林大輝中學
LAM TAI FAI COLLEGE

Annual School Plan
2020-2021

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 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.)

Major Areas of Concern

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

Yearly Theme

Together　砥　攜
Everyone　礪　手
Achieves　前　並
More　行　進

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

	Targets		Strategies		Success Criteria		Methods of Evaluation		Time scale		People in charge	Resources Required
✧	Everyone in the school shares the true spirit and attributes of LTFC.	1.	To enhance teachers' knowledge and skills in nurturing students' virtues through professional development: training, workshops and school visits that focus on class ethos development and classroom management based on the needs of class teachers and subject teachers.	➢ ➢ ➢ ➢	Majority of participants are satisfied with the training focuses. Teachers give positive feedback to approaches for virtue education, and their understanding of virtue education improved Teachers are willing to implement and share the strategies and skills learned. Class ethos and classroom discipline are improved.	➢ ➢ ➢ ➢	Activity and training survey Form master evaluation on CTs and class ethos Form meeting records Discipline records and results of pastoral care competitions.	1.	3-4 times / year	1.	SDU, PCU, MCLEU	Guest Speakers Training costs
		2. 3.	To enrich parents' understanding of school expectations of students' learning habits and daily behaviour such as homework submission, being respectful and responsible, and adherence to school rules through different platforms. To enhance PTA's role in the promotion of parents' understanding and support on school virtues.	➢ ➢	Positive feedback from PTA and other parents parents show support to school's direction in daily implementation and virtue development.	➢ ➢	Parents' stakeholder survey PTA meeting minutes	2. 3.	Whole year Whole year	2. 3.	PTA, PCU, MCLEU PTA, PCU, MCLEU	/
		4.	To enhance students' awareness, understanding and opportunities of applications in different school programmes through a whole-school approach, with selected focused areas of school ethos and behaviour.	➢ ➢	Students' awareness regarding the focused areas is raised. Students' performance and improvement in daily routines are visualized, recognized and appreciated.	➢ ➢ ➢ ➢	Form master evaluation Form Meeting minutes Daily observations Result of pastoral care competition.	4.	Whole year	4.	PCU, CCAU, AAC	Programme Fees

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Everyone in the school shares the true spirit and attributes of LTFC.	1. To strengthen elements of virtue and moral education through the implementation of Life education period in S1, with focus on self-management and resilience 2. To tailor the Life Education, Health Education and Life &Society curricula to include self-management.	➤ Students are actively involved in Life Education lessons, and class teachers are confident in conducting the lessons. ➤ Curricula in Life Education, Health Education and Life &Society are refined for better collaboration.	➤ Feedback from teachers involved in Life Education, Health Education and Life &Society. ➤ Students' work and feedback from the lessons.	1. Whole year 2. Whole year	1. MCLEU 2. HE KLA, L&S, AAC	/
	3. To bring about elements of virtue and moral education through subject collaboration.	➤ Pioneer subjects (Chinese and English, Life Education, Health Education) prepare the curriculum and implement it smoothly to bring out the moral and civic topics. ➤ Students can express and apply what have been learnt from the subjects.	➤ Assignments of different subjects on related topics. ➤ Evaluation reports from different subjects.	3. Whole year	3. CHI KLA, ENG KLA, HE KLA, MCLEU, AAC	/

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	1. To adopt a whole-school approach to discipline and guidance work to promote focused school ethos (e.g. Respect and Responsibility) and proceed progressively when smaller targets are accomplished.	➢ Improvement in student behaviour is shown regarding the focused areas.	➢ Teacher survey ➢ Daily observations ➢ Discipline records (Praise cards, attendance, Detention Class records) ➢ Homework submission rate	1. Whole year	1. PCU, MCLEU, AAC	/
	2. To involve different members and units in the organization of diversified activities, visits and training to promote and enhance students' understanding and participation, focusing in improving learning habits and basic school routines.	➢ Smooth collaboration among different units in organizing whole-school ethos-related programmes. ➢ Focused learning habits and routines are set out and implemented with efforts from different units.	➢ Student discipline records ➢ Feedback from students ➢ Homework submission rate ➢ Detention Class records	2. Whole year	2. PCU, AAC	Programme Fees
	3. To organize by-level activities and training to enhance cohesion and participation.	➢ Structured activities are organized according to the needs of different levels. ➢ Activities are organized and could meet the needs of different levels.	➢ FM evaluation ➢ Teacher survey ➢ Daily observations	3. Whole year	3. PCU, MCLEU	/
	4. To organize group training and activities (such as for student leaders) to promote frontline participation and to enhance the role of student leaders to strengthen their commitment and recognition.	➢ Student organizations (Prefect, Houses and Student Union) are re-structured smoothly. ➢ Roles and efforts of student bodies are recognized by students and teachers. ➢ Student leaders are confident in fulfilling the duties.	➢ Daily observation ➢ Activity reports ➢ Survey from student leaders and TICs	4. Whole year	4. MCLEU, PCU, CCAU	Programme Fees
	5. To extend learning opportunities and widen perspectives through enhanced collaboration with external agents and utilization of community resources.	➢ External resources and agents are deployed to support activities with satisfactory outcomes	➢ Activity survey ➢ Activity reports	5. Whole year	5. PCU, MCLEU, CCAU	/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

	Targets		Strategies		Success Criteria		Methods of Evaluation	Time scale		People in charge	Resources Required
✧	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.	➢	The facilities in need are equipped.	➢	Feedback from teachers and students on the efficacy of facilities and equipment in the classrooms and staff rooms	1. Whole year	1.	ITSU, CMDU	➢ Costs of facilities and equipment
		2.	To provide common lesson time to enable collaborative lesson planning (CLP).	➢	Improvement of teaching strategies and learning outcomes based on the implementation of CLP.	➢	Feedback from KLA Conveners and Subject Heads on the effectiveness of CLP. ➢ Observation from class visit	2. Whole year	2.	KLA Conveners and Subject Heads	➢ Manpower resources spent on the collaborative lesson planning (CLP)
✧	Teachers manage their students well, with proper classroom routine set up	1.	To provide training for teachers to strengthen classroom management skills.	➢	Teachers find the training on classroom management skills useful ➢ Teachers' classroom management skills improved	➢	Survey by the SDU ➢ Lesson Observation	1. August 2020 and March 2021	1.	SDU, PCU, AAC	➢ Expenses on teachers' training programmes
		2.	To arrange mentors to provide guidance and support to new teachers	➢	New teachers have adapted to and integrated well in the school, and have carried out duties satisfactorily.	➢	Evaluation of mentorship programmes ➢ Feedback from both mentors and mentees ➢ Lesson observation	2. Whole year	2.	SDU, AAC	/
		3.	To provide clear guidelines for teachers and help them set up proper classroom routines	➢	Classroom routines have been set up so as to enhance learning effectiveness.	➢	Feedback from teachers ➢ Form teachers' reports	3. 1st Term	3.	AAC, PCU	/
		4.	To show appreciation for students' good performance and behaviours in class to nurture positive learning atmosphere.	➢	Prizes and rewards are given for outstanding coursework. ➢ Specific steps for giving comments by teachers are adopted in class: - Strength - Weaknesses - Suggestions on improvement ➢ Students' exemplars works are displayed and shared among schoolmates	➢	Feedback from KLA Conveners and Subject Heads ➢ Lesson observation ➢ Feedbacks from KLA Conveners and Subject Heads	4. Whole year	4.	KLA Conveners and Subject Heads	➢ Printing of praise cards ➢ Costs of gifts

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✦ 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 to develop online learning materials to promote self-directed learning.	➢ Positive feedback from participants on staff development programmes ➢ Multiple and diversified teaching strategies have been adopted to design interactive lessons.	➢ Survey results ➢ Subject reports ➢ Lesson observation	1. Whole year	1. SDU, AAC and KLA Conveners and Subject Heads	➢ Expenses on teachers' training programmes
	2. To promote subject-initiated training programmes to equip teachers with the knowledge, skills and strategies to make learning meaningful, interesting and effective.	➢ Sharing of teaching materials and the working experiences of HKDSE in subject meetings so as to improve students' examination strategies.	➢ Feedback from KLA Conveners and Subject Heads	2. Whole year	2. KLA Conveners and Subject Heads	➢ Manpower resources spent on the sharing
	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.	➢ Teachers from our school were co-opted to participate in external professional activities and pedagogical changes are seen in subject teaching.	➢ Feedback from teachers joining the activities ➢ Lesson observation	3. Whole year	3. SDU, AAC	➢ Expenses on teachers' training programmes and overseas exchange

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Students take the initiative to learn and become effective learners.	1. To foster the habit of pre-lesson preparation and self-directed learning in students.	➢ Arrange Pre-lessons tasks (e.g. worksheet, short reading with feedback, pre-lesson booklet, researches etc.) to enrich students' prior knowledge and stimulate students' thoughts for discussion.	➢ Feedback from KLA Conveners and Subject Heads ➢ Lesson observation	1. Whole year	1. KLA Conveners and Subject Heads	/
	2. To teach students different study skills	➢ Students can master different study skills e.g. note-taking, reading, group interaction etc.	➢ Feedback from KLA Conveners and Subject Heads	2. Whole year	2. KLA Conveners and Subject Heads	/
	3. To provide useful assessment data and quantitative and qualitative feedback to learners in order that they can track their own learning progress to improve learning	➢ Students have made improvement in both internal and external assessments	➢ Evaluation reports from different subjects on assessment results	3. Feb & July	3. SAU	/
	4. To organize outside class and inter-class activities and to provide authentic learning experience to increase learning motivation.	➢ Classroom extensions including inter-class activities, local visits, seminars, cross-border study tours are organized so as to increase students' exposure for learning	➢ Sharing, learning reports / projects submitted by students participating in learning activities	4. Whole year	4. KLA Conveners and Subject Heads	➢ Expenses on student activities
	5. To encourage students to do more self-reflection by implementation of assessment for learning.	➢ Assessment for learning (assessment→diagnosis→feedback→reflection for improvement) is widely used during lessons to facilitate the self-reflection	➢ Feedbacks from KLA Conveners and Subject Heads Lesson observation	5. Whole year	5. KLA Conveners and Subject Heads	/

Area of Concern 3: To develop STEM education to foster in students problem solving skills, critical thinking and creativity.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Students talented in STEM are identified.	1. To admit more new students who are talented in STEM.	➢ -No. of S1 talented in STEM in 2021 is more than in 2020. ➢ -At least one STEM inter-school competition / workshop for primary schools is held	➢ ARSU documents / STEM talent pool data ➢ PRU documents	1. Whole year	1. ARSU, STEM Team, PRU	➢ Budget for inter-school competitions / workshops for primary schools
	2. To identify students who are talented in STEM through STEM-related activities and their academic performance.	➢ At least one internal STEM workshop and competition are held ➢ The percentage of students identified as talented in STEM is increased to at least 10% of all students	➢ STEM Team report ➢ STEM talent pool data	2. Whole year	2. STEM Team	➢ Budget for internal STEM workshop and competition
✧ 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.	➢ At least two staff development programmes have been held for teachers to share and learn together about STEM education	➢ SDU documents ➢ STEM Team records	1. Whole year	1. SDU, STEM Team	➢ Budget for staff development programmes / subsidies for teachers to attend STEM workshops / training
	2. To invite professional organizations to provide school-based STEM-related training for our teachers.	➢ At least 10% of all teachers have joined our school-based STEM-related training by professional organizations	➢ SDU documents	2. Whole year	2. SDU, STEM Team	➢ Budget for school-based STEM-related training

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Facilities and equipment for the development of STEM are installed.	1. To renovate and equip the STEAM laboratory with QEF 2. To expand the existing Maker Laboratory to accommodate more students for STEM lessons and activities.	➢ The preparation of the Maker lab has started and construction work completed. ➢ The QEF STEAM lab has been installed.	➢ CMDU / STEM Team report	1. Whole year 2. Whole year	1. CMDU 2. STEM Coordinator	➢ Budget for preparation and construction of new Maker Lab and installation of the new STEAM Lab
	3. To install equipment necessary for the implementation of STEM education.	➢ To install updated STEM equipment, especially about A.I., BioTech, and Automation	➢ Inventory records	3. Whole year	3. SCI/ TECH KLA / STEM Coordinator	➢ Budget for STEM hardware / software
✧ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ✧ Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education.	1. To improve the current IT curriculum.	➢ The JS IT curriculum has been constantly reviewed and refined for the holistic development of STEM education	➢ TECH KLA report	1. Whole year	1. TECH KLA / STEM Coordinator	/
	2. To offer JS STEM enhancement programme to students talented in STEM.	➢ The JS STEM enhancement programme has been implemented with the maker and collaborative approach ➢ Students find the learning of STEM enjoyable.	➢ STEM team report ➢ Student Survey	2. Whole year	2. STEM Team	➢ Budget for STEM learning hardware / software resource
	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.	➢ A STEM day has been held to promote STEM to all students ➢ At least 50% of all students have STEM-related learning experience ➢ At least 10% of all students have joined STEM-related training / competitions ➢ Students find the learning of STEM enjoyable.	➢ Sci/IT/Math KLA report ➢ STEM Team report ➢ Student Survey	3. Whole year	3. Sci/IT/Math KLA & STEM Team	➢ Budget for STEM-related activities and competitions ➢ Budget for a STEM Associate Teacher