



林大輝中學
LAM TAI FAI COLLEGE



School Development Plan
2019–2022

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 21st 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
<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ 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

School Motto

多元啟智 堅毅樂群

(To explore and develop students' multiple intelligences through a broad and diversified curriculum, fostering in them perseverance and nurturing them to become socially responsible individuals.)

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. To create a positive school climate	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> ➤ Teachers and staff were deployed according to their strengths and abilities so as to improve their work efficiency and effectiveness. ➤ Through regular sharing with teachers and team building activities, our teachers and staff know more about their own strengths and the school's expectation of their teaching performance and students' academic performance. ➤ Regular subject meetings and common lesson time allow teachers to exchange ideas and express their opinions. They also gained mutual trust and support, and had a better understanding of other colleagues. ➤ Teachers and students were consulted for the formulation of school policies, and the Student Union served as a channel for students to communicate to the school. ➤ Singing the school song regularly has developed in teachers and students a stronger sense of belonging to the school. ➤ A whole school approach to strengthening classroom routines was adopted. Students were reminded of their responsibility as students and teachers were advised to strictly enforce the classroom rules to develop in our students positive behaviours.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
2. To enhance students' academic and non-academic achievements	Largely achieved	Incorporated as routine work	<ul style="list-style-type: none"> ➤ Classroom facilities and equipment were installed to create an environment conducive to learning. ➤ Subject panels tailored the curriculum, teaching strategies and materials to make sure students could experience success in the course of study. ➤ Timely feedback was provided to students to motivate them to perform better. ➤ With the use of e-Learning, students found learning more enjoyable and showed greater interest and eagerness in the learning process. ➤ Learning support schemes were initiated for the less able students to enhance their learning motivation. The Chinese, English and Mathematics reinforcement classes achieved an attendance rate of 100%. ➤ The Careers Education Unit provided individual counselling sessions for senior secondary students to equip them with effective study skills and better time management. ➤ Each subject was provided with useful assessment data and analysis after each test and examination to help teachers to evaluate their teaching effectiveness. ➤ New activities were organized which could help students to be exposed to a wide variety of learning experiences. ➤ There were sixteen clubs and societies, four uniform groups, nine service groups and sixteen Sports School Teams in the School. Inter-house and inter-class activities and competitions were organized for students to help them to explore their potential and strength. Students' talent was identified and they

			<p>were encouraged to take part in external competitions.</p> <ul style="list-style-type: none">➤ There was a greater number of overseas exchange programmes organized when compared with that of 2018-2019. Students' horizons were widened through these exchange programmes.➤ New scholarships and awards for recognition of students' outstanding results in external competitions were introduced.➤ In order to run activities in the School better, it was suggested that closer supervision and more guidance for students were needed to help students to gain successful experiences and explore their potential and talents when they run activities in School. Moreover, more in-depth reflection of students was needed to help them realize their strength and weaknesses in non-academic areas.
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Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
3. To nurture our students to become self-actualizing individuals	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> ➤ A full-time student counselor who focused on providing individual and group careers counseling and guidance to students was employed. Life planning activities were organized by Career Education Unit to help students understand their personality, interests and talents, as well as opportunities for further studies and work. Study tours with career elements were organized to help students understand more about studying overseas. ➤ The Guidance and Counselling Unit utilized external resources to support students, thus students were able to explore their potential and develop their talents. ➤ The Form Based Management Unit instructed class teachers to help students to have more in-depth reflection and self-realization on their potential and talent and to review their goals. ➤ The Moral and Civic Education Unit arranged Service Learning Programme and Volunteer Team to provide different chances for students to experience and care about people in need. These activities boosted self-esteem and confidence of students. ➤ There should be further effort to help students become effective learners who take the initiative to learn and to raise their confidence in learning.

PI Areas	Major Strengths & Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ➤ A cycle of planning, implementation and evaluation is adopted to support school self-evaluation and improvement. ➤ The school's development priorities are drawn up based on the school mission, findings from the evaluation of the previous development cycle and SWOT analysis. ➤ All teachers are involved in the formulation of the School Development Plan. ➤ Subject and Unit Plans with clear targets and implementation strategies are drawn up in line with the School Development Plan. ➤ Clear school procedures and guidelines are in place. ➤ The school takes prompt action and appropriate measures when dealing with crises.
2. Professional Leadership	<ul style="list-style-type: none"> ➤ The School Incorporated Management Committee consists of distinguished professionals who give directions & guidelines for school development, and helps expand the school network and promotes school development in all areas with special emphasis on sports development, art and fashion design and innovation and technology. ➤ The School Supervisor constantly contributes his ideas and experience in school development and financial management. He is committed to leading the school to excellence. ➤ The Principal is experienced and resourceful. With his good network with other primary and secondary schools, he is able to lead the school towards actualization of the school mission. ➤ The Deputy Principals are highly competent and dedicated. They play a crucial role in nurturing and supporting the middle managers in order that they can take up leadership roles. Regular reviews on the effectiveness of work in different aspects are done throughout the year to ensure continuous improvement. ➤ The views of different stakeholders are valued when determining the future direction and development of the school. ➤ School resources are well deployed and external resources are made good use of to facilitate school development. ➤ The School stresses the importance of professional sharing, and professional development mechanisms are developed. Professional exchanges are constantly promoted.

PI Areas	Major Strengths & Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ➤ The school places great emphasis on students' holistic personal development, and the school curriculum is developed according to 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. In Senior Secondary, elective subjects from all Key Learning Areas (KLA) are provided to offer diversified subject choices and flexible subject combinations to senior secondary students to cater to their diverse abilities, learning needs and interests. ➤ The Stakeholder Survey (teacher) in 2018-2019 shows that over 70% of the teachers agree or strongly that the curriculum development of the school is in line with the trend of the educational development. And about 70% of the teachers agree or strongly agree that the school-based curriculum has clearly defined objectives and policies. And about 70% of the teachers agree or strongly agree that the performance assessment methods adopted by subject panels effectively assess students' performance. ➤ Apart from the formal curriculum, the school also provides enhancement programmes on Physical Education, Visual Arts and Innovative Technology to develop students' intellectual and talent potential to the fullest. A well-structured extended curriculum which provides students with life-wide learning experiences is also formulated. ➤ The school has a comprehensive assessment policy in which 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. ➤ In Mathematics, graded exercises are designed to cater to the needs of the students, making learning not only attainable but also challenging to all. ➤ 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. ➤ Useful information and assessment results analysis are provided to each subject panel in order that teachers have better knowledge of students' abilities and academic performances.

PI Areas	Major Strengths & Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li data-bbox="763 217 2004 507">➤ The Stakeholder Survey (teacher) in 2018-2019 shows that most of the teachers have a positive view on their teaching. More than 85% of the teachers agree or strongly agree that they often teach their students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. And more than 85% of the teachers agree or strongly agree that they often help students to review their learning, so that they have a clear idea about their learning performance and progress. And more than 95% of the teachers agree or strongly agree that they often adjust the teaching contents and strategies according to students' learning progress in lessons. <li data-bbox="763 507 2004 619">➤ The Stakeholder Survey (student) in 2018-2019 shows that more than half of the students agree or strong agree that the teachers often tell them about their progress and problems in learning. <li data-bbox="763 619 2004 909">➤ E-learning is implemented in Junior Secondary to enhance students' learning motivation and teaching effectiveness. E-Exercises and e-learning materials are uploaded onto the e-classrooms for students' easy reference. However, there is a need to adopt a broader range of strategies and e-learning materials to optimize learning for the different ability groups. In order to facilitate the implementation of e-learning, the School has increased the speed of internet access, set up more access points in different locations in the school campus. All S1-S5 students have their own iPads to facilitate learning. The iPads for the 2018-2019 Secondary One student come with an Apple Pencil to facilitate writing on the iPads. <li data-bbox="763 909 2004 1098">➤ A wide range of support measures are undertaken to cater to the diverse learning needs and abilities of the students. Additional resources and manpower are allocated to make small group teaching in Chinese Language, English Language and Mathematics lessons possible. Students are grouped together based on their learning abilities in order that students can actively participate in learning activities that they perceive as meaningful and attainable. <li data-bbox="763 1098 2004 1169">➤ Reaching for the Stars Scheme, reinforcement classes, sport elite classes and tutorial classes are organized to provide academic support to that in need. <li data-bbox="763 1169 2004 1353">➤ To enable S1 students to adapt to the new learning environment and study methods, a Summer Bridging Programme is designed. 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.

PI Areas	Major Strengths & Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li data-bbox="763 217 2004 655">➤ The School has provided student support to promote holistic development and help them to become self-actualizing individuals through career life planning. There is a full-time student counselor who focuses on providing individual and group careers counseling and guidance to students. Life planning activities are organized to help students understand their personality, interests and talents, as well as opportunities for further studies and work. There are also activities to help students to set goals that align with one’s vision and help them to become self-actualizing individuals. Results from the “APASO – Goals of Life” survey conducted in 2018-2019 show that the mean of the subscales of “goal setting” and “goals of life” are higher than Hong Kong mean for senior form students. And the effect size is small. This shows that students of our school can set realistic timetable for achieving goals and use goals to guide their actions. In order to cater for students with different talents and needs, further exploration and development of articulation pathways is needed. <li data-bbox="763 655 2004 951">➤ The School also provides all-rounded support to students to achieve holistic development and a harmonious and successful school life by the Student Development Committee. The Discipline and Pastoral Care Unit, Guidance and Counseling Unit, Form Based Management Unit as well as Moral and Civic Education Unit in the Committee help to enhance students’ healthy development in terms of personal well-being and social adaptations. A sense of belonging to the school is cultivated. Besides, education psychologist, clinical psychologist, social worker and guidance teachers also provide individual counseling and organize activities for students in their teenage development. <li data-bbox="763 951 2004 1062">➤ A caring and supportive culture has been developed among students, parents, teachers and supportive staff in school. The school was presented the “Caring School Award” by the Hong Kong Christian Service in years 2016, 2017 and 2018. <li data-bbox="763 1062 2004 1134">➤ However, closer collaboration among units and subjects is needed to provide better support for the students, especially for improvement in academic performance.

PI Areas	Major Strengths & Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ➤ The responses of parents in the Stakeholder Survey 2018-2019 are very positive. Over 80% of the parents agree or strongly agree that there are sufficient channels for them to express their views to the school and the school is willing to listen to the views of parents. Moreover, over 80% of the parents agree or strongly agree that the school often invites parents to participate in school activities and they have a good relationship with the school. ➤ The Parent-Teacher Association (PTA) helps to strengthen communication between teachers and parents to promote home-school communication and cooperation through organizing a lot of activities such as outings, seminars and community services activities. In order to promote communication and cooperation between IMC and parents of the School, Parent Manager and Alternate Parent Manager are elected to join the IMC meetings. ➤ Relationship between the parents and teachers were good and there were sufficient channels for them to express their view to the school. ➤ The PTA also develops the potential of parents and encourages parents to assist the school in different aspects so as to enhance educational effectiveness. Parent volunteers also offered help at the PTA Resources Centre in lunchtime and to promote different activities, e.g. Parent volunteers organized cooking and craft workshops for students, parents and teachers. ➤ However, to enhance the knowledge and skills needed for educating their children, more parental education activities are needed. ➤ The Alumni Association had been set up and activities were organized for alumni. In order to promote communication and cooperation between IMC and alumni of the School, Alumni Manager is elected to join the IMC meetings. Alumni contribute to the school through sharing with their fellow schoolmates and assistance in co-curricular activities such as Scout, sports coaches and mentors of Visual Arts students. ➤ The Elite Athletes Sub-committee was set up in 2018. The sub-committee helps to further strengthen the bonding between elite athlete alumni and LTFC. For example, our alumni Wushu elite athletes lead our students and parents to practise Tai Chi Moves together to promote exercise for health in LTFC during the 14th Athletics Meets. ➤ The school has signed the Memorandum of Understanding (MOU) with Hong Kong Sports Institute (HKSI) in 2015 to provide a highly integrated and flexible curriculum for young athletes, and enable them to train full-time whilst continuing to pursue their studies at senior secondary level (Secondary 4 to 6). ➤ The School has established links and collaboration with overseas organizations to widen the learning opportunities of students. The school signed a MOU with the Singapore Sports

	<p>School in 2016 and signed of a MOU with Yang Young Digital High School (Korea) in 2018. The schools have agreed to offer exchange programmes for students to share knowledge and have cultural exchanges regularly.</p> <ul style="list-style-type: none">➤ The school should further extend its alumni network to support different aspects of development. We should encourage alumni to participate in activities organized by the school and/or Alumni Association.➤ The School can further establishes links and collaborations with local and overseas organizations to facilitate school development, widen students' horizons and enrich their learning experiences.➤ External resources are utilized to support the school. 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. We cooperate closely in organizing guidance activities and voluntary services.➤ Support to SEN students is strengthened with the school-based educational psychology service and clinical psychology service provided by the Tung Wah Group of Hospitals.➤ Partnership relationship has been developed with The Shatin Integrated Centre for Youth Development of the Yang Memorial Methodist Social Service. We cooperate closely in organizing guidance activities through the Quality Education Fund Project 'Respect for Life – Let Me Shine'.➤ Support to students and parents is strengthened with the workshops and seminars provided by the Department of Health.➤ More diversified parent education activities can be organized to help parents enhance the knowledge and skills needed for educating their children.
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PI Areas	Major Strengths & Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ➤ Results from Stakeholder Survey show that parents views on students’ attitude and behavior are quite positive. Over 80% of the parents agree or strongly agree that the school can foster in their children good virtues. And nearly 80% agree or strongly agree that the school is able to foster their children’s self-discipline and make them abide by school regulations and help their children to acquire the skills to get along with others well. Moreover, 85.1% of the parents agree or strongly agree that the students of the school respect their teachers. However, views for students and teachers are not as positive as that of parents. Only about 62.3% of the teachers agree or strongly agree that the school helps students develop correct values. Only about half of the students agree or strongly agree that the school actively fosters their virtues. And only 47% of students agree or strongly agree that students respect the teachers. The school should spend more effort on value education and fostering virtues in the coming years. “Respect” which is one of the true spirits of the school should be nurtured in the next academic year. ➤ Besides, the results of APASO – self concept shows that the mean score of honesty / trustworthiness is lower than Hong Kong mean for junior form students in 2018-2019. And the effect size is small. There are no significant differences in the score for senior form students when compared with Hong Kong mean. This also supports the need to nurturing positive value and virtues in the School, especially integrity which is one of the true spirit of the school. ➤ S1-S5 Service Learning Programme and Volunteer’s Team are set up for students and provide different chance for students to experience and care about people in need. It also can boosted up their self –esteem and confidence. ➤ Life Education Programme has set up for S1 and S4 students aims to help them boosting them up their value through different activities. ➤ For Moral and Civic Education, we have organized S5 students visit LegCo, Dalian Study Tour, Basic Law Competition, Flat Rising Ceremony etc. for students. Students have knew more about their society and our home country. ➤ For Green school, we aim to educate students to save the earth together. We have organized red pockets, Stationaries, plastic bottles and Moon Cake Boxes Recycle Action. More than 300 plastic bottles, 3000 red pockets and 40 Moon Cake boxes have collected and sent to Green Power. Through these activities more students have join the campaign. ➤ We have planned whole year morning assembly schedule before the end of September. The main them is Appreciation. Different teachers and students have share and appreciate

	<p>different people in our school, like IT support. On the other hand, some morning assembly will over run due to the many requests by different units and some units maybe not well prepare, so it affect the outcome of the morning assembly. School can restructure the Morning Assembly, and can broadcast through Campus TV.</p> <ul style="list-style-type: none">➤ We found that students are lack of Courtesy. It is suggested that school can organized Courtesy for two weeks at the beginning of the September of year of 1920.➤ Academic encouragement program like electing the best students in class were held. Students were acknowledged by gifts and certificates to enhance students positive learning habits.➤ A caring and supportive culture has been developed among students, parents, teachers and supportive staff in school.➤ As the yearly themes were used for the topics of the board decoration, the culture of self-reflection has been developed and the students' continuous improvement could be enhanced.➤ Most of the students like the school and they get along will their schoolmates.➤ As the students' academic and non-academic achievement like sports, art and assessment performance were shown in the notice board, it can motivate students ownership of their studies and perform better academically.➤ Through the actively participation in the Super Class Scheme at school, the students could experience the acknowledgement in school.➤ By singing school song once a week during morning assemblies, students will have a clear picture about the school mission.➤ However, better interpersonal relationship and communication is needed among parents, students and teachers, a caring and supportive culture can be nurtured in school.➤ The number of Students' Major Mistake (Major demerit and Demerit) have been decreased.➤ The number of participants for QC camp has been also decreased. It reflects the average conduct grade level was improved.➤ Tstudents' performance in following the daily routine can't reach school's expectations➤ The manners of our students still need to be improved.➤ A caring and supportive culture has been developed among students, parents, teachers and supportive staff in school. Activities such as 'Respect and Caring' activities, 'Positive attitude' activities, 'Father and Mother's Day' activities and Teachers' Week help to promote a harmonious and caring environment. The school was presented the "Caring School Award" by the Hong Kong Christian Service from 2013 to 2018.➤ A caring and supportive culture should continue to be nurtured in school.
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PI Areas	Major Strengths & Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> <li data-bbox="763 217 2011 692">➤ The Extended Curriculum Committee helps to encourage students' participation in school activities and 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, workshops, guidance, moral and careers education help to promote students' whole-person development. There are very positive responses from teachers and parents on the support of life-wide learning and other learning experiences as reflected by Stakeholder Surveys in 2018-2019. The results show that more than 91.1% of the teachers agree or strongly agree that the school actively encourages students to participate in extra-curricular activities. And 87.1% of the teachers agree or strongly agree that the school's extra-curricular activities can help extend students' learning experiences. While 80.9% of parents agree or strongly agree that through participation in the school's extra-curricular activities, their children's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased. <li data-bbox="763 692 2011 954">➤ In order to promote the all-round development of students, a wide range of activities have been provided for students. All S.1 and S.2 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 and service groups. Houses and the Student Union have been provided for students to develop their talents and leadership ability. <li data-bbox="763 954 2011 1433">➤ Study tours and exchange programmes have been organized for the students to widen their horizons and strengthen languages abilities. In 2018-2019, a four-day Exchange Week was organized, six exchange tours to Vancouver, Dalian, Beijing, Taichung, Macau, Humen were organized to widen students' horizon and learning experiences. In the Beijing tour, students visited and joined the workshops in Beijing Institute of Fashion Technology as well as Academy of Arts and Design in Tsinghua University. Students could understand more about the art and culture of Beijing and broaden their horizons in the field of art. In order to enhance students' understanding of Mainland China, the School had organized S4 students to visit Fujian in 2017-2018. And in 2018-2019, forty S4 and S5 students visited Dalian in the Exchange Week. These tours in Mainland can facilitate students' study in Chinese History and Liberal Studies. Students also visited local secondary school and gained exchange experiences with local students. Our students can experience the differences in education system and environment between Hong Kong and Mainland. Students can also increase their

understanding of the development in Mainland. Sister School relationships were also established between our school and some Mainland secondary schools. Over 30 local activities had been organized for students staying in Hong Kong. These activities included visits to museums, companies and tertiary institutions as well as some environmental protection institutions and facilities. Students could widen their horizon and apply what they had learnt during lessons in the activities.

- For both junior and senior form students, the scores for “Achievement” and “Experience” in the Attitudes to School survey (2018-2019) are higher than Hong Kong norm. The effect size is small for senior form students while the size is negligible for junior form students. When compared with the Hong Kong mean, greater percentage of the junior and senior form students of the School agree or strongly agree that they always enjoy successful experience at the school, and the effect size is small.
- The students show outstanding performance in inter-school sports competitions. The PSP students also do well in local and international sports competitions. For example, S6P Lee Sze Wing won two gold medals in Asian Track Championships 2019 Women Junior Points Race and Scratch Race.
- Students got a lot of awards in the field of visual art and design. The annual Fashion Show is also of professional standard.
- Students are encouraged to participate in a wide range of co-curricular activities. There was increasing number of students getting prizes in innovative technology and performing art such as drama and music performance.
- To encourage students to do their best in inter-school competitions, teachers can apply for the newly established celebration subsidy to cover the expenses of the celebration activity for outstanding performance in external competition.
- However, results of Stakeholder Survey (student) in 2018-2019 shows that only about half of the students agree or strongly agree that the school is intent on fostering their leadership. Thus, leadership training needs to be enhanced and the roles of student leaders need to be strengthened.
- Internal Scholarships are set up to honour studentss who excel in different areas, namely academic, languages, sports, art and design, innovative technology, leadership, services as well as conduct.
- Entrance Scholarships for Outstanding Attainment in Academic Study, Sports, Art and Design or Technology are offered to new students admitted to recognize new students with non-academic and academic achievements.

	<ul style="list-style-type: none">➤ Outstanding Athlete Scholarships (OSA) and Outstanding Sports Performance Scholarships (OSPS) are newly established in 2017 to recognize students with outstanding performance in sports and to nurture sports professionals.➤ Undergraduate Scholarships for Further Study in Local or Overseas Universities for S6 Graduates are offered to students who have attained outstanding results in Hong Kong Diploma of Secondary Education (HKDSE) Examination and admitted to full-time undergraduate degree programmes in a local university funded by the University Grants Committee (UGC) of Hong Kong or in a prestigious overseas university.➤ Can keep in top 3 of ST&SK in inter-school sports competitions.➤ Can attract some sports talents to enroll in LTFC for nurturing sports professional.➤ Should establish a strong sport culture in which all students regularly pursue sports activities.➤ Should enhance the leadership training in school.➤ Students participated in wide variety of activities and competitions➤ Prize presentation for academically high achievers➤ High achievers are recognized in classroom posters and floor posters after every quiz, uniform test or examination
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SWOT Analysis

Our Strengths

- The School has a clear mission and vision, and a strong commitment in the promotion of the 4 focused learning areas without undermining the importance of academic development.
- Committed and professional school management team provides visionary leadership and additional resources.
- Students have outstanding achievement in sports, art and Fashion Design.
- Our teachers are trained to cater to students' diverse learning needs.
- Our Student Counsellors provide individual counseling to students to have a help the students the school to promote a well-balanced learning experience.

Our Weaknesses

- There is a comparatively high turnover rate.
- New teachers need support for classroom management.
- Our middle managers have to be developed to strengthen their leadership role.
- Students are greatly diverse in learning pace, learning interest, and learning style

Our Opportunities

- We have greater flexibility in staff deployment and student selection.
- The young staff team welcome professional development and interchange to enhance learning effectiveness
- They are more receptive to new teaching pedagogy and strategies and more eager to experiment with different e-learning tools.

Our Threats

- The focus on talent development makes the provision of a balanced learning experience arduous.
- Parents' expectations of their children vary, making it challenging for the school to strike a balance.
- There is an increasing need to diversify school programmes to meet students' diverse needs.

Major Concerns for a period of three school years

- 1. To strengthen school ethos and nurture virtues in students through a whole-school approach.**
- 2. To enhance teaching effectiveness to cultivate learning motivation and initiative**
- 3. To develop STEM Education to foster in students problem solving skills, critical thinking and creativity**

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2019-2020	2020-2021	2021-2022
1. To strengthen school ethos and nurture virtues in students through a whole-school approach.	✧ Everyone in the school shares the true spirit and attributes of LTFC.	1. Teachers' knowledge and skills in nurturing students' virtues enhanced through professional development: training, workshop and school visit.	✓	✓	✓
		2. Parents' understanding and knowledge in line with school expectations are enriched through school seminar (including new parent orientation), newsletter, and parent-teacher interview.	✓	✓	✓
		3. Students' awareness, understanding and opportunity of application are enhanced through whole-school approach to different school programmes.	✓	✓	✓
		4. Elements of virtue and moral education are strengthened through the review and refinement of moral, civic and health education curriculum.		✓	✓
		5. Elements of virtue and moral education are brought out by subjects through collaborations of subjects.		✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2019-2020	2020-2021	2021-2022
	✧ A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	1. Whole-school approach to Discipline and Guidance works is enhanced to promote decent school ethos and supportive culture.	✓	✓	✓
		2. Diversified activities, visits and training are organized to promote and enhance students' understanding and participation; different members and units are involved in organizing, supporting and participating activities.	✓	✓	✓
		3. Individual training is provided to enhance reflective learning and practical application.	✓	✓	✓
		4. By-level activities and training are organized to enhance cohesion and participation.	✓	✓	✓
		5. Group (such as student group leaders) trainings and activities are organized to promote frontline participation.		✓	✓
		6. Whole school programmes are organized to promote the awareness of selected themes in accordance with student performance.	✓	✓	✓
		7. Learning opportunities and wider perspectives are extended through enhanced collaboration with external agents and utilization of community resources.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)			
			2019-2020	2020-2021	2021-2022	
2. To enhance teaching effectiveness to cultivate learning motivation and initiative.	✧ An environment conducive to teaching and learning is provided.	1. To upgrade the facilities and equipment in the classrooms and staff rooms to make teaching and learning more efficient	✓	✓		
		2. To provide common lesson time to enable co-lesson planning and preparation	✓	✓	✓	
	✧ Teachers manage their students well, with proper classroom routine set up.	1. To provide training for teachers to strengthen classroom management skills.	✓	✓	✓	
		2. To arrange mentors to provide guidance and support to new teachers.	✓	✓	✓	
		3. To provide clear guidelines for teachers and help them set up proper classroom routines.	✓	✓	✓	
		4. To show appreciation for students' good performance and behaviours in class.	✓	✓	✓	
	✧ Teachers design interesting and meaningful lessons to facilitate learning. ✧ Teachers are able to employ effective teaching strategies to enhance learning motivation.	1. To encourage professional interflow through common lesson time, peer lesson observation and staff development programmes to share good practices and to design interactive lessons with role play, presentation and discussion to increase learner participation and online learning materials to promote self-directed learning.	✓	✓	✓	
			2. To promote subject-initiated training programmes to equip teachers with the knowledge, skills and strategies to make learning meaningful and interesting.	✓	✓	
			3. To invite teachers to participate in external learning circles and school-based support services, visits and overseas exchange programmes to enrich teachers' knowledge in materials design and pedagogy.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2019-2020	2020-2021	2021-2022
	<ul style="list-style-type: none"> ✧ Students take the initiative to learn. ✧ Students become effective learners. 	1. To foster the habit of pre-lesson preparation and self-directed learning in students.	✓	✓	
		2. To teach students different study skills	✓	✓	✓
		3. To provide both quantitative and qualitative feedback to learners in order that they can track their own learning progress and improve their learning.	✓	✓	✓
		4. To organize outside class and inter-class activities and to provide authentic learning experience to increase learning motivation.	✓	✓	✓
		5. To encourage students to do more self-reflection.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2019-2020	2020-2021	2021-2022
3. To develop STEM education to foster in students problem solving skills, critical thinking and creativity.	✧ Students talented in STEM are identified.	1. To admit more new students who are talented in STEM.	✓	✓	✓
		2. To identify students who are talented in STEM through STEM-related activities and their academic performance.	✓	✓	✓
	✧ Teachers' knowledge and skills in STEM are enhanced.	1. To encourage teachers to attend seminars and workshops in STEM, and to share what they have learnt regularly in staff development programmes, subject meetings and faculty meetings.	✓	✓	✓
		2. To invite professional organizations to provide school-based STEM-related training for our teachers.	✓	✓	
	✧ Facilities and equipment for the development of STEM are installed.	1. To obtain funding from QEF to build a STEM laboratory.	✓	✓	
		2. To expand the existing Maker Laboratory to accommodate more students for STEM lessons and activities.	✓	✓	
		3. To install equipment necessary for the implementation of STEM education.	✓	✓	
	✧ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused.	1. To improve the current IT curriculum.	✓	✓	
		2. To offer JS STEM enhancement programme for students talented in STEM.	✓	✓	✓
	✧ Students' problem solving skills, critical thinking and creativity are enhanced through STEM education.	3. To invite students to participate in a wide range of STEM-related activities and competitions to develop students' problem solving skills, critical thinking and creativity.	✓	✓	✓