



林大輝中學 LAM TAI FAI COLLEGE



Annual School Report 2024-2025

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.

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.

School Motto

多元啟智 堅毅樂群

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

Yearly Theme

L eadership
E mpathy
A chievement
D iligence



Major Areas of Concern

1. To build team synergy and maintain a high-calibre workforce
2. To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach

Achievements and Reflections on Major Concerns

1. To build team synergy and maintain a high-calibre workforce

1.1 All staff in the school shares the same vision and works towards the same goals. Positive group dynamics with mutual trust and support are established.

- To cultivate positive attitudes and correct values, different workshops were conducted by the school. To prepare teachers for the new academic year, a New Teachers' Orientation was held on 21 August 2024. 100% of the teachers agreed or strongly agreed that they had better understanding on the Daily routine of a teacher at LTFC, EDB training requirements for new teachers, ways to set up classroom routines and handle misbehaviors, school song and other administrative matters.
- To enhance teachers' ability of classroom management, Classroom Management Practical Strategies was held by a guest speaker, Ms Leung Kit Yin, Principal of Shatin Tsung Tsin Secondary School, on 10 October 2024. 97.4% of the teachers agreed or strongly agreed that they had a better understanding of the causes of students' misbehaviours in the classroom. 97.4% of the teachers agreed or strongly agreed that they learnt some strategies to deal with students' misbehaviours. 100% of the teachers agreed or strongly agreed that they learnt the importance of setting up class routines and having expectations of their students.
- To promote STEAM Education and make good use of AI, a workshop on Applications of Generative Artificial intelligence (AI) Systems in Learning and Teaching was conducted by Ms Alison Chan, Solomon Education Group, on 10 October 2024. 92% of the teachers agreed or strongly agreed that they had a better understanding of the latest development of AI through workshop. 93.5% of the teachers agreed or strongly agreed that they learnt how to make use of AI to create teaching materials more efficiently. 92.2% of the teachers agreed or strongly agreed that AI could help streamline some of their administrative work. 97.4% of the teachers agreed or strongly agreed that they would try the things they learnt (Classroom Management & AI) in their teaching.
- To establish positive group dynamics with mutual trust and support, the school conducted a 'Secret Angel' activity again from 1 September 2024 to 4 June 2025. In this activity, each teacher was assigned another teacher as their 'angel' in order to foster a supportive atmosphere within school.
- To build trust and to explore teachers' music talent, the Teachers' Singing Contest was held on 12 December 2024. Teachers did their best to practise and perform on stage, making it an unforgettable memory for KLAs and the school.
- To promote e-learning in school, a GoodNotes workshop was held on 10 February 2025. The use of GoodNotes and note-taking skills were demonstrated to subject heads who would then share with their KLA members.
- To promote national education and team building, a team building & cultural Tour in Sai Kung was held on 14 March 2025. 100% of the staff members agreed or strongly agreed that the team-building activities in the morning facilitated communication and collaboration among teammates. 96.3% of the staff members agreed or strongly agreed that the team building activities in the morning introduced them to some of the culture heritage in Sai Kung. 96.2% of the staff members agreed or strongly agreed that they enjoyed the visit to the Geopark Sharp Island and its unique geological features and rock formation.

- To enhance the use of English as the medium of instruction in teaching, the school joined the scheme “Establishing and Supporting a Learning Circle for Secondary Schools Using English as the Medium of Instruction for the Key Learning Area of Mathematics Education” conducted by The University of Hong Kong on 6 May 2025.
- To equip teachers with the ability to meet the needs of students with special education, a total of 20 teachers participated in the Basic Course on Catering for Diverse Learning Needs. This year, the percentage of teachers who completed the Basic Course on Catering for Diverse Learning Needs is 48.3%
- According to the stakeholder survey, 70.4% of the teachers agreed or strongly agreed that the professional development activities organized by the school for teachers could cater to school development and students' needs.
- To keep staff updated of the school's latest developments, changes and future planning, most KLA Conveners made good use of both formal and informal meetings to share and explain the major school policies during common lesson time. Furthermore, the Head of Administration sent monthly reminders for regular meetings and scheduled school events.
- The new teacher lunch gathering was organized on 18 December 2024 to give new staff an opportunity to engage themselves in professional exchanges with experienced teachers. 21 teachers attended this event. During the sharing session, the senior teachers shared their views on handling students' misconduct, classroom management and professional ethics. The new staff members benefited from this exchange and were able to find solutions to the problems they had previously raised. Some feedback was collected as the reference for new teacher supporting work.
- To facilitate the formulation of school policies and promote collective decision-making, open communication and discussion among staff were encouraged. There were both formal meetings, such as KLA meetings and common lesson time, as well as informal meetings and gatherings to collect ideas from the teaching staff. This helped increase teachers' ownership and sense of belonging to the school.
- To create an atmosphere that welcomes and recognizes staff's constructive opinions, the members of the Executive Committee (EC) were encouraged to give their opinions and discuss them during EC meetings. For example, a mid-year review of the implementation plan in response to school major concerns was held on 13 February 2025.
- The stakeholder survey results showed that the number of teachers who agreed or strongly agreed with the item “The staff are on harmonious terms” remain unchanged at 4.0. Similarly, the number of teachers who agreed or strongly agreed with the item “The staff cooperates with one another at work happily has also remain unchanged at 3.9. This relatively high score suggests that the strategies implemented by the school to foster a harmonious and collaborative work environment have been successful in helping our staff members establish mutual trust and supportive team dynamics.
- To ensure that all staff share the same vision and work toward the same goal, the school should make the objectives of the school policies and activities clear to all staff. This can help them understand the rationale behind the policies.
- To ensure that all staff understand the needs and purpose of the professional development training, the purpose of all training should be explained. Questionnaires can be sent to collect staff opinions on staff training next year.

1.2 A Professional Learning Community (PLC) is created to foster a culture of self-reflection, collaboration, continuous improvement and striving for excellence.

- To promote a professional learning community (PLC), the school organized different workshops to encourage teaching staff to learn good practices from their peers. For example, to help new teaching staff to understand the professional role of teacher and handle disciplinary problems they might face, a new teacher workshop was held on 21 August 2024.
- The Teachers' Workshop entitled 'Teachers' 4 Major Focuses' was conducted on 22 August 2024. All staff had the opportunity to discuss and share effective methods for handling various situations. Additionally, some teachers were invited to share their experiences related to different cases mentioned in the workshop. IT training was also held on 22 August 2024 to help staff members learn how to use various school platforms for teaching purposes.
- To enhance professional exchange and communication between subject panels and members, peer lesson observation was held from 6 January 2025 to 7 March 2025. The focus of this year was on e-learning, learner-centered activities and effectiveness of medium of Instruction (EMI, PMI and CMI). All junior form subject teachers were invited to conduct professional sharing and demonstrate their lessons to their peers. 37 lesson observations were open for teaching staff to register, and the lessons were recorded for future references.
- All new teachers were nominated to take the Training Programme for Newly-joined Teachers conducted by the Education Bureau. This year, each of the 16 teachers completed the 90-hour training programme for Newly-joined Teachers, including a Mainland study tour.
- In the area of catering to learner diversity and students' special needs, tailor-made courses on catering for diverse learning needs were provided to fit the school and teachers' needs. On the other hand, regular professional programmes were also recommended by the school. This year, 20 teachers successfully enrolled in the Basic Course on Catering for Diverse Learning Needs conducted by The Education University of Hong Kong.
- Teachers were also recommended to join courses on "Teachers' Professional Identity", "T-Standard+", the Constitution, Basic Law and Hong Kong National Security Law to strengthen their professional knowledge of being a teacher.
- To explore new teaching methods and promote the Professional Learning Community, we nominated teachers to join the Self-Regulated Learning Open Class conducted by the Hong Kong Association of the Heads of Secondary Schools. A total of 12 schools were visited, including lessons in Chinese language, English language, Citizenship and Social Development, Chemistry, Biology, Chinese history, and ICT. After the school visits, the learning materials were shared with panel members, along with discussions on good teaching and learning practices during subject meetings
- The score for the item "The school has developed an ambience of professional exchange" decreased from 3.5 to 3.4. More opportunities should be provided for teachers' sharing during staff meetings and subject meetings. KLA Conveners can also arrange for members to share their best practices in subject meetings and encourage professional exchange through daily interactions.
- In order to provide advice, guidance and emotional support to novice teachers as well as help them integrate into the school more easily, a more structured mentorship programme was introduced. A mentor was assigned to each new teacher to help them integrate into the school and adapt to school life. Mentors were responsible for teaching and addressing the problems that the newcomers faced. Also, the Staff Development Department organized gatherings at the beginning and middle of the school term, providing a platform for new and experienced teachers to exchange thoughts, and mentors from different subjects to share their experiences.
- The buddy system was an effective way to help new teachers integrate into the school more easily. A buddy was paired with a new staff member to provide useful suggestions to their problems. 100% of the new teachers agreed or strongly agreed that mentors and buddies could give useful suggestions and feedback. 100% of the teachers agreed or strongly agreed that they were happy with the arrangements of the mentorship scheme.

- A suggestion for improving the mentorship programme in the upcoming school year is to organize structured feedback sessions between mentors and mentees. These sessions can provide valuable opportunities for mentees to reflect on their progress, seek guidance and receive constructive feedback from their mentors.
- All in all, with the newly designed training programme and the use of external resources, it is evident that the staff development activities conducted by the school have successfully supported both the school's development and the professional growth of its teachers.

1.3 Staff are committed and take ownership of their work.

- The management team assigned staff administrative duties based on their strengths, abilities, and commitment to the school.
- In order to show recognition for teachers' commitment and devotion to the school, the long services award scheme was implemented.
- Some new study tours were conducted by different KLAs. For example, a study tour to Singapore was organized. The staff took this opportunity to design the content of the study tour to meet the needs of the students.
- In the KLA meeting, some good practices from the subjects were identified and shared, so as to recognize their efforts.
- Only 58% of teachers agreed or strongly agreed with the statement, "I find satisfaction in working in this school" from the stakeholder survey. This may be closely related to student learning and discipline, as the scores for "My students are deeply interested in learning" decreased from 2.9 to 2.7, and "My students take the initiative to learn" was only 2.9. Additionally, the score for "My students are self-disciplined and follow rules" was only 2.8. It is suggested to organize more programmes and activities to enhance students' learning motivation and class discipline.

1.4 Good succession planning is in place.

- The management team held informal meetings with potential future school leaders to understand their needs and career preferences.
- Some middle managers were assigned to participate in the Core Programme under the Enhanced Training for Promotion conducted by the Education Bureau, as well as professional development programmes offered by The Education University of Hong Kong.
- Some potential future school leaders were nominated to join the Certificate Course in Student Guidance and Discipline for Secondary School Teachers, and the Advanced Course on Catering for Diverse Learning Needs.

1.5 Top talents are attracted to the school.

- During recruitment interviews, the management team shared the school's vision, mission, and expectations with new staff members to attract top talents to the school.
- A highly competitive remuneration package was developed for staff. Not only is the monthly salary more attractive, but the loyal and highly committed teachers and management staff are entitled to the Long Service Award. Besides, medical insurance is provided for all staff. The school now has a very stable middle management team, and the resignation rate of teaching staff dropped to a low level compared to previous years.

2. To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching

2.1 A learning atmosphere of striving for academic excellence is created

- According to the APASO survey, the learning atmosphere (competition) has been improving each year, increasing from 98 two years ago to 108 last year and 114 this year. However, the teacher survey score for the statement, “My students take the initiative to learn,” has remained unchanged at 2.90. This suggests that while there has been progress in healthy competition among students, efforts to encourage student initiative in learning have not yet yielded significant results. Conversely, leadership training programmes and supplementary classes received positive feedback, with 90% of students expressing satisfaction or high satisfaction with the leadership activities, and 100% reporting satisfaction with the impact of supplementary classes on their language proficiency. Nonetheless, the long-term effects of these initiatives on student growth still need further assessment.
- The following measures were implemented to promote self-directed learning, enhance student performance, and provide diverse learning opportunities:
 - A Commendation Board was updated after each examination at elevator entrances, listing the top five performers, the top three most improved students, and three students with excellent learning attitudes.
 - An Ocean Park visit on March 22, 2025, was arranged to reward top-performing students and motivate others to strive for excellence.
 - The “Learning Pioneer Leader Training Programme”, organized by CED and HKFYG, provided students with training in communication, critical thinking, and problem-solving skills. This programme aimed to develop students' leadership abilities and foster self-discovery.
 - Famous tutors from tutorial schools were invited to conduct lessons for students, focusing on strengthening foundational skills and preparing students for academic challenges.
 - Collaborative projects were introduced to provide diverse learning experiences, fostering teamwork, problem-solving skills, and active participation among students.
- To further encourage self-directed learning and enhance student performance, it is recommended that the school introduce more structured pre-lesson learning materials and provide additional training for teachers to effectively guide students toward independent learning. Expanding the commendation board to recognize a wider variety of achievements, such as participation in collaborative projects or improvement in class engagement, could help foster a more inclusive learning environment. Additionally, tracking the long-term impact of leadership programmes and supplementary classes through periodic evaluations is essential to ensure sustained growth and improvement among students.

2.2 Reading Habits are strengthened through reading across the curriculum

- With reference to efforts aimed at strengthening reading habits across the curriculum, the reading culture in the school has shown modest progress but remains an area requiring further development. Despite initiatives to promote reading, the learning resource centre reported only a slight increase in book borrowing, and overall student engagement with reading remains low. This highlights the need for additional strategies to cultivate a stronger reading culture among students.
- The following measures were implemented to promote reading habits and integrate reading into the curriculum:
 - A ‘Booklist’ for each subject and form, along with accompanying Google Form worksheets, was created. Student progress in reading was tracked systematically using a logbook. For ICT, S4 students were assigned Christmas holiday homework, which required them to read one of several recommended books and complete a Google Form. Approximately 70% of students successfully completed the task.

- A ‘Students’ Booklist’ and ‘Teachers’ Booklist’ was prepared and distributed to encourage both students and teachers to engage in reading. These booklists featured curated recommendations to align with the learning needs and interests of the school community.
 - In Chinese Language, three writers’ talks were held on April 24 and April 25, with guest speakers Ke Lok, Zi Sha, and Li Yin Qian. Additionally, four book club sessions were conducted to foster an interest in reading and promote literary appreciation among students.
 - For Chemistry, pre-lesson worksheets were introduced in October for S3 students. These worksheets included excerpts from extracurricular reading materials to help students prepare for upcoming lessons. However, the overall effectiveness of this initiative was moderate.
- To further enhance the reading culture, it is suggested that the school introduce more interactive and engaging reading activities, such as book clubs, reading challenges, and author talks. Additionally, expanding the use of technology by incorporating e-books and online reading platforms could help increase student interest. Regularly updating the booklists and encouraging teachers to model reading behaviours by sharing their own reading experiences during lessons or assemblies could also reinforce the importance of reading and inspire students to develop stronger reading habits.

2.3 Participative/ self-directed Learning is developed and students become active learners

- With reference to efforts in promoting participative and self-directed learning, survey results have shown mixed progress. While some students benefited from pre-lesson materials and personalized academic support, the teacher survey score for the statement “My students take the initiative to learn” remained stagnant at 2.90, indicating limited improvement in student initiative. A discrepancy was also noted between student and teacher perceptions of learning strategies. The student survey score for “I know how to apply learning strategies, such as pre-lesson preparation, using concept maps, and online resources” slightly declined from 3.5 in 2024 to 3.4 in 2025, reflecting positive but inconsistent progress. Stakeholder feedback on learning opportunities and time management highlighted moderate advancement, with the score for “The school strategically provides students with different learning experiences inside and outside the classroom, considering their learner diversity” increasing from 3.6 in 2024 to 3.9 in 2025. However, the score for “The school appropriately arranges students’ learning time to connect their learning inside and outside the classroom” remained unchanged at 3.6, indicating a need for further improvement.
- The following measures were implemented to encourage participative and self-directed learning:
- Pre-Lesson Booklets for all subjects were edited and finalized, providing structured materials to help students prepare for lessons in advance. For Chemistry, pre-lesson worksheets were introduced for S3 students in October, consisting of excerpts from extracurricular reading materials to help them prepare for lessons. Most KLA Conveners reflect that the pre-lesson booklet helps students consolidate their knowledge and promotes self-directed learning. For example, it encourages students to look up vocabulary words beforehand or watch relevant topic videos in a flipped classroom setting.
 - HKDSE Past Paper Solution/Question Explanation Videos were produced, offering students an accessible resource to support their exam preparation and improve independent study habits. For Mathematics, students found these videos very useful, frequently referring to them for hints and guidance when encountering difficulties. Similarly, for BAFS, S4 and S5 students were provided with specific video links upon completing certain topics, while S6 students were granted access to the entire video library at the start of the academic year. Students reported these resources to be highly practical and effective.

- Senior students were recruited as student-tutors to assist junior students in their studies, creating opportunities for peer learning and fostering a collaborative learning environment. In the Drama Club, senior students collaborated with junior members, taking on mentorship roles to guide and teach them, encouraging teamwork and peer learning. Additionally, for English, some students who worked on the B2 exam paper were assigned simpler B1-level tasks on concepts not covered in class to strengthen their understanding. Lesson Booklets for all subjects were edited and finalized, providing structured materials to help students prepare for lessons in advance.
- To further enhance self-directed learning, it is recommended that the school develop more interactive and personalized approaches to engage students. Expanding pre-lesson materials to include multimedia content such as interactive quizzes and videos could help increase student interest and initiative. Additionally, regular workshops for both students and teachers on effective learning strategies, including time management and the use of concept maps, could bridge the gap between perceived skills and actual behavior. Lastly, improving the coordination of learning opportunities inside and outside the classroom by integrating experiential learning activities, such as project-based assignments or excursions, could help students connect their learning experiences more effectively.

2.4 Students' performances in internal or external examination are enhanced

- With reference to efforts aimed at enhancing student performance in internal and external examinations, survey results and data analysis reveal mixed outcomes. Stakeholder surveys showed a steady improvement in the use of data by subject panels and committees to evaluate curriculum effectiveness, with scores for the statement, "The subject panels and committees use information and data about learning, teaching, and assessment to evaluate the effectiveness of curriculum implementation and inform planning," increasing from 3.6 in 2023 to 3.9 in 2025. Despite these advancements in evaluation practices, the overall HKDSE results did not show significant improvement, highlighting the need for more targeted strategies to ensure academic gains.
- The following measures were implemented to boost student performance in examinations:
 - HKDSE Past Paper Solution/Question Explanation Videos were produced, providing students with accessible resources to support their exam preparation and improve understanding of complex topics. For Mathematics, the use of pre-exam practice papers proved highly effective, with students completing the exercises diligently as part of their revision. Similarly, for Economics, students consistently completed full pre-exam papers for every test and exam, and in many cases, practiced two years' worth of past papers. This rigorous preparation was supplemented by detailed analysis of performance in the Pui Ching mock exam, where students compared their results with those of other schools. This statistical feedback motivated students and enhanced their performance.
 - Senior students were recruited as student-tutors to assist junior students, fostering peer learning and providing personalized academic support.
 - Internal examination past papers were distributed to students to help them familiarize themselves with question types and practice effectively. For Chinese Language, pre-exam practice papers were completed for every assessment, with evidence of submission during book-checking. Additionally, progress charts and reading comprehension worksheets were clearly differentiated by basic and advanced levels, with stronger classes being required to complete higher volumes of homework. For HMSC, worksheets and progress charts were similarly categorized by difficulty, with some questions including guiding hints to support students.

- Test and examination statistics were analyzed by the Curriculum and Assessment Department (CAD), with irregular marks highlighted for review. KLA Conveners were informed to identify and address concerns for each form and class. For Chemistry, beyond the general statistics provided by CAD, the subject panel conducted deeper analysis using marker reports, sharing the findings with students to promote teaching and learning. For PE, statistical reports were used to analyze performance across nine key topics, identifying weaker areas and implementing targeted, repetitive practice to address these gaps.
- Individual meetings with KLA Conveners, facilitated by the Academic Affairs Committee (AAC) and Educational Psychologists, were conducted to review strategies and discuss potential improvements in teaching and curriculum planning. In English Language, KLA meetings were used to report on and adjust teaching strategies. For instance, following observations of significant mark losses in S5 due to spelling errors, dictation exercises, which were previously implemented only in junior forms, were reintroduced. Moreover, external statistical reports highlighting student weaknesses or weaker exam papers informed the introduction of additional drilling sessions.

2.5 Students learning opportunities and exposure are boosted

- With reference to the APASO survey, significant improvements were observed in students' sense of national identity and cultural appreciation. Scores for responsibility and obligations increased from 101 in 2023 to 116 in 2025, while pride and affection rose from 106 to 116. Similarly, recognition of the national flag and anthem improved from 108 to 116, and scores for national achievements grew from 107 to 116. These results reflect the success of efforts to promote national pride and identity among students, fostering a deeper connection to their cultural and national heritage.
- The following measures were implemented to enhance language skills, cultural understanding, and national identity:
 - Learning Across Curriculum (LaC) projects were conducted by the English, IT, and Science Departments to facilitate interdisciplinary collaboration among subjects, enriching students' learning experiences.
 - English Week and English Cafe activities were organized, engaging students in various interactive, language-related programmes to strengthen their communication skills.
 - The Chinese Language Department arranged student participation in the inter-school speech festival, where several championships were won, and organized writing competitions to enhance language proficiency. Additionally, Putonghua Day was held during the Mid-Autumn Festival, featuring activities like guessing lantern riddles in Putonghua to celebrate Chinese culture.
 - A language-rich environment was fostered to encourage greater engagement with both English and Chinese, enabling students to improve their communication skills while deepening their cultural understanding.
- To further enhance students' cultural and language development, it is recommended that the school introduce more interactive and experiential learning opportunities. Collaboration with external organizations to host cultural workshops and language immersion programmes could help broaden students' perspectives. Expanding the scope of language-related activities, such as debate competitions or drama performances, could further enhance language proficiency and confidence. Additionally, integrating project-based activities that explore both modern and traditional aspects of Chinese culture could foster a deeper appreciation of national identity among students.

2.6 Enhance teaching quality by equipping teachers with new pedagogical skills and concepts

- Efforts to enhance teaching quality and equip teachers with innovative pedagogical skills have yielded positive outcomes, as reflected in the APASO survey results. Scores for "Teaching (Clear Instruction)" increased from 93 in 2023 to 102 in 2025, while "Teaching (Teacher Support)" rose from 89 to 91 during the same period. These trends highlight gradual improvements in teaching practices, though sustained efforts are essential to maintain and further these gains.
 - The following measures were implemented to support teaching and learning improvements:
 - GoodNotes workshops were organized for KLA Conveners, showcasing features such as annotation, organization, and collaboration to enhance teaching efficiency and effectiveness.
 - Three-minute tutorial videos on utilizing GoodNotes for teaching and learning were created by KLA Conveners, providing accessible and practical resources for teachers to integrate the tool into their lessons.
 - Teachers were equipped with new pedagogical skills through workshops and peer learning initiatives, which helped standardize and improve teaching practices across different subjects.
 - To further enhance teaching quality, it is recommended that the school continue providing professional development opportunities focused on innovative teaching tools and strategies. Organizing regular peer observation sessions and feedback loops can encourage the sharing of best practices and foster a collaborative teaching culture. Additionally, expanding the use of technology in classrooms and integrating tools like GoodNotes into lesson planning and assessments could further enhance the clarity and supportiveness of instruction. Regular reviews of teaching practices, informed by APASO survey results and stakeholder feedback, should also be conducted to ensure consistent progress.

3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach

3.1 Students in the school will be trained to be a leader in different aspects.

- To further strengthen students' self-discipline, the Discipline and Pastoral Care Department has continued to prepare weekly briefings for broadcast on Fridays. This year, the briefings have included different elements such as value education, positive attitude and student activities sharing, allowing students to engage more actively with the content. These enhancements have led to increased participation and a noticeable improvement in students' ability to stay focused, organized, and accountable. The consistent reminders have effectively reinforced self-disciplinary habits over time.
- In response to positive feedback, the Moral Civic and Life Education Department has expanded the S1-S5 Service-Learning Programme. This year, we successfully organized two service activities for S1 and S3 students. The additional activity not only provides more opportunities for hands-on community service but also fosters greater empathy and responsibility among students. This expansion reflects our commitment to continuously improving service-learning opportunities based on staff and student feedback.
- To provide holistic leadership training for student leaders, the School Function and Extended Curriculum Department has enhanced its leadership workshops and seminars. This year, we introduced 3 training sessions throughout the year which focused on activity-planning, problem-solving, advanced communication and conflict resolution techniques. These structured opportunities have allowed students to practice essential skills in diverse contexts, leading to a more well-rounded development of our future leaders.
- Life Education has successfully integrated lessons on self-discipline, social skills, love, and care into the curriculum, directly targeting key leadership competencies. This year, we have introduced more experiential learning activities that encourage students to practice these "soft skills" in real-world scenarios. As a result, students are demonstrating improved communication, teamwork, and ethical decision-making capabilities, which are vital for effective leadership.
- This year, different Key Learning Areas (KLAs) have appointed subject prefects who serve as role models, responsible for reminding their classes about homework and academic responsibilities. Additionally, senior students have taken on the role of peer mentors to assist junior students. This cross-pollination of knowledge and skills has proven to be an effective strategy for cultivating leadership throughout the school, fostering a collaborative learning environment.
- On October 18, 2024, we held an inauguration ceremony to reinforce the roles of student leaders in various organizations, including the Student Union, Prefects, and House Committees. Following the ceremony, a meeting with the Principal and Deputy-Principals allowed leaders to express gratitude and share suggestions for school development. The Principal highlighted the significance of their roles and set expectations for them to act as role models. This enhanced communication has facilitated valuable feedback. Review meetings are scheduled for April and May to help leaders reflect on what they have learned and share suggestions for improvement.
- In October 2024, all class monitors met with the Discipline Master and Form Masters to discuss their responsibilities and the importance of their role as class leaders. This meeting reinforced expectations and improved communication between school authorities and students. Class teachers subsequently awarded praise cards and good points to monitors, affirming their effective performance and role modelling within their classes.
- To prepare students for future leadership roles, the prefect system has been enhanced with a clear promotion ladder and a leadership training camp. This structured pathway allowed students to progressively assume greater responsibilities while developing essential management skills. The comprehensive support and guidance provided ensure that student leaders are well-equipped to hone their leadership capabilities over time.

- The Learning Support Department has successfully implemented the Peer Mentoring Programme, where senior students organize activities for junior students. This initiative empowers students to see themselves as mentors, fostering a culture of collaborative leadership. By learning from one another and working together to achieve shared goals, students are building strong support networks that enhance their leadership skills and sense of community.
- Senior leaders have organized activities for junior leaders through the Guidance Prefect Team by the Guidance and Counselling Department. This ‘learning by doing’ approach allows guidance prefects to engage in activities, create projects, and teach their peers. As a result, student leaders are developing practical skills essential for effective leadership, while also gaining valuable experience in mentorship and knowledge-sharing.
- Recent APASO results indicate a strong sense of belonging among students, with the Q-Score for “School Atmosphere (Sense of Belonging)” increasing for both boys and girls—from 116 and 104 to 116 and 109 respectively. This improvement underscores the positive atmosphere fostered within the school. However, the Q-Score for “School Atmosphere (No Discipline Problems)” remained unchanged at 85. To maintain a safe and orderly learning environment, the school must continue to strengthen students’ self-discipline and instill values such as responsibility, respect, and accountability.
- Results from the stakeholder survey reveal that students feel the school provides ample opportunities for leadership development. The average score for the statement “The school provides adequate opportunities for students to develop their leadership abilities” slightly decreased from 3.8 to 3.7, but it remains a positive assessment. This trend indicates a growing recognition of the school’s efforts while also highlighting the need for more opportunities and planning to further enhance student leadership.
- A questionnaire conducted with student leaders in June 2025 indicated that key aspects of leadership competencies remained strong, with some small fluctuations compared to the previous year. 95.3% of leaders reported improved leadership through practice — a slight dip of 2 percentage points from 2023–2024. This may reflect higher expectations and self-awareness among this year’s cohort. The ability to lead teams and unlock potential saw a slight increase of 0.8%, indicating stronger confidence in collaborative achievement. On teamwork, 95.3% of students agreed they worked well with peers — still very strong but 2% lower than last year. A notable drop occurred in the area of problem-solving under pressure, where agreement declined from 93.2% to 86.0%, suggesting that while students felt competent, they also recognised the challenge of handling real-time crisis and ambiguity.
- To further enhance the student leadership programme, the school should implement structured leadership training throughout the academic year. This initiative should include mid-term reviews and evaluations to provide personalized feedback and support to student leaders. Additionally, offering more opportunities for student leaders to organize school events—such as fundraisers, sports tournaments, and cultural showcases—will provide invaluable experience in event planning and project management. As students gradually take on the responsibility of planning and executing activities, the role of teachers should evolve from direct planners to guides, fostering greater student ownership and independence.
- It is recommended that the school upgrade the frequency of meetings with student leaders and class monitors to promote stronger communication. These regular meetings can provide a platform for discussing responsibilities and challenges, while external training can cover essential topics like public speaking and ethical decision-making.
- To build leadership skills in junior forms, the school should empower junior students to become class monitors or class committee members. By guiding these junior students to organize activities with support from senior peers, the school can foster a sense of ownership and experiential learning. This collaboration not only enhances the leadership skills of junior students but also creates meaningful mentorship opportunities and connections across age groups.

- The school should integrate value and discipline training during the weekly Class Teacher period. Dedicating time to instill core values such as responsibility, integrity, and effective communication will equip all students with the skills necessary to become ethical leaders. This foundational training is essential for nurturing a culture of leadership that emphasizes moral responsibility and character development.

3.2 A holistic planning on values education is in place to strengthen the implementation.

- The school has successfully implemented a comprehensive and well-integrated approach to values education, utilizing various strategies to instill core values throughout the institution. The integration of values education across all Key Learning Areas (KLAs) is commendable. At the beginning of the academic year, the school submits a detailed scheme of work that incorporates core values, ensuring systematic implementation throughout the curriculum. Teachers actively share students' exemplary work, facilitating recognition and reinforcement of positive behaviours. Additionally, evaluations conducted by KLA Conveners assess the effectiveness of the values education programme, enabling continuous improvement.
- The Moral Civic and Life Education Department, alongside Life Education lessons, has designed diverse activities that significantly enrich students' value education. Notably, the focus on debriefing after activities helps raise students' awareness of their own needs and the importance of caring for others in both school and family life. This reflective approach fosters a deeper understanding and internalization of the values being imparted.
- The school's collaborative efforts with various KLAs, departments, student groups, societies, and NGOs further enhance the values education programme. This multidisciplinary approach ensures that students are exposed to a wide range of perspectives and opportunities to engage with and apply core values in real-world contexts.
- The Student Development Committee organized positive personal growth camps for S1, S4 and S6 students. These camps are a valuable initiative, providing dedicated time and space for students to focus on personal growth, well-being, and the development of positive values, thus complementing the school's broader values education efforts.
- Recent stakeholder survey data shows an increase in the perception of the school's alignment with learning goals related to National and Global Identity, with scores rising from 3.9 to 4.0. Additionally, the item regarding the school's collaboration among subject panels and committees to actively implement values education slightly decreased from 3.7 to 3.6, reflecting a need for continued focus in this area. These results indicate that stakeholders recognize and appreciate the school's efforts in delivering effective values education.
- The recent APASO results indicate a significant improvement in student scores related to 'National Identity', 3 out of 4 items reached the highest score 116 and increased slightly when compare with last year, which are also higher than the average performance of all schools in Hong Kong, demonstrating that the values education programme has effectively strengthened students' sense of national and global identity.
- To further enhance the values education programme and nurture well-rounded students with a strong sense of unity and diligence, the school should implement collaborative Form-based competitions. These competitions will cultivate a sense of ownership and belonging while promoting a strong work ethic. Additionally, encouraging class-based projects or activities that foster togetherness and a sense of accomplishment will strengthen students' bonds, reinforcing the value of unity. Organizing whole-school events where students can support and cheer for their house or class will also help cultivate a stronger sense of school spirit.

- To develop perseverance and courage, the school should empower prefects and class monitors by assigning them greater responsibilities in upholding school rules and procedures. This approach will provide valuable leadership opportunities, allowing students to develop essential qualities such as perseverance and courage, which are vital for effective leadership. By fostering these attributes, the school can ensure that students are well-prepared to take on challenges both within and beyond the school environment.

3.3 Students have a global vision and concern the development of the world. Students learned to have gratitude and empathy.

- To encourage students to care about society, the school organized local community services and visits, complementing the Service-Learning Programme. The Moral Civic and Life Education Department also initiated various programmes designed to nurture empathy and concern for others. Through activities such as movie appreciation, life story sharing, talks, and workshops, the department fostered a culture of empathy within the school community. By exposing students to diverse narratives and encouraging reflection on their roles as global citizens, the school aims to shape well-rounded individuals committed to making a positive social impact.
- The Health Ambassadors exemplify the school's commitment to promoting health awareness and engaging in meaningful community services. Through a wide range of activities, from educational exhibitions to health screenings, event planning, and outreach, the ambassadors have put their knowledge and skills to practical use in serving the school and the local community.
- The School Function and Extended Curriculum Department organized diverse study tours, covering regions in mainland China, Japan, Singapore and Australia, providing students with valuable exposure to different cultures. This initiative aligned with the school's goal of nurturing globally-minded and nationally-proud citizens. Participation in events like the 'Xiamen and Fuzhou Study Tour', 'Nanjing Study Tour' which were organized by the school and supported by the Sister Schools and different departments of the Chinese Government, further enhanced students' understanding of Chinese culture, deepening their sense of national identity.
- Additionally, the school participated in an exchange student programme, welcoming one S4 student from Italy this academic year. This initiative allowed students to study together and share their diverse cultures, fostering a rich learning environment. Our students gained valuable insights that enhanced their global vision and awareness of world development.
- To foster an appreciation of world culture, the Chinese Culture Education Department implemented various activities aimed at enhancing students' understanding of Chinese culture. Initiatives such as Chinese cultural videos during morning assemblies, Chinese Culture Monthly activities, and the Chinese Cultural Day reflected the school's commitment to instilling a sense of patriotism among students. Additionally, the organization of Chinese Cultural Festival activities at the Polytechnic University, enriched students' knowledge of Chinese history and culture, thereby strengthening their connection to their cultural heritage and nurturing a strong sense of national identity.
- The Innovation and Technology FLA and Arts FLA are dedicated to exposing students to local and international competitions, workshops, and exhibitions. By inviting lecturers from institutions like THEI HK, and The Hong Kong Polytechnic University for seminars and workshops, the FLAs broadened students' global perspectives on world development. Encouraging participation in competitions and showcasing winning artworks from around the globe allowed students to benchmark their progress and understanding of a wider world.

- Despite these efforts, the teachers' stakeholder survey results on 'Support for student development' showed a slight decline from 3.7 to 3.6. Additionally, a decrease in student perceptions from 3.5 to 3.4 indicates room for improvement. Positive feedback from students after study tours suggests that these experiences resonate with them and significantly enhance their learning. Students appreciate the school's proactive approach to expanding their horizons through diverse international and cultural immersion opportunities.
- To enhance these initiatives, it is suggested that the school allocate more time for students to engage in direct communication with individuals from other regions during study tours and exchange programmes. This opportunity for dialogue can greatly enrich the learning experience. The school should also consider expanding overseas exchange tours and training programmes to further broaden students' perspectives. Encouraging students to share their reflections post-activities can reinforce learning outcomes and inspire their peers. Integrating discussions about global issues into the curriculum will further develop students' critical thinking and sense of social responsibility, ultimately nurturing well-rounded, globally competent individuals.

3.4 Students transform their sportsmanship into their academic and daily life.

- The school's data indicates a promising balance between academic and athletic achievements among student-athletes. 45.1% of the 401 student-athletes were enrolled in the academic elite classes (Class D and E), an increase of 1.8% when compared to that of last year. This demonstrates their ability to excel in both domains. Teachers observed that these academically-inclined athletes are effectively managing their studies alongside their sports commitments, which is a positive indicator.
- However, the dedicated sports elite classes (Class A), which comprise around 30% of the student-athletes, raise some concerns. While their athletic commitment is commendable, feedback suggests that some students in this group need to improve their learning attitudes. This highlights the need for the school to explore additional support mechanisms to help these athletes develop a stronger academic focus alongside their sports. On the other hand, we observed an increase in the number of student-athletes from Class A who stood out to be student leaders in school. More than half of the house captains and vice captains were from Class A which indicates that students were eager to use their leadership and communication skills learnt in sports and put them in the campus life.
- Student-athletes have exhibited good self-discipline in attending team training and inter-school competitions. Coaches have noted the students' diligence, obedience, and strong sense of belonging to both the school and their teams, which is encouraging. Last year, some students could not attend school team training due to the overlapping with other school teams. This issue was handled in September after the school team enrolment to ensure that students have room to attend school teams with designated days so that they could develop their sense of responsibility.
- The school's efforts to arrange visits for students studying PE to a local university's Physical Education department, along with career exploration activities in hotel and accounting fields, demonstrate a commendable commitment to supporting holistic student development. These visits allowed students to learn about entrance requirements and plan their studies effectively, while career exploration provided valuable insights into potential career paths. On the other hand, students were arranged to visit the newly built GO Park-Sports in order to strengthen their potential career path with widen horizons.

- Furthermore, the school's leadership training programme, which focuses on creativity, problem-solving, and presentation skills, nurtures well-rounded individuals who can apply their sportsmanship and leadership abilities in both academic and daily contexts. Students studying DSE PE were invited to be the sports ambassadors of the Sports Week. They received assistance from VTC students on the first day and were able to manage themselves to operate sports programmes and fitness tests to our schoolmates during lunch time and life-wide learning lessons. Last but not least, they were arranged to be the student helpers in HKSSF Inter-school long-distance running competitions. With a wide range of experience given to our students, student leadership, problem-solving skills and presentation skills were clearly demonstrated by our sports leaders.
- The recent APASO results indicate a positive trend in students' physical exercise, with the Q Score increasing from 114 to 116, surpassing the average performance of all schools in Hong Kong. There has been a significant increase in the Self-concept (Sport activities) Q Score, rising from 85 to 111, which is higher than the Hong Kong average. The school has put effort into increasing students' engagement in physical activities and enhancing their self-perception in sports.
- The participation and success of students in inter-school competitions are commendable. As of July 2025, the 401 student-athletes collectively engaged in 1393 events, earning 69 awards (top-four placements) with 30 champions, marking a significant improvement from the previous year. The school's commitment to maintaining a balance between academic and athletic achievements, alongside opportunities for career exploration and leadership development, has yielded positive results. Continuing this holistic approach will further strengthen the integration of sportsmanship into students' academic and daily lives.
- To foster a culture of reflection and inspiration, it is recommended that the school increase opportunities for student athletes to share their extracurricular learning and experiences during morning assemblies. Collaborating closely with coaching staff to monitor student discipline and competition opportunities, as well as establishing a dedicated cheering team, can provide holistic support for student-athletes. Additionally, implementing workshops which focus on problem-solving, sports psychology, and essential life skills will empower students to better manage the demands of both academics and sports. By adopting this multifaceted approach, the school can further enhance its efforts to integrate sportsmanship into students' academic and daily lives.
- To build upon the positive outcomes of current initiatives, the school will implement a policy that suspends school team members with a conduct grade average below C+ from participation in sports activities. This policy would incentivize students to prioritize their behaviour. Furthermore, analyzing the intake scores of sports-talents can provide insights into their academic potential, allowing for the development of targeted support strategies. Continued attention to the diverse needs of student-athletes, enhancing coordination and communication, and reinforcing emotional management skills will further strengthen the transformation of sportsmanship into their studies and daily lives.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2023-2024 School Year (EDB Website)

Items	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy	61.45%	N.A
School Fees	N.A	28.65%
Donations	N.A	N.A
Others Income	1.83%	8.07%
Government Capital Grant utilized	0.00%	N.A
TOTAL :	63.28%	36.72%

EXPENDITURE (in terms of percentages of the annual overall expenditure)	
Staff Remuneration	74.39%
Operating Expenses	12.51%
Fee Remission & Scholarship *	4.84%
Repairs & Maintenances	1.02%
Depreciation	7.23%
Miscellaneous	0.01%
Government Capital Grant utilized	0.00%
TOTAL :	100%

Surplus for the School Year #	3.32 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	11.09 months of the annual expenditure
# 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.