



林大輝中學
LAM TAI FAI COLLEGE



School Development Plan
2022–2025

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.

School Goals

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

1. A caring, compassionate, harmonious, healthy & inviting school environment
2. Grooming outward looking and socially responsible citizen of the 21st Century
3. Providing opportunity for excellent academic and moral development.
4. Giving importance to good sporting opportunities and healthy living
5. Providing opportunity for artistic and aesthetic expression
6. Providing high technological facilities to support an effective learning and teaching environment
7. Stressing independent whole-life learning and creative thinking
8. Encouraging students' creativity and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities
9. Grooming independent, self-motivated and self-disciplined students with high Emotional Quotient
10. Cherishing solid virtues and spiritual values

Core Values of Education

The College demonstrates the true spirit of nurturing the PERFECT Generation of the 21st Century which encompasses a rich spectrum of LTFC core values which are

- Perseverance**
- Excellence**
- Respect**
- Foresight**
- Entrepreneurial Spirit**
- Creativity**
- Talent**

Perseverance
<ul style="list-style-type: none"> ➤ Be well prepared for lessons ➤ Bringing textbooks and all lesson materials to school ➤ Maintaining good attendance and punctuality (including submission of assignments) ➤ Be a group of responsible learners and steady workers (doing revision every day) ➤ Be dutiful and play one's role faithfully ➤ Taking school rules and class rules as norms for daily school life ➤ Cherishing a healthy lifestyle for pleasurable and effective learning ➤ Resisting temptations and overcoming one's habitual delinquencies
Excellence
<ul style="list-style-type: none"> ➤ Participating actively in lessons ➤ Keeping the campus and the classroom (including equipment) in best condition ➤ Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule) ➤ Showing eagerness in producing quality work and making performance observable and measurable ➤ Striving for class achievements and building class identity ➤ Making the classroom an ethical place for achieving a fulfilling school life ➤ Preparing to keep improving and reaching new heights
Respect
<ul style="list-style-type: none"> ➤ Be considerate and courteous to all alike ➤ Be open and respectful to the opinions and ideas of others ➤ Be attentive and willing to listen with patience ➤ Sharing of ideas and learning from others ➤ Affirming a '3 in 1' culture ➤ Showing mutual appreciation and celebrating individual achievements ➤ Having a genuine heart and a sense of compassion to serve and help the needy and the disadvantaged ➤ Going inclusive: appreciate differences and acknowledge interdependence ➤ Enhancing social awareness and showing concern for the needy ➤ Taking pride in being a student of Lam Tai Fai College and contributing to build the school into a caring and learning community
Foresight
<ul style="list-style-type: none"> ➤ Be an intelligent and intellectual young person ➤ Appreciating life and learning how to embrace a bright future ➤ Developing careers awareness and exploring the possibilities of one's future ➤ Understanding the importance of teamwork, boosting rapport and mutual assistance ➤ Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country ➤ Widening the horizons and making oneself a "global" citizen
Entrepreneurial Spirit
<ul style="list-style-type: none"> ➤ Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives ➤ Be visionary and mission oriented ➤ Working with determination to overcome difficulties and personal limitations ➤ Measuring outcomes by effectiveness and process by efficiency ➤ Willing to travel through a path which is less traveled ➤ Striving for accomplishments and creating meaningful uniqueness
Creativity
<ul style="list-style-type: none"> ➤ Encouraging ownership and participation ➤ Fostering a home-like atmosphere in the classroom ➤ Making the classroom an inviting learning environment ➤ Providing a positive learning environment for the promotion of the whole-person development grounded in the school's core values ➤ Developing a culture of praise and celebration ➤ Learning how to live a balanced, colourful and meaningful life
Talent
<ul style="list-style-type: none"> ➤ Appreciating differences and stretching the strengths of each individual ➤ Developing fully one's strengths and acknowledging one's weaknesses ➤ Helping each other with one's strengths

School Motto

多元啟智 堅毅樂群

(To explore and develop students' multiple intelligences through a broad and diversified curriculum, fostering in them perseverance and nurturing them to become socially responsible individuals.)

Students who possess the True Spirit of Lam Tai Fai College should

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

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
<p>1. To strengthen school ethos and nurture virtues in students through a whole-school approach</p>	<ul style="list-style-type: none"> ➤ Partially achieved ➤ Everyone in the school shares the true spirit and attributes of LTFC. ➤ A positive and healthy school ethos conducive to learning is fostered, with the focus on respect, caring, responsibility, commitment, perseverance, integrity, and national identity 	<ul style="list-style-type: none"> ➤ Various activities in CCA were conducted to facilitate the students' development with different talents. ➤ Weekly Teacher sharing in the morning assembly to promote moral and civic education. ➤ In the prize presentation ceremony, a lot of elite alumni share with the students their paths and hard work which raises the sense of belonging of the students to the school. The use alumni's experiences in the life education lesson can encourage the students to chase their dreams. ➤ Life education lessons in junior forms help the students to improve in moral and civic standards. Modified the content used in the life education lessons before to fit the needs of the students. ➤ Promote student discipline in the activities with reference to attendance. Follow up actions can be done when students do not attend the activities with a reason. ➤ Seminars and activities are arranged according to the needs of the students to help them deal with the changing world. ➤ The Best Class Award encourages the students to maintain a positive atmosphere in homerooms which helps to build up the sense of belonging of the students to the class and then the school. ➤ More topics are considered to prepare to cater to the needs of the students. Monthly focus topics can be suggested in the coming year, teachers can share their experiences about those topics to make it more focused. ➤ Life wide learning lessons give students knowledge and experiences in different aspects. 	<ul style="list-style-type: none"> ➤ Variation of the activities is wide enough to cover the students with different talents. More activities should be arranged to enhance students' sense of belonging. ➤ Conduct the lesson content once and collected opinions from the students. Further modify the lesson content to fulfill the needs of the students. ➤ The attendances of different activities are different, some activities did not fulfill the objective of buildup student discipline. ➤ Arrangement of the seminars and activities is different each year to fit the needs of the students in a different social atmosphere. ➤ Keep the Best Class award next year. Results and the information can be shown in the monitor on the ground floor as a sample for the other classes. ➤ Monthly topics will be decided by the Student Development Committee before the beginning of next academic year.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
<p>2. To enhance teaching effectiveness to cultivate learning motivation and initiative</p>	<ul style="list-style-type: none"> ➤ Achieved ➤ An environment conducive to teaching and learning is provided. ➤ Teachers manage their students well, with proper classroom routines set up. ➤ Teachers design interesting and meaningful lessons to facilitate learning. ➤ Partially achieved ➤ Teachers are able to employ effective teaching strategies to enhance learning motivation. ➤ Students take the initiative to learn. ➤ Students become effective learners. 	<ul style="list-style-type: none"> ➤ School facilities and equipment in the classrooms and staff rooms is further upgrading to make teaching and learning more efficient. ➤ Common Lesson Time is very important to teachers as it enable co-lesson planning and preparation, also facilitate professional interflow. Therefore, Common Lesson Time will also be arranged. ➤ The school will encourage more subjects to organize subject-initiated training programmes and will also invite teachers to participate in external learning circles and school-based support services. ➤ Beside teachers training and mentors system, the school will have buddy system so as to provide guidance and support to new teachers. ➤ In the future, we suggest that the design of the pre-lesson booklet should be more interactive. Game-based activities and videos should be added to enrich students' prerequisite knowledge and provoke students' thoughts for discussion. Also, award scheme should be included such as daily mark calculation, prize and gift. Lastly, we should consider developing the pre-lesson tasks for all levels. 	<p>Achieved Areas:</p> <ul style="list-style-type: none"> ➤ The school facilities and equipment in the classrooms and staff rooms have been upgraded. Also, we arranged common lesson time to enable co-lesson planning and preparation. An environment conducive to teaching and learning is provided. ➤ The school provided teacher training and arranged mentor system to strengthen classroom management skills and give support. Also, we have Praise Card system to show appreciation for students' good performance and behaviors in class. ➤ In the common lesson time, professional interflow is happened. The school also arranged peer lesson observation and staff development programmes to share good practices. Designs of interactive lessons with role play, presentation and discussion can increase learner participation and the use online learning materials can promote self-directed learning. <p>Partly Achieved Areas:</p> <ul style="list-style-type: none"> ➤ Due to Covid-19, subject-initiated training programmes, external learning circles and school-based support services, visits and overseas exchange programmes are limited. ➤ To foster the habit of pre-lesson preparation and self-directed learning in students, all subjects have designed pre-lesson booklets for a particular form. However, due to the pandemic, some of the pre-lesson booklets have not been distributed and completed by students. Also, since the design is in the preliminary stage, the tasks are rather simple and cannot motivate students to do. During lesson observation, teachers seldom made use of the pre-lesson booklet as an introduction of the topic taught. Overall, the habit of pre-lesson preparation is not yet formulated, most subjects are developing pre-lesson materials and will implement the plan and use the materials in the next cycle.

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
<p>2. To enhance teaching effectiveness to cultivate learning motivation and initiative (cont.)</p>	<ul style="list-style-type: none"> ➤ Achieved ➤ An environment conducive to teaching and learning is provided. ➤ Teachers manage their students well, with proper classroom routines set up. ➤ Teachers design interesting and meaningful lessons to facilitate learning. <p style="text-align: center;">➤ Partially achieved</p> <ul style="list-style-type: none"> ➤ Teachers are able to employ effective teaching strategies to enhance learning motivation. ➤ Students take the initiative to learn. ➤ Students become effective learners. <p>(cont.)</p>	<ul style="list-style-type: none"> ➤ In the future, we suggest that students can be asked to set their own 'Target/ Expected Grade' at the beginning of S5 so that they will be encouraged to meet their own goals by designing their own study plan. Also, statistics showing the progression or regression between two exams or tests should be prepared so that subject teachers can make use of these statistics to offer appropriate support to students. Teachers can drill students with a particular question type according to their ability. We can even follow the practice of some other schools to chase the performance of all the previous year. 	<ul style="list-style-type: none"> ➤ The school aims to nurture students take to the initiative to learn and become effective learners by teaching them different study skills. It is found that some students have developed quite a good study skill. For example, in the English lessons, over 80% of the teachers require their students to set up an English notebook to take notes on grammar rules and vocabulary patterns. Also, in Business KLA and PE KLA, note-taking skills including summarizing key points of passages, drawing concept maps and pictures etc. are taught. 70% of the students take initiative to take notes by copying teacher's demonstration though they are weak in creating their own notes. ➤ The school provided useful assessment data and quantitative and qualitative feedback to learners in order that they can track their own learning progress to improve learning, such as the 'Predicted grade' prepared based on last years' Final Exam and S6 Mock Exam results. In the evaluation meeting, all KLA heads agreed that it helped teachers to have a better understanding on students' performance in HKDSE. Subject teachers used these statistics to give reinforcement and enhancement support to S6 students before the HKDSE. 19 S6 students were identified to have a need to receive support for a particular core subject for meeting the university 332222 entrance requirement. Furthermore, teachers distribute good samples to students. For example, booklet including artwork and SBA projects of previous students who got 5* was compiled in VA subject so that students will have a better understanding of the requirements of HKDSE. Overall, the assessment data provide very useful feedback to students, it also gives a very powerful motivation for study. In the next cycle, KLA heads expressed that more data can be collected or analyzed.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
<p>3. To develop STEM education to foster in students' problem-solving skills, critical thinking and creativity</p>	<ul style="list-style-type: none"> ➤ Fully Achieved ➤ Students talented in STEM are identified. ➤ Facilities and equipment for the development of STEM are installed. ➤ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ➤ Students 'problem-solving skills, critical thinking and creativity are enhanced through STEM education. ➤ Partially achieved ➤ Teachers' knowledge and skills in STEM are enhanced. 	<p>To identify students' STEM talents.</p> <ul style="list-style-type: none"> ➤ School can collect STEM/IT information from students during the admissions process. ➤ Continue to organize Joint Schools Hackathon for STEM member selection. <p>To enhance teachers' knowledge and skills in STEM.</p> <ul style="list-style-type: none"> ➤ To improve the STEM skills of all teachers, school should coordinate to organize at least one STEM workshop for all teachers. ➤ There should be more STEM and IT training for teachers. At least one school-based STEM-related training or onsite visit by professional organizations (even online or blended mode) is suggested for every year. 	<ul style="list-style-type: none"> ➤ Most talented students in STEM and IT are identified during the S1 IT lessons and STEM team selection process. Students must pass the Joint Schools Hackathon to become a STEM team member. ➤ All junior form students take STEM-related subjects (Innovation and Technology, Science, Mathematics) in the regular curriculum. The Innovation and Technology curriculum has been fine-tuned to ensure that all junior secondary students are equipped with the latest IT talents. Students are well prepared to become part of the creative industries in the Greater Bay Area. ➤ About 1/3 of junior form students interested in STEM and IT take an additional training of 10 STEM enhancement lessons each year. Students take intensive STEM courses to learn new technologies such as artificial intelligence, Internet of Things, and game development. ➤ Students in the STEM team are regularly trained in STEM workshops after school. ➤ Professional coding education companies have been invited to organize coding events. Teachers of STEM subjects (Innovation and Technology, Science, Math) are invited to join the program and organize STEM events. STEM teachers also learn to code in Python. ➤ A new Innovation and Technology Centre has been operated since 2021. The Innovation and Technology Centre houses two new computer labs, an artificial intelligence lab and a maker lab. Students can use these labs to stimulate their creativity.

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
<p>3. To develop STEM education to foster in students' problem-solving skills, critical thinking and creativity. (cont.)</p>	<ul style="list-style-type: none"> ➤ Fully Achieved ➤ Students talented in STEM are identified. ➤ Facilities and equipment for the development of STEM are installed. ➤ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ➤ Students 'problem-solving skills, critical thinking and creativity are enhanced through STEM education. ➤ Partially achieved ➤ Teachers' knowledge and skills in STEM are enhanced. 	<p>To install facilities and equipment for the development of STEM</p> <ul style="list-style-type: none"> ➤ School should keep the STEM and IT equipment up-to-date and provide consumable STEM accessories for students to develop STEM products. <p>To arouse students' STEM knowledge and skills, and their interests in STEM and enhance students' problem-solving skills, critical thinking and creativity.</p> <ul style="list-style-type: none"> ➤ Continue to provide more opportunities for students to develop their STEM and IT talents. 	<ul style="list-style-type: none"> ➤ The school installed 40 high-performance Windows laptops and 40 MacBook Pros in the new computer rooms. Technology KLA can use these new devices to offer students a wide range of technology courses. ➤ The IT curriculum has been refined to promote STEM education and complement existing IT curriculum. Provides students with a complete experience in different IT/STEM fields (Artificial Intelligence, Robotics, AR, VR, Programming, Game Design, etc.). ➤ To promote STEM education, the Secondary 1 and Secondary 2 STEM Enhancement Programme introduces a new theme – Smart City. ➤ Elements of STEM & IT have been infused into project-based learning, enabling students to integrate and apply STEM and IT knowledge and skills to solve everyday problems.

PI Areas	Major Strengths & Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ➤ A culture of planning, implementation and evaluation is fostered to support school self-evaluation and improvement. Regularly meetings are held to review and discuss the implementation of school plans. ➤ The school organization structure has been refined to allow better management of school operations and clearer job allocation. ➤ Clear school policies, task procedures and working guidelines for teachers have been formulated to ensure smooth school operation. ➤ The views of different stakeholders are valued when determining the future direction and development of the school. ➤ All teachers are involved in reviewing and planning for school development to allow greater ownership. ➤ Subject and Unit Plans with clear targets and implementation strategies are drawn up in line with the School Development Plan. ➤ School resources are well deployed and external resources are made good use of to facilitate school development. ➤ The Head of Administration is recruited to strengthen administrative support for teachers so that they can concentrate on their teaching. ➤ The appraisal system has been refined to reflect the school expectation of staff and to balance between accountability and professional development of staff.
2. Professional Leadership	<ul style="list-style-type: none"> ➤ The School Incorporated Management Committee consists of distinguished professionals in Education, Sports, Medical Science, Accounting, Design and Innovation and Technology. They give directions & guidelines for school development, and helps expand the school network and promotes school management development in all areas. ➤ The School Supervisor constantly contributes his ideas and experience in school development and financial management. He is committed to leading the school to excellence. ➤ The Principal is experienced and visionary. He is committed in leading the school towards actualization of the school mission. He is ably assisted by the Deputy Principals who are highly committed and dedicated. They lead, supervise and support the different Committees through working closely with the middle managers to plan, implement and evaluate their work. As two of the Deputy Principals are new to the school, they need more time to fully understand the mission, vision and culture of the school. ➤ Communication has to be enhanced in order that staff have a clearer picture of the school's future direction and development, as well as their expectation of staff. ➤ Due to the high turnover rate of the middle managers, young but potential individuals are selected to take up leadership roles. Although they are comparatively less experienced, they are enthusiastic and more creative. As their knowledge and skills in curriculum leadership have to be further developed, ample support has to be given to them in order to nurture them to become competent middle managers. The school management team is always ready to provide support and assistance to the units and subject panels. ➤ The School stresses the importance of professional sharing, and professional development mechanisms are developed. Professional exchanges are constantly promoted. ➤ Teachers are encouraged to participate in continuing professional development and informed of training opportunities appropriate to their needs and responsibilities. ➤ Teachers are invited to discuss with the school management team to give their personal preference for job allocation, which encourages better communication between the school and the teachers.

PI Areas	Major Strengths & Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ➤ The school places great emphasis on students' holistic personal development, and the school curriculum is developed according to the school vision and mission and the curriculum guides and policies issued by the Curriculum Development Council and the Education Bureau to provide the students with a broad and balanced curriculum. In Senior Secondary, elective subjects from all Key Learning Areas (KLA), subject of Category C(Japanese) and applied learning subjects are also provided to offer diversified and flexible subject combinations to senior secondary students to cater to their diverse abilities, learning needs and interests. ➤ Apart from the formal curriculum, the school also provides enhancement programmes on Physical Education, Visual Arts and STEM during Life wide Learning Lesson so as to develop students' intellectual and talent potential to the fullest. A well-structured extended curriculum which provides students with life-wide learning experiences is also formulated. ➤ The school has a comprehensive assessment policy in which both formative and summative assessments are adopted to strike a balance between "Assessment for Learning" and "Assessment of Learning". Clear assessment guidelines and criteria for teachers and students have been set up and implemented effectively. ➤ In Mathematics, graded exercises are designed to cater to the needs of the students, making learning not only attainable but also challenging to all. ➤ Useful quantitative data is provided to students in order that they can track their own learning progress to improve learning. For example, 'Predicted grade' which is based on last years' Final Exam and S6 Mock Exam results were prepared. Subject teachers used these statistics to give reinforcement and enhancement support to S6 students before the HKDSE. In the next cycle, students will be asked to set their own 'Target/ Expected Grade' at the beginning of S5-6 so that they will be encouraged to meet the goal set by themselves by designing their own study plan. ➤ Useful qualitative feedback is also provided to students. Teachers distribute good samples. For examples, booklet including artwork and SBA project of previous 5*students was compiled in VA subject so that students will have a better understanding of the requirements of HKDSE. ➤ Common lesson time is in place to monitor the implementation of the curriculum and enhance the quality of learning and teaching. Most subjects spent Common lesson time on monitoring the teaching progress and evaluating the student performance through the statistic of quiz, test and examination. The teaching diversity becomes narrow. Besides, discussion on sharing of good practice and difficulties in teaching were encouraged. In Health Education, regular whole team meeting with consultant is also held. A few subjects (e.g. HE, IH) brainstorm projects in common lessons and share project guidelines. Common/Similar objectives, project outcomes and marking criteria are clarified and set together. ➤ Pre-exam practice helps students to familiar with the assessments criteria and coverage. Before term test and examination, all subjects tailor and examination based on last year and distribute it to students for practice, so that they will be familiar with assessment format, the question type, better prepared and have a higher confidence to take the term test and exam. ➤ Each KLA conducts programme planning and evaluation every year and their annual objectives are closely aligned to the major areas of concern of the school. ➤ Peer lesson observation and staff development programmes are in place to encourage professional interflow. Teachers share good practices and designs of interactive lessons with role play, presentation and discussion to increase learner participation and to develop online learning materials to promote self-directed learning. ➤ More teaching assistants are employed using the Capacity Enhancement Grant to provide support for teachers and students. ➤ Teaching and learning materials are uploaded onto the school server for easy access by the teachers. ➤ A wide range of support measures are undertaken to cater to the diverse learning needs and abilities of the students. Additional resources and manpower are allocated to make small group teaching in Chinese Language, English Language and Mathematics lessons possible. Students are grouped together based on their learning abilities in order that students can actively participate in learning activities that they perceive as meaningful and attainable.

PI Areas	Major Strengths & Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> ➤ A wide range of support measures are undertaken to cater to the diverse learning needs and abilities of the students. Additional resources and manpower are allocated to make small group teaching in Chinese Language, English Language and Mathematics lessons possible. Students are grouped together based on their learning abilities in order that students can actively participate in learning activities that they perceive as meaningful and attainable. ➤ Learning tasks designed are aligned with students' abilities, skills and different learning styles to allow them greater sense of achievement and success. Reinforcement classes and tutorial classes are organized to provide academic support to those in need. ➤ To provide a language rich environment for the students to build up their confidence in using English and Putonghua, morning assemblies, daily announcements and school activities are mainly conducted in English and Putonghua to provide an authentic environment for language learning. We have two native English-speaking teachers who organize a wide range of English activities during lunch and after school at the English Activities Centre. To enhance our students' Putonghua proficiency, a Putonghua lesson is arranged once a week in Junior Secondary. ➤ To enable S1 students to adapt to the new learning environment and study methods, Summer Bridging Programme is designed. Parents' Evenings, seminars and weekend tea gatherings for new students are organized to help parents understand the requirements of the school and the needs and school life of their children; so that they can help their children better adjust to secondary school life. ➤ E-learning is implemented for the whole school to enhance students' learning motivation and teaching effectiveness. E-exercises, E-assessment and e-learning materials are uploaded onto the e-classrooms for students' easy reference. From lesson observation and homework inspection, there is an increase in using e-learning platform (e.g. Kahoot!, Mentimeter, Nearpod, Google Classroom) to help students and teachers have a better understanding of students' learning progress. ➤ The school has joined the School-based Support Services by the Education Bureau to enhance teachers' pedagogical knowledge and skills in English Language and Chinese Language. ➤ The school has been a partner with the Hong Kong Sports Institute since 2015 to run the Partnership School Programme, which highly flexible school timetables are designed for the sports elite students. All lessons are video-recorded and all learning materials can be accessed online in order that those sports elite students can learn anytime anywhere. ➤ Outside class and inter-class activities are organized to provide authentic learning experience to increase learning motivation. Inside school, cross-curricular activities was organized among different subject, such as I.S., English and IT departments. Outside class, students have participated in the Hong Kong Speech Festival, Hong Kong Music Festival, JA Innovation Camp, summer research internship programme etc. ➤ School arrange mentors to provide guidance and support to new teachers. For regular sharing, level coordinators share pedagogies, task designs and good practices in CLT periods. Also, mentors share personal experience, provide mental support and plan ahead for coping with possible challenges, and build good rapport with co-workers. For Mentorship Programme, Panel heads / mentors provide prompt support to novice and new teachers to the school. *e.g. PE panel head provided guidance for paper setting (time, format, level of difficulty) *e.g. ENG veteran teachers helped with pre-exercise book inspections (e.g. better follow up with students' work, marking of pre-writing mind map, design of post-writing worksheet.) ➤ The school provide clear guidelines for teachers and help them set up proper classroom routines. In the Faculty Meetings, Principal, Deputy Principal and Discipline Master frequently shared the establishment of classroom routines and effective teaching skills to all teachers. Panel Heads also brief new teachers about classroom routines including setting up rewards and punishment scheme. ➤ Stickers, stamps, praise cards and small gifts were awarded to show appreciation for students' good performance and behaviors in class to nurture positive learning atmosphere. Students' good work was shared in lessons, Google Classroom and around campus. ➤ Teacher prepare "HKDSE Past Paper data bank" to students, many teachers film Question explanation video and teachers upload the 3 years' DSE questions and solution video on to google classroom to facilitate students' revision on their own.

PI Areas	Major Strengths & Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ➤ Teachers are young and energetic so they have a closer distance with the students, students are interested in communicating to the young teachers. ➤ Students are active and willing to express themselves inside or outside the lessons which show their confidence. ➤ Experienced teachers are dedicated and willing to lead the young and energetic new teachers. ➤ New teachers bring a lot of fresh ideas in organizing student activities which make the content more attractive to the students. ➤ Many students are strong in sports and they are members in different school teams, they have been engaged in activities which can help them build up self-discipline. ➤ The extra-curricular activities, sports teams and uniform groups provide enough choices for the students to choose and seek for their talents, this allows the students to grow with self-confidence and have a good self-esteem. ➤ Senior form students have developed a sense of responsibility and certain leadership qualities in running student-led activities. ➤ Two class teachers are assigned to each class in junior forms which can have a closer caring to the junior forms students in their growth. ➤ School counselors help the development of different departments and help the students who have specific needs. ➤ EDB workshops for ADHD are being conducted to enhance the teachers in handling the students' case. ➤ LSD closely follows the SEN student cases and makes appropriate adjustment in assignments to cater for the individual difference. ➤ Many activities and organizations in school provide many chances for the students to learn to be a leader. ➤ Many training activities and camps were organized to enhance the students' leadership ability. ➤ S1 and S2 students are either engaged in sports teams or uniform groups which help them to build up self-discipline. ➤ Clear and detailed student rules and regulations. ➤ Professional Support like Educational Psychologist and Clinical Psychologist that can help to prevent or follow-up student cases easily. ➤ Close contact among the departments such as DPCD, FMs, LSD, GCD follow-up student cases effectively. ➤ Colleagues understand the case follow up flow chart and guidelines so that Guidance Teachers can follow the case easily when needed. ➤ Well planning of the morning assembly to provide different moral and civic education speech to students by P, DPs, FMs and teachers ➤ Overall planning for the Service Days of S1 to S3 provide different and continued experience for the students ➤ Good liaisons with outside school organizations, develop cooperation with different social organizations and NGOs ➤ Life Education course curriculum and implementation has finished a trail circle, the feedback is positive from students and teachers, modification of the curriculum will be done for further development. ➤ All students have a device to use in the school for learning. The misuse of the devices inside the classroom or lessons were found and strong rules and regulations should be set to help the students to build a good habit in using the device in school. ➤ Teachers are new so they don't have the experiences in classroom management, more support should be given to the teachers. ➤ The students' daily routines are not good enough, clear instructions will be made and announced to help them perform better inside or outside the classrooms. ➤ The attendances in different sports teams are varied, some sports teams are low in attendance. ➤ Students' performance in different uniform groups are varied, regular reminders should be given to the students who always miss the training. ➤ The students' cases related to emotion and mental illness increased recently, more preventive work should be done.

PI Areas	Major Strengths & Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ➤ Relationship between parents and school is good. According to the Stakeholder survey of 2021-2022, over 70% of parents agreed or strongly agreed that they have a good relationship with the school. Over 60% of parents believe that the school has provided sufficient channel for them to express their view and believe the school is welcome to their opinions. ➤ The Parent-teacher Association (PTA) is able to maintain and strengthen the communication between teachers and parents, especially during the pandemic situation, the PTA played an important role in providing support to the school and students, such as participating in organizing the S6 Speech Day, Graduation Dinner, seminars in regards to students' career planning, homework management and personal development, etc. Views from parents can be well collected as Parent Manager and Alternate Parent Manager are elected to join the IMC meetings regularly. ➤ The PTA participates actively in developing potential of parents to assist the school in different aspects. Parent volunteers take the major role in operating the PTA Resources Centre in lunchtime. Assistance from PTA in organizing various workshop was observed. ➤ External resources are utilized to support to the school. A stable and close partnership relationship is maintained with Hong Kong Physical Handicapped and Able-Bodied (PHAB) Association. Starting from 2019-2020 academic year, 2 instead of 1 social worker have been stationed in school to provide better support to students and staff. The partnership relationship enables the school to deal with special situation and cater with students' needs during the pandemic situation. Moreover, the introduction of educational psychology service provided by the Tung-Wah Group of Hospitals and 2 student counsellors can provide greater support to SEN students in both academic and mental aspects. From 2021 to 2023, the school has co-operated with the Kwai Chung Hospital under the 'Health in Mind' 「Teen 使行動」 project. A number of training and services have been provided to students including leadership training and activities promoting positive attitude. ➤ The establishment of Partnership School Programme is highly recognized by HKSI and parents of student athletes. Since 2015-2016 academic year, over 120 student athletes have benefited from the programme. Also, after 7 years of operation and development, guidelines, curriculum and administration procedure are well developed. A team of staff specialized in catering the special needs of student athletes in PSP has been trained. The communication channel between the school and HKSI is well established. Most of the graduates could continue their dual career development. ➤ The exchange programme scheme or Sister school scheme with different overseas school are still in effective, including Singapore Sports School, Yang Young Digital High School of South Korea, Gyeonggi Arts High School (South Korea), Xiamen Foreign Language School of (China), Dalian Jinshitan Experimental School (China) and The High School Attached to Tsinghua University Fengtai School (China). Due to the pandemic situation, activities cannot be organized. It is recommended to organize exchange programme later once the pandemic ends. ➤ The Alumni Association has increased their participation in school activities. Several alumni hosted career talks to fellow students to introduce the industry they are working in. It provided up-to-date industry information to fellow students and gave role model to them to follow. ➤ The school has actively participated into different secondary school expo organized by primary school to develop network with primary school principals. Consolidating these networks by organizing visiting to our school is recommended. ➤ The participation of school or PTA activities could be encouraged. According to the Stakeholder survey of 2021-2022, only 35% of parents said they actively participated into school activities. It may due to the pandemic situation happened since 2019 as most of the social activities were suspended or not encouraged. It is recommended to encourage their participation once the public health situation resumes normal. ➤ The school could keep expanding the network of alumni to support the future development of school in different aspects by organizing activities. ➤ The further establishment of network with overseas organizations could be strengthened so as to facilitates students, learning. ➤ Due to the change of senior level curriculum in 2021-2022, seminars or workshop could be organized to parents.

PI Areas	Major Strengths & Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ➤ Students like the school and actively participate in school activities. They are multi-talented, and they enjoy school life. ➤ We have finished the curriculum design and implementation of S1 and S2 Life Education Programme. The Curriculum included different teaching skills, like group discussion, film appreciation, voting, drawing, timetabling, picture book reading, file sharing, and an experienced workshop during the lessons to promote self-discipline, good learning habits, positive values, thanksgiving and respect. Students are eager to express their ideas during the lessons. Over 96% of students satisfied the Life Education curriculum. Students are actively involved in Life Education lessons, and class teachers are confident in conducting the lessons. ➤ The Best Class Award Scheme encourages classes to have better performance at school and develop a harmonious and respectful atmosphere in the campus. It was arranged in two phases to promote positive attitude and correct values. Students tried their best and performed well. Over 50% of the teachers give positive encouragement to the students. ➤ ‘Respect and Caring’ Activities arranged at lunch time in June 2022 with ‘Zentagle’ booth, photo-taking booth, quiz, mini-concert and library book sharing. More than 100 students participated in the activities. Students have more understanding about the uniqueness of them and their schoolmates, and they are willing to be the buddy of the friends. ➤ Health-in-mind’ program had arranged students seminars, parents online talk, teacher workshops, guidance prefects training to help students, parents and teachers to recognize their emotional problems, understanding and handling of anxiety and stress to enhance resilience and perseverance. Some school-based teaching materials designed and class teachers used them in class teacher period. ➤ ‘Positive Attitude’ Activities help students to develop a positive living attitude and self-management. ➤ Sex education workshop for S1-S5 students and stress management workshop for S6 students arranged in 2021-2022. ➤ Monthly birthday parties increase the harmonious atmosphere of the school and cultivate a sense of belonging to the school. Four school birthday parties had arranged in 2021-2022. ➤ ‘Respect to teacher’ Activity arrange at the last day of term 2. The guidance prefects prepared small cards and gifts to give thanks for the caring and love for teachers and staff over this academic year. This activity developed positive relationship with schoolmates and teachers. ➤ Sex education workshops for S1-S5 students arranged in 2021-2022. These workshops co-worked with PHAB and Department of Health to help students have more understanding about relationship with opposite gender. Many activities were canceled in the pandemic, so students didn’t have a chance to learn about leadership. More leadership programs will be organized in the next academic year. ➤ The morning assembly schedule was set to disseminate school expectations and instill virtues, programmes included teachers’ sharing on moral and life experience, Chinese culture promotion and Weekly Briefings. Students have a lot of positive feedback for the morning assembly. ➤ The late problem improved but the target of drop by 5% is not achieved ➤ 1600 praise cards were issued 2021-2022. Improvement in student behaviour is shown. ➤ Students’ performance in singing the national anthem and school song should be improved. ➤ Discipline and leadership training was organized for S1 and S2 to enhance self-discipline and cohesion. Students and teachers generally welcome the activities.

PI Areas	Major Strengths & Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> ➤ The school is designing and developing a new curriculum for the 5th Focus Learning Area: Chinese Culture. It aims to develop students' sense of national sense of belonging and hence, establish students' national identity. The newly developed Chinese Culture curriculum is staged to be implemented in S4 and S5 cohort starting from year 2024. Currently, a wide range of Chinese Culture programmes are implemented in the school, targeting all of our students. (For example, the courses of Chinese Medicine, the courses of the culture and art of tea, the Four Arts of the Chinese Scholar (i.e. qin, go, calligraphy, and painting) ➤ The number of S6 students who got the JUPAS offer is increased. In 2021-2022, totally 21 students got JUPAS offer is doubted compare with 2020-2021. Also, the Chinese University of Hong Kong has offered a bachelor degree courses to a S6 student Yim Tsz Lok for his outstanding achievement in the Innovation Technology aspect. ➤ In 2021-22, The percentage of students who achieve the basic enter requirement for university (33222) is increased from 9.2%(2021) to 22%(2022), also percentage of students who achieve level 3 in Chinese language subject and English Language subject are also increase, Chinese language subject increase from 16.8%(2021) to 37.2%(2022) and English Language subject increase from 29.4%(2021) to 39.3%(2022), and most subjects have increased passing rate, which showed the improvement of teaching and learning effectiveness. ➤ In view of the satisfactory results, some high achievers received more than one offers from the university, which provided them the room for choosing their tertiary studies with reference to their interests and abilities. Under the guidance of teachers, many graduates reflected that they made the correct decision when making decisions for their future learning careers. ➤ In 2021 – 2022, the number of PSP students who received local degrees has doubled the number in last year, which reflected the academic improvement in PSP students enabled them to receive higher education while developing their professional careers in the field of sports. In 2021-22, 17 students have participated in the 73rd Hong Kong Speech Festival. For Chinese section, 1 student won first runner up. 30 students got 80 marks or above and received certificate of merit. For English section, 33 students joined the competition, 2 students won the first prize, 1 student got second and 1 got third. 23 students received certificate of merit in total. VA students have won 26 awards. ➤ In 2021-22, 17 students have participated in the 73rd Hong Kong Speech Festival. For Chinese section, 1 student won First runner up. 30 students got 80 marks or above and received certificate of merit. For English section, 33 students joined the competition, 2 students won the first prize, 1 student got second and 1 got third. 23 students received certificate of merit in total. VA students have won 26 awards. ➤ HKSSF Shatin & Sai Kung District Inter-School Swimming Championships (40 awards with 12 champions) ➤ HKSSF Shatin & Sai Kung Inter-School Table Tennis Competition (5 awards) ➤ HKSSF Shatin & Sai Kung Inter-School Badminton Competition (8 awards) ➤ Hong Kong Rowing Schools Championships (5 awards with 4 champions) ➤ Secondary School and Tertiary Institution Taekwondo Competition (3 awards) ➤ "Huaxiabei" National Mathematics Olympic Invitation Competition (3rd Prize) ➤ "Little Hearts · Great Minds" 3rd Asian Youth & Children Art Competition 2022(9 awards with 1 champion) ➤ All Hong Kong Schools Jing Ying Table Tennis Tournament (Girls' Singles - Third Runner-up) ➤ Hong Kong Schools Speech Festival (4 awards with 2 champions) ➤ Cisco Innovation Challenge (4 Outstanding Awards) ➤ International Coding Elite Challenge (1 gold award, 3 top coders)

SWOT Analysis

Our Strengths

- The school management team has a clear vision and direction in school development and the provision of quality education, which aligns with the new educational trend.
- The division of labour and duties is systematic, which helps staff accomplish their tasks easily. Hence, teachers can easily fulfill the school's expectation.
- State-of-the-art facilities are offered by the school. The New Annex provides different facilities with a variety of functions for student activities, which helps promote all-round development of students.
- The school is equipped with the latest technology and facilities to enhance the learning effectiveness.
- Our school has a well-established foundation in sports development and fashion design.
- With a large proportion of new and young teachers who are willing to take on new challenges and learn new things, teaching effectiveness can be boosted with the guidance of experienced teachers.
- With the cooperation between the guidance and the discipline teams and constant exchange of ideas, students' behaviours are closely observed, and positive school ethos are well-established.
- Parents are supportive towards the vision of the school. Their active participation in school activities also helps establish a close relationship between parents and school.

Our Weaknesses

- Teachers are young and may lack teaching experience. Hence, they may struggle to establish good classroom routines.
- The turnover rate is high. It takes time for new staff to understand the school culture and integrate into the school. Therefore, the working effectiveness may be hindered because of the time needed for new staff to adapt to a new environment.
- Students' learning motivation is not high, and attitude is relatively passive. Therefore, the public examination results in some subjects can be improved.
- Some students are self-centered and lack perseverance due to their overprotective families.
- Some students lack a solid foundation in learning, which lowers their confidence and motivation in learning.
- As students are rather dependent on teachers, self-directed learning has to be promoted.

Our Opportunities

- The Tokyo Olympic Games enhance the public awareness of our school in nurturing sports elites, student intake is likely to be improved further.
- The latest changes in SS curriculum allow the school to have more teaching time to promote value education and applied learning, offering extended learning experiences to students.
- Extra funding and support from the government enables the school to offer a wide variety of learning experiences for our students.
- New members in the executive committee provide new insight to the school, which helps the implementation of new and suitable policies for the school.

Our Threats

- The wave of emigration leads to the loss of experienced teachers. The school may face difficulties in recruiting high calibre teaching staff.
- The diverse information on social media poses profound impact on students' mindset, which makes it more challenging to implement moral and civil education.
- In view of the pandemic, students have faced a shift in learning mode. The learning progress of a majority of our students is hindered and learners' ability in socializing and managing stress may also be affected.
- Owing to the education reform, teachers have fewer time spent on reflecting on their teaching as they have multiple foci on student activities and administration work
- In a climate of increasing competition from local schools and institutions abroad, the school needs to continue to maintain a high level of academic achievement and further develop our advantaged areas.

➤ **Major Concerns for a period of three school years**

1. To build team synergy and maintain a high-calibre workforce
2. To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
1. To build team synergy and maintain a high-calibre workforce	<ul style="list-style-type: none"> ✧ All staff in the school shares the same vision and works towards the same goals. ✧ Positive group dynamics with mutual trust and support are established. 	1. To reinforce positive attitudes and correct values through seminars, workshops, visits, exchanges and team building activities such as games and competitions	✓	✓	✓
		2. To keep staff updated of the school's latest development, changes and future planning	✓	✓	✓
		3. To create formal and informal channels for staff to express their opinions	✓	✓	
		4. To encourage open communication and discussion among staff to allow information flow, facilitate formulation of school policies and promote collective decision making	✓	✓	✓
	✧ A Professional Learning Community (PLC) is created to foster a culture of self-reflection, collaboration, continuous improvement and striving for excellence.	1. To share experiences and good practices to improve work efficiency and effectiveness	✓	✓	✓
		2. To identify the developmental needs of staff and organize professional training relevant to them	✓	✓	✓
		3. To provide advice, guidance and emotional support to novice teachers through a mentorship programme to ensure that they can integrate into the school more easily	✓	✓	✓
	✧ Staff are committed and take ownership of their work.	1. To deploy staff according to their strengths and abilities	✓	✓	✓
		2. To celebrate accomplishments, showing appreciation for good efforts and achievements	✓	✓	✓
	✧ Teachers have more time to explore and engage in innovative and effective pedagogy.	1. To streamline school administrative procedures, making good use of technology in order that teachers can be released from laborious administrative work	✓	✓	
		2. To create a positive work environment which promotes staff wellbeing, productivity and growth.	✓	✓	

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
1. To build team synergy and maintain a high-calibre workforce (cont.)	✧ Top talents are attracted to and retained in the school.	1. To develop a competitive remuneration package for staff	✓	✓	
		2. To implement a comprehensive appraisal system and award scheme which can accurately assess staff's all-round performance and honour their contributions to the school	✓	✓	✓
	✧ Good succession planning is in place.	1. To identify promising candidates for succession to middle and senior management positions	✓	✓	
		2. To communicate to potential future school leaders their career paths and preferences and to tailor professional development programmes for them	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching	✧ A learning atmosphere of striving for academic excellence is created	1. To commend students who achieve good academic result through Commendation Board	✓	✓	✓
		2. To arrange LTFC Commendation Banquet or theme park visit for top students or parents in each form half-yearly	✓	✓	✓
		3. To organize Enhancement Class and Students Training Programme to provide Generic skills training	✓	✓	✓
	✧ Reading Habits is strengthened through reading across the curriculum	1. Each subject specifies a 'Booklist' for each form, and then designs corresponding worksheets in Google form and the work will be recorded in a log book	✓	✓	✓
		2. To hold competitions like 'A minute of book recommendation'	✓	✓	
		3. To publish 'Parents' Booklist', 'Students' Booklist and 'Teachers' Booklist' to cultivate reading habits in different stakeholders	✓	✓	✓
	✧ Participative and self-directed Learning is developed and students become active learners	1. To edit and compile 'Pre-Lesson Learning booklets' for all subjects.	✓	✓	
		2. To make "HKDSE Past Paper Solution /Question explanation videos	✓	✓	✓
		3. To encourage each subject to recruit academic prefects	✓	✓	

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching (cont.)	✧ Students' performances in internal or external examination are enhanced	1. To do Pre-exam practice so that students will be familiar with question type, and be more confident to take the term tests and examinations. E-assessment is encouraged to be used as a tool of assessment for learning	✓	✓	✓
		2. To use test and examination statistics effectively to facilitate curriculum design.	✓	✓	✓
		3. To tailor 2-3 Layer Curriculum: the foundation curriculum, the core curriculum and the extended curriculum, so as to cater to learners' diversity.		✓	✓
	✧ Students learning opportunities and exposure are boosted	1. To promote Focused Learning Area- Chinese Culture Education	✓	✓	
		2. To promote Focused Learning Area- Innovation and Technology	✓	✓	✓
		3. To invite foreign exchange students from University to come and talk to LTFC students regularly to construct an English/Putonghua-rich environment	✓	✓	✓
		4. To employ more associate teachers to cater to learners' diversity, so as to build up students' confidence in learning	✓	✓	

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach (cont.)	✧ All students build up a good daily routine	1. To provide training for new teachers on good classroom management	✓	✓	✓
		2. To share topics on self-discipline and self-management during morning assemblies and Life wide learning lessons	✓	✓	✓
		3. To maintain good classroom discipline through execution of the school rules	✓	✓	✓
		4. To provide support for new teachers in handling students' discipline problems	✓	✓	✓
		5. To commend the Best Class and Improved Class in each form to promote good habits in the classroom.	✓	✓	✓
	✧ All students in the school have a chance to be trained to become a leader in different aspects with the quality of RESPECT.	1. Students are involved in different volunteer works/social services.	✓	✓	✓
		2. To provide leadership training through the 'Prefect system'.	✓	✓	✓
		3. To train student leaders to learn to organise meetings and prepare agenda and minutes through regular meetings with different student leaders such as Head prefects/House captains/ SU/Class monitors etc.	✓	✓	✓
		4. To train the students to become future leaders of the new generation through a mentorship programme in which the senior leaders organise training activities for the junior leaders.	✓	✓	✓
	✧ Students learned to have gratitude and empathy	1. To disseminate correct values to the students through seminars in the Life-wide learning lessons and sharing in the morning assemblies	✓	✓	✓
		2. To work with NGOs to organise visits and activities for the students to understand the lives of people in the society.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2022-2023	2023-2024	2024-2025
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach (cont.)	✧ Students have a global vision and are concerned about the development of the world.	1. To raise the students' awareness of the society by organising local community services or visits for the students.	✓	✓	✓
		2. To help the students understand the importance of being a global citizen by organising seminars /workshops.	✓	✓	✓
		3. To organise mainland learning tours to widen the vision of the students and build up their national identity.	✓	✓	✓
		4. To organise overseas learning tours to the students during summer holiday.			✓
	✧ Students transform their sportsmanship using "Perseverance" to daily life.	1. To develop self-discipline and self-management in our students.	✓	✓	✓
		2. To enhance perseverance of the students through sports training.	✓	✓	✓
		3. To organise overseas training for sports team members to learn their good practice		✓	✓