



# Lam Tai Fai College School Report 2011-2012



# **Our School**

## **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.

## **Introduction**

In support for the call for all-round development of youths in Hong Kong, Lam Tai Fai Charitable foundation proposed to establish a quality secondary school under the Direct Subsidy Scheme in 2002. The school started its operation in September 2004, offering an innovative and comprehensive curriculum with special emphasis on Art and Fashion Design, Sport Development, Health Education and Innovative Technology.

The Junior Curriculum at LTFC offers a comprehensive range of programmes to enrich students' learning experiences and provides a strong interface with the senior secondary curriculum. It also aims at enhancing students' generic skills with due emphasis on areas such as collaboration, communication, creativity, leadership and critical thinking skills.

Our Senior Curriculum is uniquely designed to provide a wide range of learning options from all the key learning areas so that students can choose the subjects that best suit their abilities and interests. It also prepares them for the Hong Kong Diploma of Secondary Education and university admissions. With the extensive range of programmes we offer, we aim to improve students' prospects for success in life.

The College places great emphasis on instilling in the students the correct learning attitude and study habits. Students are encouraged to read, to observe and to discuss during the learning process so as to develop their different generic skills. Lessons are designed in a flexible manner to allow teachers adequate time to interact with the students so as to enhance learning effectiveness.

To explore students' different learning abilities and widen their horizons, cross-curricular projects are introduced. Students are given the opportunities to apply their knowledge, creativity, skills and values, as well as to collaborate with others. Through project-based learning, students are able to develop their life-long learning capabilities.

Our beautiful 21st Century millennium school premises are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, two Fashion Design Centres, a Gymnasium, a Fitness Centre, a Lecture Theatre, Campus TV, English Café, Putonghua World and Visual Arts Passageway.

To further enhance the learning environment, a New Learning and Activity Complex was built to meet the challenge of the new senior secondary curriculum and to enrich students' learning experiences. The complex includes a warm water Swimming Pool, another Fitness Centre, a 21st Century Library and Learning Resources Centre, a Multi-media Learning Centre, a Cafeteria and a Multi-purpose Stadium.

## Major Concerns

1. Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered
2. Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize the potential of each of our student
3. Creating an environment for professional growth of the teaching force as well as the supporting staff

## Achievements and Reflections on Major Concerns

1. **Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered**
  - 1.1 A school culture of mutual respect is developed.
    - Assemblies organized by the Moral and Civic Education Unit helped to cultivate positive values and attitudes among our students. Teachers used "life events" as learning contexts to inculcate in students the correct values.
    - Stars of the Month were nominated by class teachers each month and students' achievements were recognized and celebrated at morning assemblies.
    - More opportunities were provided for students to do services both inside and outside school. Students were also encouraged to do services in the class committee and service groups in the school. There were four uniform groups in the school, namely Scout, Red Cross, Hong Kong Adventure Corps and Marching Band. Members of the groups performed services in school events such as Swimming Gala, Athletics Meet and School Information Day. All JS1 students were members of the Hong Kong Adventure Corps, while all JS2 students had to join one of the four uniform groups provided by the school. Besides uniform groups, there were eleven service groups including Prefects and Campus TV in the school. Students in the Peer Counselor Scheme performed services outside school regularly.

- Training on voluntary services was provided for every student in JS1 to SS2. Each of them performed at least one service in an academic year.
- School rules and the reward and punishment system were reviewed to reinforce desirable behaviours at school.
- A Staff Development Day on Team Building was held in December to strengthen team work and collaboration among staff.
- Results of the stakeholders' survey showed that 76.1% of the teachers expressed that the staff of the school were on harmonious terms and 71.8% of them said teachers and students had a good relationship. 68.7% of the parents agreed or strongly agreed that the students of this school respect their teachers, an increase of 3.7% compared to last year.

## 1.2 The sense of belonging of students is strengthened.

- The school song was composed and presented to the Incorporated Management Committee for endorsement. Although the school motto has not been decided yet, the newly established Student Union would organize a School Motto Design competition next year.
- The Student Union was established this year through election by all students in the school. They served as a channel to communicate the opinions and viewpoints of the students to the school. For example, the Student Union had a meeting with the Chef of the Cafeteria to reflect the opinions collected by a student survey. The Union also served to unite the students and strengthen their sense of belonging to the school.
- The Lam Tai Fai College Alumni Day cum Alumni Association Preparatory Committee Establishment Ceremony was held in May. The alumni came back to school to celebrate the event. The Preparatory Committee drafted the constitution and prepared for the official establishment of the Association in the next academic year.
- Leadership training was provided for potential student leaders. Through the training, student leaders played a better leadership role in societies, houses, Student Union and service groups.
- The lunch time was lengthened so that more student activities could be organized. Nearly 1/4 of the students participated in lunchtime school activities which were organized in the G/F Fitness Centre, the two Gymnasiums, Basketball and Football fields, English Cafe, Mathematics Corner and PTA Resources Room. A greater variety of activities were organized when compared with those held last year. Among them were sports activities, music performance, Health Week, society meetings, "Love and Care" song dedication, etc.

- A number of activities were held by the Parent-teacher Association to show their love and care for the teachers and students, for example, the making of glutinous rice balls at Chinese New Year and rice dumplings at Dragon Boat Festival.
- Results of the stakeholders' survey showed that 77.1% of the parents agreed or strongly agreed that their child liked his/her school.
- The results of APASO showed that the mean of students' General Satisfaction (2.72) was higher than that of the territory-wide norm.

### 1.3 Teachers are empowered to allow greater job satisfaction.

- Teachers' preferences were taken into consideration when allocating duties to them. Teachers who had demonstrated leadership potential in the previous school year were assigned leadership roles such as subject heads and unit heads so as to build ownership and allow them greater sense of involvement in school planning. Results of the stakeholders' survey showed that 71% of the teachers agreed or strongly agreed that the Principal effectively deployed teaching staff so that they could optimize their potential.
- The number of committees and units were further streamlined to reduce unnecessary administrative work.
- Five teaching assistants were employed to release teachers from some of their administrative work so that they could focus more on their teaching.
- The duties of the supporting staff were more clearly defined and explicitly explained to the teachers, so that they could get better administrative support.
- E-circulars were used to replace paper circulars, which helped to reduce the workload of supporting staff in printing circulars and class teachers in collecting reply slips.
- One administrative officer was employed to provide administrative support to the Deputy Principal and the Assistant Principals so that they could provide better guidance and support to the subject panels and units. Results of the stakeholders' survey showed that 80% of the teachers agreed or strongly agreed that the Vice Principals effectively coordinated the work of committees and subject panels.
- Besides, 61.2% of the teachers found satisfaction in working in the school, an increase of 23.9% from the year before. Also, the turnover rate of teaching staff this year was much lower than that of last year. This showed an improvement in teachers' morale and the general school climate.

## **2. Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize the potential of each of our student**

### 3.2 Students' learning motivation and academic performance are enhanced.

- Careers education was strengthened to help students plan for their careers. The newly employed Student Counselor was an experienced social worker who had worked in tertiary institutions before. She organized activities to help students understand their personality and career aspirations and to explore the working world and opportunities for further studies. Group and personal career counseling sessions were organized for senior secondary students. Parents' meetings on the use of JUPAS website and the release of HKDSE results were organized. Moreover, a workshop on mock release of public examination results was conducted to help SS3 and S7 students better prepare themselves.
- The Careers Education Unit organized university visits for senior secondary students to broaden their horizons, for example visits to the Hong Kong Polytechnic University and the Chinese University of Hong Kong.
- Accelerated Learning was implemented in Junior Secondary Chinese Language, English Language and Mathematics, and teachers were able to provide more challenging learning tasks for the groups. The academic performances of the Accelerated Learning Groups were a lot better. However, the grouping will need to be refined to allow smoother and better transition between lessons.
- The Academic Guidance Unit and the Careers Education Unit launched the "Reaching for the Stars Scheme" for the senior secondary elite students. Apart from providing intensive tutorial classes to enhance the subject knowledge of this group of students, personal counseling sessions were given to the students by the Student Counselor to help them understand more about their strengths and aspirations so as to motivate them to work harder to realize their goals. Most of the students in the scheme obtained encouraging results in Hong Kong Diploma of Secondary Education (HKDSE) Examination. One of the students obtained Level 5\*\* in 3 subjects.
- The Academic Guidance Unit also arranged Post Uniform Test Reinforcement Classes to help students who did not perform well in the tests to catch up with the standard required for the level. The attendance rate in the second term was very good and the students who attended the Reinforcement Classes showed improvement in the Final Assessment.
- Revision schedule and revision guides were provided before the Final Assessment to help students study more effectively.
- The ranking of the top students was indicated on the report cards to show recognition for their good efforts.
- Scholarships were provided for the academically high achievers to celebrate their achievements.
- Students' academic achievements were celebrated and recognized through the

prize-giving ceremony and assemblies.

- Summer tutorial and revision classes were arranged to help senior secondary students better prepare for the coming public examinations.
- The new detention class provided a channel for the teachers to supervise those with low learning motivation to complete their homework.
- The two exercise book inspections showed that a majority of students completed their homework seriously.
- Specially designed programmes were organized for students with special educational needs and the responses from the students were positive.
- Compared to the previous year, the students were more attentive and motivated to learn.
- In the coming year, better support for the sports elites will be needed.
- To further enhance students' learning motivation, a greater variety of learner-centred learning activities have to be organized.
- In order to help students strike a good balance between studies and activities, closer cooperation between the Academic Team and the Activities Team will be needed.

### 3.3 Students are nurtured to become active learners.

- To facilitate students' independent learning, e-classrooms for Chinese Language, Mathematics, Computer Literacy and Information and Communication Technology were created.
- Each student was given an English Builder account with which they could practise reading, writing, speaking and listening skills anytime online.
- The school subscribed to an online public examination question bank so that teachers could tailor online exercises for the senior secondary students to provide more examination practice to them.
- Wisenews was made accessible to all teachers and students to facilitate project-based learning and independent enquiry study.
- The Careers Education Unit organized workshop to equip students with learning strategies and time management. One example is the Workshop on Setting Smart Goals organized for JS1 and JS2 students. Seminars on Preparation for Public Examinations were also organized for SS3 and S7 students.
- All the computers in the classrooms were upgraded to facilitate teaching and learning.
- Senior secondary students especially those taking the Hong Kong Advanced Level Examination and Hong Kong Diploma of Secondary Education Examination were frequently users of the school library.

### 3.4 A reading culture is being developed.

- To enrich the Class Library collection, about 1000 Chinese Class Library books were acquired this year. Both English and Chinese books were allocated to the classes so that students had the opportunities to read extensively. Class Library books were distributed to the students during the reading periods. As there were a great variety of books available, students could exchange the books they had read with their classmates.
- On average, each junior secondary student read 6 to 8 class library books during the reading periods in this academic year.
- Students' reading log books were checked once every term. 58% of the students completed over 70% of the Reading Logs in the second term, a 2% higher than in the first term. Each student wrote 6 book reports this year.
- 28 Campus TV programmes produced by Junior Secondary students and language teachers were broadcasted this year, and there were 6 monthly book sharing sessions by class representatives.
- According to the survey conducted on 4<sup>th</sup> June during the reading period, 42% of the students expressed that they liked the Reading Period and about 30% said that the Reading Period could improve their reading motivation. Although some students did not think the reading period could help improve their reading motivation, more than 50% of them read at least 6 class library books this year. It showed that scheduled reading time gave more opportunities for the students to read so as to help widen their horizons.
- For the Reading To Learn Award Scheme, 19 students were awarded gifts for writing good reading logs in the first term, while 16 students were awarded praise cards and gifts in the second term. These students had completed over 90% of the reading tasks assigned and had written at least 6 quality book reports over the year. The prize presentation was broadcasted to the students through Campus TV in the last reading period.
- There were 3 Book Fairs held this year. For the Chinese and English Book Fairs, students were arranged to visit them during the language periods. As for the Parents' Day Book Fair, it aimed at encouraging parents to share or read books with their children.
- The Lantern Riddles activity organized in February attracted many students to the library.
- A bookshop visit was organized in March. 18 students participated and they were given the privilege to choose books for the school library. This activity could widen students' reading horizons and develop in students a sense of belonging to the

school.

- In order to promote the World Book Day on 23rd April and encourage more students to borrow books from the library, a gift was given to the students who checked out books that day.
- New books were displayed constantly and thematic book displays such as on National Day, Science, Film, Best Books List for Secondary School Students were also conducted.
- Thematic board decorations on National Day, Lantern Festival, Chinese New Year, Easter, World Book Day, Mother's Day and Father's Day were also done to attract students to the Library.
- The production of Campus TV programmes allowed students to take part in different reading activities such as news and books sharing. When asked what kind of reading activities they would like to include in the reading periods, some of them expressed that they wanted to see story-telling or film review during Campus TV broadcast and some would like to read books chosen by themselves. These suggestions will be taken into consideration when planning the Reading Periods next year.
- Although students performed better in the reading periods this year than last year, the reading culture has to be further promoted in the school. Since our students are passive readers, scheduled reading time can give them more opportunities to read extensively. It is also observed that the effectiveness of the reading periods hinges on class discipline during the reading time. Thanks to the hard work of the class teachers, most of the classes maintained good discipline.
- It is suggested that Class Teachers should check the log books regularly to give recognition to the students who performed well.
- According to the library statistics, the total number of library books checked out was 5580 this year. The average number of books read by a student was 6.5 and one student read a total of 187 books this year.
- More promotions will be needed to encourage students to participate in the Reading Award Scheme, for example, through Campus TV programmes or inviting student librarians to promote the Award Scheme.
- It is also suggested that Class Teachers bring their students to the library once a month to select books so as to enhance their interest in reading.

### 3.5 The language environment is enriched.

- Language teachers communicated with the students using the target language both inside and outside class to increase students' exposure to the languages.
- A wide range of fun-filled English language activities such as solo-verse speaking competition, Halloween Storytelling, movie appreciation, Valentine's Day Message Writing Competition, Easter Egg Hunt, Tuesdays with Matthew, English games stalls were introduced to provide an authentic environment for the students to use English.
- English ambassadors were recruited to promote the use of English in the school through activities.
- Opportunities for authentic communication in English outside classroom were created through the provision of writing workshops and IELTS courses conducted by the Native English Teachers for senior secondary students after school.
- Students in general were able to use English to ask and to respond to questions in the lesson. However, they need more practice to discuss different issues in English.
- A full-time Chinese Language teaching assistant was employed to help with the organization of Putonghua activities during lunch and after school.
- The Chinese Society organized bi-weekly Cultural Information Documentary Appreciation, but not many students took part in them. It is suggested to organize activities that are of interest to the students next year.
- Students were encouraged to take part in the Putonghua solo-verse speaking competitions and Putonghua games stalls.
- The element of Putonghua will be reinforced in the junior secondary Chinese Language curriculum in the next academic year.
- It was suggested that all teachers should reduce the use of Cantonese to create a language rich environment for the students.
- Teachers should also encourage students to use English and Putonghua every day.

## 3. Creating an environment for professional growth of the teaching force

### 3.1 Teachers' capability in student management, guidance and counseling is enhanced.

- A new teacher orientation programme was organized to help new teachers understand our students better and to provide them with training on classroom management.
- A class teachers' workshop was organized in August with role plays to provide suggestions and advice to teachers on student management and setting up of classroom routines.
- A Form Meeting was held every month to discuss problems encountered by teachers and to provide guidance and support to teachers on student management.

- A workshop on understanding students with special educational needs (SEN) was held to equip teachers with the skills and techniques to cope with SEN students.
- Compared to last year, the number of students misbehaved in class decreased.
- Results of the stakeholders' survey showed that 70% of the teachers agreed or strongly agreed that the learning atmosphere in the lessons was good, and 65.1% of the parents agreed or strongly agreed that the school was able to foster their children's self-discipline and make them abide by school regulations, an increase of 2.1% from last year.

### 3.2 Teachers' knowledge on the curriculum of NSS subjects is enhanced.

- Special arrangements were made to allow teachers to attend seminars and training workshops on the new senior secondary curriculum, student assessment and school-based assessment.
- Common lesson time was scheduled in teachers' timetables to facilitate the sharing of subject knowledge among teachers.
- The Liberal Studies Panel joined the School-based Support Services provided by the Education Bureau (EDB). A consultant met with the teachers on a regular basis to discuss curriculum development and lesson planning.
- The school obtained funding for the Refined English Enhancement Scheme from EDB to enhance language across curriculum in the school. An Integrated Humanities (IH) consultant was employed to help review the Junior Secondary IH curriculum and had regular meetings with the IH teachers to develop the teaching materials.
- Compared to the year before, the number of teachers attended NSS related training increased drastically.

### 3.3 Teachers' pedagogical skills are enhanced.

- New Teacher Lesson Observations were conducted in September and October. Feedback and suggestions were given by the subject heads after observations to help the new teachers improve their teaching.
- A workshop on Project-based learning was organized to enhance teachers' capability in organizing learner-centred activities for the students.
- An IT training workshop was held to equip teachers with the capability to use the school e-learning platform to facilitate students' independent learning.
- Teachers often shared their teaching ideas and strategies during the common lesson time and subject meetings.
- The Mathematics KLA Convener attended a 5-day training workshop on the use of English as the medium of instruction.

- Results of the stakeholders' survey showed that 92.8% of the teachers said they often adjusted their teaching contents and strategies according to students' learning progress in the lessons. 81.4% said they often taught their students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc. 72.9% of teachers said that they often engaged students in active inquiry and construction of knowledge in lessons while 61.4% of them said they often arranged learning activities such as group discussion and oral presentation in lessons.
- Lesson Observations for all teachers were conducted in March. Most of the teachers performed satisfactorily in the observations.

# Financial Summary

2010-2011

Income	HK\$	Expenditure	HK\$
DSS Subsidy	34,702,095.94	Salaries	32,048,350.86
School Fee	12,525,298.00	Scholarship/Fee Remission	1,252,529.80
Operating Income	808,298.11	Operating Expenses	7,441,323.88
		<b>Surplus</b>	7,293,487.51
	48,035,692.05		48,035,692.05