

**Lam Tai Fai College**

**School Development Report**

**2004-2009**

**August 2010**

## **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 Creative 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. Perseverance
2. Excellence
3. Respect
4. Foresight
5. Entrepreneurial Spirit
6. Creativity
7. Talent.

## II. School Community

### LTFC in 2009

- ♥ Is a beautiful campus cherished by all; secure, dynamic 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
  - In School Development: Teaching, Discipline & Counselling (3) to Form-based Pastoral Care (1)
  - In Student Learning: 3 Positive Remarks of Appreciation to 1 Constructive Suggestions & Improvement
- ♥ 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 836 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 Background of Students

### Student Residential Area 2008-2009 & New S1 Entrants 2009-2010

Total no. of students 2008-2009	849
New Entrants 2009-2010	108
<u>Total</u>	<u>957</u>

### Distribution of Students' Residential Areas:

(1) Shatin	<u>430</u>
(2) Outside Shatin	<u>527</u>
Northern District (NT)	97
East Kowloon	146
West Kowloon	133
Central Kowloon	85
Yuen Long & Tuen Mun	56
H K Island	10

## 2.3 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 Education, 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 first founded.

Aiming at promoting student all-round development, the 4 Focus Learning Areas do have 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 unfailing 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 and diversified. The learning in 4 FLAs begins to shape the mode of learning of 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 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 is 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 with Sports Education and Arts & Design stand out as the 2 main pillars of LTFC Curriculum Framework & Student Attainment.. 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 offering Health Education in the School Curriculum
  - 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 Competitions
  - Arts elite programme & Enhancement Classes
  - 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 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, Shakespeare'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).

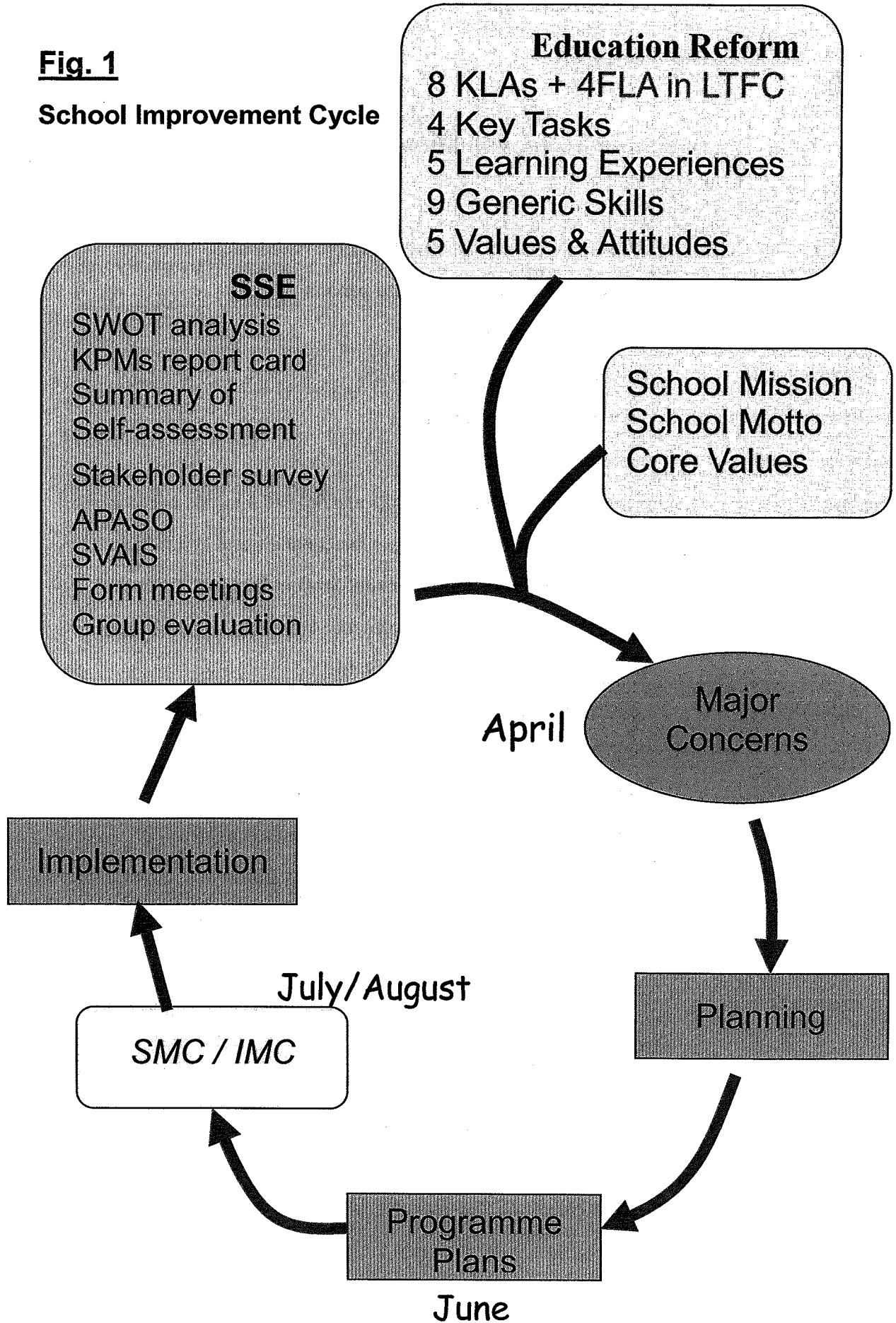
The school as a whole, subjects, units and coordinating committees conduct an Interim Evaluation in January and a Year-end Evaluation in May to review their work and then formulate their program plans for the second term and the next school year in accordance with the major concerns. The annual appraisal 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 Comprehensive School Review.

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 Development Plan (SDP) to conduct school self-evaluation in a 5-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 in the Annual School Plan (ASP).

**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**

### **(1) Basic Principles of Self-Evaluation**

1. Discarding the psyche of merely responding to the authorities and getting rid of the psychological burden, we consider Self-evaluation and Comprehensive Review as a good opportunity for a ‘general body checkup’ to promote the future development of ‘Lam Tai Fai College’.
2. Self-evaluation should be carried out genuinely (factual/relevant to core items) and based on data and solid evidence.
3. Our knowledge of and skills on self-evaluation should be improved to enable us to turn self-evaluation into a training process, through which learning is resulted from practice. Hence we may gain upon the completion of Self-evaluation and Comprehensive Review.
4. The spirit of mutual participation should be fully implemented to attain the sharing of wise collective decisions.

### **(2) Process of Inception of Self-Evaluation Report**

1. In May 2009 all teachers and the staff arrived at the conclusion of the first School Development Plan in our Summer Staff Retreat 2009. They were also grouped together to conduct analyses on the strengths and weaknesses as well as the opportunities and threats of the school. The School Development Plan of the Review Year 2009-2010 was formulated upon these bases. The foundation of self-evaluation work was thus laid.
2. In May 2009 a plan of writing the self-evaluation report was formulated, which included the flow of work (from school administration→scope→whole school), and persons-in-charge (members of the School Review Core Team) as well as the progress.
3. In June 2009 a self-evaluation workshop was conducted to explain the plan of writing the self-assessment report.
4. In 2009 all teachers and staff participated in self-evaluation discussions of items specified for different groups, after which reports were submitted to the persons-in-charge of various areas.
5. In July 2009 drafts on fourteen areas of school administration were completed. Upon discussion by all teachers and the staff, they were submitted to the School Development Centre, which completed the first draft of the self-assessment report in August 2009.

6. In October 2009 the School Development Centre conducted an in-house discussion, revised the first draft and completed the second draft.
7. In November 2009 the second draft was presented to the SDSC & SRCT members to draw their opinions on the amendment.
8. In November 2009 the second draft was released to all teachers and staff to draw their opinions on the amendment.
9. In November 2009 all teachers and the staff adopted the self-assessment report for submission to the Incorporated Management Committee for approval of the final version.

## **Domain 1                    Management and Organization**

### **(1) Professional Leadership**

The school has a very professional 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. Though assuming both the supportive and supervisory role, the SMC also empowers the school principal and his staff with sufficient room for school planning. It has been carrying out the monitoring role properly. SMC members are understanding, compassionate who appreciate the work of the school and the contribution of the Principal and the staff.

Through regular meetings, school visits, and taking part in school activities, the School Management Committee keeps close links with the school. It has also established a healthy financial monitoring mechanism to exercise cautious control on the income and expenditure and allots additional funds appropriately to support the development of the school.

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. The Principal is dedicated and hardworking who is highly experienced in professional knowledge and administration and is capable of catering to the state of the school and educational trends for promoting the sustainable development of the school. He has a good grasp of the strengths and weaknesses of the school when formulating school development plans. Being open minded and receptive to staff suggestions, he has good communication and relationship with the staff. He has also set a right direction for school development with an aim to give a full play to student talents. On the other hand, the Principal is serious and demanding on the quality of output. Though he is heavily involved in planning, supervision and evaluation, the principal adopts a mode of leadership by the division of power. 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 sustaining and effective development as well as continuous improvement, a number of strategic moves have been put forward to effectively and efficiently capitalize the strengths of a DSS school. He has done a lot to promote the formation of mid-level management. He is liberal and strives hard to lead and encourage teachers to face the continuous education reforms and challenges.

The Deputy Principal is experienced and has a profound understanding of school self-evaluation and school review who has to take charge of administration, academic & non-academic development of the school. Therefore she is in a good position to lead the teachers and staff to initiate self-evaluation and to accept school review seriously and with a balanced-mind. She plays a far-reaching and leading role in the curriculum by introducing external support, encouraging teachers to conduct professional interflows, initiating the design of school-based curricula and actively promoting reform measures to better teaching. She is familiar with various school development targets and effectively leads the young middle managers on school development. She is capable of assisting the Principal and collaborates ideally with him in the development of the school. The Deputy Principal is a diligent, meticulous and serious worker who monitors the work of various groups effectively. With sound knowledge, the DP and middle managers have formulated relevant programme plans with appropriate developmental targets. In overseeing

all levels of school affairs, she assumes her responsibilities willingly with commitment, while close contact is maintained with the Principal. The DP fully takes the role of facilitating smooth operation of the school effectively and driving as well as leading colleagues for sustainable school development.

The middle managers form a fast growing team which could also lead the subjects/units with targets achieved. The middle managers, including SDSC and SRCT members, are those who manage the four divisions (Coordinating Committees) and various Units or Subjects, are mostly newcomers in the work. Yet they are hardworking, responsible and ambitious. Since they are not so experienced, they need to be polished to enhance their professionalism. The Curriculum Planning & Development Coordinating Committee is at the stage of exploring the functions of various 'education units' or 'task groups' in leading the work of different key learning areas (KLAs) and subjects, and their functions are yet to be fully performed. The collaboration of different subjects and units can still be further enhanced. The performance of subject and unit coordinators in curriculum planning, implementation and evaluation varies which explains why there is the need of strengthening the monitoring work on subjects and units by the School Development Centre (SDC) & School Review Core Team (SRCT.)

## **(2) Planning and Administration**

To counteract the deficiencies of DSS schools, such as staff turnover and dear of talent, the Principal initiated organizational changes for the making of an appropriate school management system --- a high leverage practice to create more space for the young teachers so as to maximize the desired outcome on teaching and student learning. In the course, frequent restructuring had to be done in the first 3 years ever since the establishment of the school. The new organization structure of 2006 was thus made to empower all staff members to work towards this common goal. 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. 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. 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 are valued and form the critical part of the school's



policy-setting mechanism. They are the 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. Some overlapping of teachers in SDSC & CRCT/SRCT is a deliberate attempt to streamline administrative tasks by putting tasks of similar nature or related aspects together. SDSC & CRCT/SRCT Joint Meetings are held at regular interval. The great involvement of the core members reflects consensus building has been regarded as a priority in policy formulation.

The structure of the organization is quite comprehensive. It caters to the initiation of school affairs and the need to nurture talents. The Principal and the Deputy Principal are the most senior leaders of the school. There is also a School Development Centre with the Deputy Principal as the Centre Supervisor, in which teachers are appointed as members of School Review Core Team (SRCT) to participate in the decision of school policies. The executive structure adopts a 'two-tiered system of Coordinating Committees' and Departments / Units. It comprises 'School Development & Administration Coordinating Committee' (SDACC), 'Curriculum Development & Planning Coordinating Committee' (CPDCC), 'Student All-round development Coordinating Committee' (ARDCC) and "General Affairs & Administration Coordinating Committee' (GEACC) to coordinate all related affairs. Besides, there is an Executive Committee made up of Middle Managers who are to be in charge of executing various tasks and units. Hence there exists a management network of the 'vertical axis of departments & units and horizontal axis of Coordinating Committees'.

For the formulation and implementation of both the School Development Plan and Annual School Plan, the school is at the developmental and learning stage, and the work is yet to be enhanced. To facilitate a more thorough School review after 5 years and lessen the additional workload of teachers, the mode of '5+1 (apart from 5 years, an additional year to summarize and evaluate the plan) is used instead. It implies that a 6-year-cycle is adopted to formulate the new School Development Plan. As a new attempt, the result has yet to be verified. The school is currently at the reviewing stage of the First School Development Plan (2004-2009). The major concerns are originated from the outcome of reviewing the state of the school (or the challenges of the school). Basically they may cater to the main problems (challenges) of the school. As the School Development Plan was compiled at the time when the school began to operate in 2004, it was mainly formed by the school management rather than a bottom-up approach. But as to the Annual School Plan

(ASP) for 2008-2009 & 2009-2010, they were results of the consensus of all the staff, thus a bottom-up approach began to take shape. The target-attainment strategy of the major concerns is more solid than the one of the previous stage. For instance, 'Three Learning Blocks' (classroom teaching, student work and learning activities) and two affiliated tasks (subject management and teachers' professionalism) are adopted side by side to enhance both the quality and quantity of teaching and learning. The related strategies like life-experience planning, classroom management, attitudes and behaviour, etc. are quite appropriate and cater to the expected outcomes and objectives. The school categorically stipulates the SRCT to formulate plans to implement the major concerns. However, the members of the SRCT are still too young and have not the capabilities to fully master the work of plan formation. Thus the quality of plans varies. The School Development Centre is thus formed by the school to guide the members of SRCT and intensify the monitoring work on unit / committee and subject plans. In this case, it can be regarded as a nursery bed and a quality assurance organ.

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 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. The major concerns of the ASP of 2009-2010 are formulated collaboratively with all the teaching staff with good consensus reached on the developmental priorities through discussion, workshop and focus group interviews in May & June 2009. They are in line with curriculum reform and geared to the diverse needs of the students as well as the teachers.

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. There are also well-conceived procedures and contingency measures to deal with crisis and emergency, with welfare of students properly attended to.

### **(3) Staff Management**

Restructuring and formation of new committees also provides opportunities for assigning teachers with suitable attributes and good potentials for challenging jobs. Staff changes related to non-teaching duties such as academic development and professional development, careers, extended curriculum and moral & civic education reflect the art and flexibility in staff management. Suitable staff deployment can be a good motivational strategy as teachers with good performance and awarded career prospect. Through the plan to rotate some of the administrative posts increases teachers' anxiety especially at the time when they take up the new postings, on the other hand, it increases teachers' exposure and enhances their understanding of each other's difficulties in carrying out duties. In this respect, middle managers' training is well-conceived as an integral part of staff management and support.

The school has set up a School Development to oversee school developmental matters and take charge of the distribution of teaching and non-teaching work as well as overall deployment. Basically they consult the intentions of teachers first, and so the arrangements are generally acceptable by the latter. Most teachers may teach their specialized subjects, and teaching work is more focused. 'Lessen teachers' workload and create more space (area) for them' is incorporated as a major concern for teachers' professional development. The school utilizes extra funding to employ teaching assistants. Compared with last year, the average teaching periods decreased, and the difference is much narrowed. The teaching workload is gradually fairer. On the other hand, the school also employs more non-teaching staff, including media officer, IT support staff, clerks, activity assistants, part-time tutors and others as well as out-sourcing activities to external service providers. It has also set up a 'Teacher Support Team' coordinated by the School Administration Officer to provide personal services to teachers, e.g. the arrangement of teaching assistant & clerical support, administering on the collection of reply slips, etc. According to the reflections of frontline teachers, the situation is slightly improved. However, teacher workload is still very heavy, especially for the middle managers. To facilitate student holistic development, some have to be responsible for duties or tasks of similar nature. In face of this, in addition to streamlining of works, a stronger secretarial support of the School Development Centre has been built with the aim of taking away part of the administrative tasks from these teachers.

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 effective 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. Moreover, collaborative Co-lesson-preparation & planning, lesson-observation and Looking at Student Work are purposely promoted. A school-based version of integrating preparation-observation-evaluation is formulated. In lesson preparation, the element of collective ideas was infused to enhance the quality of teaching. The programme was completed in the First Term. Furthermore, professional training activity of 'Reviewing Student Work' was initiated to enhance teachers' skills in designing such work. On the whole, solid effort has been taken, and the outcomes are quite satisfactory. According to frontline teachers, especially new teachers, the related measures are rather beneficial to them. Staff Development has a very close link with the Staff Welfare Unit in which staff's interpersonal relationship, peer rapport, mental and psychological feelings are well taken care of.

To cater to the major concern of 'Enhancing teaching and learning effectiveness', workshops for colleagues for the organic integration of teaching practice and organizational training were conducted.. The workshops so far conducted for the current year include 'Promoting Classroom Learning Assessment', 'IT Teaching & IT-ethics' and 'Questioning and Feedback'.

An induction programme and peer mentoring scheme such as peer lesson observation (PLO) have been provided for new teaching staff to help them adapt to the school environment. The school also arranged systematic induction/training activities for the newly employed teachers. The content comprises teaching, duties of the class teacher, co-curricular activities, the new Senior Secondary Academic Structure, self-evaluation and school review, which covers extensive areas. The activities include talks, workshops, lunch meetings, the mentor's enlightenment, collaborative lesson preparation and lesson observation, interflows, etc., which are diversified. According to reflected opinions, the performance of new teachers is

largely satisfactory. The school management has allocated time for staff collaboration by arranging co-lesson planning and common lesson time block especially for the subjects of the junior secondary. The newly re-structured Profession Development & Evaluation Unit has a role to play in these areas. The culture of internal exchanges is at its infant stage which is yet to be further nurtured.

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. The system consists of distinct appraisal tiers. Appraisers include the principal, the deputy principal and middle managers. The content includes working performance (teaching and non-teaching) and personal qualities, which are clearly listed in the appraisal form. Appraisal integrates self-appraisal and other appraisals. Both before and after the appraisal, interviews are conducted to strengthen mutual communications. The mechanisms of endorsement by the appraised and appeal is installed to increase the transparency and fairness of the system. On the other hand, teachers can approach the Principal for expressing their views on the appraisal system whenever they feel it is necessary. The appraisal system is getting more comprehensive which may serve as a reference for personal decisions and personal professional development. Follow-up work as how to step up to teachers' training needs and the training of more appraisers should be further strengthened.

#### **(4). 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 21<sup>st</sup> century. As a response to the call for the provision of quality education, the School Sponsoring Body generously funded the building of a new learning and activity complex with spacious interactive learning areas and better facilities. This School Extension Project (SEP) is expected to be completed at the time for the implementation of the new NSS academic structure, i.e., in 2010.

##### School Finance

School finance is properly monitored by the Principal and the SMC, with clear guidelines for all staff. In school operation, the SMC has firmly established the financial principle of not expending more than the income. It sets a fixed ratio in the expenditure of the salary of the staff and assumes effective measures to control the financial situation. The School Management Committee also deploys resources appropriately to improve the school environment and to cater to sudden requirements.

As for financial planning, annual budget estimates prepared by Units and Subjects are scrutinized by the Deputy Principal and approved by the Principal. While past utilization rate is a main consideration in allocation of funds. Aiming at enhancing the financial management skills of the middle managers and transparency of the financial system, discussion will then be made with the Unit/Subject concerned. Monthly statement is to be issued to the Unit/Subject concerned to keep track of their status of expenditure, so as to ensure that resource allocation is in line with the major concerns of the year.

### 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.

The school has also set up a central filing room, an online database, a distinct filing code and special staff to manage school documentation. Documentation management is on the right track.

**(5) Domain Conclusion:**

To sum up the above comments and discussions, the domain has the following suggestions:

1. There is a need of nurturing talents for the management of the school. The school endeavours to select talents carefully, strengthen their training and establish a source of mid-level management as the backbone to initiate school administration;
2. As a new school, the school is now moving onto the stage of involving more middle managers in school policy making. Instructional leadership and collaboration among the team of middle managers have yet to be enhanced;
3. Conscious attempt has to be made to seek a balance between changes and workload and create more space for teachers;
4. 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 and critical dialogue is to be fostered;
5. Better use of the appraisal system to help teachers identify their strengths and areas warranting professional development; and
6. Keep on promoting evaluation work and establish a self-evaluation culture to promote the objectives of school development and accountability.



## **Domain 2 Learning and Teaching**

### **2.1 Curriculum**

1. The curriculum goals and policies align with the school mission and the curriculum reform. Aiming at the provision of holistic personal development for all students, intellectual development and talent nurturing are the core values of the curriculum. The learning policy emphasizes the development of a balanced curriculum by integrating the 4-FLAs (Health Education, Sports Science & Recreational Management, Creative Fashion Design & Innovative Technology) across all KLAs at all levels. Other than the formal curriculum, the school also provides a good range of learning experiences through a well-structured extended curriculum which covers all facets of life-wide learning and essential learning experiences.
2. We have summed up the effectiveness of the first School Development Plan (2004-2009) and will continue to take 'Enhancing teaching and students' learning effectiveness' as the priority major concern for Domain 2 in the Review Year 2009-2010 which can be regarded as the onset of the second School Development Plan. 'Curriculum Planning & Development Coordinating Committee' has summed up past experiences and appropriately regulated the target scheme in such multiple directions as classroom teaching, student work, learning activities, management of subjects and units and professionalism to better teaching so as to attain the objective of enhancing students' learning effectiveness. The planning is no doubt comprehensive. If it is implemented firmly, the expected outcomes will be attained.
3. The current annual school plan focuses on classroom teaching, management of subjects and units, and the enhancement of teachers' professionalism. They may cater to the practical needs of the school. With reference to the experience gained in collaborative learning & teaching, Curriculum Planning & Development Coordinating Committee adopts 'preparation-observation-review' as the starting point. Through collaborative planning, lesson observation, lesson review and training activities, strengthening of teaching interflows, and enhancement of professionalism, the strategy is appropriate. This is affiliated with detailed planning. The work was smoothly completed in the First Term. Teachers' responses are quite positive, especially for new teachers.

4. On the other hand, Curriculum Planning & Development Coordinating Committee also strengthens the management of subjects and committees. The related measures include: clarifying and setting the functions of Key Learning Areas (KLAs) / Subjects so as to facilitate the formulation and review of the scheme, firmly establishing the mechanism of brief monthly reports to get hold of the state of work of subjects, through completing the summing-up report of 2008-2009 to initiate reflections on management of subjects, strengthening the teambuilding of Key Learning Areas (KLAs) / Subjects, etc. The above list of work has been initiated in order, the outcomes of which have yet to be verified.
  
5. The school provides good support for the use of English as the medium of instruction (EMI). The Learning & Teaching Enhancement Unit is set up to formulate school-based language policy in both formal and informal curriculum. The Language Across Curriculum (LAC) and bridging course are introduced in JS1 Adaptation Programme to help students adapt to an EMI school. The LAC EMI Handbook is so designed as to help students acquire the skills in learning content subjects. The Home Learning Package is also provided in helping students to get familiarized with the subject vocabulary and classroom language. Support measures are also provided for teachers to use English as the medium of instruction. Use of English is enforced in assembly as well as making announcements. The English Consultant together with the English teachers and the NET teachers work very hard in creating an English-rich environment. A good variety of English activities and games are organized, especially every single important day or festival, western or oriental, will be made the theme of the English activities. The fund obtained from the Scheme for Additional Support for School Adopting English-medium Teaching are making full use of in organizing a wide repertoire of English programmes and courses which gear to the specific needs of the students and shed greater light to English learning in LTFC. In addition, Summer English Tutorial Class, After-school Oral Practice, Weekly English Speaking Day and English Award Scheme are organized. To start with, the English ambassadors showed great participation and were impressed by the slogan of "I learn English by using English". In a vibrant campus, students' motivation in speaking English is enhanced.
  
6. While Putonghua is used as the medium of instruction in Junior Secondary Chinese Language, there is a conscious attempt to promote Putonghua in the campus. There are weekly Putonghua programme and Putonghua Day so as to make Putonghua learning environment richer and more authentic.

7. In meeting the diverse needs of students and the changing needs of the society, a wide repertoire of subjects, science, arts, humanities, technology and physical education are offered in addition to the school-based Focus Learning in Creative Fashion Design, Sports Education, Innovative Technology & Health Education. 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.
  
8. Curriculum Planning & Development Coordinating Committee coordinates the curriculum management of the whole school. The Curriculum Planning Department and the Curriculum Development Coordination Department shoulder the work the Coordinating Committee. Three units viz., Inter-disciplinary Learning Coordination Unit, Library Support & Reading Enhancement Unit and IT in Education, Learning Resources, e-class & e-learning Unit, are in charge of promoting key tasks in Project Learning, Reading to Learn and Information Technology Education. Various subjects are under the leadership of Curriculum Development Coordination Department. Moreover, Extended Curriculum Unit and Academic Guidance Unit have been established to cope with the situation of the school --- the provision of whole-person development curriculum framework and the initiatives to cope with students' diverse needs. The management and organization are more comprehensive than before. The related personnel deployment has also been completed. All new personnel are adapting to their work. KLAs / Subjects are currently exploring their functions in acting as a management channel between the Curriculum Planning & Development Coordinating Committee and subjects. On the other hand, curriculum management is mostly subject-based. The performance varies, and the management may be strengthened. Curriculum Planning & Development Coordinating Committee is therefore strengthening the leadership, coordination and management roles. Besides regular subject meetings, there are joint subject coordinators' meetings to coordinate the work of various subjects. Various KLAs / subjects have to submit brief monthly reports to the head of Curriculum Planning & Development Coordinating Committee, who will present a brief summary in the SDSC & SRCT Joint Meetings. The head of various KLAs and subjects also have to conduct lesson observations, homework review and test / assessment paper scrutiny to monitor the teaching quality.

9. The arrangement of timing for learning is quite proper, e.g., the school sets 55 minutes (2008-2009) & 45 minutes (2009-2010) as a period, which works in the coordination of single and double periods to cater to different teaching requirements. Apart from regular classes, programmes of '20-minute Morning Reading' and 'Time for News in English & Putonghua' & 'LS Forum' are inserted to make learning more enriching. Wednesday afternoons are allocated with Multiple Intelligence Lesson and Life-wide Learning Session. The school also secures general planning and formulation of the after-school hours to facilitate students to take part in regular co-curricular activities and sports training. However, since there are really a large number of activities, the clash of time is therefore sometimes inevitable, and both students and teachers are sometimes fully occupied.
10. The school curriculum is channeled in the direction of 'lifelong learning' and 'balanced development of 6 strands in the Extended Curriculum'. Among them, cognitive development also covers the eight key learning areas and four focus learning areas. To cater to the current situation of the school, we have proceeded with designing our extended curriculum and quite a number school-based curriculum, e.g., Health Education, Creative Fashion Design Education, Arts Elite Programme, Sports Education, Media Education, Project Learning, etc. The captioned curricula are school-based and cater quite well to the needs of the school and students. Through experience accumulated in the process, teachers who are responsible for the design and implementation of the curriculum find that it facilitates their professional development. Our innovative curriculum and teaching excellence in the area was recognized when our Creative Fashion Design teacher was awarded the Certificate of Merit in the CE Award for Teaching Excellence in the Technology Education Key Learning Area. LTFC does possess a pool of exemplary teachers for both the English and Chinese KLA Coordinators are teachers of the Chief Executive Award for Teaching Excellence as well. Moreover, the school cooperates with external organizations and arranges 'practical learning courses' for students, who are scheduled to take up subjects in 'Arts and Technology Education Centre' of the Education Bureau or other Arts Promotion Agencies. These measures clearly demonstrate the conscientious effort of the school to nurture students' talent and stretch potential.

11. There are special units or task groups taking charge of the initiation of the four key tasks. In project learning, the task force actively explores for an appropriate mode to promote this area of learning with an aim to develop students' generic skills. Besides encouraging subjects to arrange for project learning, project-based learning is immersed in the English Language & Integrated Humanities curriculum for JS1 to JS3 and S4 to S5 as well as Liberal Studies for S6 to S7. In addition to developing students' presentation skills, due regard is given to cultivating students' research and thinking skills through selected themes across the subjects which may include in the PSHE and Science subjects in JS1 to JS3, for example, the Creative Industry in HK and Global Warming. The curriculum is compiled to train students in the basic skills of integrated learning, and it is on the right track. However, the curriculum progressiveness among different forms is yet to be further strengthened and is at the fine-tuning stage. At the piloting stage, English Language & PSHE subjects take the lead in providing a showcase and gathering experience for other subjects as well as for teachers and students. Moreover, each year the task group holds discussions with subjects to decide themes for various forms and solicit cooperation of subjects. The direction of using themes to invoke subject collaboration is appropriate. All people work in unison in the promotion of the task. Project Exhibition is arranged every year. Projects will be displayed and oral presentation of the projects has to be conducted. Apart from the assessment of scores by teachers, peer assessment and feedback are also included. However, the related work has to be strengthened. Students are grouped to conduct project learning, and teachers act as tutors of groups.
  
12. A whole-school approach Reading to Learn Scheme is implemented to develop students' interest in reading. The scheme is complemented by an array of activities, including morning reading sessions, Reading to Learn Scheme and Reading Sharing Sessions, Content Area Reading (CAR), English & Chinese Broadcast, Reading Barrels & LS Forum. For extensive reading, the school has formulated a comprehensive strategy to promote the activity: with 10-minute Morning Reading to cultivate the habit of reading among students, the library being in charge of organizing and promoting activities as well as carrying out a number of award schemes, the subjects of Chinese and English focusing on training students' reading skills and coordinating in initiating reading schemes, other subjects setting requirements on reading texts to extend the extensiveness of reading, and the subjects of Chinese and English also in the process of compiling reading profiles to get hold of students' progress in reading. In the past few years, both the number and frequency of books borrowed by students have been on a steady increase. However, subject collaboration and the element of reading to learn among subjects have to be strengthened.

13. For information technology education, there are sufficient hardware facilities to cater to the needs. Teachers in general are capable of manipulating information technology to supplement teaching in the classroom. Most students are capable of manipulating information technology to conduct project work. The Campus TV Unit, Campus TV Crew and IT prefects provide ample opportunities for students to exercise their skills. In general, the school is making steady progress in the promotion of information technology education. E-class Intranet was used among teachers and students as well as parents. However, further direction lies in the integration of various key tasks (Project Learning, Reading to Learn, Interactive Information Technology for Interactive Learning) to promote student self-learning.
  
14. Owing to the mission of the school and the unique background of the DSS student population, the problem of learning difference is anticipated. A range of support measures including bridging programme, small-class teaching, enrichment & reinforcement classes, after-school revision and the opening of study room are undertaken to cater to the diverse needs and abilities of students, and to render them most appropriate assistance. Therefore the school devotes a lot of resources to initiate a number of measures like allocating classes and split classes on the basis of ability, after-school academic support, elite training programme, academic support programme to sports elites, curriculum adjustment and graded exercises, etc. The related arrangements may lessen the seriousness of the problem, but the skills of teachers to cater to learning differences in the classroom should still be strengthened. Moreover, after-class academic support focuses mainly on strengthening the foundation of low achievers, but assistance to boost the performance of the high achievers is still expected.
  
15. The school has formulated a Senior Secondary Academic Structure Curriculum Scheme and completed the consultation work with teachers, parents and students. Adjustment of the curriculum of various subjects is currently being undertaken. Teachers in general have taken up training in preparation for the new senior secondary academic structure. Liberal Studies has long been established as a subject of the Matriculation Section. The subject of Integrated Humanities has also been taught in junior secondary forms for some years.

16. To echo with the New Senior Secondary (NSS) Academic Structure, an Extended Curriculum model of 3 levels and 6 stages is formulated. The 3 levels covers the key stages of Secondary Education are Adaptation, Transition & Enhancement and Self-direction & Empowerment. To gear to specific needs of each stage, school-based curriculum such as Life-wide Learning, Multiple Intelligence, is to be 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 in the 6 Essential Learning Experiences (ELE) is being promoted. They are: Talent Development (TD), Study Skill & Career-related Education (SKCE), Sports & Aesthetic Development (SAAD), Education for Health (EH), Social Awareness and Civic Education (SACE), and Cognitive Development (CD). To prepare for the new senior secondary academic structure, most of the new measures are going to be implemented gradually in the next school year (2009-2010). The pace of Other Learning Experience (OLE) and Student Learning Profile (SLP) has to be speeded up. On the whole, preparation work for the new senior academic structure is making steady progress by refining and fine-tuning the School's Extended Curriculum.
17. Moral and Civic Education (MCE) is promoted through the formal curriculum in the various strands, like Health Education, Sports & Aesthetic Development as well as informal curriculum as in morning assembly, form assembly, school assembly and Class Teacher's period. Besides, students have their values fostered through Life Skills and Talent Development. The JS curriculum is on self-development through a series of adventure and skills-based trainings arranged in a programme called LEAP (Leadership Empowerment Activity Programme) with special emphasis at each level. The JS2 curriculum focuses on community service, in which students develop confidence and sense of responsibility through serving the community. The JS3 curriculum enables students to explore themselves and plan for their future through various careers planning guidance programme and talks.
18. To unleash students' creativity, the LEAD (Learning through Engineering, Arts & Design) is launched at JS. The benefits students acquired from learning through the design of robotics are extended to stretching their talents in arts and design as well as technology education.

19. In response to the need to reinforce the provision of moral and civic education, new attempts have been made to incorporate service learning into the curriculum. The Moral & Civic Education Unit with the appointment of a Coordinator so as to streamline the longitudinal and horizontal development of values education in the school curriculum beginning in September 2008.
  
20. Further, all KLAs/Subjects have clear curriculum objectives, with success criteria well related to learning outcomes. To collect students' feedback to inform curriculum planning, a survey on students' perception of learning is conducted. Collaborative lesson planning and peer lesson observation are being promoted to foster teachers' professional development and to improve learning outcomes. To enrich teachers' repertoire and equip them for curriculum change, well-conceived staff development plans are devised. For enhancement, the school will further refine curriculum planning and pedagogical designs so as to set higher expectations to stretch students' potential to meet the diverse needs of students; and to foster student whole-person development which are dear to the realization of the school mission.

## **2.2 Performance Assessment**

1. The school policy on learning assessment is distinct, catering to both conclusiveness and sustenance. There are two examinations each for S1 to S4 and S6. There is only one examination for S5 and S7. There are also uniform tests for S1 to S4 and S6 and Revision Tests for S5, and S7, the marks of which are counted as general performance marks. Apart from examination marks, there are also general performance marks, which include tests, oral examination, daily assignments, project learning, reviews of current affairs, class performance, etc., and the mode is diversified. Continuous assessment is recently adopted to widen the scope of assessment and enhance students' motivation. Individual KLAs or subjects devise their own homework and assessment policies in accordance with the school policy. That's why the component of continuous assessment is quite subject-based, and the monitoring and instruction from the Curriculum Planning Department can be further strengthened.



2. 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 coordinators include the assessment results in their development plans to improve learning and teaching. Feedbacks are given to encourage students and enhance their understanding. Parents are well informed of students' school performance through the Performance Reports after Uniform Tests and School Report after the Assessments.
3. Stakeholders including parents are well informed of the assessment system. Student Learning Profile (SLP) is at the planning stage, the progress of which should be speeded up. The data of the assessment of academic results are saved in the online school management system. Various items of information have been regulated and analyzed. There is efficient management, and its manipulation is simple.
4. In the area of promoting learning assessment, apart from meticulous marking, most teachers are capable of giving summing-up comments on student performance in the classroom. Individual teachers are even capable of making feedbacks point by point, and the outcome of promoting learning assessment is prominent. We focus on raising students' performance in public examinations. Apart from a general review, the Academic & Non-academic Data Processing Unit also summarizes the merits and demerits of individual subject in search of room for improvement. It is meticulous work. Although Post-examination reviews and public results projection are conducted, follow-up work such as the linkage and the use of academic support programs to enhance and improve learning may be strengthened.
5. The Curriculum Planning & Development Coordinating Committee headed by the Deputy Principal and the Academic teachers of the SRCT is responsible for overseeing the matters related to homework, assessment papers, revision and supplementary lessons across different subjects. Both the Curriculum Planning Department and various subjects have distinct policies on student work. Besides regular review is conducted to ensure there is a balanced distribution of assignment throughout the year, the Curriculum Planning & Development Coordinating Committee also reviews the student-work policies and implementation of various subjects. In general, the taking into account of the learning mode of students, assignments of various subjects are quite balanced and sufficient, and the formats are quite varied. The Inter-disciplinary Learning Unit focuses on the design of student works. To promote assessment literacy and the concept of quality assignment,

Looking at Student Work (LASW) Exercise and Homework / Project Exhibitions are held regularly. The assignments selected in the LASW meetings which ranged from creative work, composition, experimental worksheets, models, project work to portfolio learning, reveals commendable efforts made by our teachers to develop students' generic skills. Clear and detailed assessment criteria are prepared and student work displayed good use of generic skills. Teachers' focus on student work, realization of the criteria of good and fair and the ability of design are enhanced. The assignments also allow room for creativity and encourage the expression of personal views which clearly demonstrates the curriculum objective of LTFC. Students' creativity is also evident in the art works displayed around the school premises. In recognition of students' effort, student works are also displayed in the classroom.

6. A good monitoring measure is in place to guarantee the quality of examination and the marking of examination papers. To enhance the effectiveness of learning and teaching, assessment data and markers' report are prepared at subject level so as to inform curriculum planning and formulate strategies for future development.
7. 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.
8. The school is planning to introduce a common platform for the storage of comprehensive student assessment records.

## 2.3 Teaching

1. The teaching staff is professionally trained and energetic. The school fosters good teacher-student relationship which is indicated in the rating in the Stakeholders' Surveys.
2. There are clear learning objectives in the classroom. Most teachers are acceptable of setting expecting learning outcomes and related teaching strategies. The capacity of teaching in most of the classrooms is sufficient.
3. Lessons are mainly teacher-based. However, questioning and group activities have already been commonly inserted to arouse students' positive nature and the learning atmosphere. Some teachers are familiar with the skills of grouping with input before grouping and instructions as well guidance during the process to cater to the lower achievers. They are also skilful in summing up and feedback.
4. Teachers' explanations are clear, and their expressions are logical. Information technology is commonly manipulated to supplement teaching. Through the display of words, images and videos, the outcomes of such objectives of arousing learning interest, comprehension and intensified conclusion are generally attained. Some lessons have even become interactive ones. Some teachers are familiar with the use of the blackboard to outline the main points, supplemented by diagrams and analysis. What is shown on the blackboard is already a piece of clear-cut notes, which will help students in the comprehension of the lesson.
5. Classroom teaching is still knowledge based. Some teachers are capable of manipulating appropriate lesson themes to link up with daily experience and grasping opportunities for value education.
6. Questioning is commonly used to effect interaction and to stimulate students' opinions, and the skill is to be developed. Some teachers are capable of raising open-ended questions and manipulate such skills as further questioning, repeated questioning, questioning-in-return, etc. to arouse a higher level of thinking and discussion, and the feedback is also relevant.

7. The school devotes a large amount of resources to conduct split classes. Students in general are positive in the improvement of class management and to adjust the teaching strategy to enhance the learning outcomes of the lesson. The Curriculum Planning & Development Coordinating Committee is aware of the importance of catering to learning difference in the classroom. The school has organized workshops and sharing sessions to enhance teachers' awareness and technique in catering to learner diversity, and the effectiveness is to be observed.
8. Teachers are serious in teaching and willing to learn. They prepare their lessons well and are ready to cooperate with one another. The school is keen to promote collaborative lesson preparation for the mutual benefits of collective deliberation, and the outcome is prominent. The practice of senior teachers guiding new teachers is beneficial to the latter in enhancing their level of teaching.

## 2.4 Student Learning

1. Students in general enjoy their school life. The school has observed an improvement in students' learning habits. The number of penalty records related to learning habits dropped. However, the Stakeholders' Surveys indicated that students' attitude towards learning still needs more attention.
2. Most students are disciplined and willing to learn. They follow instructions to participate in activities and complete assignments in the class. Their learning attitude is positive. Some students' self-confidence, self-expectation and sense of responsibility and accountability are insufficient yet. Still due emphasis is paid in these years to foster good learning habit among students. In addition to the enforcement of classroom routine, a home-school learning habit formation programme known as 'All starts with a Healthy Lifestyle' is launched in JS1.
3. The learning strategy is mainly based on listening, observation, teacher questioning, group activities and class work. Students have ample opportunities to manipulate what they have learned. In the classroom, pre-lesson preparation, making of notes and use of worksheets are evident. Through group activities, more students are given the opportunity to hold discussions among themselves to initiate cooperative learning. Tools like mini notebook are introduced to foster self-learning and learning among peers in the classroom.

4. Most students understand the content of teaching in the class. Students are conversant with Putonghua and as a whole can communicate and learn in fluent English.

## **2.5 Domain Conclusion**

In conclusion of the above comments, as long term objectives of the 'Learning and Teaching' domain will work further on the following:

1. Keep on the enhancement of the quality of teaching to attain better student outcome;
2. Strengthen the functions of leadership, coordination and monitoring of the 'Curriculum Planning and Development Coordinating Committee' and strengthen the management of KLAs and subjects;
3. Strengthen the care on students of diversified learning ability, especially in the area of boosting the performance of the high and low achievers;
4. Enhance students' participation in learning by helping them develop a good learning habit and set short-term academic goals;
5. Enhance the collaboration between English Language and subjects using English as the medium of instruction; and
6. Create a more authentic and conducive Putonghua learning environment during the lesson and in the campus.

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

### **3.1 Support to Student Growth**

1. The Student All-round Development Coordinating Committee with the Personal Growth, Social & Emotional Department and the Intellectual Development Department plans the general services. 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 under which are the Form-based Pastoral Care Unit, Personal Growth & Healthy Lifestyle Unit, Discipline Unit, Guidance Unit, Moral and Civic Education Unit, Co-curricular Activities Unit, Careers Education & Guidance Unit, Student Education & Special Educational Needs Unit, etc. Each of them is varied in functions to cater to the needs of various affairs. The school encourages 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.
2. The structure of the organization is clear and comprehensive. The Deputy Principal as the head of the Student Support Services attends the regular meetings of various committees to coordinate their work. Each year all groups are capable of linking up the major concerns of the school, formulating plans and making year-end reviews to monitor the outcomes. The management is efficient. The Form-based Pastoral Care Unit is a vital and fundamental unit to link up all student support services. Through regular meeting, the work of various Units is initiated throughout the school through Form Masters/Mistresses and class teachers. The Form-based Pastoral Care system is capable of integrating the class teachers of the same form into a team to coordinate effective and appropriate school policies and strategies for student whole-person development. 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. The school in its 6<sup>th</sup> year, it is functioning properly and lays the foundation for initiating classroom management. Through clear guidelines, close communications and teacher training, concepts and requirements are delivered for the promotion of whole-school participation of teaching, discipline and counselling. The outcome is encouraging. Management of support to student growth is on track. However, owing to personnel changes, it is necessary to strengthen the professional development of the members of the Units.

3. 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". In 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. While for 2009-2010, our yearly educational theme is “Looking at the Present and into the Future --- Extending, Appreciating & Embracing. Three essential qualities like ‘Respect’, ‘Responsibility’ and ‘Compatibility’ are our focus.

#### 4. Student Support

##### Student Support for S1

- The school attaches importance to help newly admitted S1 students adapt to school life. A specially designed S1 adaptation package supported by school-based and cross-curricular measures like Language across the Curriculum, the Home Learning Package and Life Skills Education (LEAP) has been implemented. Students are exposed to a supportive and caring learning environment. Certificates of Appreciation are awarded. The Bridging Programme ensures students’ competency in learning through English & Putonghua medium is well-received. Small-class teaching in English, Chinese & Mathematics supports students’ learning needs. 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.

##### Student Support for S3

- To prepare S3 students relentlessly for the New Senior Secondary Curriculum, Form-based Pastoral Care was held for individual S3 classes. This Camp is one of the many preparations which provide our students with a good opportunity to think about their life and where they are going to. One way of

helping them to find direction is by setting goals for themselves, to monitor their progress and to reflect at the end of the school year to think about what they have achieved and why. It lives up to the expectation of our school mission and vision, that is, to nurture the PERFECT generation of the 21<sup>st</sup> Century. S3 SENIOR SECONDARY GUIDANCE CAMP (08-09) was organized for the 5 classes of S3 classes at the school's camp site at Tai Po.

#### Student Support for S5 and S7

- 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 Principal, Deputy Principal & Class Teachers arranges lunch meeting and tea gatherings with students to listen to their needs and share their worries. Teachers also stay behind to assist students with their revision.
5. In discipline work, the Discipline Unit is concretely founded and based on traditions. Members of the team have a good team spirit. They work meticulously and follow up cases closely. Besides routine contacts, the Discipline Unit forms the core team in the Form-based Pastoral Care Unit and keeps close contact with the Guidance Unit and the school social worker through joint meetings. The cooperation between the discipline and counseling personnel is indeed excellent. To cater to special cases, case conferences of participation by various parties are called to study and judge the cases for means of follow-up in the sound spirit of cooperation. In the process of handling a case, the teacher will take the initiative to contact the parents and turn them into partners on working terms to guide the students, and the outcome is brilliant. Moreover, the school firmly implemented the Dual Class Teacher system as from 2006 school year and has since managed to enhance much more direct contact with students. There are clear instructions on school regulations, awards and penalty. The system is transparent and carried out thoroughly. Although the Discipline Unit conducts regular reviews and amendments on school regulations, the participation of students and teachers during the process is not high enough. There is still room for improvement to review transparency. There is a student caution system. Catering to the severity of the case, the grade of caution will be elevated step by step (class teacher→form master→discipline master→head of Student Support Division→Principal's caution). On the other hand, the school also put equal focus on awarding and commending students. Besides the merit system, there are also other awards like the 'Praise Cards', 'Best Progress Award', 'Best Class Award --- Inter-class Ethos Competition', 'Nil-absence and late-coming Award', 'Good Person



and Good Deed Award', etc. We emphasize the dual importance of penalty and guidance, award and punishment to guide students to make corrections. The general discipline of the school is good, which reflects the implementation of the affectionate spirit of firm imposition and loving care.

6. The school has catered for different needs and abilities of students through the collaboration among 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. In counseling work, the Guidance Unit provides some very diversified services, e.g. Peer Counsellors, Sex Education, PATHS, and follow-up of cases, etc. They cater to the three areas of development, prevention and compensation. Apart from scheduling talks during Multiple Intelligence Lessons, Life-wide Learning Lessons & Class Teacher Periods, cooperation is rendered with the school social worker to conduct varied activities and programmes to cater to students' diversified needs. The Guidance Unit has also got an effective mechanism to identify cases through student data and class teachers' completion of surveys, courtesy call, feedback from the parents' meetings and appropriate counseling is provided. Class teachers and Form Masters/Mistresses provide most of the cases. This indicates the high concern of teachers on students.
7. The school takes great care of the adaptation of students to the new learning stage. Besides coordinating the related units & committees to conduct the Orientation Day, it focuses on offering support and counseling to S1 students. Linking up with the school social worker and external organizations, diversified activities are conducted, e.g., Orientation Camp, Big Brother Project, adventure-based activities, class formation activities, etc. Students are enabled to integrate into the new environment and make their campus life healthy and concrete. In these years, guidance work for S1 students is not mainly conducted after the commencement of the school term, parental talk and adaptation activities are purposefully organized in the Summer Bridging Programme before the school term starts to ease new students' and parents' anxiety and worry.
8. Comprehensive and pragmatic careers guidance programmes and talks have been strategically organize to enhance students' awareness in formulating their career plans in their early junior secondary stage. A series of workshops like inter-personal skills, interview skills and meeting celebrities are organized for the senior forms. To

enhance student awareness and increase their exposure, 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. To get better prepared for challenges and demands of NSS academic structure, greater fusion of career-related experiences into the curriculum is the direction for careers guidance in 2009-2010. In careers education and guidance, the school provides to students activities such as selection of subjects, overseas further studies, choices of careers, vocational safety talks and visits. Guidance is also offered before and after the release of public examination results. There is an information corner, which provides information on further studies and careers. As from last year, the school starts to initiate life-planning education as from Junior Secondary (the Careers Kaleidoscope) to help students to understand themselves and make relevant planning. More cooperation with external organizations is explored. In working out the careers education curriculum, the school is still at its infant stage, and the effectiveness is yet to be seen.

9. Applied Learning is to be in-charge-of by the Aesthetic Environment & Fashion Design Promotion Unit (in collaboration with the Careers Education & Guidance Unit). In these years, we are operating 2 courses in Fashion Design & Accounting. We are positive and active in Applied Learning courses. Upon implementation for 3 years, a lot of experience is accumulated, which will be useful in planning the curriculum of the New Senior Secondary Academic Structure.
10. In moral and civil education, we cater to the nature of our students and information of APASO data to set the annual educational themes. 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. The content incorporates education on issues like morals, civility, sex, environmental conservation, drug abuse, health and life education, etc. They cover a wide range of subjects and are strongly school-based. Apart from the Units under the Student All-round Development Coordinating Committee, school social workers, PSHE subjects and SESEN Unit acting as the key promotional units, KLAs or subjects also work in collaboration with subjects to infuse moral and civic elements into the curriculum to implement the spirit of whole-school participation.

11. 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 to National Education Series, donation programmes, Heart to Heart, good people good deeds, Valentine Card, student sharing & reflections, etc. have successfully cultivated the school culture of “LTFC as a school of love and compassion” and “the hotbed of talents”. The establishment of the Campus TV & the “LTFC Press” 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 values-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.

12. The Class Teacher Periods are employed to initiate moral & civic education and life education programmes. To cater to the features and needs of students, an extended curriculum is developed. The implementation in these few years has been satisfactory. However, the coverage of extended curriculum may be improved by an appropriate immersion of themes such as environmental protection and energy conservation.
13. To cater to the diverse needs of the student population, we elevate ‘National Identity Recognition’ to the level of ‘global education’. We will not only devote to guiding the students to recognize correctly the situation of China (National Education), but also nurture our students to become good citizens of the global village who are dignified and accepting and appreciate multi-cultural values, and devote their efforts to establish a harmonious campus and society. Global education is highly school-based. The strategies comprise promoting activities, systematic curriculum, subject infiltration, life education platform, external promotion, etc. Ever since the start of the school, thematic activities and education series have been organized. Some of the more successful areas of work, to name a few, the Annual Fashion Show, National Education Series, Olympic Education Series, East Asian Games Education Series as well as campus environment, external promotion of multi-cultural and civic education messages, etc. The school is at the stage of conducting a school-based and multi-dimension curriculum. Progress has been made in subject collaboration and

subject immersion in the classroom. The school will devote more efforts in planning and implementing a school-based education curriculum. The school will promote good practice in the second classroom (Activities after class) so as to create more opportunities for student exchange and collaboration. Students' understanding and knowledge of the world and China has to be strengthened.

14. Co-curricular activities are prolific. The school has more than thirty clubs and societies covering academic disciplines, civic education, arts, music, social services and sports. Students are encouraged to participate in any of these 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 held regularly so as 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. As to the no. of societies and the frequency of meeting, we treasure quality more than quantity. Activities include academic, uniform groups, sports and arts items, the next step will be the formation of more interest-cultivated activities. Social services provided include routine activities such as flag selling, fund-raising projects and visits. The provision can be more extensive. More work can be done to realize the mission of learning through social service participation. Although we have a wide variety of student leadership programmes, the chances provided for students to apply it can be further explored. Teachers have assumed the main role in directing the work while the chances for students to realize themselves can be further enhanced. In general the effectiveness is not obvious.

The Co-curricular Activities Unit has begun to promote the 2nd Classroom-after-school activities as a platform of interflow & training for students. Among these, the outcomes of that of the Swimming Team, Fencing Team, Football Team, Basketball Team, Choir, Prefects, uniform groups, etc., are more prominent. The experience should be promoted.

Besides, the school treasures originality and the need to enrich students' aesthetic experiences. Deliberate efforts are made to display students' art works and design around the school. The core values of foresight & creativity, are nurtured in an open and innovative school environment.

15. The school sets the time for after-school activities and stipulates the policy of 'One

Life One Sport' that means all in participation for S1 students. It also stipulates that S1 students are obliged to participate in at least one sports training activity. By putting co-curricular activities into the Life-wide Learning Periods, CCA has become compulsory programmes. The mechanism works smoothly. To ensure that students of all forms have opportunities to take part in co-curricular activities, the school provides subsidies and financial support to the financially underprivileged students such as exempting uniform fees. It is a full realization of the principle of equal opportunities of education.

16. The school makes sound use of additional resources to employ a large number of professional tutors in areas like sports training, music and choral speaking, etc., to lessen the teachers' workload and to provide more professional training to students. Communal resources and neighboring sport facilities are well deployed to initiate sport training and life-wide learning activities, especially at the time when the School Extension Project is still under construction.
17. The school actively encourages students to participate in competitions of all schools, e.g., the Chinese and English Choral Speaking Festival, Music Festival, Drama Festival and sport competitions of all schools. For example, last year over 600 students took part in all-schools and external competitions in the realization of the spirit of popularization and participation. The overall results attained are encouraging. Individual students were even enlisted as members of Hong Kong sports teams.
18. Student Personal Growth Profile --- MAP : Mission Accomplished Passport for JS (JS MAP)& My Attainment Profile for SS (SS MAP)  
To cultivate students' ardour, the school sees the need to explore, stretch and appreciate individual potentials, as well as to enhance students' awareness of personal growth. Mission Accomplished Passport (JS MAP) and My Attainment Profile (SS MAP) engage students and parents of the junior and senior secondary levels in the process of setting goals and take an active role for self-improvement, leading to balanced and progressive development of the students in various domains. With multiple modes of recording and assessment, the concept of a student portfolio or a learning profile begins to take its formal shape. After trial-run for 2 years and going in line with the rationale of SLP for NSS, SS MAP will be further enhanced in 2009-2010 so as to enable our students to achieve more sustainable development throughout the secondary school life.

19. To cater to the special educational needs of students, the school may identify students of special needs at an early stage through information supplied by the Education Bureau and primary schools as well as class teachers' observations and completion of surveys. The identification mechanism is clear and works well. The Student All-round Development Coordinating Committee calls case conferences to coordinate teachers, the staff, school social workers and external support personnel (Education Bureau, education psychologist and specialist doctor). The various units under the Student All-round Development Coordinating Committee, the class teacher and the school social worker follow the case by a clear division of labour and keeps close contact with the parents and provide them with relevant assistance. The case may be aptly transferred or external support may be sought. The school also provides ample support to subsidize student to purchase equipment and to improve facilities to cope with the situation. On the whole appropriate caring is allotted. Members of the school in general accept the student of special needs as an equal. A foundation has been laid as a response to the support for integrated education.

#### 20. Service Learning

The school puts much emphasis on cultivating students' empathy and sense of responsibility. Students are encouraged to take up at least one duty and service learning as a part of the school life. All S3 – S7 students are required to take up a few hours of social service or voluntary work both in and out of school, service days are to be organized for various forms. Senior form students take pride and great responsibility in serving their fellow students in the roles of prefects or mentoring the juniors as Peer Counsellors. To widen students' horizons, Student Forum and educational tours outside Hong Kong are organized. With more capable students, more will be done to encourage a greater interest in global concerns and a worldly outlook in life.

### 3.2 Network of Parents and Community

1. There are different channels such as routine courtesy call and interview contacts, parents' notices, Parent Day, Parents' Evening, School Newsletter and the website to keep close contact with parents and to discuss with them the issue of student growth. Parents are regarded as working partners in nurturing student growth. It is on the right direction. Most parents also assume a positive and cooperative attitude towards the school.
2. 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 events.

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.

3. 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, Ms Sherry Tsai, member of the H K Swimming Team, Mr Alfred Cheung Kin Ting, a renowned movie director, playwright and actor, pastors from churches, etc. 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.

The Parent-Teacher Association holds the general meeting, child-affection activities and parents' workshops. It also participates in school activities like Sports Day, Swimming Gala, New Year Fair and Respect Teacher Campaign, etc. It is a channel between the school and parents. There is smooth operation. However, since parents are busy with their work, their rate of attendance in various activities is only fair. At first, the nature of activities organized by the Parent-Teacher Association is more inclined to relationship building and maintenance. But more has been done on parent education like the sharing in the Parent Saturday Tea Gathering and parent participation in school policies and planning through the election of Parent Manager to the IMC.

4. Most teachers, students and parents 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.
5. Scholarship students will establish a student network. It is set up as an interflow foundation in support of students to participate in various school activities. They will form the backbone for the formation of Alumni Association in the years ahead. As friends of LTFC, they also return to school often to act as speakers, helpers and tutors to show appreciation for what has been done by the school.
6. The school maintains close linkage with the Education Bureau and external organizations and actively introduces external resources. For student support, we often cooperate with the Health Department, Hong Kong Rehabilitation Society (life education, counseling activities, case counseling, talks), Red Cross, Scouts, (social service) and the police (talks/ case follow-ups). For teaching and learning, we have participated in the collaborative schemes of the Education Bureau and tertiary institutes while the Deputy Principal serves as Qualified School Reviewer for the Quality Assurance Department, Education Bureau.



### 3.3 School Culture

1. It is flexible and adaptable and is ready for changes. 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 and appreciation culture promoted in yearly themes of the years has created more harmony and cohesiveness. [2009-2010: Looking at the Present and Into the Future --- Extending, Appreciating & Embracing; 2008-2009: Building a Healthy Community; 2007-2008: In Search of Identity; 2006-2007: Inclusive Education; 2005-2006: Poverty Education] 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. It is also endowed with sharp sense of the education market and has adapted to the challenge of the student source. Therefore the school is fully ready to take up the education challenges of the new century.
2. Prefect team is the soil bed for development of student leaders, in addition to the House and Society office-bearers. Though the school still does not have the Student Association at present, Student Representative Council will be formed in 2009-2010 by the class representatives and class monitors/monitress which can be regarded as the prelude to the establishment of the Student Association in a few years time.
3. The keen competition of DSS schools and the pressure of student intake have rooted the concept of alertness in the mind of the school management. Owing to this, the school culture of the special feature of 'Striving for advancement in adversity' is bred.
4. The school emphasizes team building, considering it as the key element of success. A sound culture of collaboration is to be nurtured. It is most evident among the various units of the Student All-round Development Coordinating Committee and the various KLAS/subjects. The comprehensive nature of the Form-based pastoral Care Unit clearly indicates that the cooperation amidst the division of labor of the whole school is the key factor of success.

5. Both the leadership and middle managers have strong desire for changes and enhancement. They focus in particular on learning from practical experience. This is paramount in the establishment of the culture of organizational learning.

### **3.4 Domain Conclusion:**

In conclusion of the above comments, we will work further on the following:

1. The provision of education to all and the stretch of their talent is a sacred and arduous mission. Although the work is making general progress, more has to be done on building up their self-concept, enhancing their behavior and conduct and building the network with their parents and the community so as to attain greater effectiveness;
2. The mode is changing. It is time to promote students from being disciplined to self-discipline. More practice and training opportunities should be provided to enhance students' self-discipline and self-management. Speed up the working pace on life-planning education, other learning experience and the learning portfolio to meet the pressing needs to prepare students for further education especially in 2012 (after the HKDSE);
3. The school can enrich the variety of co-curricular activities provided to students by inviting the assistance and resources of external organizations.
4. 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.

## **4. Student Performance**

### **4.1 Conduct and Behaviour**

1. Whole person development and formation of the heart qualify students of LTFC. They give much importance to self-understanding and self-acceptance. 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. Our school takes students all over the territory and from diverse background. It is a challenge to our education work. However, students have made good progress in their conduct and behaviour. Classroom discipline is satisfactory. Most students are, on the whole, disciplined and polite. Students have a certain sense of belonging. They are content with the learning opportunities and experience provided by the school. They are positive in the sense of achievement.
2. Values education is well immersed in the curriculum especially Health Education & Sports Education 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.
3. The Senior Form students form the backbone of the organization of various groups. They are potential leaders. Moreover, students participate in internal services, e.g., being prefects, monitors, house office-bearers, librarians, IT prefects, health ambassadors, etc. They are enthusiastic and positive in attitude.

## **4.2. 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 have been recorded in the section "Student Development" --- "Student Achievements" in our School Webpage.

## **4.3 Participation and Achievements**

1. Performance in public examinations is just fair. However, progress has been made.
2. Students take an active part in inter-school and all-school competitions. The number of participants is on the rise. It is a popular trend. The results are quite brilliant. In the inter-school art and sport competitions, we attained quite a number of championships in a number of competitions. In the English & Chinese Speech Festivals as well as the English Drama Competition, the results are remarkable. A number of students have been enlisted to the Hong Kong national teams. Good performance has also been made in basketball, football, gymnastics, drama, visual arts, etc.

#### **4.4. Attitude and Behaviour**

Suggestions:

1. Subject panels will work hard to boost their standard of 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 worked on; and
3. S3 students in TSA should be improved more consistently especially in Chinese & Mathematics.

#### **4.5 Our Reflection on Student Attainment**

In 2004, we began our operation under the 'Direct Subsidy Scheme'. We have performed well in terms of the student population and financial control. The quality of education has been enhanced. We are successful in terms of effectiveness. These may be the reasons. First, we have a firm and distinct school mission and vision to promote a sustainable school development. Secondly, the School Management Committee's experience in management and its policy of power-allotment ensure a stable finance and provide ample room for the school to develop. Thirdly, the education initiatives after 2000 were relevant to the requirements of development. The school administration work is appropriate and focused, which enables continuous growth even under limitations. Fourthly, the management of the organization is sound. Moreover, the team of teachers is ready to face challenges. the school management and the team of teachers are young, progressive and ambitious. Fifthly, they are in the challenging spirit of 'Striving for advancement in adversity'. Looking into the future, we are endeavoured to exert the full potential of our students and work for the arduous task of serving as the cradle of the young 21<sup>st</sup> century leaders. Furthermore, we are in the process of the formulation, trial and initiation of changes and measures of enhancement. Therefore we are still full of confidence. In future the school will categorically focus on the following issues:

- 6.1 Strengthen teaching and learning, thus enhance academic performance;
- 6.2 Keep on strengthening the educational work, especially on meeting learners' diversity;
- 6.3 Expand the network of the related external agencies, NGOs, parents and the community at large;
- 6.4 Initiate students' autonomy, which includes independence, self-discipline and self-learning;
- 6.5 Establish the backbone power of mid-level management; and
- 6.6 Keep on creating more space for teachers.

## **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 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.

## **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.