum leadership can still be further developed. It is suggested that they attend professional development programmes on school administration and management.</li> </ul>



<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>➤ The school curriculum closely aligns with the school vision and mission, and the curriculum guides and policies issued by the Curriculum Development Council and the Education Bureau to provide the students with a broad and balanced curriculum.</li> <li>➤ The school offers diversified subject choices and flexible subject combinations from all KLAs to senior secondary students to cater to their diverse abilities, learning needs and interests, as well as to allow them more opportunities for personal development and to prepare them for work and further studies.</li> <li>➤ The school curriculum is channeled in the direction of lifelong learning. Much emphasis has been placed on students' holistic personal development. Apart from the normal curriculum, our school-based curriculum includes junior secondary Health Education, Visual Arts, Physical Education and Innovative Technology Enhancement Programmes and Life-wide Learning lessons for all levels.</li> <li>➤ The school has joined the School-based Support Services by the Education Bureau to enhance teachers' pedagogical knowledge and skills in Liberal Studies and Integrated Humanities.</li> <li>➤ An English consultant was employed using funding from the Refined English Enhancement Scheme to provide support for teachers to enrich the Junior Secondary Integrated Humanities, Integrated Science, Mathematics and Innovative Technology Curricula.</li> <li>➤ A comprehensive assessment policy is in place. Both formative and summative assessments are adopted to strike a balance between "Assessment for Learning" and "Assessment of Learning". Clear assessment guidelines and criteria for teachers and students have been set up and implemented effectively.</li> <li>➤ The school has joined the Quality Assessment Management Accreditation Scheme by the Hong Kong Examinations and Assessment Authority and has successfully been accredited, which endorses the professionalism and commitment of the school with the capacity to provide quality examination and assessment management, and recognizes that the school excels in delivering high quality examinations and adopting good assessment practices.</li> <li>➤ The Junior Secondary curriculum needs to be refined to provide an even stronger interface between the Junior and Senior curricula.</li> <li>➤ As for student assessment, a more effective feedback system to keep students informed of their academic progress over their six year of study can be set up.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>➤ Annual programme planning and evaluation have been conducted by all subject panels. There is a close alignment of the annual objectives of subject panels with the major areas of concern of the school.</li> <li>➤ Teachers of the same level in each KLA/subject meet weekly to discuss teaching schedules and conduct co-lesson planning to enhance the quality of learning and teaching.</li> <li>➤ Teaching assistants are employed using the Capacity Enhancement Grant to provide support for teachers.</li> <li>➤ Teaching and learning materials are uploaded onto the school server for easy access by the teachers.</li> <li>➤ The school values students' unique abilities and it has always been our focus to explore students' many talents and potential, because of which learning diversity is anticipated. A wide range of support measures are therefore undertaken to cater to the diverse learning needs and abilities of the students.</li> <li>➤ Additional resources and manpower are allocated to make small group teaching in Chinese Language, English Language and Mathematics lessons possible. With the strenuous efforts of our timetabling team, we are able to group our students together based on their learning pace in order that students can actively participate in learning activities that they perceive as meaningful and attainable.</li> <li>➤ Learning tasks designed are aligned with students' abilities, skills and different learning styles to allow them greater sense of achievement and success. In Mathematics, graded exercises are designed to cater to the needs of the students, making learning not only attainable but also challenging to all. Such good practice should be extended to other subjects in the years to come.</li> <li>➤ Enrichment programmes, reinforcement classes and tutorial classes are organized to provide academic support to those in need.</li> <li>➤ Students' assignments are checked annually, and the assessment results are analysed to provide information on the effectiveness of teaching and learning.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
	<ul style="list-style-type: none"> <li data-bbox="674 272 2078 528">➤ To provide a language rich environment for the students to build up their confidence in using English and Putonghua, our morning assemblies, weekly assemblies, daily announcements and school activities are mainly conducted in English and Putonghua to provide an authentic environment for language learning. We have two native English speaking teachers who organize a wide range of English activities during lunch and after school at the English Activities Centre and the English Cafe. To enhance our students' Putonghua proficiency, our Junior Secondary Chinese Language is taught in Putonghua and regular Putonghua activities are held at "Putonghua World".</li> <li data-bbox="674 549 2078 767">➤ To enable JS1 students to adapt to the new learning environment and study methods, a 2-week JS1 Summer Bridging Programme is designed to build up students' confidence to prepare for the new school year as well as to enhance their English and Putonghua abilities. Parents' Evenings, seminars and weekend tea gatherings for new students are organized to help parents understand the requirements of the school and the needs and school life of their children, so that they can help their children better adjust to secondary school life.</li> <li data-bbox="674 788 2078 895">➤ E-learning and the learner-centred approach to learning and teaching is still being explored. There is a need to adopt a broader range of strategies and assessment tasks to optimise learning for the different ability groups.</li> <li data-bbox="674 916 2078 986">➤ It is essential to further improve the effectiveness of learning and teaching through improved pedagogical skills and assessment strategies and measures to cater to learner diversity.</li> <li data-bbox="674 1007 2078 1077">➤ Subject contents may need to be enriched to set more challenging tasks for the students to stretch their potential.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
5. Student Support	<ul style="list-style-type: none"> <li>➤ In the realization of the goal to nurture community leaders with hearts to serve others, ample service opportunities and training have been provided to the students.</li> <li>➤ There is a full time student counselor who focuses on providing careers counseling and guidance to the students. Life planning activities are organized to help students understand their personality, interests and talents, as well as opportunities for further studies and work.</li> <li>➤ The Form-based Management Committee is formed with one form master/mistress in each level to help provide support to class teachers and students in handling discipline problems and providing guidance to students. The Committee, which encourages collaboration among class teachers has been operating effectively to provide support to students to achieve a harmonious and successful school life.</li> <li>➤ The Extended Curriculum Committee helps to coordinate and monitor the Other Learning Experiences in the school. Life-wide learning lessons are planned and organized to provide a curriculum integration platform for student development programmes. Activities such as service learning, visits, guidance, moral and careers education help to promote students' whole-person development.</li> <li>➤ In order to promote the all-round development of students, a wide range of activities have been provided for students. All JS1 and JS2 students have to join either one uniform group or one school team. Through joining the groups, challenging and progressive training programmes are provided for the students and the activities can help promote their physical, intellectual and social development. A wide range of co-curricular activities such as clubs, societies, service groups, Houses and Student Union have been provided for students to develop their talents and leadership ability.</li> <li>➤ Study tours and exchange programmes have been organized for the students to widen their horizons and strengthen language abilities.</li> <li>➤ Students' talents in sports and art and design are stretched through the various activities held in the school. Our Annual Fashion Show is of professional standard.</li> <li>➤ The Student Union has been set up and students are involved in the promotion of quality of school life.</li> <li>➤ The structure of the Student Union, Houses and co-curricular activities units can be strengthened to provide more opportunities for the students to foster leadership.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>➤ Closer collaboration among the Form-based Management Committee, the Student Counselor, other units and teachers is needed to provide better support for the students.</li> <li>➤ The newly furnished school facilities can be further utilized to organize activities to enhance the quality of school life.</li> <li>➤ More tailor-made study tours and exchange programmes to fulfil the needs of our students can be organized.</li> <li>➤ Further exploration and development of articulation pathways for students with different talents is needed.</li> <li>➤ More academic support for students with different talents can be provided.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>➤ Our relationship with the parents is good. Members of the Executive Committee of the Parent-Teacher Association (PTA) are active and help to organize a lot of activities in the school, such as outings, Saturday Tea Gatherings and talks. Parents are involved in improving the quality of school life such as the school catering service. Most of the parents are pleased to let their children study in the school.</li> <li>➤ The First Executive Committee of the Alumni Association has been set up. It helps to unite the LTFC family. Alumni contribute to the school through sharing with their fellow schoolmates and assistance in co-curricular activities such as Scout.</li> <li>➤ External resources are appropriately utilized to support school curricula and activities. Close partnership relationship has been developed with Hong Kong Physically Handicapped and Able-Bodied (PHAB) Association, the organization which the school social worker is affiliated to. We cooperate closely in organizing guidance activities and study tours for the students.</li> <li>➤ Besides the members of the Executive Committee of PTA, more parents should be encouraged to participate in the activities organized by the school and/or PTA.</li> <li>➤ There should be more communication with the alumni and we should encourage them to participate in activities organized by the school and/or Alumni Association.</li> <li>➤ More external resources can be explored and utilized to support school curricula and activities.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths &amp; Areas for Improvement</b>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>➤ A caring and supportive culture has been developed among students, parents and teachers in the school. The school was presented the “Caring School Award” by the Hong Kong Christian Service in 2012.</li> <li>➤ Most of the students like the school and they get along well their schoolmates. They like to participate in extra-curricular activities, and over 40% of our students are school team members.</li> <li>➤ Compared with the Hong Kong norm, the mean of the subscale of achievement (APASO) which reflects students’ sense of achievement in relation to their school work is higher for both our senior and junior secondary students, while the subscale of general satisfaction (APASO) which reflects students’ overall positive feeling about the school is higher for our senior secondary students.</li> <li>➤ A caring and supportive culture should continue to be nurtured in the school.</li> <li>➤ Moral and value education need to be enhanced in the school.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>➤ Many students participate in competitions and activities held inside and outside school.</li> <li>➤ Many of our students obtained prizes in inter-school sports competitions. Some even represented Hong Kong in international competitions such as fencing and obtained prizes.</li> <li>➤ Some of our students received prizes in activities and competitions related to Visual Arts and Fashion Design, as well as in business-related activities, film making, drama, public speaking and innovative technology.</li> <li>➤ The Marching Band and Scout also obtained awards from local competitions.</li> <li>➤ The school is awarded the Certificate of Merit for Arts Education in Hong Kong Arts Development Awards 2012.</li> <li>➤ Students should be encouraged to participate in more activities and competitions.</li> <li>➤ More opportunities should be provided for the students to experience success. Public recognition of their achievement should be made.</li> </ul>

# SWOT Analysis

## Our Strengths

- The school is committed to providing an all-round quality education for the nurturing of the perfect generation of the 21<sup>st</sup> century.
- The school campus is well-equipped with first-rate facilities and equipment.
- The Incorporated Management Committee consists of distinguished professionals in Education, Law, Sports, Medical Science, Accounting, Design and Information Technology. The school managers contribute to the school by applying their professionalism and expertise to different aspects of school affairs and school development.
- The teaching force is enthusiastic, devoted and professionally qualified.
- The school deploys its resources quite effectively and efficiently. Students are provided with a wide range of co-curricular activities.
- As a Direct Subsidy Scheme (DSS) school, we can control our student intake by selecting students based on their English and Putonghua abilities, academic performance, general knowledge as well as participation in extra-curricular activities.
- A majority of our students comes from good socio-economic background with strong family support.
- The Parent-Teacher Association is very supportive and works hand in hand with the school to promote students' all-round development.
- Teacher-student relationships are harmonious.

## Our Weaknesses

- Leadership skills of the middle management level need further improvement.
- Better collaboration among units is needed.
- Students are greatly diverse in learning pace, interest and style. Their potential needs to be further tapped and stretched. Further improvement in teaching and learning can be made to cater to the diverse needs of the students.
- Support for students with special educational needs, sports elite students and gifted students could be better.
- Students are in general over-protected by parents. Many of them are passive learners and lack self-management skills.
- The reading culture of the school needs further promotion.
- The academic performance of students is to be further enhanced.
- The One Life One Sport Scheme has to be promoted and implemented more strenuously.
- The use of e-learning to facilitate teaching and learning has to be improved.
- Value education can be strengthened in the school to further cultivate the culture of caring and respect in the school.

## **Our Opportunities**

- As a DSS school, we have greater flexibility in staff deployment and selection of students.
- The relatively small class size makes it possible for teachers to spend more time and effort to take care of the students.
- The staff team has become stable and the sense of belonging is growing.
- The school management team actively seeks external funding, resources and recognition, which helps improve teachers' professional growth and student support.
- Teaching staff are growing to take up leadership and generally welcome professional development and accept an open atmosphere in professional sharing towards learning enhancement
- The awareness of teachers of the necessity to cater to students' diverse needs has grown.
- The school maintains good relationships with our contractors such as Chartwell and Win Tin.

## **Our Threats**

- There is a drop in student population territory-wide and competition from nearby DSS schools is strong.
- Parents' expectations of their children vary, making it challenging for the school to strike a balance.
- Additional resources to operate and maintain the new school annex and to cater to our students' diverse abilities are needed.



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

- 1. To build a green and health promoting school**
- 2. To develop e-learning to enhance learning motivation and learning effectiveness**
- 3. To strengthen student support to cater to individual needs and differences**

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
1. To build a green and health promoting school	➤ The awareness of environmental protection of staff and students is raised.	✓	✓		➤ To organize seminars and workshops on environmental protection for teaching and non-teaching staff
		✓	✓		➤ To arrange school visits for teaching and non-teaching staff
		✓	✓		➤ To network with environmental protection groups to explore possible green programmes for staff and students
		✓	✓	✓	➤ To educate students the importance of environmental protection through Integrated Humanities, Integrated Science, Liberal Studies, Geography and Life-wide Learning lessons
		✓			➤ To use Environmental Protection as the theme of classroom board decoration
		✓	✓	✓	➤ To assign students to look after classroom properties
		✓			➤ To raise the awareness of staff and students on the reduction of food waste
			✓	✓	➤ To reduce and make better use of food waste
	➤ More greenery is seen in the school campus.	✓	✓		➤ To explore the requirements for building a green roof
				✓	➤ To build a green roof
		✓	✓	✓	➤ To grow more plants in the school

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies	
		2013-14	2014-15	2015-16		
	➤ The school culture of energy saving and recycling is fostered.	✓	✓	✓	➤ To help students recycle / reuse textbooks and student folders	
		✓	✓	✓	➤ To educate students to make better use of the recycling bins	
		✓	✓	✓	➤ To avoid unnecessary printing and photocopying	
		✓	✓	✓	➤ To recycle paper	
		✓			➤ To compare the functions and prices of different water saving devices for installation in the year that follows	
			✓		➤ To install water saving device to reduce water consumption	
		✓			➤ To install pedal power generators in the fitness centre to save energy	
		✓	✓	✓	➤ To ensure staff switch off lights, air-conditioners and computers when they leave	
				✓	➤ To explore the possibility of using renewable energy	
	➤ The staff and students maintain good health.			✓	✓	➤ To provide fitness / sports programmes / activities for staff and students
					✓	➤ To organize inter-unit/panel sports activities and competitions e.g. indoor rowing
		✓	✓			➤ To inculcate in staff and students the habit of exercising
		✓				➤ To educate staff and students the importance of healthy eating and how to maintain a balanced diet
			✓			➤ To organize workshops for teachers on how to cope with stress
		✓	✓	✓		➤ To nominate teachers and health ambassadors for workshops

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
		✓	✓	✓	➤ To promote and implement the One Life One Sport Scheme more strenuously
		✓	✓		➤ To strengthen preventive measures to improve students' social health
		✓			➤ To install a Health Education bulletin board at tuck shop to display health information
		✓	✓	✓	➤ To participate in the Health Promoting School Scheme activities
		✓	✓	✓	➤ To check the hygiene condition of the drinking fountains in each floor

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
2. To develop e-learning to enhance learning motivation and learning effectiveness	➤ Teachers are able to employ different e-learning strategies in their lessons	✓	✓	✓	➤ To assign one e-learning coordinator in each subject panel to gather information on the training needs of the teachers in the panel and to explore different e-learning resources and strategies
		✓	✓	✓	➤ To arrange for teachers to attend seminars and workshops on e-learning (Priority will be given to those in the pilot group.)
		✓			➤ To invite subject panels to join the e-Learning Pilot Scheme
		✓			➤ To encourage teachers of the pilot group to try out e-learning in their lessons and then share their experiences with other subject teachers
			✓	✓	➤ To provide one tablet per student and teacher in the lesson
	➤ The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning.	✓			➤ To form an e-learning development task group.
		✓	✓	✓	➤ To regularly discuss with KLA and subject heads their pedagogical needs and to provide them with information on latest e-learning tools, resources and applications
		✓	✓	✓	➤ To establish a robust and adaptable infrastructure for e-learning and to ensure teachers have an equitable access to hardware, software and digital devices
		✓	✓		➤ To further develop the existing online learning platform to make it more user-friendly for teachers and students
		✓	✓	✓	➤ To provide technical support and advice for teachers on the implementation of e-learning

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
	➤ Students are able to learn at home.	✓	✓	✓	➤ To provide e-books for students to read
		✓	✓	✓	➤ To provide online question banks of different subjects
		✓	✓	✓	➤ To provide information on different e-learning resources for teachers and students
		✓	✓		➤ To enhance the online e-learning platform to facilitate interactive teaching and learning e.g. development of virtual classrooms, assignment, completion and submission of homework and quizzes online
		✓	✓		➤ To encourage teachers to make good use of the online e-learning platform
			✓	✓	➤ To enable teachers to teach via the online e-learning platform
			✓	✓	➤ To enable students to learn, discuss and ask questions via the online e-learning platform
			✓	✓	➤ To set up different discussion groups on the online e-learning platform
	➤ Students' learning motivation and learning effectiveness are enhanced.	✓			➤ To submit an e-learning strategic plan by each KLA / subject panel
		✓	✓	✓	➤ To explore e-learning activities that are of interest to students
					➤ To develop interactive and learner-centred lessons through e-learning and try them out
		✓	✓	✓	<ul style="list-style-type: none"> <li>Chinese Language, Mathematics, Innovative Technology, ICT, Integrated Science</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>English Language, Integrated Humanities, Physics, Chemistry, Biology, Geography, Music</li> </ul>
				✓	<ul style="list-style-type: none"> <li>Liberal Studies, Chi History, Visual Arts, Physical Education, BAFS, Economics, HE, HMSC,</li> </ul>

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
3. To strengthen student support to cater to individual needs and differences	➤ Teachers and staff have a better understanding of the diverse learning needs of students and the different strategies they can employ to support the students.	✓	✓	✓	➤ To provide training and experience sharing for teaching and non-teaching staff
		✓	✓	✓	➤ To encourage staff to attend relevant training organized by the Education Bureau and other organizations
		✓	✓	✓	➤ To nominate a minimum of two teachers to attend the Basic Course and one teacher the Advanced Course on Catering for Diverse Learning Needs each year
		✓	✓	✓	➤ To nominate one Chinese teacher and one English teacher to attend EDB training specifically designed for the subject.
		✓	✓		➤ To organize school visits to see how learner diversity is catered in other schools
	➤ Support for sports elite students is strengthened.	✓	✓	✓	➤ To meet sports elite students on a regular basis to provide support and guidance on study and their future careers
		✓	✓	✓	➤ To provide better academic support to enhance their performance in the core subjects
		✓	✓	✓	➤ To allow more flexibility in their choice of elective subjects in senior levels. Sports elite students can choose from one to three elective subjects based on their learning abilities.

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
	➤ Support for academically high-achievers is strengthened.	✓			➤ To initiate accelerated learning class in senior secondary one
		✓	✓		➤ To improve the junior secondary accelerated learning scheme by providing differentiated teaching and learning materials
		✓	✓		➤ To strengthen after-school learning support for senior secondary high-achievers, e.g. after-school enrichment classes
		✓	✓		➤ To improve the 'Reaching for the Star Scheme' to enhance the learning motivation of the participants
		✓	✓	✓	➤ To meet academically high-achievers on a regular basis to provide support and guidance on study and their future careers
		✓	✓	✓	➤ To organize visits to local universities for the academically high-achievers in order to further enhance their motivation to learn
		✓	✓	✓	➤ To equip SS3 students with essential interview skills & subject selection strategies
		✓	✓	✓	➤ To provide different scholarships for higher achievers e.g. university entrance scholarship and subject awards
		✓	✓	✓	➤ To identify potential gifted students & nominate them to the Hong Kong Academy for Gifted Education



Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2013-14	2014-15	2015-16	
	➤ Support for students with special educational needs is strengthened.	✓	✓	✓	➤ To provide guidelines for teachers on how to cater to students with special educational needs
		✓	✓	✓	➤ To meet students with special educational needs on a regular basis to provide support and guidance on their learning and emotional needs
		✓	✓	✓	➤ To organize workshops to help improve their learning strategies and social skills
		✓	✓	✓	➤ To provide better support and arrangements for students with special educational needs in classroom learning and assessments
		✓	✓	✓	➤ To organize a parent support group to conduct experience sharing, workshops and to provide referral and information on external resources
		✓	✓	✓	➤ To organize a peer support group by training students to become guidance prefects
		✓	✓	✓	➤ To provide learning buddies for students with special educational needs within the same class