



Lam Tai Fai College

School Development Plan (2004-2009)



Whole-person Development 全人成長
Diversified & Innovative 多元特色

Maximizing Potential 啟發潛能
Striving for Excellence 追求卓越

Lam Tai Fai College

School Development Plan (2004-2009)

Part	Topic	Page
I.	School Mission & Vision	3
II.	School Goals	3
III.	Our Core Values: True Spirit of LTFC	4
IV.	Student Attributes: What do we expect from our students?	5
V.	Our Present Situation: SWOT Analysis	7
VI.	An Overview: School Development Plan	10
VII.	Major Concerns (2004-2009):	15
VIII.	5-Year School Development Direction	37
IX.	Admission Policy	38
X.	Financial Assistance & Scholarships	39
XI.	Looking Forward	42

I. School Vision & Mission

School 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.

Mission Statement

The College aims to contribute to the wholesome personal growth and the intellectual development of youth through a comprehensive, challenging and demanding mix of academic, aesthetic and physical endeavours.

II. School Goals

Through the provision of first-rate facilities and a first-class learning environment, good management & organization framework, effective deployment of resources, innovative curriculum, effective learning and teaching strategies, assessment for learning, cultivating good school ethos and giving every possible support to student learning, LTFC aims at achieving the following:

1. A caring, compassionate, harmonious, healthy & inviting school environment.
一個充滿關愛、和諧、健康及啓發潛能的校園。
2. Grooming outward looking and socially responsible citizen of the 21st Century.
培育學生有高遠廣闊的胸襟視野及對社會的承擔精神。
3. Providing opportunity for excellent academic and moral development.
提供合宜的環境，以造就學生優異的學術、道德的發展。
4. Giving importance to good sporting opportunities and healthy living.
重視健康生活，加強學生的體質與體能的訓練。
5. Providing opportunity for artistic and aesthetic expression.
提供充分的機會讓學生發展美育及藝術潛能。
6. Providing high technological facilities to support an effective learning and teaching environment.
提供高科技設施，以支援高效能的學與教環境。
7. Stressing independent whole-life learning and creative thinking.
強調全方位自學及創意思維的訓練。
8. Encouraging students' creativities and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities.
啓發學生的創造力，提供學生積極參與課餘活動及發展領導能力的途徑。
9. Grooming independent, self-motivated and self-disciplined students with high EQ.
培育學生成為自發性高、自律或擁有高度情緒智商的青少年。
10. Cherishing solid virtues and spiritual values.
重視高層次道德行爲及精神價值的發展。

III. Our Core Values: True Spirit of LTFC

Lam Tai Fai College demonstrates the true spirit of nurturing “Perfect Generation” of the 21st Century which encompasses a rich spectrum of LTFC core values, i.e.

1. Perseverance
2. Excellence
3. Respect
4. Foresight
5. Entrepreneurial Spirit
6. Creativity
7. Talent.

Students who bear the True Spirit of Lam Tai Fai College should:

- be a good citizen;
- appreciate the sacrifices your parents are making to give you a good education. Show your appreciation and gratitude by working conscientiously and treasuring your opportunity to learn;
- be tidy and proud of wearing your school uniform and school badge;
- be proud of being a member of the school and always be ready to contribute to building a pleasurable learning environment;
- be polite and show respect and courtesy towards the Principal, teachers, other staff and fellow students;
- be eager to help others and be considerate. Behave courteous on all occasions;
- be truthful and trustworthy. Any coward can tell lies, but it takes a “Perfect” generation to tell the truth;
- be alert in self-regulating regarding their daily life and develop a healthy life style;
- be punctual;
- be determined to strive for excellence and to produce quality work;
- be a bright winner or a good loser. Do not boast in victory; nor sulk in defeat; and
- believe that “for a Man to conquer himself is the first and best of all victories”.

IV. What do we expect from our students?

Perseverance 堅毅不屈

- ◆ Be well prepared for lessons
- ◆ Bringing textbooks and all lesson materials to school
- ◆ Maintaining good attendance and punctuality (including submission of assignment)
- ◆ Be a group of responsible learners and steady workers (doing revision every day)
- ◆ Be dutiful and play one's role faithfully
- ◆ Taking school rules and class rules as norms for daily school life
- ◆ Cherishing a healthy life-style for pleasurable and effective learning
- ◆ Resisting temptations and overcoming one's habitual delinquencies

Excellence 追求卓越

- ◆ Participating actively in lessons
- ◆ Keeping the campus and the classroom (including equipment) in best condition
- ◆ Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule)
- ◆ Showing eagerness in producing quality work and making performance observable and measurable
- ◆ Striving for class achievements and building class identity
- ◆ Making the classroom an ethical place for achieving a fulfilling school life
- ◆ Preparing to keep improving and reaching for new heights

Respect 敬人自重

- ◆ Be considerate and courteous to all alike
- ◆ Be open and respectful to the opinions and ideas of others
- ◆ Be attentive and willing to listen with patience
- ◆ Sharing of ideas and learning from others
- ◆ Affirming a '3 in 1' culture
- ◆ Showing mutual appreciation and celebrating individual achievements
- ◆ Having a genuine heart and a sense of compassion to serving and helping the needy and the disadvantaged

Foresight 高瞻遠矚

- ◆ Be an intelligent and intellectual young person
- ◆ Appreciating life and learning how to embrace a bright future
- ◆ Developing careers awareness and exploring the possibilities of one's future
- ◆ Taking pride in being a student in Lam Tai Fai College and contributing to build the school into a caring and learning community
- ◆ Understanding the importance of teamwork, boosting rapport and mutual assistance
- ◆ Enhancing social awareness and showing concern for the needy
- ◆ Going inclusive: appreciate differences and acknowledge interdependence
- ◆ Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country
- ◆ Widening the horizons and making oneself a "lobal" citizen

◆ ***Entrepreneurial Spirit*** 企業精神

- ◆ Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives
- ◆ Be visionary and mission oriented
- ◆ Working with determination to overcome difficulties and personal limitations
- ◆ Measuring outcomes by effectiveness and process by efficiency
- ◆ Willing to travel through a path which is less traveled
- ◆ Striving for accomplishments and creating meaningful uniqueness

◆ ***Creativity*** 勇於創新

- ◆ Encouraging ownership and participation
- ◆ Fostering a home-like atmosphere in the classroom
- ◆ Making the classroom an inviting learning environment
- ◆ Providing positive learning environment for the promotion of the whole-person development grounded in the school's core values
- ◆ Developing a culture of praise and celebration
- ◆ Learning how to live a balanced, colourful and meaningful life

◆ ***Talents*** 盡顯才華

- ◆ Appreciating differences and stretching the strengths of each individual
- ◆ Developing fully one's strengths and acknowledging one's weaknesses
- ◆ Helping each other with one's strengths

V. Our Present Situation

SWOT Analysis

Where are we now and where are we going?

1. Our Strengths

1. Our school is committed to providing all-round quality education for the nurturing of a perfect generation of the 21st century.
2. We have a millennium school campus with well-equipped infra-structure which helps facilitate the implementation of all levels of academic and non-academic activities so as to help students achieve whole-person development.
3. The school is supported by a distinguished SMC which is consisted of respectable academics and renowned professionals. They give the school generous financial support and participate actively in school development and are devoted to nurturing cultured and all-rounded individuals of the 21st century.
4. Our school managers contribute to the school by applying their professionalism and expertise to different aspects of school affairs and in every facets of school development.
5. We have strong support from our school sponsoring body which is committed to provide the school with state-of-the-art first rate school facilities.
6. The Principal has a firm commitment to education. He possesses clear vision and is committed to building a professionally learning community among the staff.
7. Our teaching force is generally young, enthusiastic and professionally qualified with a devotion to love and care. We have a relatively high teacher-to-student ratio. This makes possible for teachers to spend more time and effort to take care of the intellectual and mental growth of students and cater for individual students' needs.
8. The professionalism of teachers is praise-worthy. In spite of the heavy workload, our teachers understand its necessity and are willing to make time to read or attend courses in order to cope with the changes imposed by the curriculum reform and the new secondary school structure.
9. The school has an early start on the development of Focus Learning Areas such as Health Education, Sports Science and Recreational Management, Innovative Technology and Creative Fashion Design. These innovative and school-based courses are specially designed and supervised by academics and professionals to meet the needs of the current competitive and fast-changing society. To enhance students' ability to learn and equip them with the knowledge required for further education, the curriculum emphasizes learning through integrated approaches and enriching students' learning experience. The pioneering attempt at curriculum integration enables the school to develop a broad, balanced and student-centered curriculum of the 21st century.
10. The majority of our junior form students come from good socio-economic background with strong family support.
11. The school deploys its resources effectively and efficiently. Students are provided with well-established training programmes as well as a wide range of co-curricular activities.

12. Our school has the privilege to control our student intake in which all students were selected based on their language abilities, academic performance as well as participation in extra-curricular activities. To be specific, students are generally good at English & Putonghua and they are able to adapt to our school's language policy, that is, English & Putonghua are used as the medium of instruction and means of communication in the school campus.
13. By building the school in a reflective way and preparing for the anticipated Comprehensive School Review in 2009-2010, the steady pace and encouraging outcome has invigorated us all. There is now a stronger sense of making the history and a greater determination to making our school one of the leading schools in the new millennium.

Our Weaknesses

1. Our school is a new school. In our first three years (2004-2007) we have to admit S4 students from other schools. These students are generally less able with low learning motivation.
2. As a new school, the school organization needs to be consistently structured and re-structured to facilitate the programme development of the school and the major reforms of recent years.
3. Students who are over-protected by parents have difficulty in sharing or cooperating with others. They tend to be self-centred and withdrawn. They need a lot of extra effort from teachers, but unfortunately it is not always easy for our teachers to get the extra time.
4. Territory-wide student admission results in greater diversity of students' abilities, thus posing greater problem to teaching and learning.
5. Taking into account of fringe benefits and job stability, DSS schools are consistently suffering a drain of teachers and at the same time losing its competitive edges to attract experienced teachers from the educational sector.
6. Student potentials need to be further tapped and stretched. Further improvement in teaching and learning can be made to cater for the diverse needs of students.
7. More coordination of pastoral care support for students will enhance our caring culture.
8. A clear definition of roles and line responsibilities at all levels of school management has yet to be developed.
9. The school is still at its beginning in building better home-school cooperation.
10. At its infant stage, the school should endeavour to cultivate among students a strong sense of belonging to the school; which is essential to be building of school ethos and tradition.

Our Opportunities

1. The school enjoys good external relation and has good liaison with outside organizations. Professional support and funding are solicited.
2. Communication and Information Technology (CIT) is being recognized and widely adopted as an effective means of making learning and teaching interactive in our classrooms.
3. Our school also employs an extra language policy in addition to being an EMI school where we use Putonghua to teach Chinese language lessons in the junior forms. All these are very likely to help students become well-equipped with all-round language abilities and thus they will be probably better prepared for the future labour force in the community.

4. Having an innovative curriculum has been a unique feature of the school. Curriculum enhancement and the integration of the Four Focus learning Areas into the curriculum will be our foremost concern. In the process, a conceptual framework is called for in order to maximize the effectiveness of various school-based curricula. It is believed that a long-term strategic plan is essential for mapping out the expected learning outcomes of various programmes and their interrelationship. It also helps set curricular goals, define teaching themes, fix implementation timelines, avoid curriculum overlapping and establish a curriculum review mechanism.
5. The School Sponsoring commits to upgrading school facilities. The plan for School Extension Project (SEP) which will allow the school to make the most of the additional facilities to support teaching and student learning is being seriously considered.
6. Quality of teaching is enhanced through our teachers engaging in further studies in their areas of expertise.
7. A special grant has been offered for recruiting teaching and administrative assistants to help undertake non-teaching tasks, consequently reducing the workload of teachers and strengthening team morale. Additional teachers are recruited to share teaching workload with teachers, reduce teaching periods and spare time for NSS preparation. Teachers are regaining their energy and proactiveness.
8. The Comprehensive School Review (CSR) to be conducted in 2009-2010 has provided the school with a standard for achievement and is regarded as an opportunity to accelerate school improvement.
9. As a newly established school, we do not have a long history or a strong tradition to follow. That means we enjoy greater freedom and free hand in formulating new policies and trying new ventures.

Our Threats

1. There are frequent changes in education policy launched by the government, which affect the long-term planning of the school.
2. Due to unfavourable economic circumstances, the government has reduced resources allocation to the Education sector.
3. Territory-wide student admission system resulted in the urgent need to formulate measures to cater for diverse learning needs of students.
4. The pace of education reform and new policies are making great demands on our young teachers and the new school management structure. The lack of middle managers resulting in an over-concentration of roles and responsibilities on a handful of experienced teachers.
5. Wave of individualism, impact of popular culture and the mass media threatening the fostering of positive values in school.
6. The low birth rate has resulted in the reduction of class numbers in local secondary and primary schools (the number of students will be reduced by approximately 50% in these 5 years). This inevitably leads to keener competition among schools. The situation will be particularly acute in the sector of Direct Subsidy School (DSS) which is, to a large extent, market driven. Much has to be done to have a clear positioning and sharpen the school's competitive edge.
7. Parents have more choices of schools. They are keen to send their children to DSS or International School that enjoy more resources and smaller class size. All evolves more investment and greater resources. Making both ends meet is indeed an art in running DSS schools.

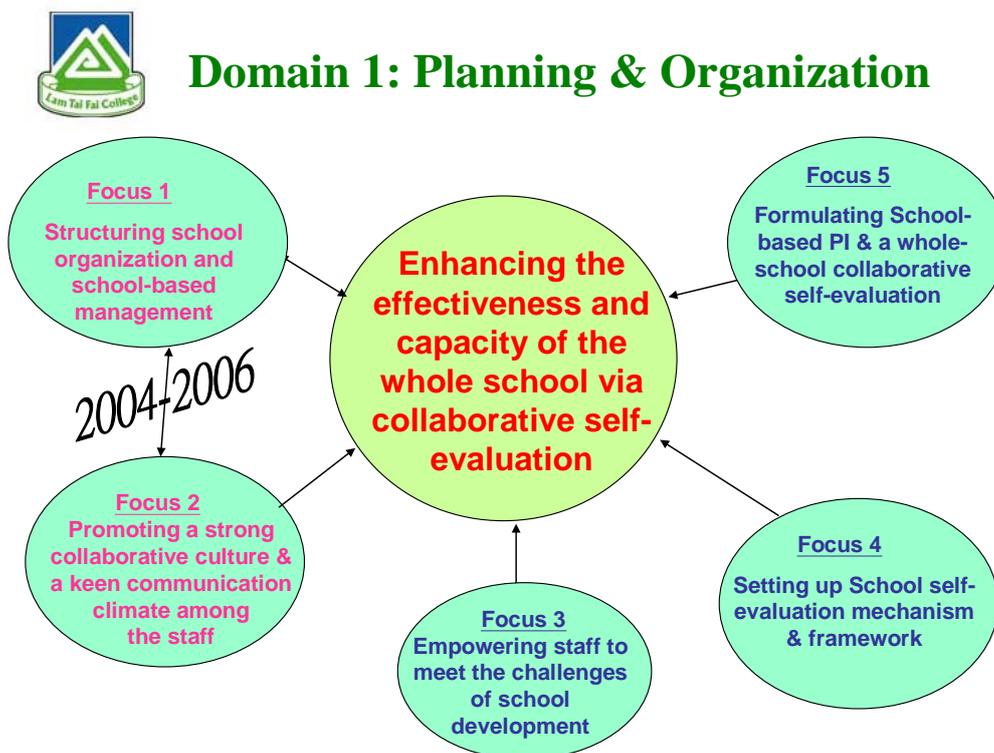
VI. An Overview: School Development Plan (2004-2009)

Domain 1: Management & Organization – Enhancing the effectiveness and capacity of the whole school via collaborative self-evaluation

1. Structuring school organization and school-based management initiatives to facilitate a purposeful and coherent school management & development.
 - a) Actualize school-based management and increase alignment in planning among committees and department
 - b) Communication and coordination at all levels to be enhanced
 - c) Stronger sense of job satisfaction among staff
2. Promoting a strong collaborative culture and a keen communication climate among the staff

Acting upon the experience of 2004-2006, the first two major concerns were further pursued while the following were designated the priorities for the years 2006-2009.

3. Empowering staff to meet the challenges of school development
4. Putting in place a School Self-evaluation (SSE) mechanism and framework
5. Formulating School-based Performance Indicator (PI) to facilitate good planning and enhancing the effectiveness of the school via a whole-school collaborative self-evaluation



Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of Education Initiatives and the education needs of the 21st century

1. Developing curriculum and assessment review framework
 - a) Developing diversified types of assessment (assessment for learning) and preparing for School-based Assessment (SBA) mode of formative assessment
 - b) Review of the academic report
 - c) Making assessment an integral part of learning and teaching
 - d) Utilizing ePlatform for teaching & learning as well as assessment
 - e) A formative assessment and reporting process put in practice
2. Enhancing learning and teaching to empower our students to be effective thinkers and independent lifelong learners
 - a) Subject departments review and fine tune their work
 - b) A whole-school approach to the creation of a language rich environment
 - c) Equipping students with the necessary generic skills
 - d) Supplementing classroom activities with opportunities for life-wide learning
 - e) Developing a reading culture

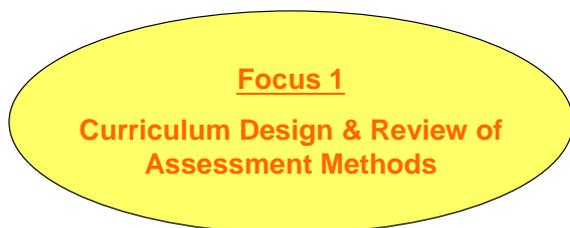
Acting upon the experience of 2004-2006, the first two major concerns were further pursued while the following were designated the priorities for the years 2006-2009.

3. Building the base for cross-curricular and learning integration for curriculum enhancement
 - a) Refining teaching strategies and enhancing learning & teaching effectiveness.
 - b) Thematic/Modular approach to integrate the Focus Learning Areas (for S1)
 - c) Project learning, research-based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities
 - d) Employment of additional full-time curriculum coordinators through TPPG
 - e) A pilot scheme on Learning through Engineering, Art & Design (LEAD) will be put in trial
 - f) 5th Anniversary Open Day as a showcase of learning outcome
4. Improving student learning motivation, nourishing talents & addressing their diverse needs
 - a) Efforts are directed towards raising academic results in public examinations and value added performance of individual students.
 - b) Enhancement of teachers' mastery of subject content, developing effective teaching skills and pedagogy.
5. Making successful transition from the changes emphasis in the existing 7-year secondary curriculum to the NSS (3+3) curriculum and facilitating the best transition at the level of school administration, teaching and learning in academic and other learning experience areas with a more flexible time-table which combines well with the challenges of the new secondary school structure to be implemented in 2009.
 - a) Setting up NSS Task Group & Liberal Studies Development Team
 - b) Making the curriculum reform effective and liberating to both teachers and learners
 - c) ICT becomes a much desired tool in all interactive learning classrooms
 - d) Improving students' learning motivation, nourishing talents and addressing their diverse needs
Curriculum integration happens with subject teachers acting as effective project advisers, facilitating students to be active and inquisitive learning agents

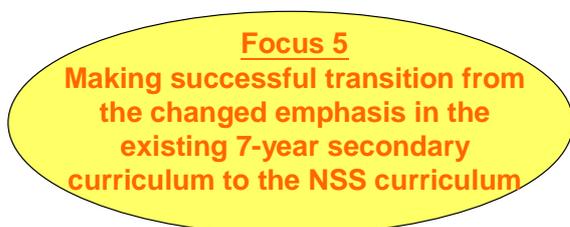
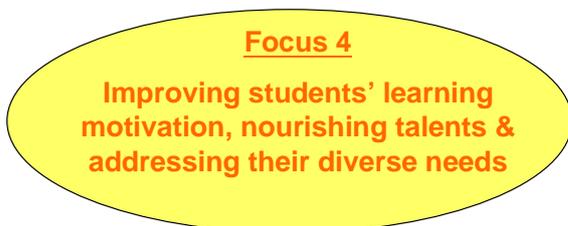
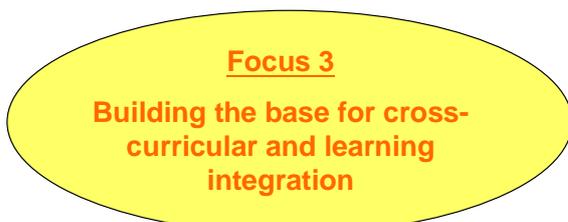
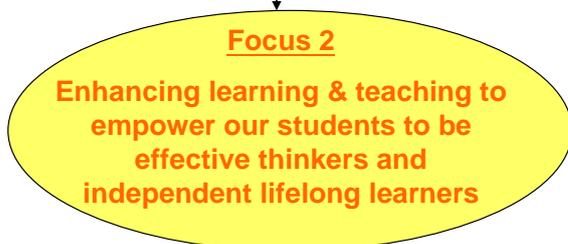
Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of Education Initiatives and the education needs of the 21st century



Domain 2: Curriculum & Instruction



2004-2006



- Pedagogy and assessment
- Developing diversified types of assessment (assessment for learning) for School-based Assessment (SBA)
- Rationale of Continuous & Formative Assessment
- Making assessment an integral part of learning & assessment
- Utilizing ePlatform for teaching & learning and assessment

- A whole- school approach to the creation of a language rich environment
- Equipping students with generic skills
- Supplementing classroom activities with opportunities for life-wide learning
- Developing a reading culture

- Refining teaching strategies
- Thematic / Modular approach to integrate the Focus Learning Area
- Research- based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities

- Raising academic results
- Academic Value-addedness
- Meeting Learners' differences

- Pedagogy and assessment
- Developing diversified types of assessment (assessment for learning) for School-based Assessment (SBA)
- Rationale of Continuous & Formative Assessment: MAP

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom

1. Systematically and effectively address the five major concerns (Discipline, Counselling & Guidance, MCE, Careers & ECA), the Board of Student All-Round development or the like is to be collectively responsible for maintaining school discipline, extending pastoral care and support to students
2. Provision of whole-person education: Developing students into integrated persons of wisdom, care, love and compassion through holistic development of academic and non-academic interests

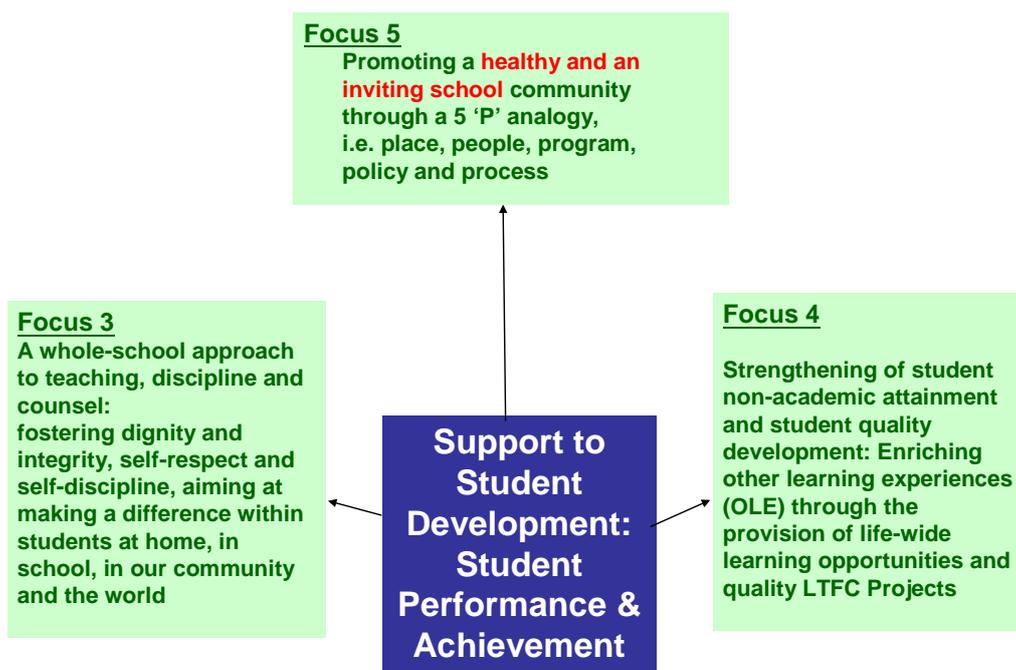
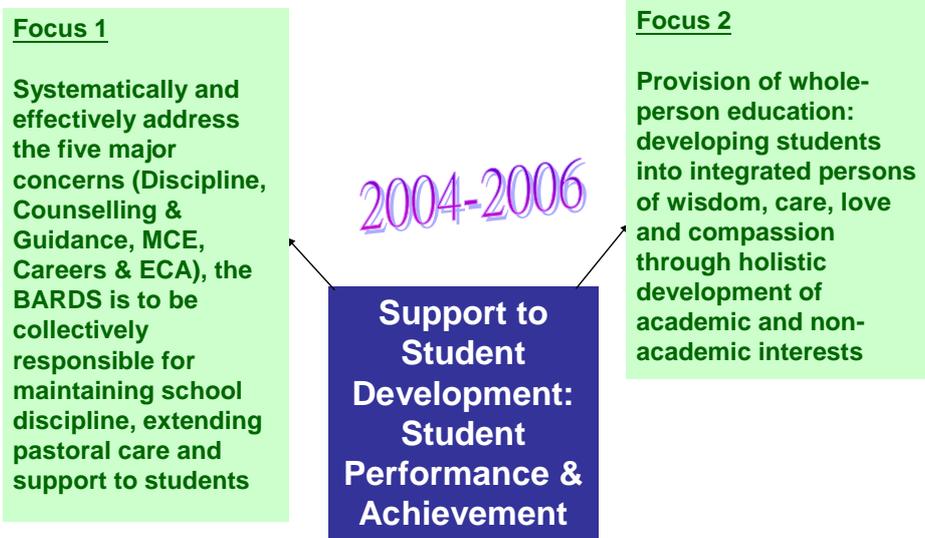
Acting upon the experience of 2004-2006, the first two major concerns were further pursued while the following were designated the priorities for the years 2006-2009.

3. A whole-school approach to ‘Putting Student First’ via 3 in 1 conceptual synergy, i.e., teaching, discipline and counselling: to foster dignity and integrity, self-respect and self-discipline, aiming at making a difference within students at home, in school, in our community and the world.
4. Strengthening of student non-academic attainment and student quality development: Enriching other learning experiences (OLE) through the provision of life-wide learning opportunities and quality LTFC Projects such as ‘A Sport for Life’, ‘An Overseas Study Trip for Life’, ‘A Functional Post for a Year’ and ‘Engaging in a Competition/Performance in a Year’.
5. Promoting a healthy and an inviting school community through a 5 ‘P’ analogy, i.e., place, people, program, policy and process: Being inclusive and collaborative for the good of all through cultivating students’ virtues like responsibility, inter-personal relationship, healthy lifestyle and community service.

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom



Domain 3: Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom

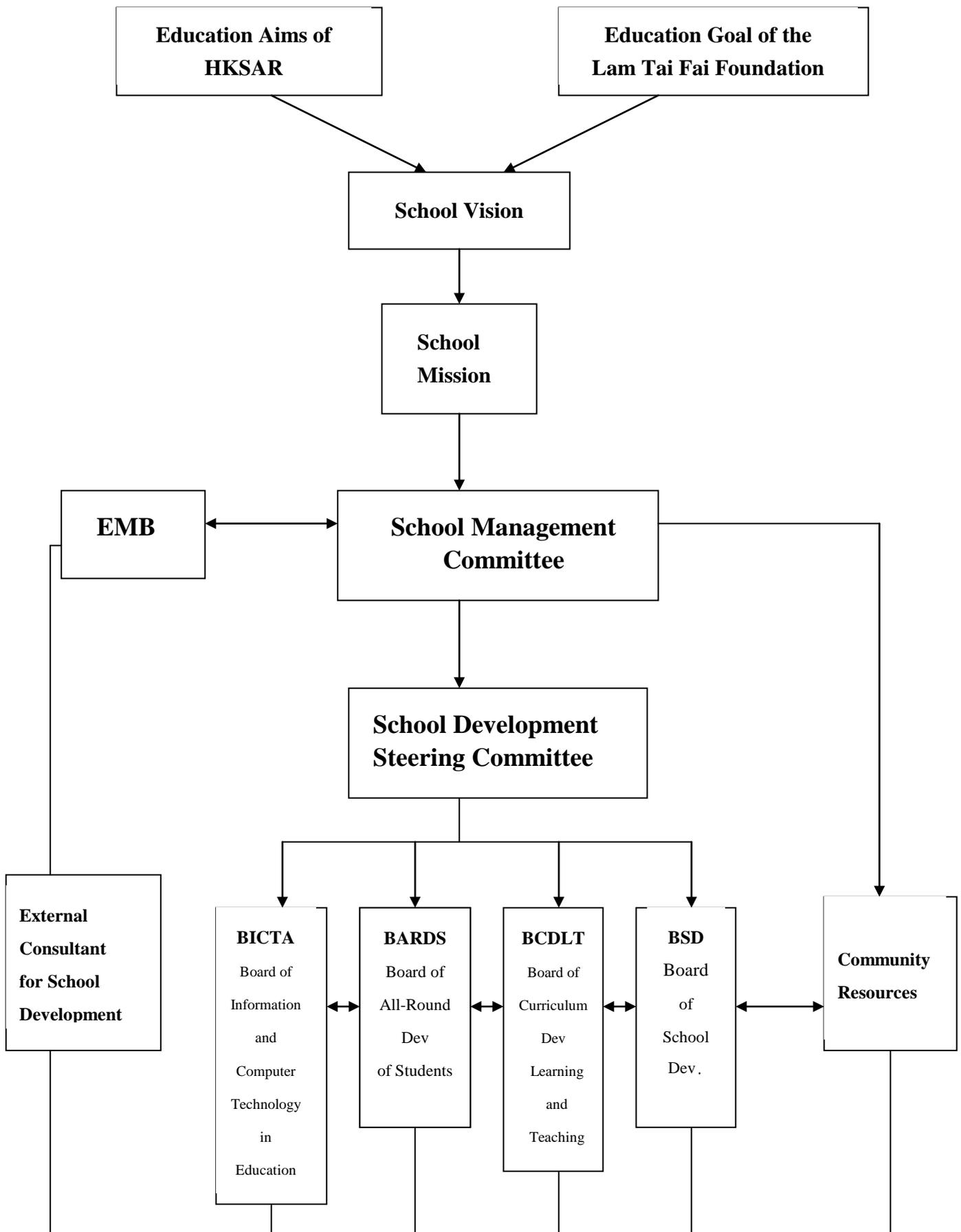


VII. Major Concerns (2004-2009): 5-Year School Development Direction

Domain 1: Management & Organization – Enhancing the effectiveness and capacity of the whole school via collaborative self-evaluation

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale					
			04/ 05	05/ 06	06/ 07	07/ 08	08/ 09	
Focus 1: Structuring school organization and school-based management initiatives to facilitate a purposeful and coherent school management & development	-- Structuring school organization (Appendix IA & 1B: School Development Strategic Plan and Strategic Plan Structure)	- Setting up a clear administrative and management structure, formal budgeting procedure for the daily operation and smooth running of the school - Setting up School Development Steering Committee, Boards of Teaching & Learning, All-round Student Development & Information Technology & various coordinating departments - Providing a clearly defined organization framework, roles & responsibilities - Working out policy and procedure manual - Staff / Teacher handbook, Student handbook - Formulating school policies, rules & regulations, supervision and monitoring procedure		✓				
	- Actualizing school-based management and increase alignment in planning among committees and department	- Making short term planning - Making Long-term planning - Putting in place school-based management initiatives by conducting the first staff annual review in 06-07. A staff appraisal and review system which puts strong emphasis on staff self-evaluation is established.	✓	✓		✓	✓	✓
	- Communication and co-ordination at all levels enhanced	- Further actualizing school-based management through strengthening of senior management and restructuring of school organization: Formation of Board of School Development, Professional Development & Teacher Evaluation Task Group and the reorganization of the School Development Steering Committee				✓	✓	✓
	- Stronger sense of job satisfaction among staff	- School organization and staff entitlement aptly revised. - Putting in place a mechanism allocation of duties, staff establishment and promotion - Working out a Human Resource and training plan which matches with NSS plan of the school: identifying potential gaps / surpluses; plan for the changes over the years and making transitional arrangement to ease unnecessary tension and anxiety.				✓	✓	✓

Appendix IA: School Development Strategic Plan (2004-2008)



Appendix IB: Strategic Plan Structure

School Mission

Wholesome personal Growth and the Intellectual Development of Youth through a Comprehensive, Challenging and Demanding Mix of Academic, Aesthetic and Physical Endeavours

Strategic Objectives

All-round Development
Academic Excellence
Self-motivated Learning
Character Development / Values
Chinese Cultural Heritage
Contributing to Society

Measures

Strategies

Biliteracy and Trilingualism
Curriculum and Instruction
Faculty
Special Learning Needs
Technology
Student Life
Management Processes
School Facilities & Learning Environment

Action Plans

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale					
			04/05	05/06	06/07	07/08	08/09	
<p>Focus 2: Promoting a strong collaborative culture and a keen communication climate among the staff</p>	<ul style="list-style-type: none"> - Strengthening cooperation among staff - More sharing and collaboration within subject department - New teachers find it easy to adapt to the system and environment - Nurturing a culture of collaboration through mutual affirmation - Structuring informal sharing and support on matters related to classroom teaching and student learning which in turn lead to intensive self-evaluation and self-reflection - Maximum space and sufficient non-contact hours are created for individual teachers on school days - Giving teachers' professional support so as to develop a cohesive staff with strong team spirit, committed to the shared goal and the vision of the school. - A collective style of leadership and an accountable management model to ensure school development & accountability 	<ul style="list-style-type: none"> - Faculty Meetings & Staff Retreat Camps - Panel heads organized under the KLAs - New staff orientation days & induction programme - New teachers to be well-taken care of by the senior management and department heads acting as their mentors - An induction resource folder is to be put in the school intranet - Promoting our Staff 3 to 1 Culture of mutual acceptance, appreciation and ardour in affirmation (3A in 1A): putting scrutiny of exercise books and lesson observation for staff self-improvement and SSE purposes - Passing the Staff 3 to 1 Culture to the students and their parents as an apt device to help all stakeholders to recognize the talents and positive qualities which are so predominantly present in each and all. - Establishing a network of mentoring cycle in the form of Form-Class Pastoral care scheme - Organizing staff development programme and activities that are closely aligned with teachers' needs and concern. - Allowing time in the school calendar for subject department sharing. - Allowing time in time-table for subject departments to meet and use the time for sharing (making use of the MI lesson session) - The enlarged School Development Steering Committee (SDSC) ensures that our School Vision and Goals are met as the team members continue to coordinate the four school domains, providing the basis for effective and efficacious school management & development. - Roles of all middle managers and lines of responsibility are well defined in the school management structure with incremental changes made annually to reflect the views received at the annual principal-staff interflow and the subsequent staff deployment exercise. 	✓	✓	✓	✓	✓	
					✓	✓	✓	
						✓	✓	✓

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale					
			04/05	05/06	06/07	07/08	08/09	
Focus 3: Empowering staff to meet the challenges of school development	<ul style="list-style-type: none"> - increased staff's understanding and commitment to the direction of school development - staff understand the need to be actively involved in continuous professional development - Professional leadership and competence of middle management enhanced. - staff are ready to initiate development plans that align with the school development - staff have adequate school support in school development initiatives 	<ul style="list-style-type: none"> - Planning and organizing Staff development Programme - Providing financial support and deploy human resources to facilitate teachers to pursue continuous professional development (CPD) - Providing resources and support for initiatives for school development -securing external professional support for school development initiatives 	✓		✓	✓	✓	✓
Focus 4: Setting up School Self-evaluation (SSE) mechanism and framework	<ul style="list-style-type: none"> - Setting up self-evaluation framework & self-evaluation procedure (Appendix II) - drawing up school-based indicators and evaluation criteria (Appendix III) - Enhancing staff's understanding and participation in self-evaluation - Follow-ups or use of Self-evaluation findings 	<ul style="list-style-type: none"> - A specific self-evaluation mechanism covering the school, subject panels/committees and individuals has been devised. - The strategy and procedure of self-evaluation is formulated. School-based performance indicators have been drawn up. - Refinement of our annual school evaluation report and plan using the feedback from the whole staff from the Faculty Meetings and Staff Retreat Camps and other accumulated experiences in department/panel based on evaluation exercises. - The Principal and Heads of the School Boards, Departments and Subjects will involve all members in the process of Development Plans formulation and the schedules for their evaluation, such as Subject/Department Self-evaluation report, NSS Subject/ Department 3-year Plans, Programme Plans and Annual Reports, Interim Evaluation Reports - To inform learning & teaching, a 3-year cycle subject evaluation was started. - The Board of School Development will monitor and coordinate throughout the school year on all types of self-evaluation exercises on school staff and departmental levels according to a planned schedule promoted at the beginning of the year. 			✓	✓	✓	✓

Appendix II
School-based SSE Framework 校本策劃及檢討圖序

Appendix III
School Key Performance Measures (KPM)
學校表現評量工作分配 (06-07)

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale					
			04/ 05	05/ 06	06/ 07	07/ 08	08/ 09	
Focus 5: Formulating School-based Performance Indicator (PI) to facilitate good planning and enhance the effectiveness of the school via a whole-school collaborative self-evaluation	<ul style="list-style-type: none"> - Increase of staff's understanding and commitment to the direction of school development - Higher awareness of areas where improvement is needed so that focused actions will be taken - Professional leadership and competence of middle management enhanced - An internalized culture of reflection and collaborative evaluation. is built - Affirmation of the strengths of the school and appreciation of the efforts made by the whole staff. 	<ul style="list-style-type: none"> - Refinement of our annual school self-evaluation exercise using the feedback from the whole staff (in the Retreat Camp & the Staff Meetings) and accumulated experience - Making public to the whole staff at the beginning of the school year for school major areas of concern, collaborative planning, lesson study / observation and the upcoming staff appraisal, the procedures and criteria - Setting up, continuous monitoring and coordinating of the whole school evaluation exercise, including preparation, issues arising, feedback collection by the Self-Evaluation and Development Coordinating Committee to enhance effectiveness 		✓	✓	✓	✓	✓
	School-based performance indicators and evaluation framework are formulated to facilitate a comprehensive School self-evaluation. It aims at seeing (1) How well are student performing? (2) How well is the school managed? (3) How effective is the school? (Appendix IV)	<ul style="list-style-type: none"> - The Principal and Heads of Departments will involve all members in the process of Development Plans formulation and the schedules for their evaluation. - The SSEDCC will monitor and coordinate throughout the school year on all types of self-evaluation exercises on school, staff and departmental levels according to a planned schedule promoted at the beginning of the year. - Encouraging participation of stakeholders and increasing transparency of policy making: writing school, department & subject plan and report, preparing and collecting data and information for the Key Performance Measures (KPM) to inform planning, implementation and evaluation 			✓	✓		✓

Appendix IV

Focus 5

Formulating (i) School-based Performance Indicator (PI) and (ii) Evaluation Framework for 2007-2009 to facilitate good planning and enhance the effectiveness of the school via a whole-school collaborative self-evaluation

PROCESSES		RESULTS
INPUT	THROUGHPUT	OUTPUT
<p style="text-align: center;">Criterion 1 Management</p> <ul style="list-style-type: none"> • <i>Planning & Administration</i> • <i>Planning & Management of Resources</i> • <i>Self-evaluation</i> 	<p style="text-align: center;">Criterion 3 Environment</p> <ul style="list-style-type: none"> • <i>Support for student</i> • <i>Development</i> • <i>School Culture</i> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Criterion 4 Links</p> <ul style="list-style-type: none"> • <i>Links with parents & External Organizations</i> 	<p style="text-align: center;">Criterion 7 Social outcomes</p> <ul style="list-style-type: none"> • <i>Attitude & Behavior</i>
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">2006-2007</div> <p style="text-align: center;">Criterion 2 Professionalism</p> <ul style="list-style-type: none"> • <i>Professional Leadership</i> • <i>Staff Management</i> 	<p style="text-align: center;">Criterion 5 Curriculum</p> <ul style="list-style-type: none"> • <i>Curriculum</i> • <i>Performance Assessment</i> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Criterion 6 Instruction</p> <ul style="list-style-type: none"> • <i>Teaching</i> • <i>Student Learning</i> 	<p style="text-align: center;">Criterion 8 Cognitive Outcomes</p> <ul style="list-style-type: none"> • <i>Participation & Achievement</i> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-top: 5px;">2007-2008</div>

Establishing a self-evaluating school through enriching and monitoring students' learning in an ITO Model (Input --- Throughput --- Output).

Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of the new secondary school structure to be implemented in 2009

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale					
			04/ 05	05/ 06	06/ 07	07/ 08	08/ 09	
Focus 1: Curriculum Design & Review of Assessment methods	<ul style="list-style-type: none"> - Designing the curriculum framework and studying the feasibility of the incorporating the 4-focus learning areas into the curriculum. - Reviewing the existing homework policy, assessment policy, report card system by all subjects and departments. -A wide variety of assessment methods, most suited to different KLAs assessment for learning is developed at all levels -Making assessment an integral part of teaching and learning. An aptly designed formative assessment and reporting process has to put in place. - A better assessment system to reflect students’ academic and non-academic performance, learning progress and achievements has to be framed. -Focus has to be put on striking a balance between assessment of learning and assessment for learning - Teachers are ready for more diversified modes of assessment in the new senior secondary assessment policy. 	<ul style="list-style-type: none"> -Studying and reviewing the existing curriculum provision to identify gaps or improvement. - Preparing for School-based Assessment (SBA) - Challenging assignments and diversified teaching strategies / materials are used to develop students’ potential. Students experience satisfaction during the learning process. - A uniform grading system (Academic and non-academic) is to be devised. - Uniform assessment policy with assessment rubrics has to be formulated. - Subjects and departments share the effectiveness of quality assignment and feedback of the various assessment methods - Securing support for further development of assessment policy and methods for the school as a whole and for individual subject departments. -A Task Group to develop a coherent assessment & reporting policy to guide the way forward to authentic learning and assessment. - A task group to support staff’s exploration in new teaching methods and stimulating types of assignment. - More feedback will be given to students’ learning portfolio (MAP) - Student portfolios will provide a - - more comprehensive supplement to the existing Academic and CCA reports. Utilizing ePlatform for teaching and learning as well as assessment: student self-learning will be supported by the use of IT/intranet. 			✓	✓		
				✓	✓	✓	✓	
							✓	✓
							✓	✓
					✓	✓		
							✓	✓
								✓
					✓			
						✓		
							✓	✓
								✓

Focus 2: Enhancing learning and teaching to empower our students to be effective thinkers and independent lifelong learners.	Curriculum development and pedagogical change will shift to a more skill-based training approach so as to equip our students to be life-long learners.	Board/Coordinating Committee of curriculum and instruction and subject department are to incorporate the training of generic skills in their Programme Plan & Scheme of Work: to infuse in classroom teaching and assignment.				✓	✓
a) Subject departments review and fine tune their work	-The teaching of generic skills is incorporated in the Scheme of Work of various subjects, esp. IH and given focus in other related subjects such as IS, Art, CL	- Feedback from students by subject evaluation questionnaire survey.			✓	✓	✓
b) A whole-school approach to the creation of a language-rich environment	- Devising a school language policy - Adhering to the use of English as the medium of instruction - Staff and students are seen to be committed to use either English or PTH in their formal or informal talks in school	-S1 Adaptation programme (August to December) with due emphasis on EMI across the subjects. Talk on how to adapt to EMI and Orientation English lessons as well as On-line (Web-based) Home Learning EMI Package to demonstrate correct pronunciation of the essential words/terms/glossary and classroom instruction of all EMI subjects. -Language Across Curriculum and Policy are formulated. -Language on Campus Policy is to be worked out and made known to students, parents and teachers.		✓		✓	✓
c) Equipping students with generic skills	- Students acquire the generic skills necessary for an inquiry-based approach to Learning - Students appreciate the joy in the process of learning	- Project Learning Task Group to revisit the coordination of cross-curricular project-based learning in the curriculum of S1 to S3 - Securing a systematic and integrative approach to the introduction of project-based learning in junior forms.			✓	✓	✓
d) Supplementing classroom activities with opportunities for life-wide learning	- Putting life-wide learning activities and Multiple Intelligence Education into the curriculum - Closer integration with curriculum and cross-curricular activities, esp. in framing the development in other learning experiences (OLE)	- Time-table slots are spared for Life-wide learning Activities, co-curricular programme, mass games and Multiple Intelligences lessons. - Student learning becomes more diversified and enriched through well-designed and pre-set field trips, outings, visits, etc. making use of resources available in museums, public libraries and other external organizations. - Allocating active learning days for life-wide learning: Life –wide Learning Days make meaningful with life-wide learning opportunities beyond classroom		✓	✓	✓	✓

<p>Focus 3: Building the base for cross-curricular learning and integration</p>	<p>- Providing LTFC students with wholesome personal growth and intellectual development through a comprehensive, challenging and demanding mix of Academic, aesthetic and physical endeavours (School Mission)</p>	<p>- The Four-Focus Curriculum (Health Education, Sports Science & Recreational Management, Innovative Technology and Creative Fashion Design) together with Language Across Curriculum has worked to upgrade our students' talents, high order thinking and creativity through the adoption of inquiry-based and research-based learning in the LTFC-based curriculum integration. - Curriculum integration happens with the subject teachers acting as effective facilitators of learning and projects initiated by students themselves. Cross-curricular curriculum mapping and phased implementation will be launched as from 2007-2008.</p>	✓	✓	✓		
<p>a) Refining teaching strategies & enhancing teaching & learning effectiveness</p>	<p>- A more student-centred and interactive approach in teaching so as to arouse students interest in learning. - Students play an active role in learning - Teaching strategies to cater for diverse learner differences. - Content Area Reading cum research-based learning is to be developed in all subjects at all levels. Teachers are ready to share good practices in learning and teaching by video-taping some lessons for lesson study and follow-up discussions with some interested colleagues. Opening of classroom to visitors' observation is run on a voluntary basis. - ICT becomes a much desired tool in all interactive learning classrooms. - E-learning platform is to be established for facilitating students' and teachers' life-long learning interests (IT competent active learners)</p>	<p>- Teachers adopt teaching strategies that would maximize retention rate of learning and would promote higher order thinking and questioning skills through the full adoption of content area reading in their respective subjects. - Staff development programme: introduce effective teaching strategies, e.g. cooperative learning. Teachers are all familiarized with different reading strategies to promote extensive reading in subject areas. - Reflections on refining of teaching strategies in subjects and departments will be consistently done so as to reinforce the development in this focused initiative. - Sharing of teaching strategies in Lesson Observation among the Mentoring Circles and Network. - Joining the HKSSN Project: To enhance teaching effectiveness through the input of expert consultant (e.g. Archie McGlynn), Inter-schools classroom observations and sharing with our cluster schools. - ICT to support learning and teaching in Focus learning Areas and the 8 Key learning Areas to make classroom teaching more interactive and students more engaged.</p>		✓	✓	✓	✓

<p>b) Thematic / Modular approach to integrate the Focus learning Areas</p>	<p>- Designing a cross-curricular, coherent and holistic curriculum for the Four-Focus Curriculum to be implemented in the junior forms</p> <p>- Creating highlights / exemplary practice for the innovative & diversified LTFC-based curriculum</p>	<p>- Level competency benchmarking students' development in knowledge, skills and attitude in the Four-focus learning Areas is to be designed. Student personal profile recording his/her attainment in the Four-Focus Learning Area is to be included in the Student Learning Profile (or Mission Accomplished Passport).</p> <p>- Elements of Health Education, Sports Science & Recreational Management, Innovative technology and Creative Fashion Design are to be incorporated into the school-based curriculum to strengthen the Focus Areas Learning.</p> <p>-Knitting together the Four-Focus curriculum in a theme-based activity (Example: Varieties of presentation of Annual Fashion Show in the form of musical, drama and performances, etc. portrays the mission of the school and highlights students' outcome.</p>			✓	✓	✓
<p>c) Project work in junior secondary to prepare for the NSSC will be streamlined. Research-based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities</p>	<p>- Students acquire the attitude and skills through an inquiry approach to project learning where they engage in discovering answers to open-ended questions.</p> <p>- Research-based learning identified as the way to do curriculum integration in LTFC: a wider cross-curricular integration of the 4-FLA Curriculum and the KLAs.</p> <p>- Research-based and Issue-based Inquiry learning in the teaching and learning of IS and IH in junior forms.</p> <p>- To provide students with basic project-based learning and thinking skills.</p>	<p>- Project work will be conducted during regular lessons (in IH lessons and Life-wide learning lessons)</p> <p>- A cross-curricular project is to be done by S1 to S3 students in a year. Teacher mentors are assigned. All RBL projects will be presented on a RBL presentation session / day.</p> <p>-08/09 All panels fix a reasonable percentage of discovery learning / activities / open-ended assignments in classroom teaching as well as assignments.</p> <p>07/08: Mastering of the skills for assessment for learning especially in IH and IS.</p> <p>08/09 to ensure the skills acquired in the previous years in RBL and IBL can now be transferred to become curriculum-based in the various subject areas and the students who are conducting the research themselves will learn at first hand how knowledge is an integrated whole and no boundary needs to be set.</p>			✓	✓	✓

<p>d) Employment of additional full-time curriculum coordinators through TPPG</p>	<p>- Teaching resources to facilitate a larger variety of teaching and learning activities will be developed. - Assistance in the preparation, implementation and evaluation of different activities and programmes will be provided. - Teachers will be relieved of day-to-day administrative duties for planning and developing new strategies for teaching and learning.</p>	<p>- Split class and small class teaching in English, Chinese and Mathematics will cater for the needs of students of varied abilities. - To facilitate small group learning in Project-based learning lessons.</p>	✓	✓	✓	✓	✓
<p>e) A pilot scheme on Learning through Engineering, Art and design (LEAD) will put in trial.</p>	<p>- Students acquire the attitude and skills through creating and experimenting. They will make use of Knowledge Forum to share their reflections on what they learn: A platform/means to transform our students into active learners</p>	<p>- A pilot scheme for S1 or S2 (2007-2008) - A modular-based approach to be incorporate with FLA, Computer Literacy, Design Fundamental and Integrated Science</p>				✓	✓
<p>f) 5th Anniversary</p>	<p>5th Anniversary Open Day as a showcase of students learning outcome</p>	<p>To see ‘How Good Our School Is’: by seeing to what extent has our school mission and vision been achieved. To demonstrate our students’ attainment, to start with, a wide variety of students’ work will be displayed and exhibited. Highlights of celebrations will be discussed. To be sure, one of the highlights will be the ‘Four-Focus Learning Curriculum and the Whole-person quality in LTFC’.</p>					✓ ✓

<p>Focus 4: Enhancing learning & teaching effectiveness: <i>Students:</i> Improving students' learning motivation, nourishing talents and addressing their diverse needs. <i>Teachers:</i> Enhancement of teachers' mastery of subject content and develop effective teaching skills. Efforts are directed towards raising academic results in public examinations and value added performance of individual students</p>	<ul style="list-style-type: none"> - Consolidating students' foundation to cope with the curriculum of English, Chinese & Mathematics curriculum in Junior Forms - Early identification mechanism operating effectively – Raising students' academic standard especially S4 to S7. - Students of different abilities and aspirations are catered for. - Students adopt a better sense of responsibility towards their own learning. - Students are more concerned about their own future - Students with financial needs are not deprived of learning opportunities - Staff has support and is resourceful in addressing the diverse needs of students. 	<ul style="list-style-type: none"> - To provide extra resources for Junior form students to match their needs and raise their competency and proficiency in English and Chinese as well as IT literacy and numeracy development. Extra resources are provided in the form of small class co-teaching in English and Chinese. School-based basic Competency Assessment for Mathematics with after-school tutorials for low achievers. - Study guides and revision notes as well as tutorials have to be arranged for S4 to S7 students. - Elite programmes for Sports & Art. - Exploring and planning school-based enrichment programmes for the “Gifted and Talented” to supplement the elite programmes for Sports & Art. - Class/subject teachers approach the less motivated and less disciplined students more regularly. Use questionnaire or interviews to find out if there is a better atmosphere of learning in class. - The MAP and students' reports help to reinforce students' initiative and ownership in their learning. - Setting up early identification mechanism whereby students whose ability is exceptionally high/low, with behavioural problems, with special educational needs, can be taken care of. 			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
--	--	---	--	--	--	--	--

<p>Focus 5: Making successful transition from the changed emphasis in the existing 7-year secondary curriculum to the NSS (3+3) curriculum and facilitating the best transition at the level of school administration, teaching and learning in academic and other learning experience areas with a more flexible time-table which combines well with the challenges of the new secondary school structure to be implemented in 2009.</p>	<ul style="list-style-type: none"> - Setting up NSS Task Group & Liberal Studies Development Team. - Devising and proposing a curriculum best suited for our students and teachers for NSSE - making the curriculum reform effective and liberating to both teachers and students - Heading towards a school-based curriculum which prepares for the NSS curriculum which is to be started in 2009 - To facilitate a phased development in curriculum integration so as to enable teachers to act as effective facilitators and students to be effective and active learners. - Plan for the re-deployment and staff development ready and to be accepted by the majority of the staff - Staff development and re-training to go ahead as planned. 	<p>-Surveillance on the effectiveness of the Junior form curriculum in preparing students for the new mode of learning in NSSE and to formulate necessary strategies.</p> <ul style="list-style-type: none"> - Capitalizing the existing advantage / assets of the school of having the Four-Focus Curriculum for the preparation of NSSE. - Employing prioritized strategies in developing student-centered approach in learning and teaching. Putting focus on one of the following for every year: <ul style="list-style-type: none"> - Classroom Management Strategies - Quality Assignment - Effective questioning - Constructive Feedback - 3 minutes Interaction - Cooperative Learning - A diagnosis of what made an effective lesson was done by identifying the co-relation & co-efficiency of Input – Process – Output of a lesson. A trial run is being made in 2006-2007 Lesson Observation. It was to be supported by a sharing of good practices --- What makes an interactive classroom? An effective classroom checklist was compiled by the respective KLAs. Further development in the direction of preparing our classroom for NSSE will be promoted <p>Setting a plan for the retraining of teachers with respect to pedagogy and assessment</p>				✓	✓	
						✓	✓	✓
						✓	✓	✓
							✓	✓
						✓		

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom

Major Concerns	Intended Outcomes / Targets	Strategies / Tasks	Time Scale				
			04/05	05/06	06/07	07/08	08/09
<p>Focus 1: Systematically and effectively address the five major concerns under Domain 3, the Board/ Coordinating Committee for students all-round development is to be collectively responsible for maintaining school discipline, nourishing pastoral care and giving support to students</p>	<p>- Effective and efficient functioning of the Board/ Coordinating Committee for students all-round development - Building good school ethos, student discipline and school culture (a process of self-discipline, self-esteem, self-integrity and self-learning 「自律、自尊、自愛、自學」)</p>	<p>- Policies, activities, programmes of the Pastoral Care Division will be coordinated by Board/ Coordinating Committee for students all-round development - Formulating a yearly plan for the services to be provided to students - In terms of varieties, comprehensiveness and scope, a pastoral care composite schedule is to be compiled that matches with the curriculum planning of the Co-curricular Activities Unit (Curriculum & Academic Affairs) and Other Learning Support Unit (Student All-round development & learning Support).</p>	✓	✓	✓	✓	✓
<p>Focus 2: Provision of a whole person education: Developing students into integrated persons of wisdom, care, love and compassion</p>	<p>- Pastoral care, extra-curricular and life-wide learning activities and experiences extend student learning and facilitate character formation. - More effectively putting together civic education, sex education, national education, environmental education, careers guidance, health education, leadership training and personal growth in a single learning platform</p>	<p>- The respective pastoral care units will work together to work out a composite schedule and a curriculum map. - An approach to be adopted is both a longitudinal and lateral planning of programmes. Thus the profile of students developing into integrated person of wisdom, care, love and compassion can be more clearly envisaged and effectively achieved as we trace the development of activities/programmes and assess the achievement of our curriculum goals. - To coordinate with the Curriculum Coordinators (Formal & Informal-OLE Curriculum), putting whole-person development activities as the core in curriculum planning and mapping. The prime objective of putting due emphasis on CCA & OLE is to provide an integrative and holistic mode of learning for students.</p>			✓	✓	✓
					✓	✓	✓
						✓	✓
							✓
							✓

	<p>-Promote the importance of self-discipline, healthy relationships and habits and community services</p>	<p>- Promoting a holistic and diversified life-wide learning programme in the Morning Assembly / Lunchtime Activity Session with a balanced coverage.</p> <p>- Promoting nationalism and patriotism by educating students on the significance of flag-raising and other days that have repercussion on the Chinese History.</p> <p>- Introduction and promotion of comprehensive service scheme for the school. To arrange extra-territorial learning and national education learning trips.</p> <p>- Leadership capacity building programme for S6 with special emphasis on FLAs & research method (FLA Research)</p> <p>- Extending opportunities for developing leadership potentials to S4 & S6 students being newly admitted from other schools – to extend support to them and provide equal opportunities for realizing their leadership potential and dedicate to them posts of responsibilities</p> <p>- Nurturing the spirit of giving, serving and contributing as a means to find meaning and gain satisfaction in life</p> <p>-In line with the above, set up the Big Brothers and Sisters Scheme, the Health Ambassador, English Ambassador and the like to foster self-discipline and provide more service opportunities within the school.</p> <p>- making access to “wiseneews” available to the whole school</p> <p>a) setting up a “news bulletin” on current issues in the school which is to be administered by each class taking their turn</p> <p>b) holding civic education / knowledge quizzes (Making it an annual House / Class event)</p> <p>c) holding programmes on protection of environment</p> <p>- Promoting healthy habits and a healthy life-style by</p> <p>a) inviting the Health Department to hold health education programme for the junior forms, parents and the senior forms.</p> <p>b) holding 'love & life education' programmes for the senior forms (to be incorporated with the Health Education lessons), such as on psychological health, learning motivation, stress management, dating, sex education and career plan.</p>	✓	✓	✓	✓	✓
--	--	---	---	---	---	---	---

VIII. Lam Tai Fai College 5-Year School Development Direction (2004-2009)
(separate file as attached)

IX. Admission Policy

In support of the call for all-round development of youths in Hong Kong, Lam Tai Fai College endeavours to offer an innovative and broadening curriculum with special emphasis on Fashion Design, Sports Development, Health Education and Innovative Technology which caters for students who pursue for academic excellence and show potential or have proven talents in sports, fashion design and innovative technology.

As our College has the unique mission to emphasize student all-round development and to provide opportunity for the development of talents, we recruit our students on a territory-wide basis.

I. Junior Secondary 1 Admission

Since our College does not take part in Secondary School Places Allocation, we enjoy full discretion in admitting Junior Secondary 1 students, i.e. 100% of discretionary placement. Application is open to candidates who have good academic performance in primary schools and who are talented in arts & design, sports as well as innovative technology. Application fee is required and is non-refundable. Candidates will be invited for interviews (and there will not be written test) and then those who have good overall performance would be admitted.

There will be 2 rounds of JS1 admission interview:

(1) Group interview 小組面試

Students whose conduct grade is B or above will be invited to a group interview. Selected candidates will be notified by post or by phone.

(2) Individual interview 個人面試

Candidates will be invited to attend the 2nd interview based on students' performance in the group interview, academic performance and participation in extra-curricular activities. Parents will also be invited to attend the interview.

Admission Panel will be set up for student admission. Criteria for selecting JS.1 candidates include:

Academic Record & Communication Ability (English, Cantonese & Putonghua)	35%
Conduct Record & Attitude	25%
Interests & Talents	15%
Parent-student Relationship	10%
General Knowledge & Life-style	15%
Bonus mark: Outstanding achievements in sports, design or information technology	20%

Our school does **not** participate in the Secondary School Places Allocation, all JS.1 students will be admitted **only** through our admission and selection process. *However, according to the guidelines given by the Education Bureau, after students have submitted their application form, they are still eligible for applying to another school through Secondary School Discretionary Places.*

II. Junior Secondary 2 & 3 and Senior Secondary 1 Admission

For admission to school places for Junior Secondary 2 to 3 and Senior Secondary 4. Only students' whose conduct grade is B or above will be invited to sit for the admission test.

Admission Panel will be set up for student admission. Criteria for selecting JS 2 & 3 and Senior Secondary 4 candidates include:

1. Admission Test	40%
2. Admission Interview (Attitude, General Knowledge, Lifestyle & Parent-student Relationship)	40%
3. Interests & Talents	20%
4. Bonus mark: (1) Outstanding achievements in sports, design or information technology, etc; (2) Recommendation letter that provides information about candidate's character and behaviour	20%

III. Secondary 6 Admission

Criteria for selecting Secondary 6 candidates:

- Good grade in 'Conduct' and 'Attendance'
- "Level 2" or above in both Chinese Language and English Language in the HKCEE and preferably with at least one of them having "Level 3" or above
- 14 points or more from the best six subjects in the HKCEE (Grades A or Level 5* to E or Level 2 are 5 points to 1 point respectively)
- Recommendation / Referral by the Principal of the current school, if any
- Outstanding achievements in sports, design or information technology or the like

X. Financial Assistance & Scholarships

10 % of the School Fee income will be reserved for financial assistance & scholarships. The College will continue to adopt a need-blind student admission policy to ensure that no qualified students will be deprived of receiving education in Lam Tai Fai College due to financial reasons. The school has introduced a school-based "**Fee Remission Scheme**" which is a point system for the application of needy students. Those needy students will be offered a full or half fee remission. Besides, "**Scholarships**" will also be offered to students who have demonstrated outstanding achievement or got potential in the areas of sports, arts & design, innovative technology and other extra-curricular activities as well as good academic attainment.

I. Financial Assistance Scheme

To ensure that financial hardship does not deprive students of the opportunity to be admitted, the school offers a fee remission scheme no less favourable than the government fee remission scheme.

Students in our school are also eligible to apply to Student Financial Assistance Agency (SFAA) for textbook assistance and travelling allowance.

II. Scholarships

The school also offers scholarships to students with outstanding achievements in academic studies, athletics, design, and information technology. The following scholarship schemes are introduced initially. Details of the schemes are subject to review.

(1) Entrance Scholarships for Outstanding Attainment in Academic Study, Sports, Art and Design for all Forms (學業、體育、設計及資訊科技入學獎學金)

- The School offers scholarships to students who excel in academic study* or who have been awarded prizes in territory-wide sports, art and design or technology competitions*. The maximum amount is equivalent to an annual school fee.

凡品學兼優或在校外體育、設計及資訊科技比賽中獲獎者，經校方審核後最高可獲頒發相等於一年學費的獎學金

- * Top 10 in the Form in his/her previous school (Student population in the Form should be at least 80 or more)

在舊校全年成績考獲全級頭十名以內而該級人數達八十人或以上

- * First / Second /Third in Territory-wide / Mainland China / International Competitions (Training calculated one year before)

在入學之前之一學年在全港 / 國內 / 國際主要賽事中奪取三甲

(2) Secondary 6 Scholarships

Listed below are the four scholarships offered by the school. Entrance Scholarship No. 1 is exclusively applicable to S6 entrants coming from other schools while the other scholarships are applicable to all S6 entrants from other schools or LTFC.

1. Entrance Scholarships

The School offers scholarships to students who have been awarded prizes in territory-wide sports, art and design or technology competitions within the last 2 years before admitted to LTFC. The amount is equivalent to the annual school fee for Secondary 6.

2. S6 Scholarships

Secondary 6 students who got **a total of 20 points or above** in HKCEE (only one sitting will be considered) from the best 6 subjects will be eligible for a scholarship which is equivalent to the annual school fee for Secondary 6. They will also be eligible for an additional scholarship upon obtaining outstanding academic results at the end of Secondary 6. The amount of the scholarship is equivalent to the annual school fee of Secondary 6.

(3) University Entrance Scholarships for Further Study in Local or Overseas Tertiary Institutes

1. Secondary 7 students who are admitted to any full-time undergraduate degree programmes in local tertiary institutes funded by the University Grants Committee (UGC) of Hong Kong will be awarded a university entrance scholarship equivalent to the first year tuition fee.
2. Secondary 7 students who have attained outstanding Hong Kong Advanced Level Examination results and are admitted to famous overseas universities can apply for an overseas study scholarship equivalent to the first year tuition fee

XI Looking Forward

School Goals

- ◆ To provide quality education;
- ◆ To enable every youngster to acquire knowledge and skills to meet the challenges of the 21st century;
- ◆ To contribute to the wholesome personal growth and the intellectual development of youth;
- ◆ To stretch potential and nurture talents of students in sports, fashion design and innovative technology;
- ◆ To aggregate resources from various section of the community in developing a school of quality; and
- ◆ To expand and enrich student's capacity to perceive, participate, and experience in his/her personal and social development.

Performance Pledges

- ◆ To be student-focused
- ◆ To cope with the Information Age
- ◆ To establish a healthy and inviting school environment
- ◆ To aspire students to develop their talents by integrating academic, sports and design activities
- ◆ To be accountable and transparent

Our philosophy is to enhance the effectiveness of teaching and maximise the learning of our students through a comprehensive, challenging and demanding mix of academic, aesthetic and physical endeavours. Positive attitude and a capacity for life-long learning are developed through learning experiences in the focus learning areas and the key learning areas. This enables our younger generation to 'enjoy learning, enhance their effectiveness in communication, and develop their creativity and sense of commitment'. To bring the vision into reality, we will put in place a new culture of teaching and learning. A broad, diversified, flexible, student-centred focus areas learning and school-based curriculum, both formal and informal, will be provided. Innovative measures include diversified focus areas learning, curriculum integration, flexible arrangement of learning time, project learning, offering of elective subjects and multi-intelligence learning activities. To provide guidance and spiritual growth for our students, we have adopted an 'A Sport for Life' scheme and 'healthy school' project, a comprehensive physical, moral and civic education programme for the nurturing of a 'perfect' generation of the 21st century.

The emphasis on pastoral care, and on a sense of partnership between staff and pupils and between school and home, is balanced with our commitment to achieving excellence in academic, cultural and sporting pursuits. An atmosphere of high expectation, backed by consistent encouragement offers the students the reality of personal achievement and success. As the school established by the Lam Tai Fai Charitable Foundation, the school does possess many fine qualities, but the most important is the recognition of students as unique, cultured and valued individuals in the 21st century. Parents are closely involved with our schools in order to meet the distinctive needs of the children.

The school, being supported by its mission and policy, will provide students with the most favourable learning environment. We aim at fully developing individual potential by catering for differences and giving recognition to students' diverse ability, especially those excel in academic pursuit, show potential or have proven talents in sports, fashion show and innovative technology.