



Lam Tai Fai College School Report 2014-2015



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. To build a green and health promoting school
2. To develop e-learning to enhance learning motivation and learning effectiveness
3. To strengthen student support to cater to individual needs and differences

Achievements and Reflections on Major Concerns

1. To build a green and health promoting school

1.1 The awareness of environmental protection of staff and students is raised.

- The theme of environmental protection was incorporated in the school curriculum in subjects like Health Education, Integrated Humanities, Integrated Science, Chemistry, Geography and Music to raise the awareness of the students on environmental protection. Topics such as Save the Resources in the World, Develop the Concepts and Principles of Green Chemistry and Filtration System were introduced. Field trips and activities like Energy Conservation at School, Designing Nutritional Recipes and inventing music instruments using recycled materials were organized. Students enjoyed the activities thoroughly.
- ‘A Green and Healthy School’ was the theme for school activities and inter-class competitions, e.g. Inter-class Video Production Competition, Inter-class Board Decoration Competitions and Inter-class Cleanliness Competition, to raise the awareness of the students on environmental protection and to help them build good habits. It was observed that the Inter-class Cleanliness Competition helped improve classroom cleanliness.
- The Moral & Civic Education Unit and Integrated Humanities organized a seminar on the topic ‘Story of a Pair of Trousers’ delivered by the Clothing Industry Training. It raised the awareness of environmental protection among Secondary four students. Other students also benefited from the board display in the covered playground.
- Secondary two and five students were arranged to visit organic farms in which they attended workshops on environmental protection.
- Visit to the Conservancy Association on Lamma Island was organized to raise students’ awareness of environmental protection.
- A Tainan Kaohsiung Ecological Conservation Study Tour was arranged in the post-assessment period. Thirty-three students and three teachers joined the tour. The enquiry approach was used to guide students to conduct project-based learning during the trip.
- Visits to some green schools were arranged and our teachers learnt some great ideas on how to make the school more environmentally friendly.
- It is suggested to post reminders in the classrooms to remind teachers and students to turn off all electrical appliances when the classrooms are not in use.
- To be an environmentally friendly school, it is suggested not to provide plastic forks in the tuck shop.
- The recycling bins should be put in more prominent locations to raise students’ awareness of recycling.
- The school can also organize a ‘Turning off AC Day’ to promote energy conservation.

- As parents were not very well-informed of the activities organized in the school. It is suggested to notify parents of all school activities through e-circular to encourage student and parent participation.

1.2 More greenery is seen in the school campus.

- A proposal to build a green roof was passed in the Incorporated Management Committee meeting and the construction work will be in progress in the next school year.
- The school joined the ‘One person, One flower’ Scheme. The students were given a potted plant free of charge by the Horticulture Society. However, the plants from the ‘One person, One flower’ Scheme were poorly selected, which resulted in unsuccessful planting.
- Some plants were added to beautify the school campus and some vegetables were planted outside the School Library. It is suggested to put a name tag on the plants for educational purpose.
- During a visit to the Nanyang Girls’ School in Singapore, our senior and middle management teams observed that the graduates of the school donated a garden to the school and invited the younger students to look after the garden. We think our school can make reference to this idea.

1.3 The school culture of energy saving and recycling is fostered.

- Activities to recycle stationery, food and used clothing were held. Students actively participated in the activity.
- Instead of buying the new red paper for making fire-crackers for the Lunar New Year competition, students were encouraged to collect used red packets from the previous year.
- Some students sold second-hand books and other second-hand items during the Lunar New Fair.
- The school encouraged staff to use double-sided printing and avoid unnecessary printing and photocopying, and advised them to scan and keep soft copies. Trays for recycled paper were available in the office to encourage staff to reuse paper. The paper consumption of 2014-2015 dropped more than 15% when compared to the year before.
- Teachers were reminded to turn off computers before they left school.
- The habit of switching off fans, air-conditioners and lights when students left their classrooms was formed to save energy.
- The bicycle electricity generators were used in the Early Bird Scheme, which not only helped promote a healthy lifestyle among our students, but also helped save energy.
- It is suggested to place recycling bins at different floors to foster the habit of recycling and to install auto sensor faucets to reduce water consumption.

1.4 The staff and students maintain healthy lifestyles. They are physically, socially and psychologically healthy.

- Our school joined the 'Health Promoting School' funded by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong (CUHK). A funding of \$5000 was obtained from the programme which was used in health promoting events on campus.
- Students from all classes, parent representatives, non-teaching staff, teachers and the principals signed up on the Healthy School Charter.
- The following activities were specially designed for students:
 - Health Ambassadors received training to assist in launching health promotion activities in school. Five Secondary four students were nominated to join the Anti-smoking Leadership Training Camp to promote anti-smoking in the school in 2015-2016.
 - A health survey with teachers, parents and students were carried out in the school in October and November 2014. Positive feedback was received.
 - Health Ambassadors planned and suggested activities for various health promoting events, including the Healthy School Charter, Fruit Week, Health Record Measurement and Secondary one Cooking Competition. In the Fruit Week, our Health Ambassadors promoted the benefits of having fruit as healthy snacks.
 - The Health Education panel also organized various activities throughout the year, including Blood Donation Day, Health Month, Green Monday, Health Game Booths, and visit to the Hong Kong Museum of Medical Science and the Nursing School of the University of Hong Kong and Health Careers Talk.
 - To promote social health, Secondary two students joined a Health Education Card Design activity to show their care for the others.
 - Some students visited the homeless people to show their care for them.
- The school received a Silver Award from Green Monday for the number of students adopting vegetarian food on Green Monday.
- Secondary two and three students were invited to join a health study by the Pediatric Department of CUHK. Over 90% of the participants fell in the normal range.
- The Guidance and Counseling Unit (GCU) helped to strengthen preventive measures to develop students' physical health, mental health, social health, moral health and whole personal development through different activities and programmes.
- GCU co-operated with PHAB, the Department of Health (DOH) and St. John's Cathedral HIV Education Centre to design and provide a series of sex education workshops and talks for our students. A majority of the students participated in the workshops and talks actively, and they found the talks helpful.
- GCU collaborated with the Moral and Civic Education Unit to develop in students a positive attitude towards life. The theme was 'Positive living attitude, say no to drugs,

cigarettes and alcohol'. A series of activities including board display from Hong Kong Council on Smoking and Health, seminars by Community Drug Advisory Council on the harmful effects of smoking and anti-drugs, a quiz competition and a sharing session by a former drug addict were organized for the whole school throughout the year. A majority of the students participated in the activities actively, and they gained a better understanding of the harmful effects of smoking and drugs.

- Two seminars on 'Use the Internet the Right Way' were organized by the Office for Film, Newspaper and Article Administration and our Guidance teachers for Secondary one to three. Over 80% of the students participated in the seminars actively and their feedback was positive. They agreed the seminars helped them understand better the danger and traps on the internet. It also raised their awareness of cyber bullying.
- GCU worked with the school social worker and the Mental Health Services of the Youth Outlook to help students understand emotional problems and how to handle anxiety and stress through activities and board display, and worked with the DOH to provide health check for our students.
- A series of activities for the whole school with the theme 'Care for our emotions' were organized in January and February 2015. Stories with the theme 'What is emotion and how to care for our emotions' were told during morning assemblies. The Mental Health Services of the Youth Outlook was invited to hold lunch activities about stress, anxiety and depression. A book exhibition on 'Care for our emotions' was held in the Library to encourage students to read more about their emotions. These activities not only helped raise students' awareness about their emotions, but also increased their understanding of the cause of pressure, the symptoms of anxiety and depression and how to seek help.
- A talk on Emotional Health by Joyful (Mental Health) Foundation for Secondary one and two students was organized. The feedback to the talk was positive. Most of them agreed the talk increased their understanding of the cause of pressure, the symptoms of anxiety and depression and how to seek help, it is also suggested that the talk can be arranged in a more interactive way.
- Guidance Prefects were given the opportunity to serve others both inside and outside school.
- Fifteen Secondary six HMSC students and selected Health Ambassadors and Guidance Prefects participated in the experiential learning at the 'Dialogue-in-the-Dark', which let them experience the life of the visually-disabled and understand the strengths and weaknesses of themselves and their classmates. They also learnt to accept and respect the uniqueness of people.
- There were twenty Secondary one students participated in the tier 2 of Project PATHS programme organized by the school social worker and PHAB, which enhanced their personal growth and social development.

- The Stars of the Month Scheme helped enhance students' good attitude and behaviours in different aspects.
- To develop in students positive values towards life, GCU organized a series of activities for the whole school with the theme 'Love and Support our Peers' in March 2015. Article sharing – Eight Kinds of Friends You must have in Life, a book exhibition on 'Love and support our Peers', sharing sessions and a movie show were organized. Over 50 students joined the movie show and commented that the show made them more aware of the importance of life. An inter-class poster competition was held. Students wrote messages to their classmates to encourage them to be positive. These activities encouraged students to understand their peers better and the importance of mutual care between friends, as well as to stay positive.
- A series of activities with the theme 'Accept and Respect the Disabled' were organized for whole school in April 2015. Experience sharing on Secondary four service day and movie appreciation in the morning assemblies, games at lunchtime and a book exhibition allowed students to experience the difficulties of the disabled and how they were discriminated in the society. These activities raised students' awareness of their situation in the society.
- The Early Bird Scheme organized by the Discipline and Pastoral care Unit encouraged students to develop a healthy lifestyle. The number of students coming to school late in 2014-2015 dropped 6.8% when compared to that in 2013-2014.
- Lots of ball games were organized. Teacher-student competitions including basketball and soccer were held. Teachers also actively participated in the Athletics Meet and Swimming Gala.
- A workshop on stress management was organized for teachers so that they could cope with their work pressure better.
- Sports facilities were made available for all staff on the afternoons of the uniform test and examination periods. Basketball competitions among staff were organized.
- With the effort of Home-School Cooperation Unit, the variety and prices of food provided by the food supplier were strictly monitored. Only healthy food was sold in the campus. The proper eating manners and habits of the students were fostered.
- It is suggested to organize excursions to developing or under-developed countries to carry out voluntary work. This can widen students' horizons and train them to become global citizens. Some parent-volunteers can be invited to help with the excursions.
- It is also suggested to broadcast news or videos on hot social issues in the school campus to train students to be more aware of what is going on in the world.

2. To develop e-learning to enhance learning motivation and learning effectiveness

2.1 Teachers are able to employ different e-Learning strategies in their lessons.

- A training course was organized for teachers to learn how to develop e-learning learning materials.
- Each subject panel assigned an e-learning coordinator and three meetings were held to share e-learning development in each subject.
- Teachers were arranged to attend seminars on e-learning and visit schools to learn more about the actual implementation of e-learning in secondary schools, e.g. visit to Pui Ching Middle School and secondary schools in Singapore.
- e-Textbooks were adopted in Secondary one Integrated Science, Innovative Technology, Mathematics and Chinese Language, and e-readers were used in English Language lessons.
- Integrated Science, Mathematics and Chinese Language developed learning Apps for the students to facilitate self-directed learning.
- All Secondary one students used ipads in class, which made the lessons more interactive. Language teachers made use of the device for discussion, which provided more opportunities for students to interact with each other. Students were able to listen to the discussion of other groups at home so that they could learn from the strengths of the others.
- Secondary one subject teachers regularly discussed e-lesson planning and design and shared their e-learning experiences during common lesson time.
- The use of ipads in the lessons was quite challenging for new and less experienced teachers who found it more difficult to ensure the students were not distracted by the device. Training on student management for new and less experienced teachers will be needed and the functions of the Mobile Device Management system has to be improved so that teachers can control students' use of the device better.
- Training for all teachers will be needed as all Secondary one and two students will adopt e-learning in the 2015-2016 academic year.

2.2 The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning.

- All Secondary one classrooms were with installed with wifi, which facilitated the use e-learning, but the wifi in some locations was not very stable and has to be enhanced.
- All Secondary one classrooms were equipped with Apple TV; however, owing to the compatibility problem with the projector, the quality of projection was far from satisfactory. It is suggested that the projectors in the Secondary one and two classrooms should be replaced.
- For the effective implementation of e-learning in Secondary one, all Secondary one subject teachers were each provided with an ipad and each student Secondary one brought an ipad to school every day.

- Technical support was provided for teachers during lessons. It would be more helpful if the IT Support Unit and Learning Support and Resources Unit can provide more information on hardware and e-learning resources.
- It is also suggested to change the blackboards in the classrooms to whiteboards to facilitate the implementation of e-Learning

2.3 Students are able to learn at home.

- The School Library purchased over 1000 e-books for the students. Other e-resources like Wisenews, online Mingpao, online Hong Kong Economics Times, English Builder and e-readers were also subscribed. Students are able to read books and newspapers anytime anywhere. To encourage our students to use the e-resources more actively, the School Library needs to promote them to the students more regularly.
- All Secondary one students were taught to use the library's e-resources in the library workshops. Secondary five students were also taught to use Wisenews in the Information Skills workshops. Links to e-books and other e-resources were posted on the library or school website for easy access.
- e-Classrooms were set up and teachers regularly uploaded e-homework for the students and they were able to submit the homework online. As the functions of the current e-learning platform the school adopted are limited, it is suggested to purchase a more powerful e-learning platform.
- Teachers of senior levels made good use of the HKEdcity Online Question Bank to design exercises for senior secondary students so that they could practise examination-based questions at home.

2.4 Students' learning motivation and learning effectiveness are enhanced through e-Learning.

- With the adoption of e-readers in Secondary one, students enjoyed reading more than before.
- Science teachers developed new apps for students which made the learning of Science more enjoyable.
- With the implementation of flipped classroom, students were able to watch and re-visit the lessons at home, making learning more effective and efficient.
- Teachers also made good use of educational videos from youtube to help illustrate the topics taught and keep the students more engaged and interested.
- Additional manpower will be needed to help develop Apps, e-learning resources and teaching materials.

3. To strengthen student support to cater to individual needs and differences

3.1 Teachers and staff have a better understanding of the diverse learning needs of students and the different strategies they can employ to support the students.

- Information on training on learner diversity organized by the Education Bureau (EDB) and other organizations was disseminated to teachers to encourage them to attend relevant training.
- Training and experience sharing sessions related to learner diversity for teaching and non-teaching staff were organized, for example, a seminar on how to handle the Attention Deficit / Hyperactivity (AD/HD) students. Other seminars organized included 'Differentiation of gifted students'. In the seminar, some methods in teaching a spectrum of students were introduced. Besides training, experience sharing sessions in GCU meetings and Form meetings helped teachers to have a better understanding of the diverse needs of students and the strategies they could employ to support students.
- Teachers suggested that seminars on how to handle students' misbehaviours, enhancing learning attitude and motivation and learning methods of students with special educational needs (SEN) be organized in the next academic year. Moreover, there should be teachers' sharing after they have attended courses on catering to individual needs and differences.
- Teachers were nominated to attend seminars to understand learner diversity better. Another example of the seminars teachers attended was the Kick-off Ceremony of Jockey Club SMILE Project cum Seminar on Catering for AD/HD and Learning Diversity hosted by Hong Kong Institute of Education. Teachers were also nominated to attend the seminar on Catering for Student Diversity: Understanding and Supporting Students with Anxiety and Depressive Mood organized by the EDB.
- School visits were organized so that teachers could see how learner diversity was catered in other schools. Our senior and middle management teams visited some secondary schools in Singapore in the 'Singapore Exchange Programme' organized by the school. The teachers who participated in the tour had the opportunity to experience good educational practice in Singapore and learnt the design of curriculum for students with diverse learning needs like the sports elite students. More school visits to local schools can be arranged in the next academic year. It is suggested to visit schools of similar education philosophy.
- In order to help subject teachers understand more about the characteristics of the SEN students in their classes, briefing sessions by form were organized for subject teachers. Detailed information of SEN students and specialist's suggestions on how to cater to their needs were provided in the sessions.
- In the review session of the strategies adopted, teachers suggested giving students suitable tasks according to their skills after they had learnt more about the learning needs of the students and the different strategies they can employ to support the students.

3.2 Support for sports elite students is strengthened.

- The Student Counselor met Secondary five and six sports elite students on a regular basis to provide support and guidance on study and their future careers. It is suggested to provide more careers counseling sessions for sports elite students in other levels in the next academic year.
- Tutorial classes for sports elite students were not provided. There should be better coordination between the Careers Education Unit, Physical Education Department and the Learning Resources and Support Unit (LRSU) to strengthen support for sports elite students.
- e-Classrooms were provided to help sports elite students to learn.
- Sports elite students were given more flexibility in their choice of elective subjects in senior levels. They could choose to study from one to three elective subjects based on their learning abilities.
- Sports elite students were nominated for different admission schemes, for example, Student Athlete Admission Scheme of the City University of Hong Kong. This enhanced their learning motivation and increased their chances of studying in tertiary institutions.
- Visits to local universities/tertiary institutions were organized for students, but there was no special visit arranged for the sports elite students. This should be arranged at the beginning of the next academic year.
- Workshops on interview skills and subject selection strategies were provided for students during Life-wide Learning lessons, but extra support should be given to sports elite students to enhance their careers skills.
- Professor Chung Pak Kwong, our School Manager and the Head of Department of Physical Education of Hong Kong Baptist University was invited to conduct a careers talk on multiple pathways for students studying subjects related to sports for Secondary five students.
- Cooperation with the Hong Kong Sports Institute in the next year would bring in more sports elite students. More support for sports elite students will therefore be needed next year.

3.3 Support for academically high-achievers is strengthened.

- To improve the junior secondary accelerated learning scheme for Chinese, English and Mathematics, differential teaching and learning materials were adopted in lessons.
- Enrichment classes were arranged for academically high-achievers. Learning motivation was enhanced. Enrichment classes under the 'Reaching for the Star Scheme' were arranged for Secondary four to Secondary six higher achievers. For Secondary six students, enrichment classes were arranged for Business, Accounting and Financial Studies, Chinese Language, English Language, Economics, Liberal

Studies and Biology. For Secondary five, enrichment classes were arranged for English Language and Economics. As for Secondary four, enrichment classes were arranged for Chinese Language and Economics. Class size was from 5 to 14 students per class. It is suggested that there should be some policies to improve the attendance rate and effectiveness of the 'Reaching for the Star Scheme'. Teachers also suggested organizing the elite programmes in junior levels.

- Due to the problems of recruiting suitable tutors, there were only enhancement classes arranged for some subjects. Much had to be done to support students in achieving higher academic performance. It is suggested to recruit tutors for the enrichment classes earlier in the next academic year.
- Chinese and English reinforcement classes were arranged for Secondary six students who were weak at languages but good at science subjects. In the second term, Chinese Language, English Language and Economics reinforcement classes were arranged for Secondary four and Secondary five students. The class size was around 7 students. To improve the attendance rate, students were requested to pay a refundable tuition fee before the reinforcement classes. The fee paid would be refunded if the students attained an attendance rate of 90% or above.
- The Student counselor met the academically high-achievers on a regular basis to provide support and guidance on study and their future careers. It is suggested that the Student Counselor should approach the academically high achievers more frequently and provide extra support to them.
- Academically high-achievers were invited to join external Mathematics programmes, for example, the Enrichment Programme for Young Mathematics Talent (EPYMT) organized by CUHK. The course fees were sponsored by the Diversity Learning Grant.
- Nomination for the HKAGE was done every two years, and it would be conducted in the next academic year.
- Visits to universities were arranged for the academically high achievers, such as the Hong Kong Polytechnic University and the University of Hong Kong. Academically high achievers were nominated for different admission schemes to enhance their learning motivation. One example was the nomination of Secondary six high Mathematics achievers to join the Hong Kong University of Science and Technology Engagement Scheme.
- There were also different scholarships provided by our School for higher achievers, such as the University Entrance Scholarship, Internal Scholarships and Subject Awards.

3.4 Support for students with special educational needs is strengthened.

- Guidelines for teachers on how to cater to SEN students were provided.
- With the enhanced school-based educational psychology service provided by the Tung Wah Group of Hospitals (TWGHs), support to SEN students was strengthened, especially those with specific learning difficulties in reading and writing.
- The Educational Psychologist from the TWGHs stationed in the school one day a week to provide consultation services and advice to SEN students and their parents, which helped SEN students learn more effectively.
- The Educational Psychologist and GCU teachers met SEN students regularly to provide guidance and support to help them improve their social skills, behaviours and emotional control.
- The Educational Psychologist worked with the teachers to plan how to help the SEN students to make progress. The Educational Psychologist and LRSU organized workshops for teachers to help them understand how to cater to SEN students. However, some teachers still expressed that they lack specific knowledge, experience and skills in teaching and handling different types of SEN students. There should be more seminars on SEN, especially AD/HD for teachers in the next academic year.
- To enhance the support for SEN students, workshops and cell groups were organized for them to improve their learning strategies and social skills. A cell group which focused on emotional control and learning difficulties was conducted by the School Social Worker and Guidance teachers. Moreover, enhancement programmes on Chinese reading strategies were provided for the Secondary one to four SEN students to enhance their reading comprehension skills and reading proficiency. The programmes were taught by the school Educational Psychologist and professional staff from TWGHs. The average attendance rate was over 90%. A 14 session Social Skills Training Workshop was provided by the school Educational Psychologist. There was a one-hour phone-call session with individual parent per week to give feedback on the progress of their child. Parents were cooperative and supportive to the workshop. From observation, the students showed improvement in communication with peers and parents after the workshops.
- There was better support and arrangements for SEN students in classroom learning and assessment. There were time extension and adjustment in paper size in assessments. There was also an adjustment in the coverage for Chinese dictation and dictation corrections. Subsidies were provided for senior secondary SEN students (other than SpLD) to conduct professional assessment / renew assessment prior to their Hong Kong Diploma of Secondary Education (HKDSE) examination application. The school also helped SEN students to apply to Hong Kong Examination and Assessment Authority for special arrangements in HKDSE examination.

- Suitable learning materials were designed for SEN students. Teachers also helped SEN students to set attainable learning targets.
- It was difficult to form support group for parents of SEN students because of privacy issue. As agreed in the Parent Teacher Association meeting, support from the Educational Psychologist and the School Social Worker was enough for them. A 14 session ASD training workshop was provided for ASD students and their parents in the second term. The attendance rate was over 90% and the feedback from parents was quite positive. There should be more seminars for parents on how to communicate with their SEN children.
- GCU set up a peer learning support group for SEN students. Peer guidance was provided by the Guidance Prefects. Under the supervision of the Guidance teachers, a peer support group was formed and support was offered to Secondary one students with weak social relationship and emotional control. From our observation, most of the Guidance Prefects were not confident enough to act as a 'Big brother / Big sister' to provide guidance support to the junior students. More guidance training should be provided to them in the next academic year, so that they can have greater confidence in peer counseling.
- Learning buddies for SEN students within the same class were arranged. However, it is suggested that there should be better communication between the student angels (learning buddies) assigned and the mentoring teachers of the SEN students so that they can know their needs earlier and support them better.
- In order to strengthen support for SEN students, better communication among all related parties such as the Form-based Management Unit, Discipline and Pastoral care Unit, Guidance and Counseling Unit, Careers Education Unit, Learning Resources and Support Unit, the School Social Worker and the Educational Psychologist was needed. There should be regular meetings to discuss and communicate about the learning difficulties of the SEN students and formulate appropriate solutions for them.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2013/2014 School Year

Items	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy	68.16%	
School Fees		27.25%
Donations		0.00%
Other Income	0.27	4.32%
Total	68.43%	31.57%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	79.67%	
Operational Expenses	11.34%	
Fee Remission & Scholarship	2.44%	
Repairs and Maintenance	1.27%	
Depreciation	5.20%	
Miscellaneous	0.08%	
Total	100%	
Surplus/Deficit for the School Year #	Deficit - 0.58 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	Surplus - 5.80 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

***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.