



# **LAM TAI FAI COLLEGE**

## **School Report** (2008-2009)

## **1. General Information about the school**

### **1.1 School Background 學校背景**

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。

### **1.2 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。

### **1.3 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 21<sup>st</sup> 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。

## 1.4 Core Values

Lam Tai Fai College works in accordance with the school mission and dedicates to cultivating the core values of nurturing “Perfect Generation” of the 21st Century which encompasses a rich spectrum of LTFC core values, i.e.

1. **P**erseverance
2. **E**xcellence
3. **R**espect
4. **F**oresight
5. **E**ntrepreneurial Spirit
6. **C**reativity
7. **T**alent.

## II. School Community

### LTFC in 2009

- ♥ Is a beautiful campus cherished by all; secure, caring and harmonious for learning & growth?
- ♥ Strives to make our school a healthy, creative, resourceful, and caring environment where no potential goes untapped and no interest uninspired.
- ♥ Have clear goals and direction for all to make continuous improvement in order to become one’s own best
- ♥ Cultivating a 3 to 1 culture for sustainable development and capacity building
- ♥ Promotes a reflective culture at school and personal level.
- ♥ Models a life-long learning attitude and a love for life and service to others.

### 2.1 Class Structure

The school is an EMI DSS school operating 27 classes, from S1 to S7. There are xx teachers and xx supporting staff. At the end of School Year 2008-09, the school has xxx students with a class structure as follows:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of classes	4	4	5	5	5	2	2	27
No. of students	148	151	162	150	133	49	43	836

## 2.2 Recent Developments

From Vision to Reality:

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. To go in line with our school mission, the 4 Focus Learning Areas, i.e. Sports Science & Recreational Management, Creative Fashion Design, Health Education & Innovative Technology, were introduced with great enthusiasm and staunch support from the SMC as early as 2004 when the school was founded.

Aiming at promoting student all-round development, the 4 Focus Learning Areas do play a significant role to play. It goes hand in hand with the Education Reforms that were introduced at the time when the school was established. Using the learning in the 4 FLAs as the backbone, the school capacity has been built, teachers developed and student talent confirmed, abilities developed and potential further stretched. The outstanding performance of students speak for the commitment and dedication in working along with this visionary approach in student development and the unflinching as well as the generous support of the SMC.

In an effort of enabling, enriching and extending student learning, future pursuit in one of the FLAs will begin with SS1 (developing in the true spirit of NSS). Learning through the 4 FLAs has undoubtedly made students' learning in LTFC more integrative. The learning in 4 FLAs begins to shape the mode of learning our student, thus making a difference to each of our students. Students begin to excel and grow. The outstanding performance of students is a vivid testimony of direction of development in student all-round attainment --- Every student at LTFC is honoured and distinguished as what he/she is and what he/she can become. In quest for education of an even higher quality, the School Sponsoring Body has generously funded a School Extension Project in the 4<sup>th</sup> year operation of the school by the building an additional Learning & Activity Complex. By upgrading school facilities, the SMC aimed at enhancing the feasibility and flexibility of student learning activities and bring to our learners more opportunities and experiences that are novice, diversified and beneficial. In addition to resources building, supports are readily available in the form of scholarship, subsidy and academic as well as guidance supports, especially to

the elites. Our effort is affirmed by the blossoming of budding talents in these years.

In its fifth year, we can see a more matured curriculum framework in LTFC: formal curriculum goes hand in hand with the school's extended curriculum (both informal & non-formal). Learning and support to learning in the 4 FLAs helps to make to make learning & teaching more distinctive in LTFC. Characteristics can be summarized as

<b>Curriculum</b>	<b>Teaching</b>	<b>Learning</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Embracing</li> <li>• Open</li> <li>• Flexible</li> <li>• Focus on needs</li> <li>• Preparation for life</li> </ul>	<ul style="list-style-type: none"> <li>• Paradigm shift</li> <li>• Strategic</li> <li>• Skills enhancement</li> <li>• Use of ICT</li> <li>• Individuality</li> </ul>	<ul style="list-style-type: none"> <li>• Eager to learn</li> <li>• High expectation</li> <li>• Strategic</li> <li>• Language enrichment</li> <li>• Skills and know-how</li> <li>• Beyond classroom</li> <li>• Individualized</li> </ul>	<ul style="list-style-type: none"> <li>• Summative</li> <li>• Formative</li> <li>• Marking Rubric</li> <li>• Reporting</li> <li>• Feedbacks</li> </ul>

**LTFC Development in L & T in accord with the Education Reforms for school since 2000, that is, in actual sense, our School Mission and Vision put forward in 2002 (implemented in 2004).**

<u>INPUT</u>		<u>PROCESS</u>	<u>OUTPUT</u>
Health Education	L T F C	Paradigm Shift in Learning & Teaching	Student Quality  (PERFECT generation of the 21 <sup>st</sup> C)
Creative Fashion Design		Changed Expectations of Students	Generic Skills - Collaboration Skills - Communication Skills - Creativity - Critical Thinking Skills - Information Technology Skills - Numeracy Skills - Problem-solving Skills - Self-management Skills - Study Skills
Sports Science & Recreational Management		Enriching Learning Experience through Experiential Learning	
Innovative Technology		Professional Training & Development of Teachers	Values & Attitudes

In the 5<sup>th</sup> year of the school, students began to demonstrate outstanding performance in various aspects of the Focus Learning Areas. The Student Activity Summary and Student Accomplishments for the school year 2008-2009 are in itself self-explanatory.

1. **Sports:**
  - Our students excel in our focus sports.
  - LTFC has become road to stardom, hotbed for the nurturing of talents/ athletes
  - Support to athletes / elites (academic support & guidance)
  - Excellent link with SI and Sports Associations
  - Widely acclaimed in the outstanding performance in various sports
  - Sports education popularizes
  - Careers aspiration: Outstanding alumni (professional athlete)
  - Cherishing one life one sport & physical fitness

2. **Health Education:** - Flagship for the new NSS subject HMSC
  - Pioneer in Junior Form Health Education
  - Life Education platform to facilitate student personal growth & healthy lifestyle
  - Healthy & Green School Culture
  
3. **Creative Fashion Design:**
  - Creative Fashion Teacher being awarded the Chief Executive Award for Teaching Excellence
  - Very outstanding performance in Arts & Design Competition
  - Arts elite programme
  - Promising artists nurtured
  - Annual Fashion Show
  
4. **Innovative Technology:**
  - IT network & platform, infrastructure & logistics as the organizational capital of the school
  - Making an effective school by providing Intranet / Internet Service
  - Knowledge infrastructure: Student Information & individual student profile
  - e-ethics promoted & e-culture established
  - Use of ICT in learning (IT Competency Test --- Basic, Intermediate and Advanced)

### Learning & Teaching

The school endeavours to offer students a rich learning experience for holistic personal development. The school-based curricula including Life-wide Learning Lesson, Multiple Intelligence Lesson, Extended Curriculum, Health Education and Integrated Humanities have been introduced into junior forms. Such programmes ensure students' a healthy and sustainable development, uplift their self-esteem and develop their self-directed learning capacity.

To narrow the learning gap in EMI learning for the newly-admitted S1 students, Bridging Programme has been introduced since July, 2005. The programme has now been extended to three phases, which is conducted in July-August, September-December and January-May in the school year. Newly-admitted S1

students with weaker English standard identified from the result of S1 Attainment Test have been provided with After-school or Saturday remedial lessons to cope with the language requirement in an EMI school.

Rich and joyful language learning environment --- is an EMI (English as the Medium of Instruction) for most subjects as well as a PMI (Putonghua as the Medium of Instruction for Junior Secondary). The English-speaking and Putonghua language environment is further enhanced by a great variety of English-speaking and Putonghua activities conducted throughout the year, including English speaking days, Potonghua days, tea in the English Café, lunch with English teachers, Putonghua News and English News Headlines, Sjhakespeare's plays competitions, musical performance, reading sharing, speech competitions, etc. All our students are confident and proficient in spoken English.

#### Catering for Diversity

The school caters for the needs of both low and high achievers. Weekly after-school remedial classes for Chinese Language, English Language and Mathematics have been conducted since the academic year 2007-2008. Special Arts and Sports elite classes have been arranged to tap the potential of those gifted. Programmes like LEAD (Learning through Engineering, Art & Design) on creative & multiple intelligence development as well as LEAP (Leadership Empowerment Activity Programme) on Life Skills Training for junior forms and Applied Strategic Thinking for potential student leaders for the senior forms have been organized annually.

#### Student Development

The school believes a form-based pastoral care learning environment is a further boost to help students achieve a whole-person development. The Student All-round Development Coordinating Committee (ARDCC) has organized a range of activities to reinforce among students the core values of 'Tidy and Orderly'; 'Courteous and Compassionate'; 'Respectful and Supportive' and 'Self-motivated and Diligent'. The Units under ARDCC, especially Form-based Pastoral Care Unit, Healthy Lifestyle & Personal Growth Unit, Guidance Unit and Discipline Unit have worked closely for the betterment of students' growth.

### **III. School Self-evaluation**

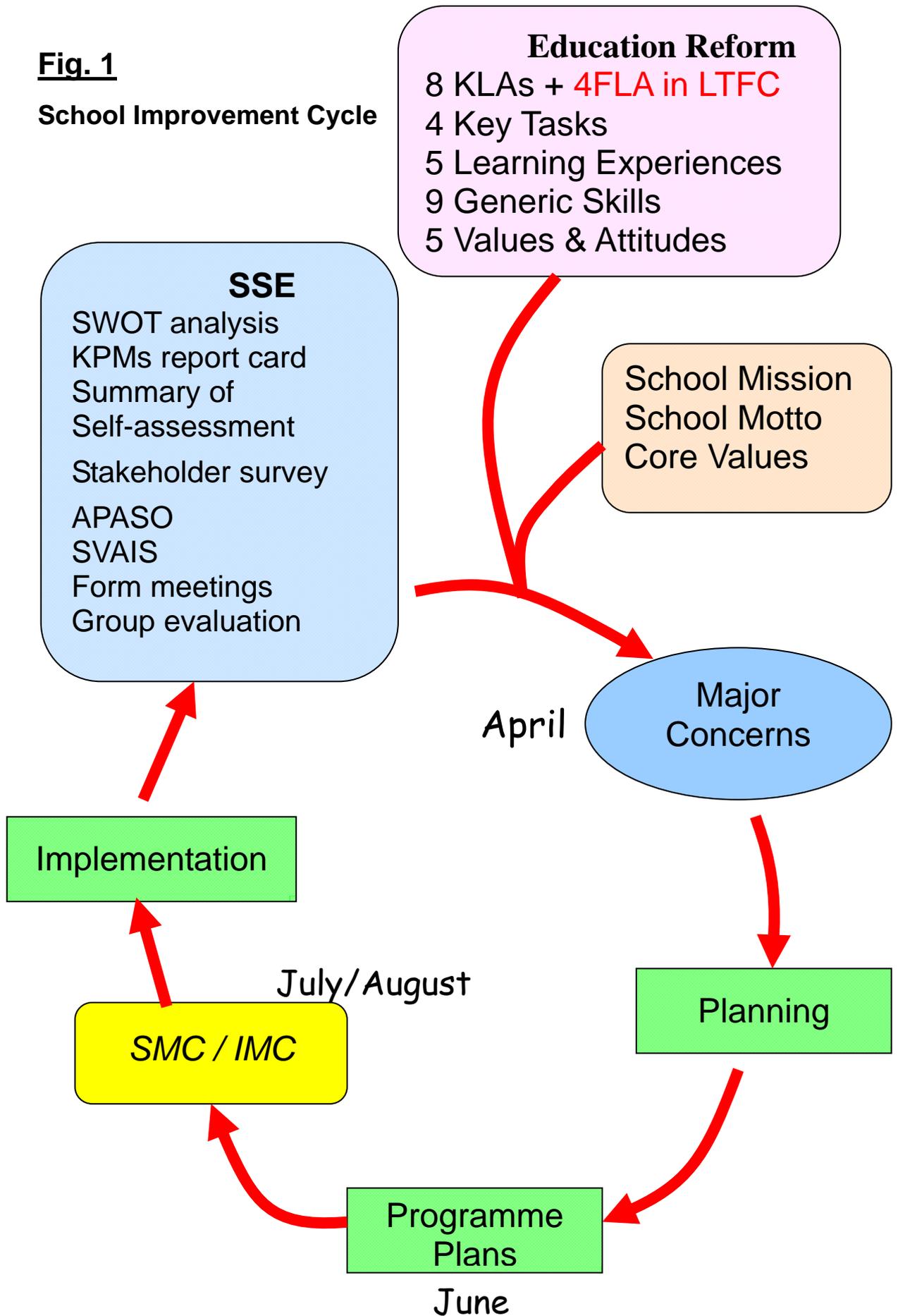
The school understands the importance of review and reflection for improvement and development. As a unique DSS school established at the threshold of the 21<sup>st</sup> century (in 2004), the school has progressively developed an evaluation cycle for constant review (Fig. 1).

The school as a whole, subject, units and coordinating committees conduct a year-end evaluation in May to review their work and then formulate their program plans for the next school year in accordance with the major concerns. The annual appraisal encourages the staff to evaluate their performance and thus enhances teaching effectiveness.

The school has also established the School Development Steering Committee (SDSC) which serves as a School Improvement Team (SIT) ever since 2005 for continuous improvement, in response to the recommendation of School Self-Evaluation and the preparation for the introduction of External School Review by the Education and Manpower Bureau.

The school has identified the strengths and areas for improvement through conducting the school self-evaluation. Feedback from students and parents helps the school understand their needs and enables further plans for improvement. The school plans to conduct school self-evaluation in a 3-year cycle, in which evaluation on Management and Organization will be conducted once, but evaluation on Learning and Teaching, Student Support and School Ethos and Students Performance will be annually conducted.

**Fig. 1**  
**School Improvement Cycle**



The tables below show the working schedules on the school self-evaluation in 2007-2008 and 2008-2009.

### School Self-Evaluation 2007-2008

<i>Date</i>	<i>Event</i>
End of July, 2007	APASO (Self-concept) and UAP to S1 students
Jan 2008	Self-designed questionnaire to parents
Feb 2008	SWOT analysis by students
March 2008	Teachers' Surveys & Self-review
March 2008	SWOT analysis by parents
March 2008	Students' Surveys
April 2008	Report on questionnaire results and SWOT analysis to teachers
May 2008 (Staff Retreat)	Self-evaluation conducted by subject panels and committees on Learning & Teaching Domain, Student Support & School Ethos Domain, Student Performance Domain and part of the Management & Organization Domain
May 2008	Follow-up work on panels and committees' self-evaluation by SDSC, CR Core Team and all teachers
June 2008	Submission of self-assessment reports to SDC
June 2008	Follow-up work on self-evaluation reports by SDC, Formulation of Major Concerns for 2008-2009
June 2008	Survey on students' perception on Teaching and Learning (S1 – 4, 6)
June 2008	Evaluation reports by subject panels, units and coordinating committees Program plans for 2008-2009 of subject panels and units and coordinating committees

## School Self-Evaluation 2008-2009

<i>Date</i>	<i>Event</i>
End of July, 2008	APASO (Self-concept) and UAP to S1 students
December 2008	Evaluation on part of Management and Organization Domain by all teachers
December 2008	Evaluation on Learning and Teaching Domain by all teachers
January 2009	Follow-up work on evaluation on Management & Organization Domain and Learning and Teaching Domain by SDSC & CRCT
January 2009	Student Survey on Learning and Teaching
March 2009	Survey on students' perception on Learning and Teaching
March 2009	Teachers' Surveys
April 2009	Evaluation on Student Support and School Ethos Domain by Student Affairs Committee
May 2009	Formulation of Major Concerns for 2009-2010
May 2009	Stakeholders' Surveys (students)
May 2009	Stakeholders' Surveys (parents)
May – June 2009	Follow-up work on major concerns by Academic Committee and Student Affairs Committee Evaluation by subject panels, units and coordinating committees Program plans for 2009-2010 of subject panels and units
June 2009	APASO survey (Attitude to school)
June 2009	Survey on students' perception on Learning and Teaching (S1 – 4, 6)
July 2009	Evaluation on Learning and Teaching Domain by CPDCC & Core Team
June – Aug 2009	Evaluation on Student Performance Domain by ARDCC & CR Core Team

## **IV. Summary of Evaluation on the Four Domains**

### **Domain 1                    Management and Organization**

#### **1. Planning and Administration**

The school has a very professional and supportive School Management Committee (SMC), which consists of respectable academics and professionals who receive excellent reputation in their fields and in the society. Its members support and contribute to the school by applying their professionalism to different aspects of school affairs.

The turn of the millennium also heralded a renaissance of education and school curriculum. It was at such a time of change and reform that LTFC was founded and a new principal, experienced in school administration joined the school. Seeing the necessity of education reforms and the potentials in the school's visionary mission as well as commitment of the members of the SMC and the enlightened leadership of the School Supervisor, he together with the concerted effort of all staff proactively engineered the whole school system. With the vision to build and enhance the school's capacity in bringing about and sustaining effective development and improvement, a number of strategic moves have been put forward to effectively and efficiently capitalize the strengths of a DSS school. To counteract the deficiencies of DSS schools, such as staff turnover and dear of talent, a school management system was established --- a high leverage practice to create more space for the young teachers so as to maximize the desired outcome on teaching and student learning. A number of teams have been reformed and grouped together which allow much cross-over that mean more practice, insights and streamlining of the jobs. The new Organization Structure of 2006 helped to empower all staff members to work towards this common goal. It is a learning organization in which the Principal, the Deputy Principal and other administrators are key players working closely with a group of dedicated teachers who are valued and critical part of the school's policy-setting mechanism. The school management and organization re-structured in 2005-2006 and implemented in 2006-2007 with stronger focus on the four domains and the rationale of staff professional development and empowerment through distributed leadership. There emerge a pool of school administrators and middle managers who are trained by the school. They work with shared vision. They form the key members of the School Development

Steering Committee (SDSC) and the Comprehensive Review Core Team (CRCT) in 2007-2009 which will be further developed into School Review Core Team (SRCT) as from 2009.

The school has a good management framework. The administration ensures all staff understands the school mission, major concerns and core values. The school allocates staff duties according to teachers' qualifications and competence. Staff members are well informed of their duties and responsibilities through duty lists and appraisal indicators. There are mechanisms for communication among staff at various levels and involvement of staff in the formulation of major concerns and other school policies.

The school has formulated necessary policies and procedures for daily operation as well as for handling crisis and safety issues. Guidelines for complying with various legislations have been drawn up in the Teacher Handbook to ensure easy reference for all staff members. The school can further promote the awareness of school safety by organizing workshops for students.

The school management is sensitive to changes in the educational policies and the society. The school treasures much on team work and the building of a professional teaching force. The school management and middle managers can facilitate better communication with various departments and units by enabling more opportunities for teachers to voice their opinions.

## 2. Staff Management

The school emphasizes the importance for staff development gearing at the developmental needs of the school and has arranged necessary school-based professional development programmes not only on the days of staff retreat, but during every school meetings and school activities. To promote quality teaching and learning as well as to enhance the competence of teaching staff, the school is proactively making external links to provide resources for professional development such as the participation in the School-based Support Scheme, network clusters of Health Education & Physical Education. The school also provides a training support to encourage staff participation in various professional development programmes. Side by side with all these, school-based initiatives of Co-lesson Planning & Lesson Observation, Common Lesson Time and Looking at Student Work were well-placed.

An induction programme and peer mentoring scheme have been provided for new teaching staff to help them adapt to the school environment. The appraisal system, with clear objectives, enables teaching staff to identify their strengths and areas for improvement. The system was revised in 2006-2007 to ensure a better reflection of staff performance and development. Follow-up work as how to step up to teachers' training needs and the training of more appraisers should be further strengthened.

### 3. Planning and Management of Resources

#### School Facilities

The beautiful 21st century millennium school premises is fitted out with the full-scale facilities of a modern school, including air-conditioned multi-media classrooms equipped with the latest wireless communication technology for learning, a cyber campus with audio-visual and TV broadcasting network. To provide our students with first-rate facilities and a first-class learning environment, our school is the first secondary institute equipped with a Fashion Design Centre, a Gymnasium, a Language Learning Centre, a Lecture Theatre, Campus TV and a Fitness Centre.

#### School Extension Project (SEP): A New School Extension Project to be completed in 2010

To prepare our students effectively for meeting the demands of our rapidly developing knowledge based society and the challenges of the launch of 334 new academic structure, a New Learning and Activity Complex is to be built in 2007-2008 and is to be completed in 2010. The school gears up for a major initiative to enable our students to cope better and more successfully with the challenges of the New Senior Secondary (NSS) Academic Structure which is going to be introduced in 2009. As a response to the call for the provision of quality education, a self-financed new learning and activity complex with spacious interactive learning areas and better facilities will be built. This School Improvement Project (SIP) is expected to be completed at the time for the implementation of the new NSS academic structure, i.e., in 2010.

## A 8-storey Multi-purposes and Diversified Learning and Activity Complex.

- Open Playing Areas & Rooftop Garden
- Another Standard-sized Gymnasium
- Open Learning & Activity Space
- Dining Hall & Multi-purpose Areas
- 21st Century Library Resource Centre & Interactive Learning Zones
- A Fitness Centre
- A Swimming Pool

### Resources Management

The school management is fully aware of the resources available to the school and has established a mechanism for the staff to formulate the budget. The allocated resources have been utilized in a flexible manner whenever necessary. Additional financial support has been sought. The statements of accounts are administered in accordance with agreed procedures.

The school has a good provision and management of teaching resources to facilitate learning and teaching. Inventory record was updated and annual audit was conducted at the end of the school year. An efficient resource booking system, procedures on allocation and use of teaching resources have been well operated. The school has well utilized the school intranet and school web page to provide information on learning and teaching for students and staff. The School Computer Room is open during lunch hours & after-school to enable the underprivileged students to gain access to information technology. To align with the new trend in learning and teaching and other school activities, the school has allocated extra funding to upgrade the school facilities. The school can further improve the management of teaching resources by preparing a list of resources available for loan to students.

Suggestions:

1. The school has planned to involve more middle managers as in school policy making and appraisers to better reflect the performance of the staff and help them set a clear goal to achieve.
2. The school management can strengthen the communication with the staff via explaining the rationales behind school policies and decisions. More informal briefing session will be held.

## **Domain 2 Learning and Teaching**

### **1. Curriculum**

The school follows its mission of providing holistic personal development for all students. It offers a balanced curriculum by integrating the 4-FLAs (Health Education, Sports Science & Recreational Management, Creative Fashion Design & Innovative Technology across all KLAs for all levels. The school understands that most students learn in a language-rich, authentic & real learning environment and is thus dedicated to enriching students' learning experiences.

School-based curriculum such as Life-wide Learning, Multiple Intelligence and Extended Curriculum have been developed and incorporated into the formal curricula with the aim to uplift students' self-esteem and raise their life skills. Life-wide learning and life education emphasize self-management, personal growth, interpersonal skills, learning skills and values education. Extended Curriculum offers different programmes for students at different levels. The focus of S1 curriculum is on self-development through a series of adventure and skills-based trainings arranged in a programme called LEAP (Leadership Empowerment Programme). The S2 curriculum focuses on community service, in which students develop confidence and sense of responsibility through serving the community. The S3 curriculum enables students to explore themselves and plan for their future through various careers talks.

In meeting the diverse needs of students and the changing needs of the society,, a wide repertoire subjects, science, arts, humanities, commerce are offered in addition to the school-based Focus Learning in design, physical education,

innovative technology & healthy living. Another subject, Integrated Humanities (in senior forms, Liberal Studies) has been offered ever since the establishment of the school to help students keep in touch with local and global issues. Students give a high rating on curriculum planning and organization, as reflected by the Stakeholders' Surveys.

## 2. Teaching

The teaching staff is professionally trained and energetic. The school fosters good teacher-student relationship which is as indicated in the rating in the Stakeholders' Surveys. The school emphasizes collaborative lesson preparation and thus includes regular lesson preparation for all subjects. To enhance teaching effectiveness, the school encourages the staff to share effective teaching methods and conduct lesson observation. Other subjects also start promoting collaborative lesson preparation and cross-subject lesson observation. With the collective effort of all subject panels, a project on co-lesson planning & lesson observation aiming at enhancing quality teaching and learning quality, was conducted in all subjects in Year 2008-2009. English language teachers were invited to take part in a school-based language support programme in which lesson observation of this project and the experience obtained has been shared with other subjects.

## 3. Student Learning

Students in general enjoy their school life and are interested in learning. The school has observed an improvement in students' learning habits. The number of penalty records related to learning habits dropped in Year 2008-2009. However, the Stakeholders' Surveys indicated that students' attitude towards learning needs greater attention, despite the support and encouragement given by the school principal, teachers and parents.

The school tries hard to make learning more effective by adopting split class and group learning in junior form English, Chinese & Mathematics teaching. In addition, remedial classes have been organized after the First Term Assessment & the Second Uniform Test, it was encouraging to find that many students have made good improvement after attending these classes. The school has also introduced a scheme of small class learning and teaching in S1 & S2 English & Chinese since 2007, and observed an improvement in the learning attitude of

these two small classes. Teachers agreed that the scheme facilitates low achievers' learning, though students express difficulties in using English as the medium of instruction. To narrow the learning gap of low achievers, after-school remedial classes for English and Mathematics have been regularly operated.

The school devotes to enriching the English speaking environment for students' wide exposure to English Language. All announcements and morning assembly are made in English. Students have become more aware of the importance of English Language and enthusiastic about using it especially during the English Week. But as to the use of English on the English Days, more is still to be done. To start with, the English ambassadors showed great participation and were impressed by the slogan of "I learn English by using English".

The school helps students develop a reading habit through the introduction of the Morning Reading Period. The school has included in its development plan to further arouse students' interest in reading, according to the Stakeholders' Surveys. It has also recognized the needs to continuously promote "content area reading" and "reading for leisure", so as to promote the culture of "reading to learn".

#### 4. Performance Assessment

The school has a comprehensive policy in assessing students' performance in learning. A wide range of assessment methods including classroom participation, quizzes, standardized tests, examinations, projects, presentations, students' self-evaluation and peer assessment have been adopted. Subject panels include the assessment results in their development plans to improve learning and teaching. Teachers' marking is serious and careful, with feedback given to encourage students and enhance their understanding. Parents are well informed of students' school performance through the First Term Assessment reports and Second Term Assessment reports.

Junior form students are not only assessed by the Hong Kong Attainment Test. They also sit for the Territory-wide Assessment Scheme for S3. Sometimes, they may take the International Assessment run by The University of New South Wales in Mathematics.

The school is planning to introduce a common platform for the storage of comprehensive student assessment records.

Suggestions:

1. The school should enhance students' participation in learning by helping them develop a good learning habit and set short-term academic goals.
2. The school should enhance students' learning skills and encourage them to strive for academic excellence.
3. The school should continue to enhance the collaboration between English Language and subjects using English as the medium of instruction.
4. The school should explain to parents its assessment policy, methods and criteria.

### **Domain 3 Student Support and School Ethos**

#### **1. School Support for Student Development**

The school has taken a whole-school approach with the involvement of all teachers in supporting students. It has well-established student support groups in its organizational structure, including Form-based Pastoral Care Unit, Discipline Unit, Guidance Unit, Careers Guidance Unit, Healthy Lifestyle & Personal Growth Unit, Moral and Civic Education Team and Co-curricular Activities Units. The school is encouraging a culture to serve within the school and has established student bodies such as School Prefects, House System and Student Ambassadors and Class Association in its support system.

Both the Dual Form Teacher system and the Form Coordination system in the Form-based Pastoral Care Framework have worked well to identify students with special needs, and students' problems can be handled promptly with follow-up actions. The Guidance Unit and the School Social Worker have also worked closely to support the needs of students.

The school understands that both academic guidance and family support are crucial to the development of students. The school management therefore introduced "Building a Healthy Community"--- both at school and in the family as one of the major concerns of 2008-2009, which aims at uplifting students' self-esteem and offering a caring and supportive environment for their growth.

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 education theme 2008-2009, that is, "Building a Healthy Community". Setting the direction for students' character building, eight qualities are identified. They are: 'Tidy and Orderly'; 'Courteous and Compassionate'; 'Respectful and Supportive' and 'Self-motivated and Diligent'. 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 accordance with the school ethos, the school holds "form meetings" with students, in which they are invited to voice their opinions on school policies. Communication between the school and students has been made effective and the core value of "Respect" has manifested.

#### Support for S1 Students

The school understands the needs of newly admitted S1 students, and thus adopts various measures to support their development. The Bridging Programme ensures students' competency in learning through English & Putonghua medium. The small-class teaching supports students' growth. The Guidance Unit organizes an orientation programme for all S1 students to help them adapt to the new learning environment. The Prefect and the Peer Counsellors, serve as "big brothers and big sisters" to enable better pastoral care. Parents' Night has been held twice before and soon after the school commencement.

#### Support for S5 and S7 Students

The school takes the needs of S5 and S7 students into serious consideration and has decided to open study rooms and extend the opening hour since 2007. Students enjoy not only a quiet study environment, but also a strong study atmosphere created among them. The school principal arranges lunch and tea gatherings for students to listen to their needs and share their worries. Teachers also stay behind to assist students with their revision.

### Discipline and Counselling

The school has clear school rules along with a well-defined award and penalty system. Both the Discipline Unit and Guidance Unit backed by the Form-based Pastoral Care Unit have form-coordinators to help teaching staff handle cases at various levels, and have respectively involved Prefects and Peer Counsellors in supporting students. The school has observed a harmonious atmosphere among students with a decline in misbehaviour cases.

The school has catered for different needs and abilities of students through the collaboration between the Guidance Unit, the social worker and the external agencies referred to. The unit involves in counselling students and equipping teaching staff with the techniques on identifying and handling of students with special educational needs. It also offers workshops ranging from stress management, interpersonal relationship to sex education for students of various levels.

### Careers Guidance

The school offers a well-designed programme in careers guidance, including the programme “Planning for the future --- The Rainbow Connection” for S3 students especially for the planning for NSS studies; talks regarding further studies for S5 students and JUPAS talk and career planning for S7 students. The school has a comprehensive mentoring system for S6 and S7 students, with each subject teacher mentoring four to five students. The mentors offer guidance to their mentees on the choice of university programmes.

### Moral and Civic Education

The school has a comprehensive Moral Education curriculum conducted throughout the year during the Wednesday Life-wide Learning Lessons and the daily Morning Assembly as well as the Class Teacher Period to implement the values advocated in the school mission and the educational aims of Hong Kong. It covers a range of moral, civic, environmental, health and life education.

The Moral and Civic Education Unit has also worked in accordance with the school major concerns through diversified campus-wide activities to promote and cultivate among students the core values of “Perseverance, Excellence, Respect, Foresight, Entrepreneurial Spirit, Creativity and Talent”. Activities ranging from various talks, donation programmes, heart to heart, good people good deeds, the “Secret Angel” project to the “I love LTFC Puzzle” have successfully cultivated the school culture of “LTFC as a school of love and compassion”, “the hotbed of talents” and “the place of appreciation and respect”. The establishment of the campus TV “LTFC Press” has served as an additional platform for the sharing of school information and the recognition of students’ achievements.

The school has followed the school mission to provide a vales-laden learning environment in which students understand and experience the truth of love, care and compassion. Students take an active role in leading the morning assembly school activities and the school teams. They show great participation in the functions and competitions both in and out of school.

#### Co-curricular activities

The school has more than thirty clubs and societies covering academic disciplines, music, social services and sports. Students are encouraged to participate in various programmes to develop their potentials. Whole school activities ranging from school outings, visits, excursion, field trips, day camps, inter-class / house competitions, New Year Fun Fair to English Fun Day, etc. are arranged to ensure and encourage students’ participation. The school has also established the Student/Class Representative System and the House system to enhance students’ sense of belongings to school.

## 2. Links with Parents and External Organizations

The school has placed a high recognition on the role of parents. Through the newly established Parent-Teacher Association (PTA), parents begin to take a more active part in school policies and a closer partnership between parents and teachers are forged.

Parents are kept informed of school affairs and activities through letters to parents and the school webpage. Seminars and workshops on parents' education have been organized and welcomed by most parents. The school also collaborates with parents as partners in the development of students. Some parents volunteered as helpers in school activities. Parents show support to activities organized by the school as reflected by the high turn-up rate in various school and PTA events. The school will continue to strengthen its link with the PTA and school parents in supporting students.

The school is actively securing external links with various bodies to provide a wide range of activities and learning programmes for students. In sports development, close link has been established with the Hong Kong Sports Institutes and various sports associations. The school has established a number of uniform groups since 2004. The school has also launched a voluntary service programme and service days with the Hong Kong Federation of Youth Groups. Through the support of different NGOs, the school runs the programme "Planning for the Future" for S3 students.

The school has invited NGOs, government office, sports association and other organizations, including authors of newly published books, academics like Professor Pang King Chi, staff from public library, Mr Joseph Leung, Executive Director of SF & OC, pastors from churches to deliver talks to students. Guest speakers and outstanding athletes are often invited to school to share their knowledge and views on selected topics. The external links the school has established help widen students' exposure.

### 3. School Culture

Teachers, students and parents all have positive opinion on the school culture, as reflected by the Stakeholders' Surveys. Mutual trust and respect are apparent among the school staff. Students are grateful that teachers always consider and are concerned with their feelings and opinions, as reflected by the APASO results (Attitude to school). Parents appreciate the effort of the staff in supporting their children's growth and development and are satisfied with the home-school cooperation, as reflected by the Stakeholders' Surveys. On the whole, school members all value the genuine teacher-student relationship and the harmonious atmosphere at school.

Suggestions:

1. The school can enrich the variety of co-curricular activities provided to students by inviting the assistance and resources of external organizations.
2. The school should continue to strengthen students' civic-awareness and sense of responsibility at personal, school, community and national levels through organizing a range of school-wide activities and participating social services.

#### **Domain 4 Student Performance**

Every student at LTFC is honoured and distinguished as what he/she is and what he/she can become. This shared vision of our school has shaped and given meaning to the life of every student of LTFC. As practically no child is disregarded by the school, every student feels to be valued by their teachers and their classmates. The mutual affirmation culture promoted in our workplace in 2008-2009 has created more harmony and cohesiveness. This could perhaps explain why the SIX sets of APASO on student Self Image have all yielded higher scores this year than last year. We believe that our starting point for building capacity lies in identifying both in teachers and students, what we cherish and are strong at. From this, we derive inspiration and support to move to the next step of what we can do better. The positive self-image going together with students' strive for excellence and thirst for talent realization form the backbone of our students' growth and development.

##### 1. Attitude and Behaviour

*Whole person development and formation of the heart* qualify students of LTFC. They give much importance to self-understanding and self-acceptance and are willing to take up responsibility. In the APASO survey of an overall Positive Self-image and Self-concept where our students scored an average higher than or comparable to the HK norm in all six aspects.

Values education is well immersed in the curriculum especially Health Education & Physical Education especially alongside with the Life-wide Learning and Multiple Intelligence Activities. A lively moral & civic culture in school provides the best environment to nurture the faith of our students and to help them develop sound moral values to face the challenges of everyday life.

Morning assembly, school assembly, form meetings and celebrations are held to provide students and teachers with opportunities to be nourished by words of wisdom. The students-led morning assemblies are richly packed with positive values that help to build up strong good moral among their peers.

Equally important to forming global citizens is our students' National identity. National education takes place naturally on significant dates with the flag raising ceremony and the singing of the National Anthem. Many more visits to China are being held for students to gain a deep understanding of the historical and cultural background of the motherland.

We address to every needs of our students. The school collects the background information of the newly admitted S1 students for devising appropriate pastoral programmes through the APASO (Self-concept) questionnaire and the UAP. In general, students exhibit a positive attitude towards school as reflected by the APASO results (Attitude to school) which indicates that students' scores are higher than the reference data.

## 2. Participation and Achievement

Students' participation in the annual Service Day and other community services has been highly appreciated by various organizations. Students participating in a wide range of activities in academic, aesthetic, athletic and cultural disciplines have demonstrated outstanding performance as indicated by the awards obtained. Given the opportunities and appropriate training, senior form students exhibit high competence in organizing activities for their peers and delivering school programmes.

Since the introduction of the "Building a Healthy Community", the school has noted a marked improvement in student attendance & lateness record, a drop in students' misbehaviour cases and the penalty record.

In the academic discipline, the school has observed an improvement in the HKAL and HKCE Examination results in a number of subjects. .

Student achievements in sports, arts and other areas will be recorded in the section for "School Activities and Student Performance in 2008-2009".

Suggestions:

1. Subject panels will work hard to avoid negative value-addedness in their subjects and will attempt various measures to elevate the value-addedness.
2. Efforts to raise the percentage of students meeting the minimum entry requirements for local degree courses, the percentage of students attaining 14 points or more from the best six subjects should be raised.
3. S3 students in TSA should be improved more consistently especially in Chinese & Mathematics.

## **V. Key Issues for the School Development Plan**

In a short span of five years, with the collaboration of all staff and students, the school successfully created a lively learning environment. Students begin to develop a strong sense of belonging to the school and the students also showed willingness to make improvement in academic performance, especially for S5 & S7 students.

However, the students have not achieved their full potential, especially in their academic performance. In view of this, the school's second major concern among the three of the Year 2008-2009 is to enhance their learning skills and learning attitude, with the ultimate aim of academic excellence. The third major concern of the Year 2008-2009 is to cultivate a strong sense of responsibility through active participation in school and social services, with the ultimate aim of enhancing the students' self-esteem and sense of responsibility. These will further be elaborated in the Year 2009-2010 which has been put as the Year of Review and further reinforcement of these major concerns.

## **VI. LOOKING AT THE PRESENT AND INTO THE FUTURE 2008-2009 & 2009-2010**

**As a Learning School & a Thinking Community, Good Practices that we treasure and try hard to nurture among students of LTFC include:**

- ♥ Becoming more positive
- ♥ Reading and thinking skills incorporated in lessons and student works
- ♥ Skills heightened in assessment
- ♥ Presentation in class and school assemblies
- ♥ Positive comments, feedback becomes a habit
- ♥ More open, interactive classrooms and teamwork
- ♥ More waiting time adopted in school administration and in classroom practices

### **Further Actions**

- ♥ Provide more Professional Development workshops on questioning skills, to further enhance students' high order thinking
- ♥ Focus more on designing thought-provoking tasks for students to apply various thinking skills acquired
- ♥ Provide more occasions for inter-disciplinary sharing and interaction

### **Our Strengths**

- ♥ Our school vision is a strong moral purpose of all-round development for everyone in school
- ♥ Good facilities and support promotes effective learning and teaching
- ♥ Has managed complex changes well to have our capacity developed
- ♥ What makes our students different is the culture we all cherish --- nurturing a PERFECT generation of the 21<sup>st</sup> century

### **Our Challenges**

- ♥ Students have insatiable learning needs; individual learning differences could be more catered for.
- ♥ More resources to support staff professional development and common lesson planning
- ♥ Discovering high leverage models of collaboration to create more space and time for teachers and make student learning more effective
- ♥ More effective ways for teachers and students to feel they are listened to.

## **Conclusion**

This Report tries to be as comprehensive and as lucid as possible to showcase the many facets of life, underlying strengths as well as a few evident weaknesses of the school. Thereby, the school stands at a better position when planning its future direction for the holistic development of its students.

## FINANCIAL SUMMARY 2008-2009

	<b>Income (HK\$)</b>	<b>Expenditure (HK\$)</b>	<b>Balance (HK\$)</b>
Government Funds			
- DSS Grant	27,239,428.33		
- Expenses		31,360,426.59	
Special Government Funds			
- CEG Grant b/f from 2007-2008	10,643.34		
- CEG Grant	337,450.00	523,735.62	
- Other Grants	630,599.00	357,041.00	
- Other Grants b/f to 2009-2010		282,108.00	
School Funds			
- School Fees	10,573,140.00		
- Fee Remission & Scholarship		1,057,314.00	
- Other Income	311,062.50		
- Donation			
- Expenses		1,259,838.08	
Subtotal	39,102,323.17	34,840,463.29	

**Total Surplus for school year 2008-2009**

**4,261,859.88**