林大輝中學
LAM TAI FAI COLLEGE

Annual School Plan
2015-2016

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.

Major Concerns

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

Area of Concern 1 : To build a green and health promoting school

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The awareness of environmental protection of staff and students is raised.	1. To post information and poster about environmental issues to raise the awareness of staff and students of environmental protection 2. To educate staff the importance of environmental protection and form green habits (e.g. reduce the use of toilet paper, switch off lights, air-conditioners and computers when not in use) 3. To educate students the importance of environmental protection and form green habits (e.g. reduce food waste, unnecessary purchases and the use of toilet paper, switch off lights and air-conditioners when not in use, etc) through Integrated Humanities, Integrated Science, Liberal Studies, Geography, Home Periods and Life-wide Learning lessons 4. To launch a slogan / poster design competition on environmental protection 5. To encourage students to read more articles and books about environmental protection 6. To recruit Environmental Protection Ambassadors to promote environmental protection 7. To set Environmental Protection as the theme for board decorations and encourage students to use recycled materials 8. To organize a waste sorting programme in the classrooms to separate the waste into different categories for reuse and recycle 9. To visit environmental resources centres 10. To use recycled materials to create artworks and musical instruments 11. To display students' artworks especially Green Art projects on campus	➢ Staff and students are more aware of environmental protection. ➢ Staff and students have adopted greener lifestyles e.g. less toilet paper used, switching off lights, air-conditioners and computers when they were not in use, less food waste, willingness to take part in waste sorting programme and become Environmental Protection Ambassadors. ➢ The amount of electricity, paper and toilet paper consumed is reduced.	➢ Observation ➢ Collect feedback from staff and students through questionnaires ➢ Compare the expenses on electricity, paper and toilet paper in 2014-2015 and 2015-2016. ➢ Report from Chartwell	1. Whole year 2. Whole year 3. Whole year 4. Second Term 5. Whole year 6. First Term 7. First Term 8. Second Term 9. Second Term 10. Whole year 11. Whole year	1. MCEU, KLAs, SDU 2. SDU, GOSU, CMDU 3. Social Science and Science KLAs, MCEU, CEU, FBMU, class teachers 4. MCEU 5. All KLAs, LRSU 6. Gardening Society 7. FBMU, class teachers 8. FBMU, MCEU 9. CCAU, MCEU 10. Art & Music KLAs 11. Art KLA, CMDU	Costs of e-books, magazines on environmental protection, gifts, printing, movable boards and transportation

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
More greenery is seen in the school campus.	1. To plant air-plants or aquatic plants in the common room and toilets 2. To build a green roof 3. To build a running track with man-made grass behind the Main Teaching Block	➢ More plants were seen. ➢ The project of Building a Green Roof has been kick-started in 2015-2016.	➢ Observation ➢ Trace the progress of the Building a Green Roof Project	1. Whole year 2. Second Term of 2016 to 2019 3. Second Term	1. CMDU, SDU 2. CMDU, Science KLA 3. CMDU	Costs of plants, a green roof and a running track
The school culture of energy saving and recycling is fostered.	1. To place the recycling bins in different floors 2. To use the bicycle e-generators for the Early Bird Scheme and PE training to save electricity 3. To recycle secondhand materials for the Lunar-New-Year Fair 4. To organize recycling activities e.g. donation of old clothing, textbooks, etc 5. To avoid unnecessary printing and photocopying by setting print quota 6. To store e-version of documents for record 7. To set double-sided printing as the default setting 8. To use recycled paper for printing draft documents 9. To ensure staff switch off lights, air-conditioners and computers when they leave 10. To ensure students switch off lights and air-conditioners when they leave	➢ The recycling bins were fully utilized. ➢ The bicycle e-generators were made good use of. (e.g. the amount of electricity generated was more than 500 watts.) ➢ More than half of the Lunar new Year stalls sold second-hand goods ➢ Staff and students actively participated in the recycling activities organized ➢ The amount of electricity, paper and toilet paper consumed is reduced.	➢ Observation, Report from CMDU ➢ Record the electricity generated by the bicycle electricity generators every month; report from DPCU and PE KLA ➢ Report from CCAU ➢ Report from CCAU, Student Union and MCEU ➢ Compare the expenses on electricity, paper and toilet paper in 2014-2015 and 2015-2016.	1. Whole year 2. Whole year 3. Second Term 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. Whole year 10. Whole year	1. CMDU 2. DPCU, PE KLAs 3. CCAU, FBMU, class teachers 4. CCAU, Student Union, MCEU 5. DSC, GOSU 6. All staff 7. GOSU 8. GOSU, All staff 9. CMDU, SDU 10. FBMU, class teachers	

Area of Concern 1: To build a green and health promoting school

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The staff and students maintain good health.	1. To participate in the Health Promoting School Scheme activities 2. To promote heath knowledge through different channels 3. To promote and implement the One Life One Sport Scheme more strenuously 4. To check students' fitness performance in PE lessons 5. To encourage staff and students to use the school sports facilities to exercise more 6. To organize health-related games and activities to students during lunch time 7. To organize health-related activities and workshops (e.g. hiking, visit to organic farms, yoga class and dance class) for staff 8. To advise the School Cafeteria to reduce the supply of oily food and junk food 9. To check the hygiene condition of the water sources in the school and install water filters	➢ Numbers of over-weight and under-weight students decreased ➢ Students' fitness levels improved ➢ Number of students and staff taking sick leave decreased ➢ More than half of the staff participated in the health-related activities and workshops organized ➢ The supply of oily food and junk food in the School Cafeteria reduced ➢ Students and staff formed the habit of exercising regularly	➢ Compare the numbers of over-weight and under-weight students in 2014-2015 and 2015-2016 using the weight for height growth chart in Junior levels and BMI in Senior levels ➢ Compare the fitness levels of students in 2014-2015 and 2015-2016 ➢ Compare the numbers of student and staff taking sick leave in 2014-2015 and 2015-2016 ➢ Report from SDU ➢ Report from CMDU and HSCU ➢ Questionnaire	1. Whole year 2. Whole year 3. Whole year 4. First Term 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. First term	1. HE KLA 2. HE KLA 3. PE KLA, CCAU 4. PE KLA 5. SDU 6. HE KLA, FBMU, GCU 7. SDU 8. CMDU, HSCU 9. CMDU	Costs of health-related activities, water check and water filters

Area of Concern 2: To develop e-learning to enhance learning motivation and learning effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Teachers are able to employ different e-Learning strategies in their lessons	1. To enhance the role of e-Learning coordinators to not just schedule e-learning meetings for task group members and gather information, but also to share e-learning resources and to develop e-learning resources 2. To discuss e-learning strategies and implementation in every subject meeting 3. To develop at least one application in each subject 4. To provide training to teachers on subject-related teaching applications and use of e-classroom to set e-homework and quizzes 5. To arrange for teachers to attend seminars and workshops on e-learning 6. To arrange school visits to learn good e-learning practice from other schools 7. To arrange 2014-2015 S1 subject teachers to share their experience in the implementation of e-learning with other teachers 8. To adopt e-textbooks in S1 and S2 9. To purchase e-books for teachers as reference 10. To design more e-learning teaching materials and share them among panel members 11. To solve the technical problems encountered in 2014-2015	➢ Teachers are familiar with the use of e-learning tools, apps and platform. ➢ 70% or more of the target teachers feel confident using e-learning ➢ 70% or more of the target teachers have used e-learning and the applications developed in their lessons. ➢ Teachers of the target group have assigned e-homework to students	➢ Questionnaires for teachers ➢ Lesson observation ➢ e-class homework records ➢ Demonstration of Applications developed	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. Whole year 10. Whole year 11. Whole year	1. KLAs, LRSU, ITSU 2. KLAs 3. KLAs, LRSU, ITSU 4. SDU, ITSU, LRSU 5. SDU, ITSU, LRSU 6. SDU, LRSU 7. SDU, KLAs 8. LRSU, KLAs 9. LRSU, KLAs 10. KLAs, ITSU 11. ITSU	Costs of applications development and transportation

Area of Concern 2: To develop e-learning to enhance learning motivation and learning effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The infrastructure and hardware for e-Learning have been enhanced to facilitate the implementation of e-Learning.	1. To provide mobile devices e.g. ipads to S1 and S2 teachers adopting e-learning 2. To subscribe to an e-learning platform to facilitate e-learning and learner to learner and learner to teacher e-interactions 3. To ensure the stability of school wifi connection 4. To provide technical support and advice on the implementation of e-learning 5. To regularly discuss with KLA and subject heads their pedagogical needs and to provide them with information on latest e-learning tools, hardware, resources and applications	➢ 70% or more of the target teachers find the school infrastructure and tools for e-learning adequate and user-friendly. ➢ 70% or more of the target teachers have used e-learning and different applications in their lessons.	➢ Questionnaires for teachers ➢ Lesson observation	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year	1. ITSU 2. ITSU 3. ITSU 4. ITSU, LRSU 5. ITSU, LRSU, KLAs	Costs of ipads and an e-learning platform
Students are able to learn at home.	1. To provide e-books for students to read for leisure and for completion of assignments 2. To set up e-classrooms for every subject and every level 3. To develop school-based online question banks of different subjects 4. To provide information on different e-learning resources for teachers and students 5. To enable teachers to teach and to interact with learners via the online e-learning platform 6. To enable students to learn, discuss and ask questions via the online e-learning platform 7. To develop e-lessons for students to learn at home 8. To set up different discussion groups on the online e-learning platform	➢ Number of e-books read by students increased. ➢ Students completed online assignments and quizzes satisfactorily. ➢ Teachers used the e-classrooms regularly to assign homework and quizzes. ➢ Students use the e-classrooms regularly to learn and to interact with teachers and other students.	➢ Compare the e-book borrow rates in 2014-2015 and 2015-2016. ➢ Online e-homework inspection ➢ Collect feedback from teachers and students ➢ Compare the e-classroom usage rates in 2014-2015 and 2015-2016.	1. Whole year 2. First Term 3. Whole year 4. Whole year 5. First Term 6. First Term 7. Whole year 8. First Term	1. LRSU, KLAs 2. ITSU, KLAs 3. ITSU, LRSU 4. LRSU 5. ITSU 6. ITSU 7. KLAs 8. ITSU	Costs of e-books, an online e-learning platform and e-learning applications

Area of Concern 2: To develop e-learning to enhance learning motivation and learning effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students' learning motivation and learning effectiveness are enhanced through e-Learning.	1. To organize interactive and learner-centred lessons and interesting learning activities through e-learning 2. To make good use of flipped classroom to consolidate student learning 3. To develop e-homework and e-quizzes so that instant feedback can be provided to students 4. To encourage students to read e-books 5. To encourage students to use e-resources e.g. wisenews, online question banks 6. To encourage students to learn, discuss and ask questions via the online e-learning platform	➢ Students enjoyed reading e-books and using e-resources. ➢ Students' learning motivation is enhanced with the use of e-learning. ➢ Students made good use of the online e-learning platform to learn.	➢ Collect feedback from teachers and students ➢ Lesson observation ➢ Students' performance in e-homework and e-quizzes	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year	1. KLAs 2. KLAs 3. KLAs 4. LRSU, KLAs 5. LRSU, KLAs 6. KLAs, ITSU	Costs of e-books, an online e-learning platform and e-learning applications

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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.	1. To disseminate information to teaching and non-teaching staff and to encourage them to attend relevant training, seminars and workshops on catering to the diverse needs of students organized by the Education Bureau and other organizations 2. To provide school-based training and experience sharing for teaching and non-teaching staff 3. To organize briefing sessions by form to provide teachers with detailed information of students with special educational needs and specialist's suggestions on how to cater to their needs 4. To organize school visits to see how learner diversity is catered in other schools 5. 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 6. To join the QEF Thematic Network (QTN) on Support for Diverse Learning Needs (Reading and Writing) in Junior Secondary Schools	➢ Teachers and staff find the training and school visits useful. ➢ The number of referral cases from teachers reduced as they could handle the cases themselves	➢ Collect feedback from teachers and staff. ➢ Compare the numbers of SEN referral cases in 2014-2015 and 2015-2016.	1. Whole year 2. Whole year 3. October 4. Second Term 5. Second Term 6. Whole year	1. SDU, LRSU 2. SDU, LRSU 3. SDU, LRSU 4. SDU, LRSU 5. DSC 6. English Language KLA	1. Salary of Educational Psychologist 2. Costs of training and transportation

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Support for sports elite students is strengthened.	1. To provide better academic support to enhance the performance of sport elite students 2. To strengthen the arrangement of tutorial classes for sport elite students 3. To arrange a more flexible timetable and curriculum for sport elite students 4. To allow sport elite students more flexibility in their choice of elective subjects (one to three elective subjects) in senior levels based on their learning ability 5. To organize workshops to help improve their learning strategies and social skills 6. To organize a parent support group to conduct experience sharing, workshops and to provide referral and information on external resources 7. To meet sport elite students on a regular basis to provide support and guidance on study and their future careers 8. To organize a mentorship programme to help sport elite students to better understand their future careers paths 9. To liaise with the Hong Kong Sports Institute to provide better resources for sport elite students	➢ Sport elite students are more motivated to learn. ➢ Sport elite students achieved an attendance rate of 80% or above in tutorial classes. ➢ They understand their unique abilities and careers pathways and are able to set up their own goals. ➢ They are able to strike a balance between their training, competitions and studies.	➢ Collect feedback from teachers, lesson observation ➢ Check attendance records in tutorial classes ➢ Report from CEU, collect feedback from sport elite students ➢ Collect feedback from sport elite students and teachers	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. Whole year	1. LRSU 2. LRSU 3. CAU 4. CAU 5. LRSU, GCU 6. HSCU 7. CEU 8. CEU, PE KLA 9. Director of Sports Development	1. Salaries of Director of Sports Development and tutors 2. Costs of transportation

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Support for academically high-achievers is strengthened.	1. To improve the junior secondary accelerated learning scheme by providing differentiated teaching and learning materials 2. To strengthen the 'Reaching for the Star Scheme' to enhance the learning motivation of the participants and provide after-school learning support for senior secondary high-achievers e.g. enhancement classes 3. To nominate academically high-achievers for different admission schemes to enhance their learning motivation 4. To organize visits to local universities for the academically high-achievers in order to further enhance their motivation to learn 5. To provide different scholarships for higher achievers e.g. university entrance scholarship and subject awards for top students in each level 6. To identify potential gifted students & nominate them to the Hong Kong Academy for Gifted Education 7. To offer competition training classes for academically high-achievers and to invite them to join external competitions 8. To equip S6 academically high achievers with essential interview skills and subject selection strategies 9. To meet students with high academic achievement on a regular basis to provide support and guidance on their future careers plan and subject selection	➢ Academically high-achievers are more motivated to learn. ➢ They achieved an attendance rate of 80% or above in enhancement classes. ➢ They understand their unique abilities and are able to set up their own goal. ➢ The number of students admitted to university increased ➢ The number of students receiving scholarships increased	➢ Collect feedback from teachers, lesson observation ➢ Check attendance records in enhancement classes. ➢ Collect feedback from academically high-achievers, report from CEU ➢ Compare the numbers of students admitted to university in 2014-2015 and 2015-2016. ➢ Compare the numbers of students receiving scholarships in 2014-2015 and 2015-2016.	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. First term 7. Whole year 8. Whole year 9. Whole year	1. Chinese Language, English Language and Mathematics KLAs 2. LRSU 3. CEU 4. CEU 5. ARSU 6. LRSU 7. Mathematics KLA 8. CEU 9. CEU	1. Salaries of tutors 2. Costs of transportation and Scholarships

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Support for students with special educational needs is strengthened.	1. To provide guidelines for teachers on how to cater to students' with special educational needs 2. To meet students with special educational needs on a regular basis 3. To organize workshops for students with special educational needs to improve their learning strategies and social skills 4. To provide better support and arrangements in tests and assessments for students with special educational needs 5. To organize a parent support group to conduct experience sharing, workshops and to provide referral and information on external resources 6. To provide learning buddies for students with special educational needs within the same class 7. To join the QEF Thematic Network (QTN) on Support for Diverse Learning Needs (Reading and Writing) in Junior Secondary Schools	➢ Learning motivation of students with special educational needs improved ➢ Their learning strategies and social skills improved ➢ They performed better in tests and assessments. ➢ Parents can provide better support for their children with special educational needs at home	➢ Collect feedback from teachers, lesson observation ➢ Collect feedback from teachers and students, lesson observation, report from GCU ➢ Compare their academic results in 2014-2015 and 2015-2016. ➢ Collect feedback from parents	1. First Term 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year	1. LRSU, Educational Psychologist 2. GCU, Educational Psychologist 3. GCU, Educational Psychologist 4. CAU 5. HSCU 6. FBMU, class teachers 7. English KLA	Salary of Educational Psychologist