



林大輝中學
LAM TAI FAI COLLEGE



Annual School Plan 2009-2010

Year of Celebrations and Achievements
慶祝及回顧之年



From Vision to Reality --- Building with our Hearts In Pursuit of Excellence

從理想到實踐 --- 同心共建 追求卓越

Lam Tai Fai College

Annual School Plan

2009-2010

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I. School Mission & Vision



School Mission 辦學使命

The College aims at nurturing wholesome personal growth and the intellectual development of youths through a comprehensive, challenging and broadening curriculum that enhances academic, aesthetic and physical development.

本校的使命是透過全面而嚴格的學術、設計及體育課程及活動，為促進年青新一代的全人發展作出貢獻。

School Vision 辦學抱負

The College aspires to lead local education by integrating academic, sports and innovative design in learning activities so as to develop and nurture future community leaders, sports professionals, accomplished academics, upright citizens and cultured individuals of the 21st century.

本校的抱負是開創中學的潮流，把學術、體育活動和創意設計合而為一，同時著重培養學生品德，使他們成為社會的未來棟樑、傑出的專才及具有文化素養的青年人。

II. Introduction

In support of 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 broadening curriculum with special emphasis on Fashion Design, Sports Development, Health Education and Innovative Technology.

Lam Tai Fai College caters for students who pursue for academic excellence and show potential or have proven talents in sports, fashion design and innovative technology. With the expertise and professional support from the school sponsoring body, the College endeavours to develop its teaching team, curriculum, pedagogy and facilities to the best possible standards.

本校於 2004 年開辦，透過嶄新的課程理念，促進學生多元化發展，重視運動、時裝設計、科技及創意思維的培訓，並強調學生的品格培養，健康的生活模式及全人發展。

2009-2010 is indeed an epoch-making year for our Motherland, HKSAR & LTFC --- in honour of the landmark of the 60th National Anniversary, 12th Anniversary of HKSAR and 6th Anniversary of LTFC, our School Extension Project was purposefully built. Aiming at providing our students with education of the highest quality to cope with the new requirements of NSS, the School Sponsoring Body generously financed this self-funded extension project. The completion of the new annex in 2010 will earmark a new arena of learning for students of LTFC especially at the juncture of NSS. With the newly built Student Learning & Activity Complex, substantial valuable sports venues like warm-water swimming pool, standard-sized gymnasium and new fitness centre will be open. In addition, students will be exposed to a diversified learning environment like spacious and resourceful Library Resource Centre with Interactive Learning Zone, multi-purpose learning areas, open spaces as well as a student dining hall. As we approach our 6th Anniversary in 2009-2010, looking back to our brief history, some of LTFC graduates and our students are now setting new sports and arts achievements and records that certainly do make us proud.

Nurturing a perfect generation with vision, culture, ideals, commitment and dedication to excellence, we strive to make our school a healthy, creative, resourceful, and caring environment where no potential goes untapped and no interest uninspired. Our school ethos is fully realized in **our yearly educational theme 2009-2010, that is, Year of Celebrations & Achievements, we strive to “Looking at the Present and into the Future --- Extending, Appreciating & Embracing”**. Setting the direction for students’ character building, three qualities are identified. They are: ‘Respect’; ‘Responsibility’ and ‘Compatibility’. We encourage our students to set clear goal, work out strategies, employ multi-dimensional learning to reach a sensible decision and build a healthy lifestyle. In the 6th year of the school, it’s time to look back to what we have achieved in the past 5 years, to see how we can capitalize our strengths at present and most important of all, to look forward to our growth and development in the years ahead.

In its sixth year, we are now in the review year of our School 1st five-year 2004-2009 School Development Plan. It is with pleasure that we are able to report our achievements made in the 1st School Development Plan and 2008-2009 Annual School Report, and in this Annual School Plan we continue to pursue excellence in all areas of school life with the ultimate aim of the fullest possible development of every dimension of the person, linked to the development of one’s potential, a sense of value and a commitment to serve the community at large.

III. Yearly Theme & Monthly Theme of 2009-2010

Looking at the Present and into the Future ---

Extending, Appreciating & Embracing

內蘊外鑠 實現願景 —— 擴潤視野 欣賞成果 面向未來

Key core values to be advocated for 2009-2010

- | | | |
|--------------------|------------------|------|
| (1) Respect | (Be respectful) | 敬人自重 |
| (2) Responsibility | (Be responsible) | 克盡己責 |
| (3) Compatibility | (Be compatible) | 兼容並蓄 |

Theme of the Month 2009-2010

Months	Theme	Source
September	Respect 敬人自重	School Core Values
October	Excellence 追求卓越	School Core Values
November	Talent 盡顯才華	School Core Values
December	Foresight 高瞻遠矚	School Core Values
January	Perseverance 堅毅不屈	School Core Values
February	Entrepreneurship 企業精神	School Core Values
March	Creativity 勇於創新	School Core Values
April	Compatibility 兼容並蓄	Yearly Focus
May	Responsibility 克盡己責	Yearly Focus
June	Extending our horizon 擴潤視野	Yearly Theme
July	Appreciation 欣賞成果	Yearly Theme
August	Embracing our future 面向未來	Yearly Theme

Slogan of the Year

Getting Ahead

承先啓後創高峰

Building for the Future

繼往開來育棟樑

IV. Developmental Statement

Domain 1: Management & Professionalism 範疇一：管理與組織	Enhancing School Effectiveness and capacity via Continuous Professional Development and Team Building 強化組織能量，推動專業成長、團隊共力。
Domain 2: Curriculum & Instruction 範疇二：課程與學教	Enhancing Learning & Teaching Effectiveness and Fostering a Learning Culture (Empowering our Students to be effective and lifelong learners) 提升學與教果效，建立學習風氣。
Domain 3: Student Support & School Ethos 範疇三：學生成長及校風培育	Pastoral Care Statement for Student Development 學生成長品德牧養方針： Be an integrated person of wisdom, care, love and compassion. 全人發展，具備智慧、滿有愛心、願意關懷、服務他人。

Lam Tai Fay College
Annual School 2009-2010

V. Major Areas of Concern

Domain 1 --- School Management & Professionalism

1. Empowering staff to meet the challenges of school development;
2. Strengthening the culture of care and collaboration among staff;
3. Delegation and empowerment of the Middle Management;
4. Enhancing school planning & administration, school information & data retrieval system and the deployment of resources; and
5. School Empowerment through Comprehensive Review & School Self-evaluation.

Domain 2 --- Curriculum & Instruction

1. Integrating values education into the curriculum and classroom teaching & learning;
2. Integrating and tailoring Junior Secondary Curriculum and the School-based Focus Learning Curriculum;

3. Equipping students with generic skills (including project-based learning, inquiry-based learning and research-based learning, IT in education) so as to enhance their lifelong learning capacity;
4. Meeting Learners' Diversity; and
5. Developing a reading culture (reading to learn) & creating a total English learning environment by enforcing a whole-school policy.

Domain 3 --- Student Support & School Ethos

1. Raising the awareness of compassion and love for each person with a view of helping student live out the school's core values;
2. Promoting the importance of self-discipline, healthy habits, harmonious relationships, national and social awareness as well as community service;
3. Fostering dignity and integrity, self-respect and self-discipline, aiming at making a difference within ourselves at home, in school, in our community and in the world;
4. Addressing the diverse needs of student; and
5. Establishing a cohesive school community: collaborating with others for the good of all (SMC/IMC, Parents, teachers, external links, etc.).

VI. Action Plan Responding to the School's Major Concerns

Domain 1 --- School Management & Professionalism						
Focus 1 : Empowering staff to meet the challenges of school development						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<p>To plan and organize Staff Development Programme</p> <p>To better equip our teachers to cope with New Academic Structure and the Comprehensive Review</p>	<ul style="list-style-type: none"> ● Well-structured staff development programmes - Professional sharing in faculty meetings & Staff Retreats - Training workshops and seminars - Common Lesson Time - Co-Lesson Planning meetings - Looking At Students' Works meetings - Establishment of SR Team 	<ul style="list-style-type: none"> ● The majority of staff (70%): - understand and are committed to the direction of school development - have the capacity to respond to the major concerns - understand the need to be actively involved in continuous professional development 	<ul style="list-style-type: none"> ● Feedback from co-lesson planning ● Questionnaires and surveys conducted after professional development programmes ● Principal's / Deputy Principal's interview with staff ● Self-review in the Staff Appraisal 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● SDC ● SR Team ● Middle Managers ● CPDSCU ● PDEU 	<ul style="list-style-type: none"> ● Courses and training from EDB and tertiary institutes ● Expertise to conduct the staff development programmes

	<ul style="list-style-type: none"> ● Organize Staff Development Programmes related to the major areas of concern ● Organize workshops & plan professional support for Middle Management 	<ul style="list-style-type: none"> ● Professional leadership and competence of Middle Management enhanced 				
	<ul style="list-style-type: none"> ● Provide financial support and deploy human resources to facilitate teachers to pursue continuous professional development (CPD), especially in areas related to the school major concerns and the new senior secondary curriculum 	Staff are able to engage in CPD that meet their professional development needs	<ul style="list-style-type: none"> ● Feedback from teachers ● Records of teachers' CPD 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Principal / Deputy Principal ● SDC ● CPDSCU ● PDEU 	<ul style="list-style-type: none"> ● Funding and manpower

Domain 1 --- School Management & Professionalism						
Focus 2: Strengthening the culture of care and collaboration among staff						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
To develop a harmonious environment and atmosphere in the work place	<ul style="list-style-type: none"> ● Organize Staff development Activities: ● Team building programme (esp. at the beginning of the school year) ● Co-lesson Planning ● Common Lesson Time ● Mentoring System 	<ul style="list-style-type: none"> ● The majority of staff understand the importance of upholding a culture of care and collaboration ● Teachers contribute actively to the building of this culture ● Over 70% of the staff find the programme useful ● New teachers find that they are well supported by their mentors / and the School 	<ul style="list-style-type: none"> ● Teachers' feedback ● Questionnaires and surveys conducted after staff development programmes ● Interview with new teachers 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● SDC ● SR Team ● Middle Managers ● CPDSCU ● PDEU 	<ul style="list-style-type: none"> ● Time and expertise ● manpower
	<ul style="list-style-type: none"> ● Secure funding & support for staff welfare from the School 	<ul style="list-style-type: none"> ● Regular social gatherings to enhance teachers' collegial support and mutual appreciation are organized 	<ul style="list-style-type: none"> ● Feedback from teachers at their Self-review and Interview with the Principal / Deputy Principal 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● Principal / Deputy Principal ● SDC ● Staff Welfare Unit 	<ul style="list-style-type: none"> ● Funding ● Support

Domain 1 --- School Management & Professionalism						
Focus 3 : Delegation and empowerment of the Middle Management						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
To enable the middle managers to become the bridge between school leaders and teaching staff so as to enhance both top-down and bottom-up communication	<ul style="list-style-type: none"> ● Establishment of SR Team ● Organize workshops for Middle Management ● Deploy human resources and balanced task allocation to facilitate the operation of Middle Management ● Interim and year-end reviews ● Self evaluation ● Middle managers take the initiative to offer feedback and assistance in order to motivate others to achieve school major concerns 	<ul style="list-style-type: none"> ● The role and responsibility of SR Team are clearly defined ● The SR Team functions properly ● Professional leadership and competence of Middle Management enhanced ● The Middle Management has the capacity to respond to the school major concerns ● Good communication between teachers and middle management 	<ul style="list-style-type: none"> ● Self evaluation ● Questionnaire ● Teachers' feedback ● Staff appraisals 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● SR Team ● Middle Managers 	<ul style="list-style-type: none"> ● In-house sharing ● Middle managers' Reflective Journey ● Guest speakers ● Courses and training from EDB and tertiary institutes

Domain 1 --- School Management & Professionalism						
Focus (4) : Enhancing school planning & administration, school information & data retrieval system and the deployment of resources						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<ul style="list-style-type: none"> ● To develop a systematic filing system so as to facilitate data retrieval ● To establish a channel to broadcast information between school-student and school-parents 	<ul style="list-style-type: none"> ● Computer training course ● E-learning & e-administration workshop ● Directory for different units and KLAs ● Division of labour ● School webpage update ● I-SLP ● School intranet system 	<ul style="list-style-type: none"> ● Well-defined storage system on the server ● Well-defined organizational structure ● Frequently updated school webpage ● Parents and students are kept well-informed. 	<ul style="list-style-type: none"> ● Teachers' feedback ● Student portfolio ● No. of parents visit the eclass. ● No of students who visit eclass. 	<ul style="list-style-type: none"> ● Whole year 	<ul style="list-style-type: none"> ● IT Unit ● ANDPU ● Technicians ● Unit Coordinators ● KLA / Subject Coordinators 	<ul style="list-style-type: none"> ● Server space

Domain 1 --- School Management & Professionalism						
Focus (5) : School Empowerment through School Review (SR) & Comprehensive Review (CR)						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<ul style="list-style-type: none"> ● To evaluate constantly school's development ● To refine annual school self evaluation exercise using the feedback from the whole staff and the experience this gained. ● To monitor and coordinate consistently on the whole school evaluation exercise, including preparation, issue arising, feedback collection by the SR team to enhance effectiveness. ● To equip staff with knowledge and ability to cope with and evaluate school operation and development 	<ul style="list-style-type: none"> ● Familiarize the staff with use of PIE cycle by implementing it in daily school routines ● Actual participation in CR preparation by all staff ● Design of the document template reflects PIE cycle 	<ul style="list-style-type: none"> ● Alignment between plans and evaluations ● Successful implementation of PIE cycle in School Self-evaluation ● School self evaluation exercise can truly and effectively reflect our strengths and weaknesses. 	<ul style="list-style-type: none"> ● Checking of document ● Feedback from staff ● Comments and suggestions for improvement will be collected via formal and informal meetings. ● Participation rate and roles taken by all staff in various stages of SSE (SR and CR). 	Whole year	SDC Middle management All staff	Sample of successful implementation of PIE cycle Time for SR and CR teams to meet, to collect feedback, to design review format, to generate reports and take follow-up actions Time for collaborative planning by panels and teams.

<ul style="list-style-type: none"> ● To implement PIE cycle effectively 		<ul style="list-style-type: none"> ● Focused actions for the coming year are planned by the whole school, all units and departments especially on areas where improvement are needed as highlighted by the SR and CR exercise ● Whole staff takes an active part in all stages of SSE, including collection of data & evidence, school self assessment and future planning. 	<ul style="list-style-type: none"> ● Documents showing evaluation schedule, procedures, requirements and shared duties for SR and CR are to be announced to whole staff. 			
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Domain 2 --- Curriculum & Instruction

Developmental Statement:

Enhancing Learning & Teaching Effectiveness and Fostering a Learning Culture (Empowering our Students to be effective and lifelong learners)

提升學與教果效，建立學習風氣

Domain 2 --- Curriculum & Instruction						
Focus 1 : Integrating values education into the curriculum and classroom teaching & learning						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<ul style="list-style-type: none"> ● To enhance the promotion of values education both inside and outside the classroom. ● To guide students to lead a healthy lifestyle. 	<ul style="list-style-type: none"> ● Subject coordinators shall review their respective curriculum and decide on specific values to be fostered at different levels of the curriculum. ● To enhance MCE through the implementation of regular syllabus. 	<ul style="list-style-type: none"> ● A systematic and organized approach to values education in the curriculum of different subjects as revealed in their Programme Plans and Schemes of Work ● Students will learn team spirit and respect through collaboration and cooperation. 	<ul style="list-style-type: none"> ● Analysis of the subject departments' Programme Plans and Schemes of Work ● Observation of lessons where values education is integrated. ● Questionnaires ● Peer evaluation report ● Self-evaluation report ● Improvement of attitude of students 	<ul style="list-style-type: none"> ● Whole Year 	<ul style="list-style-type: none"> ● Principal & Deputy Principal ● SDC & SR Team ● Members of the Task Group ● All teachers 	<ul style="list-style-type: none"> ● Manpower ● Time ● Financial support ● IT ● PTA ● Library ● Meeting time to review & plan the integration of values education into the curriculum

<ul style="list-style-type: none"> ● Set up a task group to co-ordinate the development and implementation of a longitudinal values education programme in the curriculum of the new academic structure. ● Provide support for the development of values education into the formal curriculum by securing external professional support to assist the task group ● Organize staff development programme which include workshops and sharing 	<ul style="list-style-type: none"> ■ Reading: To include reading articles that emphasizes MCE. (e.g., Citizenship, National identity) ■ PBL & LS Forum: To teach students the importance of value judgment. ■ Activities will be organized. (e.g. thematic education series, activity week, teacher's day, field trips, workshops, etc.) ● MCE can be taught through the school's campus TV (Programmes of related topics can be 	<ul style="list-style-type: none"> ● Students are to be equipped with positive values and ethics through lessons and activities. ● Learn the sense of correct judgment. ● A curriculum framework to integrate values education into the Extended Curriculum has been designed. ● A values education framework is developed for the junior and the senior secondary curricula ● An evaluation mechanism for values education is developed ● Approaches to values education are 	<ul style="list-style-type: none"> ● Their participation in collaborative work. ● Feedback from parents and teachers ● The progress of MAP ● Evaluation of the work of the task group by the SDC and the related Coordinating Committee 			<ul style="list-style-type: none"> ● Time for lesson observation
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	<p>shown)</p> <ul style="list-style-type: none"> ● Promote MCE by making use of the school's website. e.g. Olympic Education Series, 60th National Anniversary Education Series and EAG Educational Series. ● Teachers can attend workshops and seminars on the implementation of MCE education ● Making use of social issues to relate academic contents and equip students with critical and analytical thinking skills. ● Teachers act as role models for students to look up to. 	<p>studied and shared among staff</p>				
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Focus 2 : Integrating and tailoring Junior Secondary Curriculum and the School-based Focus Learning Curriculum						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
Arouse interest in current issue.	Regular newspaper sharing in Campus TV / LS Forum on the school webpage / notice board / news corner. Inter-class competition on current issue	70 % students in class response / enquire during the sharing sessions.	Monthly statistical data on response and enquiry Student feedback	Annual	CTVU MCEU TBPCU LS Subject	Newspaper Websites School Webpage Wise News
Strengthening oral presentation skills	Debate competition on knowledge-based current issue.	50% of the form participated in the debate competition	No of debate teams No. of students in the team	Annual	Chinese teachers English Teachers IH teachers	
Apply the knowledge and skills learnt in different contexts & situations flexibly.	Junior investigative study e.g. project learning	70% of the students able to express their investigative approach / conduct fair test / apply specific terms in discussion /etc.	Students' reflection in portfolio / poster presentation. Teachers feedback Students feedback	Annual	Subject Teachers	

<p>The Subject Departments in their reports and Schemes of Work continue to reflect their work on refining teaching strategies</p>	<p>To work out the Schemes of Work and Reports together with the Subject members, so that information can be delivered across the panel.</p>	<p>Subject Panels continue to review their teaching strategies and succeed to incorporate strategies that can motivate students' learning, cater for learner difference and respond to students' feedback.</p>	<p>Subjects Panels Evaluation and Feedback from students in the Survey on Learning Perceptions</p>	<p>CPDCC</p>		<p>Time and Manpower</p>
<p>Organize Staff Development Programmes. Invite an external professional team to conduct discussion on teaching strategies e.g. questioning techniques; setting challenging tasks/ assignments, establishing rapport with students</p>	<p>To find the appropriate time which all of the staff can be benefited, e.g. in the meetings</p>	<p>Over 70% of staff find the programme useful in helping them to refine teaching strategies</p>	<p>Questionnaire to collect feedback from staff Post co-lesson planning & lesson observation sharing & debriefing</p>	<p>SR Team</p>		<p>Funding, time and external professional support</p>

Focus 3 :

Equipping students with generic skills (including project-based learning, inquiry-based learning and research-based learning, IT in education) so as to enhance their lifelong learning capacity

Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<ul style="list-style-type: none"> Promote inquiry-based learning and research-based learning 	<ul style="list-style-type: none"> → arrange the project exhibition 	<ul style="list-style-type: none"> → Students are able to produce quality project 	<ul style="list-style-type: none"> → Teachers marking and feedbacks for the project., and also prizes are given to the students 	Annual	CPDCC	Financial Support
<ul style="list-style-type: none"> Continue to secure more professional support for a systematic implementation of project-based learning 	<ul style="list-style-type: none"> → arrange MI / LWL lessons for promoting the project 	<ul style="list-style-type: none"> → Allocating a no. of IH lessons in the Junior Forms for introducing the skills for the project learning. 	<ul style="list-style-type: none"> → Tasks assigned should be completed by the end of the lessons. 		Project-based Learning Task Group	Teachers
	<ul style="list-style-type: none"> → Include as an item of the marks (e.g. Daily Marks) 	<ul style="list-style-type: none"> → Study of feasibility of assigning assessment marks for project learning. 	<ul style="list-style-type: none"> → Assessment scheme / daily mark sheet (read the marks allocation) 		All teachers	N/A

	<ul style="list-style-type: none"> → Subject-based learning tasks to promote inquiry-based learning and research-based learning. 	<ul style="list-style-type: none"> → 10 % of Homework showing inquiry-based and research-based learning. 	Homework review	Annual	Subject teachers	N/A
	<ul style="list-style-type: none"> → Students of the whole form will be asked to hand in a project in the chosen subject. → The end products will be exhibited in the Project Exhibition by the end of the year 	<ul style="list-style-type: none"> → Professional support secured → A set of school-based project learning materials is developed and used in each form → All students have the opportunity to be engaged in project-based learning. → Project Exhibition 	<ul style="list-style-type: none"> → Evaluation from the Project-based learning task group → Questionnaire to collect feedback from teachers and students 	Preparation before the school year begins & implementation between November and March	<ul style="list-style-type: none"> All teachers Task group working on Project based learning 	<ul style="list-style-type: none"> Funding, expertise, manpower, External Competitions and support from parents

<p>→ Subject Department to adjust/ fine-tune their organization of the teaching of generic skills in their Schemes of Work based on evaluation</p>	<p>→ To work it out together with the KLA / Subject and members</p>	<p>→ The teaching of generic skills is incorporated in the Schemes of Work of various subject departments / subjects and given due focus in different subjects</p> <p>→ Students acquire the necessary generic skills</p>	<p>→ Year-end feedback from student by subject questionnaire</p>	<p>Annual</p>	<p>Subject Coordinators and subject teachers</p>	<p>Time for planning and teaching materials</p>
<p>→ Promote IT in education & student lifelong learning capability</p>	<p>→ All subjects need to have some IT-based assignment.</p> <p>→ Provide online learning & self-access learning materials and reference website.</p>	<p>→ At least one in each subject.</p> <p>→ Provide at least ten reference website for each subjects</p>	<p>→ Evaluate the website lists</p>	<p>Annual</p>	<p>Subject Coordinators</p>	<p>IT Support & IT Learning Units</p> <p>EDB Websites</p>

Focus 4 : Meeting Learners' Diversity						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
Catering for learners' differences	<ul style="list-style-type: none"> ■ After school tutorials, enhancement and reinforcement classes 	At least 70% of students get passes in tutorials	Analyzing passing rate from the uniform tests and assessments	Annual	LHAU AGU ANDPU	SDC SR Team (Academic) CPDCC Subject Teachers, Teaching Assistants
		Rank improvement of individual student in enhancement and reinforcement classes	Analyzing the standard deviation of worksheets and assignment of each chapter	Annual	KLA s/ Subjects	
	<ul style="list-style-type: none"> ■ Graded worksheet and assignment 	Reduce of standard deviation of whole form		Annual		

<p>To promote teacher-students interaction and nurture students' thinking skills</p>	<ul style="list-style-type: none"> ■ Apply different questioning techniques to promote teacher-students interaction and nurture students' thinking skills 	<p>Above 70% of students can answer the questions under scaffolding by teachers</p>	<p>Lesson observation Subject evaluation</p>	<p>Annual</p>	<p>KLA Co-lesson Planning Task Group</p>	
<p>To ensures comprehensive assessment of students' different abilities</p>	<ul style="list-style-type: none"> ■ A greater variety of assessment methods, such as exercises like worksheet and dictation as well as quizzes / test / examinations, book reports, reading projects, task-based projects and practical skills assessment could all serve the purpose of assessment for learning 	<p>Contain at least 4 different assessment methods for each subject</p>	<p>Homework Exhibition Homework Review Documents of learning and teaching such as scheme of works, homework policy and teaching schedule</p>	<p>Annual</p>	<p>ANDPU & ITEDU : APASO and Subject Evaluation Looking at Student Work Task Group Profession al Development Task Group KLA / Subject Teachers'</p>	

<p>To identify and ensure students know their weakness and strength</p>	<ul style="list-style-type: none"> ■ Marking had to be with concrete and accurate feedback given, to ensure correct understanding of subject content and to enhance the effectiveness of learning 	<p>Specific and clear feedback to be given to each student assignment</p>	<p>Homework Review Subject evaluation Homework Exhibition</p>	<p>Annual</p>	<p>KLA / Subject LASW APASO and subject evaluation</p>	
<p>To check the learning progress of different classes</p>	<ul style="list-style-type: none"> ■ Common lesson time, Co-lesson planning and observation to share the teaching progress, standard of marking, difficulties and strategies ■ Setting different expectations 	<p>Different teaching strategies adopted in different classes</p> <p>Adjusting teaching progress according to the ability of students</p> <p>Assignment</p> <p>Looking at Student Work (LASW)</p>	<p>Co-lesson planning log-sheet</p> <p>Homework guidelines</p> <p>Looking at Student Work Discussion Report & Meeting Log</p>	<p>October to February</p> <p>November to March</p>	<p>KLA / Subject Co-lesson Planning Task Group</p> <p>Looking at Student Work Task Group</p>	

Focus 5 :						
Developing a reading culture (reading to learn) & creating a total English learning environment by enforcing a whole-school policy						
Objectives	Strategies/Tasks	Success Criteria/intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resource Required
<p>To promote a reading culture through the implementation and consolidation of the following reading strategies:</p> <ol style="list-style-type: none"> 1. Library Webpage 2. Lists of recommended books 3. Book Sharing Sessions 4. Writer's Talk 5. Students Shopping for books 6. Regular book fairs on campus 	<ul style="list-style-type: none"> ● morning reading session ● campus TV broadcasting ● reading week ● book fairs ● reading scheme ● library activities ● top 10 most active students and classes ● library users ● classroom library ● book sharing competition 	<ul style="list-style-type: none"> ● 80 % students can complete the reading log book ● 40% of students reached an outstanding level ● increase number of browsers ● positive feedback ● all classes participate in the activities and competitions ● students can build up a reading habit ● students can keep record of reading progress 	<ul style="list-style-type: none"> ● reading log book ● number of students awarded ● Library statistics ● participation rates of activities ● students' reflection on the scheme ● Questionnaire on Students' Reading Habit 	<p>Whole school year Ongoing</p>	<p>CTS STS Librarians</p> <p>Main promoters:</p> <ul style="list-style-type: none"> ● Library ● Chinese KLA ● English KLA 	<ul style="list-style-type: none"> ● Library ● Campus TV ● Manpower and Funding ● Technical Support for the web-page ● Funding for books ● Book-stores supplying reading materials on sale for display.

<p>To provide support for subject departments in their plans to introduce Content Area Reading (CAR) materials or activities</p>	<ul style="list-style-type: none"> ● KLA meetings for discussion and organization 	<p>Resources provided e.g.</p> <ul style="list-style-type: none"> ● financial resources for Integrated Science content area reading materials; ● Resources for HKCEE English Language SBA development, ● Other SBA resources ● LS resources 	<ul style="list-style-type: none"> ● Year-End Evaluation of the subject departments 	<p>Ongoing</p>	<p>Library Reading Enhancement Unit KLAs / Subjects</p>	<p>Funding and Manpower to promote the Reading Scheme, produce the Content Area Reading (CAR) materials</p>
<p>To create a total English learning environment</p>	<ul style="list-style-type: none"> ● Class Library ● Drama competition ● Speech festivals ● English speaking day ● English ambassadors ● English sticker book ● English cafe ● English activities ● English self access learning center ● all students read English newspaper on Tuesday ● Subject teacher use English as the medium of instruction 	<ul style="list-style-type: none"> ● students are able to develop a English reading and speaking habit ● performance in English drama competition ● students' active participation in English activities ● positive feedback ● all classes participate in the activities and competitions 	<ul style="list-style-type: none"> ● observation of students spoken language ● Students are able to write script for the drama and perform well in the competition. ● participation rates of activities 	<p>Whole school year</p>		

Domain 3 --- Student Support & School Ethos

Pastoral Care Statement for Student Development 學生成長品德牧養方針：

Be an integrated person of wisdom, care, love and compassion.

全人發展，具備智慧、滿有愛心、願意關懷、服務他人。

Domain 3 --- Student Support & School Ethos						
Focus (1) : Raising the awareness of compassion and love for each person with a view of helping student live out the school's core values						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
Raising the awareness of compassion and love for each person	Providing opportunities for students participating in MCE activities and community service	Over 70% of students both junior & senior forms meet the performance indicators set for student involvement in community services, i.e. 6 service hours a year	- MAP - Sharing & Debriefing - Service learning curriculum materials - MCEU activity report	<u>Service Day</u> Once a year S.5 & S.7: December S.1 – S.4 & S.6: March	MCEU (Service Day Task Group)	Community link EDB NGO SSW
		Over 70% of students participating the Service Day				
		Over 70% students respond positively to the activities. like Mother's Day, Father's Day, Teacher's Day, etc.	- Class teacher's observation - FBPC meeting - EC report	Ongoing	FBPCU GU	Community link EDB NGO SSW

Helping students to live up to the expectation of the school's core values	Promoting school's core values through Monthly Themes & Yearly Theme	Promoting monthly themes Like 'Respect' Over 70% students finish the reflection in the Bi-weekly journal	- Sharing in Class Teacher Period - report on Bi-weekly journal	Annual	FBPCU GU	Community link EDB NGO SSW
	Various school activities & thematic educational series.	Promoting "Responsibility and National Identity" Students take part in the National Day Educational series.	- National Quiz - MCEU activity report - Project exhibition	September to December December to March	MCEU	Community link EDB NGO SSW
	For examples: Morning Assembly, LWL activities or school functions. (e.g. Teacher's day, National Day, Visit to LEGCO, Service Day, 2009 EAG, etc.), Education Series e.g. Olympic Education & 60 th National Anniversary National Education Series	Promoting "Compatibility" by appreciating the performance and hard work of the athletes from different countries Over 70% students watch 2009 EAG Events	- 2009 EAG student project - Chinese Diplomacy Cup	September to December September to February	SDU MCEU Chinese History	2009 EAG Organizing committee Community link EDB NGO SSW Mingpao webpage: Chinese Diplomacy Cup Website

Domain 3 --- Student Support & School Ethos						
Focus 2: Promoting the importance of self-discipline, healthy habits, harmonious relationships, national and social awareness as well as community service						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
To establish self-discipline	<ul style="list-style-type: none"> ● Foster class discipline & management ● Inter-class Ethos competition (e.g. Cleanliness of classroom and, no. of lateness, no. of detention, Tidiness of uniform) 	<ul style="list-style-type: none"> ● Review of the classroom dairy ● Result will be announced and the best class will be rewarded 	<ul style="list-style-type: none"> ● Summary chart on the results ● Evaluation Report 	On-going	FBPCU DU	Community link EDB NGO SSW
To build healthy habits	<ul style="list-style-type: none"> ● Health Week (November 2009) ● Educational Programs through campus TV (e.g. Healthy Eating, Reusable Eating utensils, Personal Hygienic Habits) 	<ul style="list-style-type: none"> ● The message is spread in the school ● Performance Pledge ● Health Ambassador 	<ul style="list-style-type: none"> ● No. of students signing the Pledge 		PGHLSU	
To establish harmonious relationships	<ul style="list-style-type: none"> ● Teacher Support Scheme ● Buddy Program (Recruit SS1/S.6 Students to become “big sister / big brother” to help the new S.1 students to adapt to new school life) 	<ul style="list-style-type: none"> ● Guidance & Leadership Training ● Peer Counsellor Scheme & Peer Support Team ● Prefect Scheme 	<ul style="list-style-type: none"> ● No. of students in the Prefect Team and the Peer Support Team 		GU DU	
To raise national and social awareness as well as community services		<ul style="list-style-type: none"> ● Relevant staff development 	<ul style="list-style-type: none"> ● Service Hours ● Service Awards 		MCEU	

<p>To raise awareness of students of teenage social problems (with specific reference to drug abuse and the compensated dating), enable them to understand the consequences, and form sound judgement in dealing with social temptations.</p>	<ul style="list-style-type: none"> ● Service Day ● Dress Casual Day ● To encourage students to engage in voluntary work & community services ● <u>At School Level</u> <ol style="list-style-type: none"> a. Organize staff development workshop(s) on teenage drug abuse and/or compensated dating to equip teachers with the necessary knowledge of the relevant social problems and the skills to identify and handle students at risk. b. Publicize information and co-ordinate teachers to join relevant workshops organized by other institutions. ● <u>At Class / Form Level</u> <ol style="list-style-type: none"> c. Class teachers and relevant committees conduct talks, workshops & discussions to arouse students' awareness, enable them to understand the consequences and to 	<p>program conducted</p> <ul style="list-style-type: none"> ● All teachers equipped with the necessary knowledge of the teenage social problems and the skills to identify and handle students at risk. ● 90% of the teachers found the workshops helpful. ● Coordinated by PGHLSU Relevant information posted on the staff development bulletin board at the staff room ● 70% courses posted attended... ● At least one talk/workshop/discussion session per form level conducted, ● Briefing and follow-up sessions conducted by class teachers and relevant teachers. ● 70% students agreed that talks/workshops/discussion sessions 	<p>Scrutiny of records of Observation Survey</p> <p>Scrutiny records</p> <p>Scrutiny of records of Observation Survey</p>	<p>1st Staff Retreat</p> <p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>Professional Development Unit</p> <p>ARDCC</p>	
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	<p>equip them with skills to deal with the problems appropriately.</p> <ul style="list-style-type: none"> ● <u>At Subject Level</u> d. Subject teachers discuss and explore the problems in their subject teacher whenever possible. ● <u>Cooperation with Parents</u> e. Enhance home-school cooperation through circulars, newsletters & school webpage, ● Provide parent education through talks 	<p>are useful in enhancing their awareness</p> <ul style="list-style-type: none"> ● 100% students pledged to say “NO” to drug abuse and compensated dating. ● 70% teachers discussed and explored the problems in their subject teaching ● Circulars and newsletters issued ● Information on values education updated onto the school webpage. ● PTA parent members agree being better informed of the values education programmes conducted at school ● At least one talk conducted. ● 80% parents attending the talk agreed they are more aware of their role in preventing drug abuse and compensated dating 	<p>Lesson observation & self-reflection</p> <p>Scrutiny of documents</p> <p>Survey</p> <p>Scrutiny of records</p> <p>Survey</p>	<p>Whole year</p> <p>PTA AGM / Parent Day / Parent Sat Tea Gathering</p>	<p>All teachers</p> <p>Principal Deputy Principal PTA Teacher members</p>	
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Domain 3 --- Student Support & School Ethos

Focus (3):

Fostering dignity and integrity, self-respect and self-discipline, aiming at making a difference within ourselves at home, in school, in our community and in the world

Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
<p><u>Home</u></p> <ul style="list-style-type: none"> - care for family members - establish positive family relationship - develop healthy living style - enforce self-management 	<p><u>Home</u></p> <ul style="list-style-type: none"> - enhance home-school communication through PTA - CTs shall communicate with parents on regular basis, such as making courtesy calls - social worker shall provide support for family needs/ problems - organize parent's day & evening 	<p><u>Home</u></p> <ul style="list-style-type: none"> - Closer home-school cooperation - organize home-school activities - feedback from social worker - monitor the procedure of parent's day & evening 	<p><u>Home</u></p> <ul style="list-style-type: none"> - completion of courtesy call - evaluation after every PTA activity - Follow-up for referral cases of social worker - feedback from parents & CTs as well as FMs 	<p><u>Home</u></p> <ul style="list-style-type: none"> - courtesy call (early Sep) - parent evenings (Sept & Oct) - parent's day (Feb) - parent's meeting (whenever necessary) - PTA meeting (whole year) - social worker case (whenever necessary) 	<p>Home-school Cooperation: PTA Courtesy call – FBPC Praise & Award Scheme: DU MCEU CCA GU School Social Worker</p>	<p>Units' budget plan & activity evaluation</p>

<p><u>School</u></p> <ul style="list-style-type: none"> - develop harmonious peer relationship - maintain self-discipline - respect teachers & peers 	<p><u>School</u></p> <ul style="list-style-type: none"> - recognize students' improvement by implementing award/praise system - reformation scheme: replace punishment by school service - enhance Form-based pastoral care system - Life Habit Formation, Leadership Training & Team Building Activity Programme - Deep Reflection Scheme as well as Teacher Support Scheme - 	<p><u>School</u></p> <ul style="list-style-type: none"> - Praise cards - School services, such as cleaning up tuck shop area/classroom - Communication network : Form master/mistress system, FMs act as the communication bridge between School management & teachers - Reinforcing form-based sharing session on regular basis 	<p><u>School</u></p> <ul style="list-style-type: none"> - no. of good points given to students - whether students' behaviour has improved - evaluate students' self-discipline, e.g. leave application & times of lateness 	<p><u>School</u> Ongoing</p>	<p>Home-school Cooperation: PTA Praise & Award Scheme: DU MCEU CCA GU School Social Worker</p>	<p>Units' budget plan & activity evaluation</p>
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<u>Community</u> - helping those who are in need - establish sense of commitment & responsibility - set clear target & goal for oneself	<u>Community</u> - participate in public social events, such as promotion of EAG & service day - joint operation with social organizations or community projects, such as PATHS	<u>Community</u> - cooperate with CCAU to promote co-curricular & life wide learning events - cooperate with MCEU to develop voluntary services - incorporate value education via Campus TV to promote MCE	<u>Community</u> - evaluate each activity which is held by CCAU, GU & MCEU	<u>Community</u> - GU activities (regularly) - MCE activities (based on year plan) - CCA activities (based on yearly theme)	Home-school Cooperation: PTA Praise & Award Scheme: DU MCEU CCA GU School Social Worker	Units' budget plan & activity evaluation
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Domain 3 --- Student Support & School Ethos					
Focus (4): Addressing the diverse needs of student					
Objectives	Implementation Strategies	Success Criteria /Performance Indicators	Evaluation Method	Teacher-in-charge	Resources
<p>1. To treat each other with respect and appreciate individual differences.</p>	<ul style="list-style-type: none"> • Class-based activities <p>Starting with the class-base, form-based activities are organized, and then junior secondary and senior secondary in November, and eventually expand to school based in the rest of the school year.</p> <ul style="list-style-type: none"> • Assign tasks to students and let them explore the good points of their classmates or schoolmates. • Students need to give reflection and sharing on a diary. • A monthly list on concern and appreciation. 	<ul style="list-style-type: none"> • > 80% students participated in the activities. • > 80% students seriously filled out the concern and appreciation list 	<ul style="list-style-type: none"> • Biweekly Journal • Class teacher feedback • Monthly list of concern and celebrations 	<ul style="list-style-type: none"> • FBPCU • Class teacher 	<p>Community link EDB NGO SSW</p>

<p>2. To provide co-curricular activities (including societies, lunch-time activity and after-school activity) that meets with students' genuine interest and develops into an integrated person.</p>	<ul style="list-style-type: none"> • Seek students' idea on the kind of society and noon-time / after-school activities. • Train up student leaders on leading student activities. • More contest and competition to stimulate students' interest in joining activities groups. 	<ul style="list-style-type: none"> • > 80% students joined at least 1 society-based activity excluding society meeting. 	<ul style="list-style-type: none"> • Activity reports. • Annual report of the Society. 	<ul style="list-style-type: none"> • FBPCU • GU • CCA 	<p>Community link EDB NGO SSW</p>
<p>3. To promote the spirit of service learning.</p>	<ul style="list-style-type: none"> • Formation of service team (not society-based) and recruitment is on a voluntary basis. • Provide frequent opportunity for any students in the school to do service outside school. • Formation of Uniform Groups 	<ul style="list-style-type: none"> • Recruitment from every class (at least 2 volunteers from each class). • At least one activity per school team by a service team. 	<ul style="list-style-type: none"> • Activity reports. • Annual report of the service team. 	<ul style="list-style-type: none"> • CCA 	<p>Community link EDB NGO SSW</p>

Domain 3 --- Student Support & School Ethos						
Focus (5) :						
Establishing a cohesive school community: collaborating with others for the good of all (SMC, Parents, teachers, external links, etc.)						
Objective	Strategies/Tasks	Success Criteria / Intended Outcomes	Evaluation Methods	Time Scale	People Responsible	Resources Required
- Enhance communication with SMC/IMC members	- Meeting & Workshops by SMC/IMC members	- Invite SMC/IMC members to conduct talks or workshops	- Web-posting - Teacher & student feedback	Throughout the year	SDACC	SSB IMC EDB
- Enhance communication between parents and the school - Strengthen the influence of PTA among parents - Raise parent's understanding of school mission, vision & policy - Work closely with other units to facilitate better communication with parents	- Publish the PTA Newsletter - Organize workshops for parental education & parenting - Establish regular communication with parents e.g. email, mail, phone calls - Teachers made courtesy calls to all parents	- Many parents from all forms attended Parents' Evenings and Parents' Day	- More than 75% of parents attend the Parents' Evenings and Parents' Day	Throughout the year	All members of PTA FBPCU	External Link PTA EDB

- Provide a platform for professional ideas exchange by inviting external parties sharing in the aspect of learning & teaching	- Identity potential external parties for launching new joint projects or partnership schemes	- Provide checklist for short listing the potential partnership parties	- Try out joint projects or partnership schemes	Throughout the year	SDSC SDC & SRCT ARDCC CPDCC All members of ELCRU	Units' budget, plan & activity evaluation
- Promote school-community partnership through joint projects or schemes	- Hold regular meeting to find potential guest speakers for sharing	- Liaise with different unit coordinators / department heads in organizing the sharing session	- Liaison work will facilitate the implementation of the potential sharing			
- “An inviting school culture” by encouraging partnership between school and communities	- Build up a resource network	- Keep all the potential activities or information	- Systematic & effective mechanism is to be developed			