



**林大輝中學**  
**LAM TAI FAI COLLEGE**



**Annual School Plan**  
**2016-2017**

# **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 create a positive school climate
2. To enhance students' academic and non-academic achievements
3. To nurture our students to become self-actualizing individuals

**Area of Concern 1: To create a positive school climate**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>✧ Everyone in the school shares the same vision and works towards the same goals.</li> <li>✧ An environment of mutual trust, respect, support and understanding is established.</li> </ul>	<ol style="list-style-type: none"> <li>1. To collect opinions from different stakeholders in the formulation of school policies</li> <li>2. To create channels for different stakeholders to express their opinions</li> <li>3. To exercise impartiality at all levels</li> <li>4. To encourage open communication and discussion among different stakeholders to facilitate information flow</li> <li>5. To reinforce positive beliefs and attitudes and correct values in all stakeholders</li> </ol>	<ul style="list-style-type: none"> <li>➤ All staff feel comfortably school has always maintained an atmosphere of exercising impartially at all levels</li> <li>➤ Stakeholders appreciate the ownership of school policies formulated</li> <li>➤ Stakeholders show more positive towards school management in the stakeholder survey</li> <li>➤ Set up a proper management system to handle the complaints</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small focusing group to study the effectiveness of the new school policies</li> <li>➤ Significant improvement in the Annual stakeholder survey</li> <li>➤ Questionnaires to collect stakeholders' beliefs and attitudes</li> </ul>	<ol style="list-style-type: none"> <li>1. First term</li> <li>2. First term</li> <li>3. Whole year</li> <li>4. Whole year</li> <li>5. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. SDSC, SDU, HSCU, SU</li> <li>2. SDSC, SDU, HSCU, SU</li> <li>3. SDSC</li> <li>4. SDSC, SDU, HSCU, SU</li> <li>5. MCEU, SDU</li> </ol>	Costs of seminars, Workshops, visits and team building activities and transportation
<ul style="list-style-type: none"> <li>✧ A strong sense of ownership, commitment and responsibility is developed.</li> <li>✧ The culture of self-reflection, continuous improvement and striving for excellence is cultivated.</li> <li>✧ A stable and high-calibre workforce is developed.</li> </ul>	<ol style="list-style-type: none"> <li>1. To deploy teachers and staff according to their strengths and abilities</li> <li>2. To streamline school administrative procedures</li> <li>3. To share experiences and good practices to improve efficiency and effectiveness</li> <li>4. To celebrate accomplishments, showing appreciation for their efforts and achievements</li> <li>5. To celebrate student success and reinforce positive behaviours</li> </ol>	<ul style="list-style-type: none"> <li>➤ Staff are competent and confident in performing the duties they are assigned</li> <li>➤ The workload in administration of the teaching staff are significantly lowered</li> <li>➤ Sharing of good practices are widely spread among teachers and staff</li> <li>➤ Cultures of appreciation and praise throughout the campus are successfully built</li> </ul>	<ul style="list-style-type: none"> <li>➤ Significant improvement in the Annual stakeholder survey</li> <li>➤ Questionnaires to collect stakeholders' views to the sharing &amp; appreciation culture in the school</li> <li>➤ Questionnaires to collect the views of teaching staff about the fairness of the division of labour as well as the workload of their duty</li> </ul>	<ol style="list-style-type: none"> <li>1. First term</li> <li>2. First term</li> <li>3. Whole year</li> <li>4. Whole year</li> <li>5. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. SDSC</li> <li>2. ITSU,GOSU,CMDU</li> <li>3. SDU, KLAs</li> <li>4. SDSC,SDU,CPU, ARSU, CCAU,CEU</li> <li>5. CPU, ARSU, CCAU, GCU, MCEU, DPCU,FBMU</li> </ol>	Cost of prizes, trophies, equipment, software & hardware

**Area of Concern 2: To enhance students' academic and non-academic achievements**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>❖ Students are motivated to learn.</li> <li>❖ They are able realize their learning potential and achieve satisfactory results.</li> </ul>	<ol style="list-style-type: none"> <li>1. To help students understand their abilities and learning needs</li> <li>2. To set high expectations for students</li> <li>3. To motivate students to take ownership of their studies</li> <li>4. To provide examination skills training to students</li> <li>5. To initiate learning support schemes for the less able students to enhance their learning motivation e.g. reinforcement classes, Reaching for the Stars Scheme, Academic Perfects</li> <li>6. To tailor the curriculum to suit the needs of the students in order that students can experience success in the course of study</li> <li>7. To design learning activities and materials that can motivate students to learn actively e.g. project-based learning</li> <li>8. To regularly review the curriculum and learning materials to enhance learning and teaching effectiveness</li> <li>9. To organize co-lesson planning and to share good teaching practice among teachers to enhance teaching effectiveness</li> <li>10. To provide useful assessment data and analysis to teachers to help them evaluate their teaching effectiveness and make adjustments to teaching strategies and materials</li> </ol>	<ul style="list-style-type: none"> <li>➤ Students' internal and external academic performances improved</li> <li>➤ Students' academic performance achieves positive value-addedness.</li> <li>➤ The number of students who fulfill the university entrance requirements increased</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare students' internal and external assessment results, value-added performances and the numbers of students fulfilling the university entrance requirements in the current year and the previous year</li> </ul>	<ol style="list-style-type: none"> <li>1. First term</li> <li>2. September &amp; January</li> <li>3. Whole year</li> <li>4. First term</li> <li>5. Whole year</li> <li>6. Whole year</li> <li>7. Whole year</li> <li>8. Whole year</li> <li>9. Whole year</li> <li>10. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. CEU, LRSU</li> <li>2. CPU, KLAs, FBMU</li> <li>3. CPU, KLAs, FBMU</li> <li>4. CPU, LRSU, CEU</li> <li>5. CPU, LRSU</li> <li>6. CPU, KLAs</li> <li>7. CPU, KLAs</li> <li>8. CPU, KLAs</li> <li>9. CPU, KLAs</li> <li>10. CPU</li> </ol>	<ol style="list-style-type: none"> <li>1. Extra Manpower for small group teaching</li> <li>2. Learning and teaching materials</li> </ol>

**Area of Concern 2: To enhance students' academic and non-academic achievements**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<p>✧ Students are exposed to a wide variety of learning experiences both inside and outside school.</p>	<ol style="list-style-type: none"> <li>To organize more inter-class, inter-house and cross-curricular activities for students</li> <li>To encourage students to participate in more activities outside school.</li> <li>Organize more leadership training for students.</li> <li>To provide overseas exchange programmes for the students to widen their horizons</li> <li>To increase manpower to support the organization and implementation of student activities</li> </ol>	<ul style="list-style-type: none"> <li>➤ The number of inter-class, inter-house and cross-curricular activities for students is increased.</li> <li>➤ The number of students participating in activities outside school has increased.</li> <li>➤ The leadership training activities provided for students has increased.</li> <li>➤ The number of overseas exchange programmes for students has increased.</li> <li>➤ The manpower supporting the organization and implementation of student activities has increased.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reports of FBMU, CCAU and KLAs</li> <li>➤ Compare the number of students participating in activities outside school in 2016-2017 with that of 2015-2016.</li> <li>➤ Compare the number of leadership training activities in 2016-2017 with that of 2015-2016.</li> <li>➤ Compare the number of overseas exchanged programmes for students in 2016-2017 with that of 2015-2016.</li> <li>➤ Compare the manpower supporting the organization and implementation of student activities in 2016-2017 with that of 2015-2016.</li> </ul>	<ol style="list-style-type: none"> <li>Whole year</li> <li>Whole year</li> <li>Whole year</li> <li>Whole year</li> <li>Whole year</li> </ol>	<ol style="list-style-type: none"> <li>FBMU, CCAU, KLAs</li> <li>CCAU, KLAs</li> <li>CCAU</li> <li>CCAU</li> <li>CMDU</li> </ol>	<p>Expenses on extra manpower supporting the organization and implementation of student activities</p>
<p>✧ Students fully realize their potential in non-academic areas.</p>	<ol style="list-style-type: none"> <li>To organize workshops to help students understand their potential and strength in non-academic areas.</li> <li>To organize more varieties of activities to help students to develop non-academic achievement.</li> <li>To help students to have reflection on their potential and achievement through participation in non-academic activities.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Students understand their potential and strength in non-academic areas more.</li> <li>➤ The number of non-academic activities organized is increased.</li> <li>➤ Students can have reflection on their potential and achievement through participation in non-academic activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observation</li> <li>➤ Collect feedback from students through questionnaires</li> <li>➤ Reflections from students</li> <li>➤ Reports of CCAU and CCA groups</li> <li>➤ Compare the number of non-academic activities organized in 2016-2017 with that of 2015-2016.</li> </ul>	<ol style="list-style-type: none"> <li>Whole year</li> <li>Whole year</li> <li>Whole year</li> </ol>	<ol style="list-style-type: none"> <li>FBMU, CEU</li> <li>CCAU</li> <li>FBMU, CCAU,</li> </ol>	

**Area of Concern 2: To enhance students' academic and non-academic achievements**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<p>✧ Students achieve outstanding results in external competitions.</p>	<ol style="list-style-type: none"> <li>1. To identify talents of students and encourage them to take part in external competitions.</li> <li>2. To offer competition training for students in preparing for external competitions.</li> </ol>	<ul style="list-style-type: none"> <li>➤ The number of students taking part in external competitions is increased.</li> <li>➤ The support for training of students in preparing for external competitions is increased</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reports of CCAU and KLAs</li> <li>➤ Compare the competition training for students in preparing for external competition</li> </ul>	<ol style="list-style-type: none"> <li>1. Whole year</li> <li>2. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. CCAU, KLAs</li> <li>2. CCAU, KLAs</li> </ol>	<p>Expenses on tutors for competition training</p>

**Area of Concern 3: To nurture our students to become self-actualizing individuals**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>✧ Students understand their strengths, weaknesses and needs.</li> <li>✧ Students are able to explore their potential and develop their talents.</li> <li>✧ Students are able to achieve their goals.</li> </ul>	<ol style="list-style-type: none"> <li>1. To arrange workshops or activities to help students to have better understanding of themselves.</li> <li>2. To organize various activities to help students set realistic, achievable goals for themselves and guide them to achieve their goals.</li> <li>3. To promote life planning in junior levels through talks, workshops and activities.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Students understand their strengths, weakness and needs in teenage development.</li> <li>➤ Students have a clear goal and can learn to develop positive living attitude through activities.</li> <li>➤ Students are able to write down their own plan in school life and career life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Questionnaire</li> <li>➤ Reflections from students</li> <li>➤ Observation by teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. First term</li> <li>2. Whole year</li> <li>3. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. FBMU, CEU, GCU</li> <li>2. FBMU, CEU, GCU, DPCU</li> <li>3. CEU, FBMU, DPCU</li> </ol>	Costs of workshops, talks and activities.
<ul style="list-style-type: none"> <li>✧ Students' confidence and self-esteem are boosted.</li> <li>✧ Students' self-management skills improved.</li> </ul>	<ol style="list-style-type: none"> <li>1. To foster feelings of competence and self-efficacy through self-management and leadership training.</li> <li>2. To organize form-based or whole-school approach activities to promote students' social and emotional well-being and to build resilience in students in order that they will not give up easily.</li> <li>3. To design activities to enhance students' life-long learning and learning to learn capabilities, creativity, self-reflection and critical thinking skills.</li> <li>4. To enhance students' confidence and self-esteem through activities.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Marks increased in the related items from the stakeholder survey (Student Support &amp; School Ethos).</li> <li>➤ The number of student cases concerning emotional problems decreased.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stakeholders' survey</li> <li>➤ Questionnaire after activities</li> <li>➤ Observation by teachers</li> </ul>	<ol style="list-style-type: none"> <li>1. Whole year</li> <li>2. Whole year</li> <li>3. Whole year</li> <li>4. Whole year</li> </ol>	<ol style="list-style-type: none"> <li>1. CCAU, GCU, FBMU, DPCU</li> <li>2. GCU, FBMU</li> <li>3. CEU, CPU, KLAS</li> <li>4. CCAU, FBMU</li> </ol>	Costs of training for students