林大輝中學
LAM TAI FAI COLLEGE

Annual School Plan
2013-2014

School Vision & Mission

Our Mission

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

Our Vision

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

Major Concerns

1. To build a green and health promoting school

2. To develop e-learning to enhance learning motivation and learning effectiveness

3. To strengthen student support to cater to individual needs and differences

Area of Concern 1 : To build a green and health promoting school

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The awareness of environmental protection of staff and students is raised.	1. To organize seminars and workshops on environmental protection for teaching and non-teaching staff 2. To arrange school visits for teaching and non-teaching staff 3. To network with environmental protection groups to explore possible green programmes for staff and students 4. To educate students the importance of environmental protection through Integrated Humanities, Integrated Science, Liberal Studies, Geography and Life-wide Learning lessons 5. To use Environmental Protection as the theme of classroom board decoration 6. To assign students to look after classroom properties 7. To raise the awareness of staff and students on the reduction of food waste	➢ Staff and students are more aware of the importance of environmental protection. ➢ Staff and students are more aware of the importance of reducing food waste.	➢ Questionnaires ➢ Observation	1. First Term 2. Second Term 3. Whole Year 4. Whole Year 5. September 6. First Term 7. Whole Year	1. SDU 2. SDU 3. PRU, MCEU 4. MCEU, Social Science & Science KLAs 5. FBMC, CTs 6. FBMC, CTs 7. SU, MCEU, FBMC, CMDU	1. External speakers 2. Transportation 3. Community resources 4. Board decoration materials
More greenery is seen in the school campus.	1. To explore the requirements for building a green roof 2. To grow more plants in the school e.g. along the corridor on 1/F, in toilets.	➢ More plants are seen in the school	➢ Count the number of plants and calculate the area of greenery	1. Second Term 2. Whole Year	1. Science KLA, Geography Panel, CMDU 2. Gardening and Horticulture Society, CMDU	1. Trees, Plants
The school culture of energy saving and recycling is fostered. .	1. To help students recycle / reuse textbooks and student folders 2. To educate students to make better use of the recycling bins 3. To avoid unnecessary printing and photocopying 4. To recycle paper 5. To install pedal power generators in the fitness centre to save energy 6. To ensure staff and students switch off lights, air-conditioners and computers when they leave 7. To compare the functions and prices of different water saving devices for installation in the year that follows	➢ The habit of using the recycling bins is formed. ➢ Paper consumption has been reduced. ➢ Electricity consumption has been reduced.	➢ Observation ➢ Compare the paper consumption last year and that of this year ➢ Compare the electricity consumption last year and that of this year	1. July 2. Whole Year 3. Whole Year 4. Whole Year 5. Second Term 6. Whole Year 7. Second Term	1. SU, MCEU, FBMC, GOSU 2. SU, MCEU, CMDU 3. GOSU 4. GOSU 5. PE & Science KLAs 6. FBMC, CTs, CMDU 7. CMDU	1. User-friendly recycling bins 2. Pedal power generators

Area of Concern 1 : To build a green and health promoting school

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
The staff and students maintain healthy lifestyles. They are physically, socially and psychologically healthy.	1. To provide fitness / sports programmes / activities for staff and students 2. To organize inter-unit / panel sports activities and competitions e.g. indoor rowing 3. To inculcate in staff and students the habit of exercising 4. To educate staff and students the importance of healthy eating and how to maintain a balanced diet 5. To organize workshops for teachers on how to cope with stress 6. To nominate teachers and health ambassadors for workshops 7. To promote and implement the One Life One Sport Scheme more strenuously 8. To strengthen preventive measures to improve students' social health 9. To install a Health Education bulletin board at tuck shop to display health information 10. To participate in the Health Promoting School Scheme activities 11. To check the hygiene condition of the drinking fountains in each floor	➢ Staff and students are more aware of the importance of exercising and maintaining a healthy lifestyle. ➢ The frequency of staff and students taking sick leave has been reduced. ➢ At least 70% of the staff and students fall in normal range of BMI.	➢ Collect feedback from staff and students ➢ Questionnaires conducted by Health Promoting School Scheme ➢ Compare the sick leave frequency of last year and that of this year. ➢ BMI measurement	1. Whole Year 2. Whole Year 3. Whole Year 4. First Term 5. Second Term 6. Whole Year 7. Whole Year 8. First Term 9. First Term 10. First Term 11. First Term	1. PE KLA, SDU 2. PE KLA, SDU 3. PE KLA, SDU 4. HE KLA 5. SDU, GCU 6. HE KLA 7. Sports Development Officer 8. GCU, Social worker 9. CMDU, HE KLA 10. HE KLA 11. CMDU	1. Sports equipment and facilities 2. Guest Speakers 3. Sport coaches 4. Bulletin board 5. Water sterilizing systems

Area of Concern 2 : To develop e-learning to enhance learning motivation and learning effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Teachers are familiar with different e-learning strategies.	1. To assign one e-learning coordinator in each subject panel to gather information on the training needs of the teachers in the panel and to explore different e-learning resources and strategies 2. To arrange for teachers to attend seminars and workshops on e-learning (Priority will be given to those in the pilot group.) 3. To invite subject panels to join the e-Learning Pilot Scheme 4. To encourage teachers of the pilot group to try out e-learning in their lessons and then share their experiences with other subject teachers	➤ Representatives from each subject panel have attended training on e-learning. ➤ Positive Feedback from teachers and students ➤ Teachers of the pilot group have employed e-learning in their lessons.	➤ Review teachers' training records ➤ Collect feedback from teachers and students ➤ Lesson Observations	1. First Term 2. Whole Year 3. First Term 4. Second Term	1. KLA conveners & Subject heads 2. SDU 3. CAU 4. CAU, Chinese Language, Mathematics, Technology and Science KLAs	1. Training Expenses
The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning.	1. To form an e-learning development task group. 2. To regularly discuss with KLA and subject heads their pedagogical needs and to provide them with information on latest e-learning tools, resources and applications 3. To establish a robust and adaptable infrastructure for e-learning and to ensure teachers have an equitable access to hardware, software and digital devices 4. To further develop the existing online learning platform to make it more user-friendly for teachers and students 5. To provide technical support and advice for teachers on the implementation of e-learning	➤ KLA Heads and teachers find the school infrastructure and tools for e-learning user-friendly and adequate, and technical support helpful.	➤ Collect feedback from KLA Heads and teachers	1. First Term 2. Whole Year 3. Whole Year 4. Whole Year 5. Whole Year	1. CAU, LRSU, ITSU 2. ITSU 3. ITSU 4. ITSU 5. ITSU	1. Hardware, software and digital devices 2. Maintenance costs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students are able to learn at home.	1. To provide e-books for students to read 2. To provide online question banks of different subjects 3. To provide information on different e-learning resources for teachers and students 4. To enhance the online e-learning platform to facilitate interactive teaching and learning e.g. development of virtual classrooms, assignment, completion and submission of homework and quizzes online 5. To encourage teachers to make good use of the online e-learning platform	➢ Students enjoy reading e-books and the borrowing rate is satisfactory. ➢ A majority of the teachers and senior level students has used the online question banks for classroom teaching and students' self-paced learning. ➢ Teachers and students made good use of the online e-learning platform	➢ Review the e-books borrowing rate ➢ Review the usage of the online question banks and the online e-learning platform	1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year	1. LRSU, KLA conveners and Subject Heads 2. LRSU 3. LRSU 4. ITSU 5. LRSU	1. e-books and e-learning resources 2. Online question banks
Students' learning motivation and learning effectiveness are enhanced.	1. To submit an e-learning strategic plan 2. To explore e-learning activities that are of interest to students 3. To develop interactive and learner-centred lessons through e-learning 4. To try out the lessons developed	➢ Positive Feedback from teachers and students ➢ Teachers of the pilot group have employed e-learning in their lessons. ➢ Students' learning motivation and learning effectiveness are enhanced through e-learning.	➢ Collect feedback from Teachers and students ➢ Lesson Observations	1. First Term 2. Whole year 3. Second Term 4. Second Term	1. KLA conveners & Subject heads 2. KLA conveners & Subject heads 3. Chinese Language, Mathematics, Technology and Science KLAs 4. Chinese Language, Mathematics, Technology and Science KLAs	1. e-learning resources

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Teachers and staff have a better understanding of the diverse learning needs of students and the different strategies they can employ to support the students	1. To provide training and experience sharing for teaching and non-teaching staff 2. To encourage staff to attend relevant training organized by the Education Bureau and other organizations 3. To nominate a minimum of two teachers to attend the Basic Course and one teacher the Advanced Course on Catering for Diverse Learning Needs each year 4. To nominate one Chinese teacher and one English teacher to attend EDB training specifically designed for the subject. 5. To organize school visits to see how learner diversity is catered in other schools	➢ A majority of the teachers and supporting staff have attended training and/or school visits provided by the school on learner diversity. ➢ Two teachers have completed the EDB Basic Course and one the Advanced Course on Catering for Diverse Learning Needs ➢ One teacher from the Chinese KLA and one from the English KLA have attended EDB training specifically designed for the subject. ➢ Positive feedback from teachers and staff	➢ Review teachers' training records ➢ Collect feedback from teachers and staff	1. Whole year 2. Whole year 3. Second Term 4. Second Term 5. Whole year	1. SDU 2. SDU 3. SDU, LRSU 4. SDU, Chinese and English KLAs 5. SDU	1. Training expenses 2. Guest speaker 3. Transportation
Support for sports elite students is strengthened	1. To meet sports elite students on a regular basis to provide support and guidance on study and their future careers 2. To provide better academic support to enhance their performance in the core subjects e.g. organize tutorial classes 3. To allow more flexibility in their choice of elective subjects in senior levels. Sports elite students can choose from one to three elective subjects based on their learning abilities.	➢ Positive feedback from sports elite students ➢ They are more motivated to learn. ➢ They understand their unique abilities, able to set up their own goals and achieve them.	➢ Collect feedback from sports elite students ➢ Observation and discussion ➢ Evaluate the school performance of the sports elite students	1. Whole year 2. Whole year 3. Second Term	1. CEU, PE KLA, Sports Development Officer 2. CAU 3. CAU	1. Tutor fees

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Support for academically high-achievers is strengthened.	1. To initiate accelerated learning class in senior secondary one 2. To improve the junior secondary accelerated learning scheme by providing differentiated teaching and learning materials 3. To strengthen after-school learning support for senior secondary high-achievers, e.g. after-school enrichment classes 4. To improve the 'Reaching for the Star Scheme' to enhance the learning motivation of the participants 5. To meet academically high-achievers on a regular basis to provide support and guidance on study and their future careers 6. To organize visits to local universities for the academically high-achievers in order to further enhance their motivation to learn 7. To equip SS3 students with essential interview skills & subject selection strategies 8. To provide different scholarships for higher achievers e.g. university entrance scholarship and subject awards 9. To identify potential gifted students & nominate them to the Hong Kong Academy for Gifted Education	➢ Academically high-achievers understand their unique abilities, able to set up their own goals and achieve them. ➢ Positive feedback from the students ➢ The number of students admitted to university increased	➢ Observation & Discussion ➢ Collect feedback from students ➢ Compare the number of students admitted to university last year and this year	1. September 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. First Term 8. Second Term 9. December	1. CAU 2. Chinese Language, English Language and Mathematics KLAs 3. LRSU 4. LRSU 5. CEU, LRSU 6. CEU 7. CEU 8. ARSU 9. LRSU	1. Tutor fees 2. Transportation 3. Guest speakers 4. Scholarship fund

Area of Concern 3: To strengthen student support to cater to individual needs and differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Support for students with special educational needs is strengthened	1. To provide guidelines for teachers on how to cater to students with special educational needs 2. To meet students with special educational needs on a regular basis to provide support and guidance on their learning and emotional needs 3. To organize workshops to help improve their learning strategies and social skills 4. To provide better support and arrangements for students with special educational needs in classroom learning and assessments 5. To organize a parent support group to conduct experience sharing, workshops and to provide referral and information on external resources 6. To organize a peer support group by training students to become guidance prefects 7. To provide learning buddies for students with special educational needs within the same class	➢ Students with special educational needs adapt well to school life ➢ Positive feedback from students with special educational needs and their parents ➢ Students with special educational needs have shown improvement in their academic performance	➢ Observation ➢ Collect feedback from students with special educational needs and their parents ➢ Evaluate their academic performance	1. First Term 2. Whole year 3. Second Term 4. Whole year 5. Whole year 6. First term 7. Whole year	1. Chinese Language & English Language KLAs 2. GCU, SSW, LRSU 3. LRSU 4. LRSU, CAU 5. PTA, GCU, SSW, LRSU 6. GCU 7. FBMC, CTs	1. Workshop expenses 2. Specialist Consultation fees