



林大輝中學
LAM TAI FAI COLLEGE



Annual School Plan
2017-2018

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

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

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
<p>✧ Students are motivated to learn.</p>	<ol style="list-style-type: none"> To regularly review and tailor the curriculum to suit the needs of the students in order that they can experience success in the course of study To design interesting and meaningful teaching and learning materials that allow greater learner participation and interaction To provide co-lesson planning time for teachers to discuss lesson implementation To share good teaching practice among teachers to enhance teaching effectiveness To make good use of e-learning to enhance students' participation in the lesson. To engage students in meaningful learning activities e.g. competitions, project-based learning To provide instant feedback to students to motivate them to perform better To initiate learning support schemes for the less able students to enhance their learning motivation e.g. reinforcement classes To regularly evaluate the learning and teaching effectiveness and make adjustments to teaching strategies and materials 	<ul style="list-style-type: none"> ➤ Students are eager to learn and participate actively in lessons. ➤ Students' internal and external academic performances improved. ➤ Students' academic performance achieves positive value-addedness. ➤ The number of students who fulfill the university entrance requirements increased. 	<ul style="list-style-type: none"> ➤ Lesson Observation ➤ 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 	<ol style="list-style-type: none"> Whole year January & July 	<ol style="list-style-type: none"> KLAs KLAs DSC CPU, KLAs ITSU, LRSU, KLAs CPU, KLAs KLAs LRSU, KLAs KLAs 	<ol style="list-style-type: none"> Learning and teaching materials including e-learning apps and platforms
<p>✧ Students are able realize their learning potential and achieve satisfactory results.</p>	<ol style="list-style-type: none"> To help students understand their abilities and learning needs To set high expectations for students To motivate students to take ownership of their studies To provide examination skills training to students To implement small class teaching in senior levels to better cater to students' individual needs To provide Reaching for the Stars Scheme for the academically high achievers To provide useful assessment data and analysis to teachers to help them evaluate their teaching effectiveness accurately 	<ul style="list-style-type: none"> ➤ Students' internal and external academic performances improved ➤ Students' academic performance achieves positive value-addedness. ➤ The number of students who fulfill the university entrance requirements increased 	<ul style="list-style-type: none"> ➤ 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 	<ol style="list-style-type: none"> Whole year January & July 	<ol style="list-style-type: none"> CEU, LRSU KLAs CEU, FBMU, KLAs CPU, CEU, KLAs DSC LRSU, KLAs CPU 	<ol style="list-style-type: none"> Extra Manpower for small group teaching in senior levels Tutors for Reaching for the Stars Scheme

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
<p>❖ Students fully realize their potential and strength in non-academic areas</p>	<ol style="list-style-type: none"> To organize workshops and activities to help students to realize their potential and strength in non-academic areas To organize greater varieties of activities to help students to develop non-academic achievement. To help students to have more reflection on their potential and achievement through participation in non-academic activities To enhance the guidance to students in organizing school activities so as to help students to gain successful experiences and realize their potential 	<ul style="list-style-type: none"> ➤ Students can get a greater understanding of their potential and strength in non-academic areas ➤ The number of non-academic activities organized is increased ➤ Students can have more reflection on their potential and achievement through participation in non-academic activities ➤ Guidance to students in organizing school activities are enhanced 	<ul style="list-style-type: none"> ➤ Observation ➤ Collect feedback from students through questionnaires ➤ Reflections from students ➤ Reports of CCAU, CCA groups and FBMU ➤ Comparing the number of non-academic activities organized in 2017-2018 with that of 2016-2017 	<ol style="list-style-type: none"> Whole year Whole year Whole year Whole year 	<ol style="list-style-type: none"> FBMU, CEU CCAU FBMU, CCAU CCAU 	
<p>❖ Students are exposed to a wide variety of learning experiences both inside and outside school</p>	<ol style="list-style-type: none"> To organize more inter-class, inter-house and cross-curricular activities for students To encourage students to participate in more activities outside school To enhance uniformed leadership training for students To provide more overseas exchange programmes for the students to widen their horizons To provide more experiences on job shadowing or mentoring programme for students to widen their career-related experiences outside school 	<ul style="list-style-type: none"> ➤ The number of inter-class, inter-house and cross-curricular activities for students is increased. ➤ The number of students participating in activities outside school has increased ➤ Well-planned and effective uniformed leadership training activities have been provided for students ➤ Leadership ability of students are enhanced ➤ The number of overseas exchange programmes organized for students has increased ➤ The number of job shadowing or mentoring programmes have increased 	<ul style="list-style-type: none"> ➤ Reports of FBMU, CCAU and KLAs ➤ Comparing the number of students participating in activities outside school in 2017-2018 with that of 2016-2017 ➤ Comparing the number of uniformed leadership training activities in 2017-2018 with that of 2016-2017. ➤ Student questionnaires on "leadership" (designed by school) ➤ Responses and reflections from student leaders ➤ Comparing the number of overseas exchanged programmes for students in 2017-2018 with that of 2016-2017 ➤ Comparing the number of job shadowing or mentoring programmes for students in 2017-2018 with that of 2016-2017 	<ol style="list-style-type: none"> Whole year Whole year Whole year Whole year Whole year 	<ol style="list-style-type: none"> FBMU, CCAU, KLAs CCAU, KLAs CCAU CCAU CEU 	Expenses on extra manpower supporting the organization and implementation of student activities

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
<p>❖ Students achieve outstanding results in external competitions.</p>	<ol style="list-style-type: none"> 1. To identify talents of students and encourage them to take part in external competitions 2. To offer more competition training for students in preparing for external competitions 	<ul style="list-style-type: none"> ➤ The number of students taking part in external competitions is increased ➤ The support for training of students in preparing for external competitions is increased 	<ul style="list-style-type: none"> ➤ Reports of CCAU and KLAs ➤ Comparing the amount of competition training for students in preparing for external competition in 2017-2018 with that of 2016-2017 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 	<ol style="list-style-type: none"> 1. CCAU, KLAs 2. CCAU, KLAs 	<p>Expenses on tutors for competition training</p>

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> ✧ Students understand their strengths, weaknesses and needs. ✧ Students are able to explore their potential and develop their talents. ✧ Students are able to achieve their goals. 	<ol style="list-style-type: none"> 1. To arrange workshops or activities to help students to have better understanding of themselves. 2. To organize various activities to help students set realistic, achievable goals for themselves and guide them to achieve their goals. 3. To promote life planning in junior levels S1: Self-management and discipline. S2: Self-understanding and goal setting S3: Self-reflection and subject selection 4. To launch some program about workplace experience, real practice, workshops and visits in senior levels. 	<ul style="list-style-type: none"> ➤ Students understand their strengths, weakness and needs in teenage development. ➤ Students have a clear goal and can learn to develop positive living attitude through activities. ➤ Students are able to write down their own plan in school life and career life. ➤ Students' understanding of their needs of teenage development 	<ul style="list-style-type: none"> ➤ Questionnaire ➤ Reflections from students ➤ Observation by teachers ➤ Surveys 	<ol style="list-style-type: none"> 1. First term 2. Whole year 3. Whole year 4. Whole year 	<ol style="list-style-type: none"> 1. FBMU, CEU, GCU 2. FBMU, CEU, GCU, DPCU 3. CEU, FBMU, DPCU 4. FBMU, CEU, GCU, MCEU 	<p>Costs of workshops, talks and activities. Placement, survey from outside professional parties</p>
<ul style="list-style-type: none"> ✧ Students' confidence and self-esteem are boosted. ✧ Students' self-management skills improved. 	<ol style="list-style-type: none"> 1. To foster feelings of competence and self-efficacy through self-management and leadership training. 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. 3. To design activities to enhance students' life-long learning and learning to learn capabilities, creativity, self-reflection and critical thinking skills. 4. To enhance students' confidence and self-esteem through activities. 5. To provide seminars, workshops or trainings for parents on students' development. 	<ul style="list-style-type: none"> ➤ Marks increased in the related items from the stakeholder survey (Student Support & School Ethos). ➤ The number of student cases concerning emotional problems decreased. ➤ The number of students in detention class decreased. 	<ul style="list-style-type: none"> ➤ Stakeholders' survey ➤ Questionnaire after activities ➤ Observation by teachers ➤ Surveys ➤ Reports from LRSU 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 	<ol style="list-style-type: none"> 1. CCAU, GCU, FBMU, DPCU 2. GCU, FBMU 3. CEU, CPU, LRSU MCEU 4. CCAU, FBMU 5. GCU 	<p>Costs of training for students, Training course provided by outside parties</p>