



# Lam Tai Fai College

## School Report

### 2012-2013



# **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 as well as prepares them for 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 aims 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 completed in 2010 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 supportive and caring school culture is developed.

- The school has put a lot of effort in promoting a supportive and caring school culture among students, parents and teachers. Activities were organized to develop in them a caring and supportive attitude towards the needy in the society and our home country.
- The Form-based Management Committee, which helped to develop a supportive and caring culture in the school, was set up. The Form Master / Mistress in each level were familiar with their students through frequent communication with them and their parents. They patrolled the floors every morning and during lunch and recess, which helped them develop a good relationship with the students. Most of the students were willing to share their experiences and aspirations with the Form Masters / Mistresses. It also helped to strengthen the sense of belonging of the students to the school as most of them were attached to the Form Masters / Mistresses. They also provide support to the class teachers in handling discipline problems and counseling the students. With their frequent collaboration with class teachers and discipline teachers, a more effective task force could be developed.
- Parents' evenings were organized to enhance parent-teacher communication. There were parents' evening organized for each level so that parents could have a better understanding of the school's policy and they could have a face-to-face communication with the Class Teachers. The feedback from parents was generally good as they could know more about the learning atmosphere of their children in school. This helped to develop supportive and caring teacher-parent relationships as well as to promote home-school cooperation.
- Parents' workshop with speaker from the Hong Kong Young Women's Christian Association was organized by the Guidance and Counseling Unit. The workshop aimed at equipping the parents with the skills to help their children cope with changes in the society and provide guidance. The Parent-Teacher Association also organized Saturday Tea Gatherings for parent education and enhancement of home-school communication.

The themes of the gatherings were as follows:

September	Seminar on “How to Help Children Manage their Homework” cum “Introductory Session on JS1 Homework”(for JS1 parents)
October	Workshop on “Helping your child to apply for JUPAS” (For SS3 parents) “How much do you know about the School Catering Services?” cum “Introduction of the School Catering Services Liaison Group” (for JS1 to SS2 parents)
March	Seminar: ‘Facilitating students to set up their study / improvement plan’
April	Parent-child-teacher-student Sports Fun Day

- Some school-wide love and care activities was held to promote the school yearly theme “Be a CARING Person”. First, two whole school assemblies were organized by the Student Development Committee to cultivate a caring and supportive atmosphere in the school. The theme of the first assembly was “Caring”. A drama was performed by some teachers and student-helpers. The students were attentive and enjoyed the drama. The theme of the second assembly was “Emotion Control”. 80% of the students participated in the assembly actively. Teachers and students commented that the case sharing from the guidance teachers and the school social worker were attractive. The students could understand the consequences if they couldn’t control their emotion in a proper way. They were also given three tips on how to control their emotion better. It helped to develop a harmonious and caring environment in the school. Second, the Moral and Civic Education Unit held the “Slogan Competition: Love our School” and over 200 good quality slogans were received. The slogans were posted up on the classroom notice boards to remind students the importance of mutual respect.
- Some activities targeted at the Junior Secondary students were organized to develop an atmosphere of caring and respect among the students. First, activities were held to help the new JS1 students to identify the strengths and weaknesses of themselves and their classmates and understand the need to accept and respect the uniqueness of people. Second, the “Secret Angel Programme” for JS1- JS3 was conducted from September to December 2012. Students who were chosen as “angels” prepared small gifts and cards to give their target classmates. Over 80% of the students were happy when they received small gifts and cards from their angels. Nearly 60% of the “angels” agreed that it was worth devoting time to take care of their classmates. In addition, 100% of JS1 class teachers, 87.5% of JS2 class teachers and 75% of JS3 class teachers agreed that the “Secret Angel Programme” allowed students to take better care of their classmates. They also proposed that the programme be launched again next year. Third, the “Life Education workshops” for JS1-JS3 were held on 5th and 8th July. This programme was held with the cooperation of the Society for Rehabilitation and Crime

Prevention (SRACP). The workshops provided the opportunities for the students to show their care to the society. They had a chance to chat with prisoners to understand their stories and their life in prison. Over 80% of the students agreed that they had a positive attitude towards life. Over 90% of the students said that they would not discriminate the people who were different from them.

- Some talks were organized for the students to educate them the need to respect others. First, an anti-bullying talk for JS1 and JS2 was held on 19th December. Over 80% of the students could understand the importance of prevention of bullying and agreed it was important to develop a harmonious atmosphere in the school. An anti-bullying quiz competition and talk for JS2 students were held on 3rd May. 76% of the students agreed that they respected and accepted the differences among classmates. Second, the “Sexual Harassment Talk” for JS2 students was held on 15th March. Over 70% of the students participated actively during the talk. The film-show could help students understand more about the definition of “Sexual Harassment” and the harmful consequences. It helped the students to be aware of what they did to the others and to develop themselves to be respectful and caring persons.
- Some activities were organized to help students to develop concern and care towards their family and teachers. First, the Teachers’ Week was launched from 8th to 12th October and all students joined the activities. It aimed to develop positive relationships between teachers and students. During the week, there were sharing sessions by students in the morning assemblies on 8th and 9th October. Students filled in Thank You Cards and sent them to teachers within the month of October. Sixty-two students joined a workshop of handmade-gifts for teachers during lunch break. The guidance prefects sent flowers and gifts to all teaching staff to show their thankfulness and respect on 11th and 12th October. Second, Fathers’ and Mothers’ Day activities were held on 23rd and 27th May. Two hundred students from different levels joined the cookies making session. They enjoyed making cookies with the teachers. They also prepared the cookies and gave them to their parents to show their thankfulness of their love. Moreover, Guidance Prefects helped to prepare some greeting cards for the students to write some messages for their parents.
- Some activities were held to help students to develop concern and empathy towards the needy in the society. First, Memorial Service for the Lamma Island Collision Incident was held. The activities included Silent Tribute, Sympathy Cards for the family members of the victims and Board Display of the Sympathy Cards and the related News. Junior Secondary students completed the silent tribute in the Hall while Senior Secondary students conducted it in their homerooms. Most of the students showed sympathy to the victims by returning the sympathy cards. Second, the Marching Band performed for community functions and helped to raise donations for

the public. One example was the Child Development Matching Fund - Carol Singing Festival. Third, the Dress Special Day was held on the Christmas Celebration Day with donations from the students and staff to the Hong Kong Community Chest. Fourth, the Lunar New Year Fair was held with all JS1 to SS2 classes with donations made to the Hong Kong Community Chest. Fifth, in order to memorize the Ya'an Earthquake, the Moral and Civic Education Unit held the Ya'an Earthquake Tribute activities on 25-26 April. Tribute Card, Exhibition at the covered playground and Fundraising activity for the Ya'an Earthquake were initiated. The money collected was donated to Oxfam for emergency relief in Sichuan Ya'an Earthquake. Through the various activities, students and parents showed their care and sympathy to the victims of the Ya'an Earthquake.

- Some activities were held to help students to develop concern and care to our country. The Moral and Civic Education Unit co-organized the 63rd National Day and National Identity Education Series with the Chinese History Department and the Scouts. A series of activities were held, including a whole school assembly (Quiz Competition), Lunch time game stall, board exhibition, flag raising and Morning Assembly sharing. Students enjoyed the activities and positive feedback was received from the students. All classes finished the tasks and 70% of the students from each class completed the tasks successfully.
- The school showed recognition for students' good attitude and behaviours through the "Stars of the Month Scheme". From September 2012 to May 2013, 96.4% of the class teachers nominated one student successfully in their classes to receive the "Stars of the Month" Awards. 186 students received the awards with the relative praise cards and certificates. 22 students were selected to be the role models at the end of the school year.
- The Monthly Themes of "Stars of the Month" Awards were as follows:

	<b>JS1-SS2</b>	<b>SS3</b>
<b>Month</b>	<b>Theme</b>	<b>Theme</b>
September	Devoted Service	Devoted Service
October	Polite and Considerate	Polite and Considerate
November	Respectful	Respectful
December	Humble and Studious	Humble and Studious
January & February	Improvement in Service	Improvement in Service
		Role Model in Class
March	Improvement in Politeness	-----
April	Improvement in learning attitude	-----
May	Role Model in Class	-----

- Opportunities for students to do services both inside and outside school were provided. The Moral and Civic Education Unit organized community service training for JS1 to SS2. The theme of the service training for each level was planned systematically and developmentally.

- The themes of the service training for each form were as follows:

<b>Level</b>	<b>Themes of the service training</b>
JS1	Services to the Elderlies
JS2	Recycling the Used Clothes
JS3	Creating Artwork for retarded Students
SS1	“Famine activity”
SS2	“Collection of rubbish for the public”

- Some of the themes were new to the students in the school, such as “Recycling Used Clothing” for JS2 and “Famine Activity” for SS1. JS2 students reflected that the activities were meaningful, and some used clothes were collected and donated to the Salvation Army. The “Famine activity” was co-organized by the Moral and Civic Education Unit, Health Education Department of our school and the WorldVision. Through students’ participation in the famine activities and donation, students learnt to love and care about the people in the less developed countries.
- Besides the service training provided for every JS1 to SS2 students, opportunities were provided for students to do services inside school in class committee, service groups, clubs and societies, Student Union and Houses.
- The Guidance Prefect Team was established this year to help the Guidance and Counseling Unit in organizing activities to promote a “Love and Caring Campus”. Activities included song dedication, Christmas Celebration, Teachers’ Week, SS3 reunion activities, Fathers and Mothers’ day. At the same time, leadership skill was developed through organizing and preparing the activities.
- In order to encourage students to participate in more community services outside school so as to enrich their experience, 8 students were nominated to join the “Shatin Students Ambassadors (SSAs)”, which aimed to provide quality leadership training for students studying in the Sha Tin district. Besides, the School social worker formed a services group and provided volunteer services outside school. Nearly 50 students participated in this service this year. They acted as helpers in different activities such as the fashion show of the elderly organized by Chinese Rhenish Church Hong Kong, Halloween activity and Christmas activities organized by the Hong Kong Physically Handicapped and Able-Bodied (PHAB) Association. After the volunteer services, students’ interpersonal skill was developed and their awareness on giving a helping hand to the needy people was raised.

- In order to motivate students to sacrifice their time to help others in the community. The school had been registered as one of the Volunteer Movement Participated Organizations of the “Volunteer Movement” (Social Welfare Department). Some of the SS2 and SS3 students applied for the service certificates successfully. Parents were encouraged to do voluntary work in the school and applied for the service certificates as well. The total number of hours registered for services outside the school from 1st January to 30th June 2013 was 3671 hours while the total number of hours registered for co-curricular activity groups inside the school was 6125.5 hours in that period. All JS1 to SS2 students had to attend service training and perform one volunteer service this year. The number of hours for the regular service training was as follows:

<b>Level</b>	<b>Number of hours for regular service training</b>
JS1	650
JS2	650
JS3	520
SS1	1820
SS2	840
<b>Total</b>	<b>4480</b>

- The data showed that students were willing to take part in services inside school and in the community.
- A supportive and caring school culture was also developed among teachers. A mentoring scheme was provided for new teachers. Mentees are matched with mentors who were mostly the Subject Heads. There was informal transmission of knowledge and the provision of psychosocial support so that the new teachers would quickly get used to the work in the school. Moreover, in the First Staff Development Day, teaching staff, teaching assistants, General Office representatives and janitor visited the Noah’s Ark Hotel and Resort. The teachers could get a first-hand experience on how to enrich students’ learning experience through life-wide learning. Communication among colleagues was also improved.
- The school worked with Caritas Institute of Community Education to organize Mathematics Programmes and Communication and Social Skills Enhancement Programme for Junior Secondary students with special Educational needs (SEN). The workshops aimed to help SEN students to improve their fundamental numerical reasoning skills and their communication and interpersonal skills. Qualified and professional tutors were recruited to deliver the course. For the JS1 Mathematics Programme, the attendance rate of all the participants was 100%. As for the JS2 & JS3 Mathematics Programme, 80% of the participants achieved an attendance rate of 75% or more. As for the Communication and Social Skills Enhancement Programme, 90% of the participants achieved an attendance rate of 100%.

- The school applied for the “Caring School Award Scheme” organized by the Hong Kong Christian Service in November 2012. The Award acknowledges schools which have taken continual and active roles in creating loving, harmonious and caring culture. The school was presented the Caring School Award. At the same time, the school was selected to enter Phase 2 for the selection of one awardee of “Outstanding Caring School for Caring Parent School Cooperation”. The school was invited to attend an interview with the Assessment Panel to have an in-depth understanding of the school’s work and results on building a caring campus. Although the school could not get the award for Outstanding Caring School for Caring Parent School Cooperation, the school was recognized for developing a caring and harmonious home-school relationship.
- Results of the Stakeholder Survey showed that a positive, caring and supportive atmosphere was established in the school. According to the survey, 75% of the teachers agreed and strongly agreed that the staff were on harmonious terms and the teachers and students had a good relationship. 70% of the teachers agreed and strongly agreed that they cooperated with one another happily, which was similar to the results of 2011-2012. 75% of the parents agreed and strongly agreed that they had a good relationship with the school. 85% of the parents agreed and strongly agreed that their children got along well with their classmates. Although there was no great difference in the item related to relationship with the school when compared with the data of 2011-2012, there was a great improvement in the item related to parents’ view on whether their children got along well with their classmates. For students, 68% of them agreed and strongly agreed that they got along well with their classmates, which was similar to the results of 2011-2012, but more students strongly agreed that teachers often gave them encouragement in the lessons and the students respected the teachers.

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

- In order to strengthen the sense of belonging of the students to the school, students’ academic and non-academic achievements in the school campus were displayed to show recognition and appreciation for their efforts. Form Masters / Mistresses made good use of the bulletin board of each floor to enhance the sense of belonging of students, such as praising of students’ achievements by different subject teachers and displaying the good work of students.
- Students’ sense of belonging to the school was enhanced through enhancement of team spirit through the functions of Houses. First, public election procedures were introduced to the election of House Committees with each student casting one vote based on their own preferences after reading the election promotional materials and sitting through the general polling occasions. A proper Inauguration Ceremony was

held in October to recognize the roles of House Committee members. Second, inter-house Basketball, Football, Volleyball and Dodgeball activities were held by the four House Committees. One Inter-House activity (LS Knowledge Quiz) was co-organized with and initiated by the PSHE KLA. The results of the Swimming Gala, Athletic Meets and Singing Contest were also calculated based on House scores. Active and practical tasks carried out by House Committees enhanced the smooth running and enthusiastic participation of students in these activities. Students were excited about having the specially designed House T-shirts for the Athletics Meet and Swimming Gala and they seemed to have stronger bonding when wearing the House T-shirts. This encouraged students to strive for their House. The results of all Inter-House competitions were posted on the Score Board with periodical updates. The House-based activities were able to reach students of various interests and talents with good participation rates. The athlete absence rates in the Athletics Meet and Swimming Gala were minimal, which showed that they had a strong desire to contribute to their respective Houses in their unique capacities.

- Students' sense of belonging to their classes was enhanced through inter-class activities. Inter-class board decoration competitions were organized by the Form Masters / Mistresses. Some classes were very serious about the competitions. Besides, prizes were awarded to commend classes with creativity and teamwork in bringing in more sales or building the most attractive stall or making the longest firecrackers roll during the Lunar New Year Fair. This encouraged students to strive for their class.
- The achievements of various co-curricular activity groups were recognized to enhance their sense of belonging. Achievements of various School Teams and co-curricular activity groups were recognized through the prize presentations in the morning assemblies.
- In order to develop students' skills in organizing the class, house and co-curricular activities, leadership training programmes were organized. A leadership and team building training workshop was provided for the House Committees in October. A training programme which helped to develop students' skill in student management was organized by the Discipline and Pastoral Care Unit. JS1 students' self-discipline was enhanced by setting up the Class Prefect System in JS1. Prefects had to record JS1 students' misbehaviours during recess and lunch time. IT prefect training for card-in system was also conducted by the Discipline and Pastoral Care Unit. Thirty-six prefects had completed the training courses and their IT skills were improved.
- To strengthen students' sense of belonging, public election procedures continued to be used for the election of Student Union Cabinets. There was an 80% voting rate for the Union. The Student Union was given opportunities to lead students in reflecting their opinions and expectations towards the School through the School Cafeteria Survey

and dialogue with the Principal. Together with the effort of the School Catering Services Liaison Group of the Parent-Teacher Association, the Student Union helped to improve the students' welfare and the school catering service at the Cafeteria through constant meetings and evaluations with the school caterer.

- Teacher-student activities such as basketball, football, volleyball and dodgeball competitions were organized to strengthen the sense of belonging of the students.
- The lyrics of the school song and the school motto were done. A school motto competition was organized, so that all students, teachers and alumni of the school were involved in the creation of the school motto.
- In order to enhance unity and sense of belonging among LTFC alumni, the first Executive Committee of the LTFC Alumni Association was formed and it was composed of graduates with different backgrounds, talents and graduation years. The Association was responsible for uniting the LTFC alumni and building a bigger LTFC family. With greater unity and stronger sense of belonging, the graduates would become a powerful channel to spread the good will and positive image of the school.
- In order to develop students' sense of belonging to the home country, study tours to Shandong and Hangzhou were planned. Although funding from the EDB was applied and approved, due to the epidemic situation of H7N9 in the mainland, the tours were canceled. Moreover, the Parent-Teacher Association planned to visit the United International College – Beijing Normal University and Hong Kong Baptist University (UIC) to help parents and students understand the study opportunities in Mainland China. However, due to the epidemic situation, the tour was postponed to the next academic year.
- Results of the Stakeholder Survey showed that more students strongly agreed that they liked the school when compared with the results last year. Results of the subscale of Attitudes to School of APASO showed that the mean score for the items related to General Satisfaction was higher than that of the Hong Kong norm.

## **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**

### **2.1 Students' learning motivation and academic performance are enhanced.**

- With the help of the careers development plan, students have a better understanding of their personality, interest, ability and career aspiration, through which they became more motivated to learn. A workshop for JS1 students was held to help them find out their own strengths and supportive networks. Most of the students could identify their unique abilities and strengths. A workshop on personality test was organized for all JS3 students to help them understand their personality type and facilitate them to make

their decision on Senior Secondary subject choices. There were workshops on life planning organized for SS1 and SS2 students aiming at enriching students' knowledge and skills in life planning, and to facilitate them to find their dreams and set their goals. Questionnaire results reported that over 90% of the students said that the workshops could help them understand the knowledge and skills of life planning. 90% of them also agreed that the workshops could help them understand their career aspiration and orientation as well as to help them to set goals. Some of the SS2 and SS3 students joined the Workshop on Career Interest Inventory, which helped them to understand their personality thoroughly and the relevant study pathways through an on-line instrument.

- Through exploring students' multiple pathways and understanding their own study opportunities, students were more motivated to learn. Alumni were invited to share their study and work experiences with our students. Talks on degree and sub-degree programmes were organized for the students. There were also talks and workshops on JUPAS, OEA, SLP and nomination schemes organized for SS3 students. Visits to tertiary institutes were organized to help students understand more about their multiple pathways. Among them were visits to the Hong Kong Polytechnic University, Hong Kong Baptist University, HKDI and IVE.
- Parents' evenings and gatherings were organized to help students understand more about the study of their children so that parents can support and motivate them to learn. Parents' evenings for all levels were organized at the beginning of the school year to help parents understand the policies of the school and allow them to meet with the Class Teachers. The seminar on "How to Help Children Manage their Homework" cum "Introductory Session on JS1 Homework" was organized by the Parent-Teacher Association and Academic Affairs Committee for JS1 parents. Post-assessment parents' evenings were organized for JS1 and SS1 parents to let them understand the school assessment policies and requirements as well as students' overall performances, so that they could help their children improve their study skills and learning strategies. A parents' evening was organized for JS3 parents to help them understand the Senior Secondary subject combinations provided by the school and the tactics of subject selection. A parent's evening was organized to help SS1 parents understand the 2013-2015 Cohort Applied Learning Courses and enable them to decide whether their children would enroll on the courses. A parents' Saturday gathering on "JUPAS application" was organized for SS3 parents.
- Visits to Cathay Pacific airways, CMM Monita Academy, Tao Heung Group and Youth Employment Start Kwai Fong Centre, a CPA firm, Baptist Hospital Nursing School were organized for Senior Secondary students to help explore their multiple pathways through understanding the working world.

- The Careers Education Unit arranged a seminar on “Examination Skills Training” conducted by Hok Yau Club for all SS2 students to help them acquire different time management skills, learning and examination strategies.
- In order to help students to explore their unique abilities and talents, the school allocated an additional of two lessons for Physical Education, Visual Arts and Innovative Technology Enhancement classes for Junior Secondary students who could choose one of the three focused learning areas of the school based on their interest. It not only enhanced their skills, but also broadened their horizons in the selected area.
- In order to motivate students to learn, besides normal written assignments, the teachers made use of different platforms such as Education TV of the Education Bureau, Online Question Bank in HKEdcity, English Builder, WiseNews, etc. to design more diversified and interesting learning materials for the students. Fun-filled learning activities outside classroom were also organized for the students. There were daily or weekly lunchtime activities held by the Chinese, English and Mathematics KLA. There were also leisure activities for students to participate voluntarily.
- In order to encourage students to learn and to excel, teachers of the Mathematics KLA designed and organized a wide variety of learner-centred learning activities for the students to motivate them to learn.
- An excellent and very responsible consultant was hired to help develop language across curriculum teaching packages. She was creative and enthusiastic in developing teaching packages. The materials of the packages designed were introduced to the teachers concerned but teachers would need time to learn to use them more effectively. It is hoped that they would be more familiar with the materials in the next school year. Materials were uploaded when they were finished. Students revised the materials by accessing the content and vocabulary placed on e-class. Video clips were made featuring teachers teaching a module. They were uploaded for students’ access for revision. Inter-class quiz competitions were organized for each level of students. The students were highly motivated and it was a revision process for them before the First Assessment. For Science students, there was an egg-throwing competition to see if eggs stayed intact when dropped from 5th floor. It was fun and exciting and it helped motivate students.
- The school continued to subscribe to an online English language programme, the English Builder, for all students using the funding under the Scheme of Additional Support for Secondary Schools Adopting English–Medium Teaching. We were satisfied with the curriculum content of the online programme, but it called for a lot of effort to ensure the students complete all the exercises. It was still a worthwhile programme to have.

- Two Post-uniform Test Reinforcement Tutorial Classes were arranged after the Uniform Tests to help the low achievers in JS1 to SS2 to improve their performance in the core subjects. Four lessons were arranged to consolidate their fundamental knowledge in Chinese Language, English Language and Mathematics. JS1 students performed the best in the tutorial classes.
- To motivate students of different abilities to learn, Accelerated Learning Groups of Chinese Language, English Language and Mathematics were conducted and the school classified students into different levels based on their academic performance. Subject teachers designed schemes of work especially for the Accelerated Learning Groups.
- In order to allow students more time to prepare for their elective subjects, the number of Senior Secondary elective subjects was reduced. Starting from the third cohort (2012-2015) of HKDSE students, students study two elective subjects only. For high ability students, the school allows them to study a third elective subject after school. As for Mathematics elite students, the school offers Mathematics Extended Part Module 2 for them to study after school. This helped to motivate the students to learn and to excel in their study.
- Some SS3 elite students were selected to join the “Reaching for the Stars Scheme”. Tutorial lessons were organized for these students to motivate them to excel in public examination. Tutors were recruited to teach on Saturdays for Physics, Chemistry and Business, Accounting and Financial Studies. Most of the students who joined the Scheme could obtain a JUPAS offer.
- A variety of activities were organized for JS3 students and parents. The Curriculum and Assessment Unit organized a talk for JS3 students on subject selection procedure in March 2013. A mock subject selection was held in April to familiarize students with the process of subject selection. A taster programme was held in July for JS3 students to study four elective subjects they were interested in, in order that they could have a better understanding of the subjects they intended to study.
- Value-added programmes were provided for the students and teachers. IELTS training was provided for SS3 students by the Native English Teachers. Also, the Cisco Academy arranged an Aspire workshop for our IT ambassadors.
- Detailed assessment coverage and revision guides were provided before each test and assessment to motivate students to work hard.
- Students’ academic achievements were constantly celebrated and prize giving ceremonies were organized to show recognition for the students. Students’ achievements were also posted on school boards.

- Scholarships were provided for the academically high-achievers, for example, the Most Outstanding Students of the Year, Academic Awards, Best in English and Chinese Awards, Most Improved Students Awards, to show appreciation for their efforts.
- Learning support was provided for students with special educational needs (SEN). Information of SEN students was sent to relevant Class Teachers, subject teachers, Form Masters / Mistresses, Guidance and Counseling Unit and Discipline and Pastoral Care Unit, so that they could be more alert when teaching or coping with the concerned students. Special examination arrangements for the SEN students were made based on the needs of the students and suggestions of the specialists, for example, time extension, enlargement of paper and single-sided print.
- Learning support was provided for gifted students. Ten students were shortlisted and nominated to the Hong Kong Academy for Gifted Education (HKAGE) and two of them were successfully screened out and admitted to HKAGE in the area of leadership.
- Learning support was provided for sports elites especially those who represented Hong Kong to attend international competitions overseas. Special examination arrangements were made, but more can be done in the coming year to help enhance their academic performance in the core subjects.
- Summer tutorials and revision classes for Senior Secondary students were arranged to prepare them for the public examination. There was a central coordination for the SS1-SS3 Tutorial Classes (after-school and during holidays). Teachers were able to cater better to students' individual needs in tutorial classes.

## 2.2 Students are nurtured to become active learners.

- E-learning resources were promoted and developed to facilitate independent learning of students. The school bought the service of an online question bank from the HKEdcity for Senior Secondary students. This service provided online past papers of HKDSE and HKCEE. Each student had his/her own account to login and practise the past paper questions according to their own learning pace. Moreover, our teachers created many tests on the system for students to practise as well. Chinese KLA developed a mobile learning APP and the Mathematics KLA designed online quizzes and exercises for the students to submit assignments through the school intranet. Besides, the IT Support Unit purchased some iPad mini for pilot scheme of e-learning. WiFi was ready in specific locations. An educational mobile APP server was built and was ready for running educational mobile APPs. The first educational mobile APP of LTFC was hosted on our school mobile APP server and was successfully demonstrated by the Chinese KLA in the DSS Expo held in March.

- Students were equipped with different learning strategies and time management skills through workshops. The “Basic Life Skills Training Courses” was provided by the Department of Health for JS3 students from December 2012 to May 2013. The training involved six lessons and it aimed to help the JS3 students to acquire six qualities: critical thinking skill, financial management skill, study skill, communication skill, anti-adversity skill and skill to develop a healthy community. Over 60% of the students agreed that the training was useful for them and it was an opportunity to nurture them to become active learners.
- JS1 Library tours and workshops were organized to help them learn how to find resources both in print and on the web, such as the database – WiseNews. These workshops and tours were essential in helping them to do projects. There were periodical updates of the library website which provides accessible link to e-books and subject websites. The computer workstations, including the MMLC computers, are connected to the library photocopier to support student’s project learning.
- Teachers introduced different e-learning resources and promoted the use of the self-learning facilities in the Library and Learning Resources Centre to nurture the students to become active learners. SS2 information skill workshops were organized by the library in March when students were preparing for their second stage of IES project. Thematic Book displays for JS2 and JS3 Health Education projects were held in January. Students were arranged by subject teachers to search information in the library.
- The results of the Stakeholder Survey showed that 70% of the teachers agreed and strongly agreed that they often engaged their students in active inquiry learning and construction of knowledge in lessons.

### 2.3 A reading culture is being developed.

- Library lessons were organized for Junior Secondary students on Monday. The lessons were monitored by the class teachers. Most students participated in the assigned reading activities during the reading periods. They watched Campus-TV programmes, read library books and wrote reading logs. There were six Campus-TV programmes (Monthly Book sharing by class representatives) produced and broadcasted. Each class had two sharing sessions. Chinese and English Class Library Books were distributed to the students to read during the reading periods. As the books provided were different, students could exchange their books with their classmates after finishing reading, so that they could read extensively. This year, each student read at least 6 class library books (Chinese & English) and wrote six book reports.
- The reading periods were closely monitored and regularly evaluated. Reading log books were checked once per term. About 68% of students did their reading logs regularly (10% more than last year). Under class teachers’ instructions, students’ performances in completing the reading logs were better than last academic year.

- According to the survey results conducted in the reading period on 3rd June, 40% of students expressed that they liked the reading periods, while 29% of students expressed that they disliked. The number of students who agreed (38%) or disagreed (30%) that the reading periods could improve their reading motivation was similar. Although some students did not regard the reading periods could improve their reading motivation, more than 50% of them read at least 6 class library books this year, which means scheduled reading time can provide more opportunities for the students to read and widen their reading horizons.
- The “Reading to Learn Award Scheme” was launched to motivate students to read books. In the first term, 85 students were awarded gifts for their good performance in their reading logs while in the second term 18 students were awarded praise cards and 28 students were awarded gifts. The top students in JS2 and JS3 were awarded Ocean Park tickets. These students completed over 80% of the reading tasks and wrote at least 6 good quality book reports. Award list was announced through Campus-TV in the last reading period.
- A wide range of reading activities was organized to develop a reading culture in school. Three book fairs (one Chinese, one English and one on Parents’ Day) and one Author Visit were conducted during the year. The Reading Week was held in November. Activities included Booth Games, Chinese Book Fairs, book sharing by the teachers and Author Talk. The Reading Week was an event which involved all the students. Although the participation rate was not as good as expected, it was good to see that other reading week activities like the book fairs and book sharing by the teachers were popular among students. For the Booth Games, it was found that only a few students visited as most students were involved in other activities or society meetings during lunch time. Better planning of whole school activities was therefore needed to avoid clashes of school events or activities.
- The Lantern Riddles activity organized in February attracted more students to visit the library. Two Bookshop visits were organized in October and March respectively. Students participated in the visits were entitled to choose books for the school library. These activities could widen students’ reading horizons and develop in them a sense of belonging to the school. In order to promote the World Book Day on 23rd April and to encourage more students to borrow books from the library, two student librarians were arranged to convey the message to the students during the morning assemblies. Gifts were also given to students with any check-out that day.
- Books on the New Books shelves were changed each week to promote new titles or to reflect a particular theme or event such as Health Education. And there were thematic decorations of the bulletin board outside the library e.g. Good books recommendation by HKEdCity, Lantern Festival, Chinese New Year, Easter, World Book Day, Mother’s

Day and Father's Day.

- As at 7 June, there were a total of 5091 loans of library resources in this academic year, 8% less than that of last year. The average number of readings by students was 6.5 (same as last year) while the most number of readings by students was 187 (JS3B CHANG Wai Tung). Compared with last year, the library checked out rate was slightly decreased, but Junior Secondary students were provided with other opportunities to read e.g. holiday reading scheme, Chinese and English Language assigned readers and reading period assigned readings.

2.4 A language rich environment which promotes biliteracy and trilingualism is created.

- Teachers were required to use the correct medium of instruction to conduct their lessons and were encouraged to use either English or Putonghua outside class to create an authentic language environment for the students.
- Fun-filled language activities to provide an authentic environment for the students to use the target languages were organized.
- Each Junior Secondary student was distributed a parcel which consisted of an English reader, sweets and a book report worksheet before the holiday and they had to read the book and write a simple book report. Cooperated with the Chinese Language teachers, students were also required to read a book and write and submit book comments for a competition. The Holiday Reading Scheme could help cultivate in students the habit of reading. As the assigned homework was distributed in the form of a gift, students were intrigued.
- The English KLA organized a variety of activities for the students such as Halloween activities, Drama Show, English Café at lunch and Easter Egg Hunt before the Easter Holiday. The activity of "Learning English through Drama" was organized for SS1 and SS2 students to experience a drama performance held by the Department of English at the Chinese University. A 3-hour interactive English workshop was also organized for SS1 students to develop in them a global mindset, to build up their confidence in English speaking and allow them to interact with international people.
- The Chinese KLA organized a Lantern-riddle game at Mid-autumn Festival, Lunar New Year activities and post-assessment competitions for Junior Secondary students, operated the Putonghua World regularly at lunch and invited Master degree students of the Hong Kong Institute of Education who came from Mainland China to exchange with our students in Putonghua both at lunch and after school.

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

3.1 The knowledge of class teachers, form teachers and careers teachers on senior students' articulation pathways is enriched.

- Careers teachers were encouraged to proactively keep themselves abreast of the changes in the pathways for further studies and the working world and to equip themselves with the relevant professional knowledge, skills and attitude. They were also encouraged to attend more seminars and workshops related to careers education, guidance and counseling. This year, the Student Counselor completed the Postgraduate Certificate in Advanced Educational Studies in Careers Education and Counseling. While teachers in the Careers Education Unit attended seminars on multiple articulation pathways, Applied Learning and careers guidance and counseling skills.
- Updated information on senior students' articulation pathways was disseminated to Class Teachers and Form Masters / Mistresses periodically. Positive feedback was received from teachers.

3.2 Student guidance and counseling skills of guidance teachers, form teachers and class teachers are enhanced so that they can provide better support for students.

- A training workshop for Guidance Teachers, JS1 Class Teachers and Form Masters / Mistresses was organized in August, 2012. Over 90% of the teachers concerned joined the training workshop and agreed that the training was useful.
- The Sharing Session on "Experience and strategies of counseling" was held on 28th February during the Form Meeting. Four common counseling skills were introduced to the teachers to help them cope with counseling cases in the school better.
- Teachers attended a workshop on crisis management. During the workshop, teachers were equipped with the skills on how to identify self-destructive and suicidal behaviours and cooperate with parents to keep track of students' emotional problems.
- Some discipline teachers attended a two-day anti-drug training workshop this year to equip themselves with the skills to handle drug addiction problems.
- Guidance teachers also attended seminars or workshops related to student guidance and counseling. Feedback from the guidance teachers was positive although training on micro guidance skills for all teachers is needed in the next academic year.

3.3 Teachers' pedagogical skills are enhanced.

- Teachers were encouraged to regularly share good practice among teachers of the same subject panel to enhance their teaching efficacy. Teachers' sharing on pedagogical skills was also encouraged in the common lesson time.

- Arrangements were made for teachers to attend training provided by the Education Bureau and the Hong Kong Examinations and Assessment Authority to enable them to have a better understanding of the latest educational trends, curriculum, pedagogical skills, teaching strategies, public examination syllabuses, requirements and school-based assessment. There were also good practice of implementing the New Senior Secondary Curriculum and the review of the first cohort of the Hong Kong Diploma of Secondary Education Examination.
- All teachers participated in the “Celebrating Innovation: DSS eCurriculum Tour” this year. In this activity, teachers attended keynote speeches, e-Learning workshops and school demonstrations on use of ICT in teaching and learning. Through these activities, teachers had a better understanding of the latest development in e-Learning, online resources and e-Textbooks.
- Some of the teachers also participated in the Learning and Teaching Expo 2012, which provided ideas and information on the recent development of integrated education, support services and strategies for children with special educational needs,
- Teachers were encouraged to attend professional development programmes organized by tertiary institutions to enhance their capability in using English as the medium of instruction.
- Through the Refined English Enhancement Scheme funded by the Education Bureau, school-based training workshops were provided by the Language Across Curriculum consultant to enhance the pedagogical skills and teaching strategies of Junior Secondary Integrated Humanities, Integrated Science, Mathematics and Innovative Technology teachers, as well as to familiarize them with the course content of the teaching packages designed. In the workshops, teachers played the role of students and much insight was gained.
- In order to encourage the teachers to design and organize learner-centred learning activities for the students. Peer-learning among teachers was encouraged. The Convener of Mathematics KLA planned and demonstrated a learner-centred lesson to his panel members.
- Teachers were also encouraged to work as public examination markers and oral examiners to enhance their understanding of the public examination requirements and standards.
- Our school is authorized by Oracle Internet Academy, Microsoft IT Academy and Cisco Networking Academy to operate three internationally recognized computer courses. Some of our teachers attended training provided by these Academies and are qualified to teach our students.

- The results of the Stakeholder Survey reflected that the enhancement of teachers' pedagogical skills resulted in better learning atmosphere in the lessons. 80% of the teachers agreed and strongly agreed that they often taught their students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. While 76% agreed and strong agreed that the learning atmosphere in lessons was good. Through the year-end lesson observations, teachers' classroom management skills have improved.

## Financial Summary for the 2011/2012 School Year

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	70.75%	N.A.
School Fees	N.A.	27.24%
Donations, if any	N.A.	0.00%
Other Income, if any	N.A.	2.01%
<b>Total</b>	70.75%	29.25%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.32%	
Operational Expenses (including those for Learning and Teaching)	9.96%	
Fee Remission / Scholarship*	2.68%	
Repairs and Maintenance	1.11%	
Depreciation	5.76%	
Miscellaneous	0.17%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year</b> <sup>#</sup>		
	0.40 months	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>		
	6.12 months	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

\*The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.