



林大輝中學
LAM TAI FAI COLLEGE



Annual School Plan
2012-2013

School Vision & Mission

Our Mission

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

Our Vision

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

Major Concerns

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

Area of Concern 1 : Building a caring and supportive community where individual differences and team work are valued, and mutual respect, understanding and brotherhood are fostered

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A supportive and caring school culture is developed.	<ol style="list-style-type: none"> 1. To set up a Form-based Management Committee to provide better support for students; 2. To organize Parents' meetings and evenings to enhance parent-teacher communication; 3. To organize love and care activities to promote the school yearly theme "Be a CARING Person"; 4. To show recognition for students' good attitude and behaviours through the Stars of the Month Scheme; 5. To provide more opportunities for students to do services both inside and outside school; 6. To provide a mentoring scheme for new teachers. 7. To improve communication & collaboration between teachers and supporting staff; 8. To organize workshops for needy students to enhance their social skills; 9. To join the Caring School Campus Scheme. 	<ul style="list-style-type: none"> ➤ Stakeholders' opinions on school climate are improved; ➤ Students are willing to take part in school and community services; ➤ The school won the Caring School Campus Scheme. 	<ul style="list-style-type: none"> ➤ Stakeholder survey results ➤ The total no. of service hours of students ➤ Result of the Caring School Campus Scheme 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Second Term 9. Whole year 	<ol style="list-style-type: none"> 1. SDSC 2. FBMC, GCU, HSCU 3. GCU, MCEU 4. GCU 5. GCU & MCEU 6. SDU 7. KLA/Unit Heads 8. LRSU 9. GCU 	<ol style="list-style-type: none"> 1. Budget for love and care activities 2. Budget for workshops 3. NGOs
The sense of belonging of students is strengthened.	<ol style="list-style-type: none"> 1. To display students' academic and non-academic achievements in the school campus to show recognition and appreciation for their efforts; 2. To organize more inter-class, inter-house and teacher-student activities; 3. To provide leadership training programmes for students; 4. To enrich students' learning experiences by providing overseas exchange opportunities to broaden students' horizons; 5. To have the lyrics of the school song done and to determine the school motto; 6. To set up alumni association; 7. To improve students' welfare 8. To improve the school catering service at Cafeteria. 	<ul style="list-style-type: none"> ➤ Students' attitude to school is improved ➤ Stakeholders' opinions on school climate is improved; ➤ The school song and the school motto are proposed to IMC for endorsement. 	<ul style="list-style-type: none"> ➤ APASO results ➤ Stakeholder Survey results ➤ The school song and the school motto are proposed to IMC for endorsement 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole Year 4. Post-assessment period and long holidays 5. Whole year 6. January 7. Whole year 8. Whole year 	<ol style="list-style-type: none"> 1. CAU, CCAU 2. CCAU, FBMC 3. DPCU & CCAU 4. CCAU & MCEU 5. SDSC, MCEU, music and Chinese teachers 6. PRU 7. CCAU (Student Union) 8. HSCU & CCAU (Student Union) 	<ol style="list-style-type: none"> 1. Budget for activities, leadership programmes & overseas exchange programmes 2. Budget for lyricist 3. Alumni

Area of Concern 2 : Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize their learning potential of each of our students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students' learning motivation and academic performance are enhanced.	<ol style="list-style-type: none"> 1. To strengthen careers education to help students explore their future aspirations through understanding their personalities, interests and abilities; 2. To help students acquire different learning strategies, time management skills and examination strategies through workshops and activities; 3. To design and organize a wide variety of learner-centred learning activities for students; 4. To design more diversified and interesting learning materials for students; 5. To strengthen the interface between junior and senior curriculum; 6. To make better use of assessment information to improve student learning; 7. To implement accelerated learning and small group teaching in junior secondary Chinese, English and Mathematics; 8. To implement the Visual Arts, Physical Education and Innovative Technology Enhancement Programmes in junior secondary; 9. To reduce the number of senior secondary elective subjects from three to two for the majority of students to allow them more time to focus on the elective subjects selected; 10. To organize the "Reaching for the Stars Scheme" for the senior secondary elite students; 11. To provide a Taster Programme for JS3 students to experience senior secondary elective subjects so that they can select subjects that best suit their abilities and interests; 	<ul style="list-style-type: none"> ➤ Students are attentive in class. ➤ Students play an active role in learning activities. ➤ Students' attendance rates of reinforcement classes and tutorial classes improved ➤ Students completed their homework in a serious manner. ➤ The number of students going to detention class decreased. 	<ul style="list-style-type: none"> ➤ Daily & Lesson Observations ➤ Daily & Lesson Observations ➤ Compare the attendance rates of last year's and this year's. ➤ Exercise Books Inspection ➤ Compare the detention class attendance rates of last year's and this year's. 	<ol style="list-style-type: none"> 1. Whole Year 2. Whole Year 3. Whole Year 4. Whole Year 5. Whole Year 6. Post-Assessments 7. Whole Year 8. Whole Year 9. Whole Year 10. October to March 11. Easter Holidays 	<ol style="list-style-type: none"> 1. CEU 2. CEU 3. KLAs 4. KLAs 5. KLAs 6. CAU, KLAs 7. CAU, Chi, Eng & Math KLAs 8. CAU, VA, PE, IT KLAs 9. SDSC, CAU 10. CAU, LRSU, CEU 11. LRSU 	<ul style="list-style-type: none"> ➤ Student Counsellor, additional English, Chinese, Mathematics, Visual Arts, Physical Education and Innovative Technology teachers and tutors for the "Reaching for the Stars Scheme" ➤ School-based after-school Learning Support Grant ➤ Diversity Learning Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>12. To provide value-added programmes such as IELTS, Oracle Internet Academy, Microsoft IT Academy and Cisco Networking Academy programmes to enrich students' learning experiences;</p> <p>13. To arrange reinforcement classes to provide learning support for students with learning difficulties;</p> <p>14. To provide revision schedule and revision guides to help students study more effectively;</p> <p>15. To constantly celebrate and show recognition for students' academic achievements;</p> <p>16. To provide scholarships for the academically high-achievers;</p> <p>17. To provide better learning support for sports elite and gifted students and those with special educational needs</p> <p>18. To arrange summer tutorials and revision classes for SS1 & SS2 students to prepare them for the public examination.</p>			<p>12. Whole Year</p> <p>13. Post-UTs</p> <p>14. Pre-UTs & Pre-Assessments</p> <p>15. Whole Year</p> <p>16. Post-Assessments</p> <p>17. Whole Year</p> <p>18. July to August</p>	<p>12. English Language & Technology KLAS</p> <p>13. LRSU</p> <p>14. LRSU</p> <p>15. CAU, LRSU</p> <p>16. ARSU, CAU</p> <p>17. LRSU</p> <p>18. LRSU</p>	<p>➤ Tutors for reinforcement classes & sports elites</p> <p>➤ Awards & scholarships for students</p>
Students are nurtured to become active learners.	<p>1. To promote and develop e-learning resources to facilitate independent learning;</p> <p>2. To equip students with different learning strategies and time management skills through workshops;</p> <p>3. To promote the use of self-learning facilitates in the Library and Learning Resources Centre;</p> <p>4. To introduce different e-learning resources to students.</p>	<p>➤ Stakeholders' opinions on student learning are improved;</p> <p>➤ Students actively participated in learning activities.</p> <p>➤ The number of students using library facilities for self-study increased;</p> <p>➤ Students managed their homework better;</p>	<p>➤ Stakeholders' Survey</p> <p>➤ Daily & Lesson Observation</p> <p>➤ Compare the number of students using library facilities for self-study last year and that of this year;</p> <p>➤ Exercise Book Inspection</p>	<p>1. Whole Year</p> <p>2. Whole Year</p> <p>3. Whole Year</p> <p>4. Whole Year</p>	<p>1. KLAS, ITSU</p> <p>2. CEU</p> <p>3. LRSU</p> <p>4. LRSU, KLAS</p>	<p>➤ e-learning resources</p> <p>➤ Speakers for student workshops</p> <p>➤ e-learning Grant</p>

Area of Concern 2 : Striving for academic excellence through exploring students' unique abilities and catering to their learning diversity to realize their learning potential of each of our students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A reading culture is being developed.	<ol style="list-style-type: none"> To organize library lessons for junior secondary students; To closely monitor and regularly evaluate the implementation of the reading period; To encourage students to complete the reading log seriously; To implement the Reading to Learn Award Scheme; To organize a wide range of reading activities e.g. book fairs, new books display, author talk, bookshop visits, book sharing sessions, etc; To invite teachers and students to conduct book sharing and to recommend books for the library. 	<ul style="list-style-type: none"> The number of students borrowing books increased; Students completed their Reading Log in a serious manner and class teachers provide timely feedback to students; The number of students receiving the awards increased; Students enjoy reading more than before. 	<ul style="list-style-type: none"> Compare last year's and this year's library books borrowing rates; Review students' Reading Log books regularly. Compare the no. of award recipients last year and this year; Daily & lesson observation 	<ol style="list-style-type: none"> First Term Whole Year Whole Year Whole Year Whole Year Whole Year 	<ol style="list-style-type: none"> LRSU LRSU, Class Teachers LRSU, Class Teachers LRSU LRSU LRSU 	<ul style="list-style-type: none"> Library books Budget for activities and sharing
A language rich environment which promotes biliteracy and trilingualism is created.	<ol style="list-style-type: none"> To ensure teachers use the target language (English / Putonghua) both inside and outside class; To introduce fun-filled language activities to provide an authentic environment for students to use the target languages; To design school-based teaching packages to strengthen the implementation of English as the medium of instruction. 	<ul style="list-style-type: none"> Students are able to use English and Putonghua to ask and respond to questions in the lessons; Students enjoy using English and Putonghua outside class to communicate with teachers and schoolmates; Sets of teaching packages designed can enhance students' learning effectiveness. 	<ul style="list-style-type: none"> Lesson observation Daily observation Review of teaching packages designed 	<ol style="list-style-type: none"> Whole Year Whole Year Whole Year 	<ol style="list-style-type: none"> All KLAs Chinese and English KLAs EMI Consultant, Integrated Humanities, Integrated Science, Mathematics and Innovative Technology teachers 	<ul style="list-style-type: none"> Budget for language activities Funding from EES and REES Schemes

Area of Concern 3: Creating an environment for professional growth of the teaching force

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The knowledge of class teachers, form teachers and careers teachers on senior students' articulation pathways is enriched.	<ol style="list-style-type: none"> To encourage careers teachers to attend more further studies related seminars and workshops; To update class teachers and form teachers of information on further studies and tertiary education. 	<ul style="list-style-type: none"> Class teachers, form teachers and careers teachers can provide guidance to their students with regard to further studies and articulation pathways. 	<ul style="list-style-type: none"> Observations by CEU Head Feedback from class teachers, form teachers and careers teachers 	<ol style="list-style-type: none"> Whole year Whole year 	<ol style="list-style-type: none"> CEU CEU 	<ul style="list-style-type: none"> Student Counsellor
Student guidance and counseling skills of guidance teachers, form teachers and class teachers are enhanced so that they can provide better support for students.	<ol style="list-style-type: none"> To provide training for guidance teachers form teachers and class teachers on student guidance and counseling skills. 	<ul style="list-style-type: none"> GCU Head & guidance teachers reflected that they have become more skillful in handling student problems 	<ul style="list-style-type: none"> Observations by GCU Head Feedback from guidance teachers 	<ol style="list-style-type: none"> August 	<ol style="list-style-type: none"> SDU, GCU 	<ul style="list-style-type: none"> Budget for training
Teachers' pedagogical skills are enhanced.	<ol style="list-style-type: none"> To encourage good practice sharing among teachers to enhance teaching efficacy; To encourage teachers to attend professional development programmes to enhance teachers' capability in using English as the medium of instruction; To encourage teachers to work as public examination markers and oral examiners to enhance their understanding of the public examination requirements and standards. 	<ul style="list-style-type: none"> Students participate more actively in learning during lessons. Teachers' English proficiency in teaching is enhanced. Stakeholders' opinions on teaching are improved. 	<ul style="list-style-type: none"> Lesson observation Stakeholder survey results 	<ol style="list-style-type: none"> Whole year Whole year Whole year 	<ol style="list-style-type: none"> SDU SDU SDSC 	<ul style="list-style-type: none"> Budget for training EDB School-based Support Services