



林大輝中學
LAM TAI FAI COLLEGE



Annual School Plan
2018-2019

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 Areas of Concern

1. To create a positive school climate
2. To enhance students' academic and non-academic achievements
3. To nurture our students to become self-actualizing individuals

Yearly Theme

Appreciation

Area of Concern 1: To create a positive school climate

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<p>❖ Everyone in the school shares the same vision and works towards the same goals.</p> <p>❖ An environment of mutual trust, respect, support and understanding is established.</p>	<ol style="list-style-type: none"> To communicate regularly the school vision, mission, future developments and expectations to all stakeholders To reinforce positive beliefs, attitudes and correct values through talks, workshops and team building activities To exercise impartiality to teachers, staff and students To create channels for teachers, staff, students and parents to express their opinions to enable better communication and understanding To encourage open communication and discussion among different stakeholders to facilitate information flow To collect opinions from different stakeholders in the formulation of school policies 	<p>➤ Scores in the stakeholder survey in the following items improved:</p> <ol style="list-style-type: none"> School Management Items 1-3 Teachers' Professional Development Item 24 School Climate Home-school Cooperation 	<p>➤ Compare the results of stakeholder survey last year with the results this year</p>	<ol style="list-style-type: none"> Whole year Whole year Whole year First Term Whole year Whole year 	<ol style="list-style-type: none"> DSC, FBMU, MCEU, HSCU SDU, DSC, FBMU, MCEU, HSCU DSC, FBMU, SAU, LRSU, DPCU SDU, HSCU, SU DSC, SDU, HSCU, SU DSC 	<p>➤ Costs of seminars, workshops, and team building activities</p>
<p>❖ A strong sense of ownership, commitment and responsibility is developed.</p> <p>❖ The culture of self-reflection, continuous improvement and striving for excellence is cultivated.</p> <p>❖ A stable and high-calibre workforce is developed.</p>	<ol style="list-style-type: none"> To deploy teachers and staff according to their strengths and abilities To celebrate accomplishments, showing appreciation for staff efforts and achievements To share experiences and good practices to improve efficiency and effectiveness The culture of self-reflection and self-evaluation is developed To celebrate student success and reinforce positive behaviours 	<p>➤ Scores in the stakeholder survey in the following items improved:</p> <ol style="list-style-type: none"> Principal's Professional Leadership Item 10 Teachers' Professional Development Item 20 School Management Items 5-6 Teaching Student Learning <p>➤ Staff turnover rate decreased</p>	<p>➤ Compare the results of stakeholder survey last year with the results this year</p> <p>➤ Compare the staff turnover rate last year with that of this year</p>	<ol style="list-style-type: none"> September Whole year Whole year Whole year Whole year 	<ol style="list-style-type: none"> DSC DSC, SDU SDU, KLAs DSC, SDU, CPU ARSU, CPU, FBMU, CCAU 	<p>➤ Costs of prizes, trophies</p>

Area of Concern 2: To enhance students' academic and non-academic achievements

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<p>❖ Students are motivated to learn.</p>	<ol style="list-style-type: none"> 1. To establish good learning routines and habits 2. To regularly review and tailor the curriculum, teaching strategies and materials to suit the needs of the students in order that they can experience success in the course of study 3. To design interesting and meaningful teaching and learning materials that allow greater learner participation and interaction 4. To make good use of co-lesson planning time to discuss lesson design and implementation 5. To engage students in meaningful learning activities e.g. competitions, project-based learning. 6. To share good teaching practice among teachers to enhance teaching effectiveness through common lesson time and KLA meetings. 7. To provide timely feedback to students to motivate them to perform better. 8. To initiate learning support schemes for the less able students to enhance their learning motivation e.g. reinforcement classes 9. To make good use of e-learning to enhance students' participation in the lesson. 10. To improve classroom facilities and equipment such as lighting, computer, projector, seating arrangements, in order to create an environment conducive to learning 11. To improve the. praise card scheme to show recognition for students' good learning attitude and performance. 	<ul style="list-style-type: none"> ➤ Students are eager to learn and participate actively in lessons. ➤ Scores on Student Learning in the stakeholder survey improved: ➤ Students complete homework seriously. 	<ul style="list-style-type: none"> ➤ Lesson Observation ➤ Compare the results of stakeholder survey last year with the results this year ➤ Exercise book inspection 	<ol style="list-style-type: none"> 1. September & October 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. Whole year 10. First Term 11. First Term 	<ol style="list-style-type: none"> 1. FBMU, MCEU 2. KLAs 3. KLAs 4. KLAs 5. KLAs 6. CPU, KLAs 7. KLAs 8. LRSU, KLAs 9. ITSU, LRSU, KLAs 10. ITSU, CMDU 11. DPCU 	<ul style="list-style-type: none"> ➤ Learning and teaching materials including e-learning apps and platforms ➤ Activities and competition entry fees ➤ New classroom facilities and equipment

Area of Concern 2: To enhance students' academic and non-academic achievements

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<p>❖ Students are able realize their learning potential and achieve satisfactory results.</p>	<ol style="list-style-type: none"> 1. To help students understand their abilities, strengths, weaknesses and learning needs so that they know how they can improve and perform better academically 2. To motivate students to take ownership of their studies 3. To set high expectations for students 4. To provide examination skills training to students 5. To implement small class teaching to better cater to students' individual needs 6. To provide Reaching for the Stars Scheme for the academically high achievers 7. To provide useful assessment data and analysis to teachers to help them evaluate their teaching effectiveness accurately 8. To organize local or overseas exchange programmes to widen students' learning horizons 	<ul style="list-style-type: none"> ➤ Students' internal and external academic performances improved ➤ Students' academic performance achieves positive value-addedness. ➤ The number of students who fulfill the university entrance requirements increased 	<ul style="list-style-type: none"> ➤ Compare students' internal and external assessment results, value-added performances and the numbers of students fulfilling the university entrance requirements in the current year and the previous year 	<ol style="list-style-type: none"> 1. First Term 2. First Term 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. April, June & July 	<ol style="list-style-type: none"> 1. CEU, LRSU 2. CEU, FBMU, KLA's 3. KLA's 4. CPU, CEU, KLA's 5. DSC, KLA's 6. LRSU, KLA's 7. CPU 8. CCAU, KLA's 	<ul style="list-style-type: none"> ➤ Extra Manpower for small group teaching in senior levels ➤ Tutors for Reaching for the Stars Scheme ➤ Costs for local or overseas exchange programmes

Area of Concern 2: To enhance students' academic and non-academic achievements

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<ul style="list-style-type: none"> ❖ Students fully realize their potential and strength in non-academic areas ❖ Students are exposed to a wide variety of learning experiences both inside and outside school ❖ Students achieve outstanding results in external competition 	<ol style="list-style-type: none"> 1. To explore new activities both inside and outside school for students 2. To enhance the qualities of inter-class, inter-house, cross-curricular and co-curricular activities so as to expose students to a wider variety of learning experiences through closer supervision and guidance 3. To enhance the quality of leadership training for students through closer supervision and guidance 4. To provide more overseas exchange programmes for the students to widen their horizons 5. To increase STEM related activities to widen students' learning experiences. 6. To identify students' talents and encourage them to take part in external competitions 7. To offer more competition training opportunities for students to prepare them for external competitions 8. To provide more scholarships and rewards for recognition of students' outstanding results in external competitions 9. To increase manpower to support the organization and implementation of student activities 	<ul style="list-style-type: none"> ➤ More students can fully realize their potential in non-academic areas. ➤ Both the quantities and qualities of learning experiences for students both inside and outside school improved ➤ The number of students achieving outstanding results in external competitions increased ➤ The number of students participating in external competitions increased ➤ The average participation rates of students in most of the CCA groups in the school increased ➤ Scores in questionnaire reflecting students' leadership capability and potential improved ➤ Prizes and awards in external competitions increased ➤ Scores in the stakeholder survey in the following items improved: <ul style="list-style-type: none"> - Support for student development (Students: item 21; Parents: item 10; Teachers: item 51) 	<ul style="list-style-type: none"> ➤ Reports of FBMU, CCAU and KLAs ➤ Responses and reflections from students and teachers ➤ Compare the participation rate, varieties and qualities of non-academic activities conducted last year with that of this year ➤ Compare the participation rate and achievement of external competitions last year with that of this year ➤ School-based student questionnaires on "leadership" ➤ Compare the number of prizes and awards in external competitions last year with that of this year ➤ Compare the results of stakeholder survey last year with the results this year 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 8. Whole year 9. Whole year 	<ol style="list-style-type: none"> 1. FBMU, CCAU 2. FBMU, CCAU, KLAs 3. CCAU 4. CCAU 5. Mathematics, Science and Technology KLAs 6. CCAU 7. CCAU, KLAs 8. ARSU 9. GOSU 	<ul style="list-style-type: none"> ➤ Expenses on additional competition training ➤ Expenses on extra manpower supporting the organization and implementation of student activities

Area of Concern 3: To nurture our students to become self-actualizing individuals

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
<ul style="list-style-type: none"> ❖ Students understand their strengths, weaknesses and needs ❖ Students are able to explore their potential and develop their talents ❖ Students are able to achieve their goals 	<ol style="list-style-type: none"> 1. To arrange workshops for students to enable them to have a better understanding of themselves 2. To organize more visits of tertiary institutions to help students to understand their study opportunities and to set goals 3. To organize more work-related activities to help students to understand their opportunities in the world of work and to set goals 4. To organize various activities to help students set realistic, achievable goals for themselves and guide them to achieve their goals 5. To help students to have more in-depth reflection and self-realization on their potential and talent and to review their goals 6. To launch more programmes, workshops or activities for students to develop their potential and talents 7. To provide more life planning activities for students in junior levels 	<ul style="list-style-type: none"> ➤ Scores in the APASO-Goals of Life Items 6-10 improved: ➤ More students have a greater understanding of themselves. 	<ul style="list-style-type: none"> ➤ Compare the results of APASO-Goals of Life 2016-2017 with the results this year ➤ Observation by teachers ➤ Questionnaires and self-reflection after activities ➤ Self-accounts of S5 and S6 students ➤ Self-reflection through bi-weekly journal 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Whole year 5. Whole year 6. Whole year 7. Whole year 	<ol style="list-style-type: none"> 1. FBMU, CEU 2. FBMU, CEU 3. FBMU, CEU 4. FBMU, CEU 5. FBMU, CEU 6. FBMU, CEU, CCAU, GCU, DPCU 7. FBMU, CEU 	<ul style="list-style-type: none"> ➤ Costs of workshops, talks and activities. ➤ Placement ➤ Survey from outside professional parties
<ul style="list-style-type: none"> ❖ Students' confidence and self-esteem are boosted. ❖ Students' self-management skills improved. 	<ol style="list-style-type: none"> 1. To foster feelings of competence and self-efficacy through self-management and leadership training 2. To promote students' social and emotional well-being and to build resilience in students in order that they will not give up easily through enhanced life education 3. To increase activities which can enhance students' life-long learning and learning to learn capabilities, creativity, self-reflection and critical thinking skills 4. To increase activities which can enhance students' confidence and self-esteem 	<ul style="list-style-type: none"> ➤ Scores in APASO – Self Concept is close to or higher than Hong Kong mean ➤ Scores in the stakeholder survey in the following items improved: <ul style="list-style-type: none"> - Teacher: item 43 - Student: item 10 - Parent: item 4 ➤ Decrease in the number of students in detention class ➤ Decrease in the number of punishment records ➤ Increase in the number of praise cards issued 	<ul style="list-style-type: none"> ➤ Compare the results of stakeholders survey last year with the results this year ➤ Compare the results of APASO-Self Concept with the Hong Kong mean ➤ Questionnaires or reflections after activities ➤ Observation by teachers ➤ Detention class records ➤ Punishment records (late record, early bird record and demerit as well as major demerit record) ➤ Attendance and leave records ➤ Praise Card records 	<ol style="list-style-type: none"> 1. Whole year 2. Whole year 3. Whole year 4. Whole year 	<ol style="list-style-type: none"> 1. CCAU, GCU, FBMU, DPCU 2. GCU, MCEU, 3. FBMU, CEU, CPU, LRSU 4. CCAU, GCU, DPCU, MCEU, FBMU 	<ul style="list-style-type: none"> ➤ Costs of training and organizing activities ➤ Training course provided by outside parties