



# 林大輝中學 LAM TAI FAI COLLEGE



## Annual School Plan 2023-2024

# 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 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.)

## Yearly Theme

**S**elf-motivation

**H**onour

**I**nspiration

**N**urture

**E**xcellence

廿載同行 因你閃耀



***Area of Concern 1: To build team synergy and maintain a high-calibre workforce***

<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>
<p>✧ All staff in the school shares the same vision and works towards the same goals.</p> <p>✧ Positive group dynamics with mutual trust and support are established.</p>	1. To reinforce positive attitudes and correct values through seminars, workshops, visits, exchanges, competitions, and team building activities	Whole year	SDD	<ul style="list-style-type: none"> <li>➤ Expenses on activities</li> <li>➤ Service Providers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff morale improved.</li> <li>➤ Teachers understand the goal of school and collaborate with each other well.</li> <li>➤ Problems faced by teachers are addressed.</li> <li>➤ Staff is aware of the latest school developments.</li> <li>➤ Constructive opinions are received and collected.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stakeholder survey on the item 'My views on school climate'</li> <li>➤ SDD Survey results</li> </ul>
	2. To keep staff updated of the school's latest development, changes and future planning	Whole Year	EC KLA Heads ITSU	<ul style="list-style-type: none"> <li>➤ Regular updates (e.g. monthly email) about changes, coming events / plans</li> <li>➤ E-bulletin board in staff desktop and personal computer.</li> </ul>		
	3. To create channels for staff to express their opinions	Whole year	EC SDD	<ul style="list-style-type: none"> <li>➤ Survey by SDD to new teacher</li> <li>➤ Budget for Informal gathering</li> </ul>		
	4. To encourage open communication and discussion among staff to allow information flow, facilitate formulation of school policies and promote collective decision making	Whole year	EC SDD KLA Conveners Subject Heads Department Heads	<ul style="list-style-type: none"> <li>➤ Manpower for Mentorship scheme</li> </ul>		
	5. To create an atmosphere which welcomes and recognizes staff's constructive opinions	First Term	EC	/		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ 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	Whole year	Form Masters DPCD GCD SDD	/	➤ Teachers' CPD hours increased. ➤ Teachers find the common lesson time, peer lesson observation and mentorship scheme useful.	➤ Stakeholder survey on the item 'My views on school's professional development' ➤ Compare teachers' CPD hours with those in the previous year ➤ SDD Survey results
	2. To identify the developmental needs of staff and organize their professional training relevant to them by inviting different staff members for professional sharing	Whole year	SDD	/		
	3. To provide advice, guidance and emotional support to novice teachers through a more structured mentorship programme to ensure that they can integrate into the school more easily	Whole year	SDD, Mentors and Buddies	➤ Budget		
	4. To invite top-performing teachers to conduct professional sharing	Whole year	SDD	/		
✧ Staff are committed and take ownership of their work.	1. To deploy staff according to their strengths, abilities and commitment to the school	Whole year	SAC KLA Heads	/	➤ 70% of our staff are satisfied with their jobs. ➤ No. of high performing staff increased and they are rewarded with Performance Awards and/or Long Service Awards.	➤ Questionnaire on staff job satisfaction ➤ Staff appraisal to identify high performing staff
	2. To celebrate accomplishments, showing appreciation for good efforts and achievements	Whole year	SAC HRU KLA and Department Head	➤ Budget		



<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>
❖ Teachers have more time to explore and engage in innovative and effective pedagogy.	3. To streamline school administrative procedures, making good use of technology in order that teachers can be released from laborious administrative work	Whole year	Department Heads and Unit Heads GOSU ITSU CMDU	<ul style="list-style-type: none"> <li>➤ Expenses on software and programs</li> <li>➤ Additional manpower to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers have more time to spend on improving teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey on time spent on teaching and non-teaching duties</li> <li>➤ The questionnaires on teachers' job satisfaction</li> </ul>
❖ Good succession planning is in place.	1. To identify promising candidates for succession to middle and senior management positions	Whole year	EC SAC HRU	<ul style="list-style-type: none"> <li>➤ Allowances for potential middle and senior managers</li> <li>➤ Performance Awards and Long Service Awards to acknowledge teachers' effort and show appreciation and recognition.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Potential middle and senior managers are identified.</li> <li>➤ Potential Staff are deployed to take up middle and senior management positions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting with potential middle and senior managers were organized.</li> <li>➤ Staff Appraisal</li> <li>➤ Staff Deployment</li> </ul>
	2. To communicate to potential future school leaders their career paths and preferences and to tailor professional development programmes for them					
❖ Top talents are attracted and retained in the school.	1. To develop a competitive remuneration package for staff	Whole year	SAC HRU	<ul style="list-style-type: none"> <li>➤ A more competitive salary package</li> </ul>	<ul style="list-style-type: none"> <li>➤ Turnover rate of teachers decreases.</li> <li>➤ The number of teachers receiving the performance award increases.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate the turnover rate of teachers.</li> <li>➤ Compare the number of recipients of the performance award with that in the previous year</li> </ul>
	2. To share the school's vision and mission, and expectation with new staff members in recruitment interviews	Second Term	SAC HRU	/		

***Area of Concern 2: To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching***

<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>
✧ A learning atmosphere of striving for academic excellence is created.	1. To commend students who achieve good academic result through Commendation Board	Whole year	CAD	➤ Prizes for students, e.g. Praise Card, Coupon (e.g. Muji)	➤ Students set goals to achieve higher academic performance. ➤ Elite Students are provided with platform to share their experience. ➤ Elite Students are being recognized and felt appreciated.	➤ Observation of learning atmosphere ➤ Questionnaires for participants who attend the banquet or theme-park visit ➤ Number of Praise cards and coupons distributed
	2. To arrange LTFC Commendation Banquet or theme park visit for top students	January and June	CAD, SDC	➤ Catering Service ➤ Tickets to theme park		
	3. To organize Enhancement Class and Students Training Programme to provide Generic skills training	Whole year	CAD	➤ The cost of hiring coach		
	4. To invite famous tutors from tutorial schools to brush up Students' proficiency and communication skills	Whole year	AAC	➤ The cost of hiring tutors		
✧ 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	Whole year	KLA Conveners and Subject Heads	➤ Books, Bookshelves	➤ 10% increase of students borrowing books from library. ➤ Publishing of booklists	➤ Check out rate provided by the librarian ➤ Observation of reading atmosphere ➤ Book Inspection of the reading report ➤ Stakeholder survey on the item 'My views on student learning'
	2. To hold competitions like 'A minute of book recommendation'	Whole year	Chinese KLA Conveners and English KLA Conveners	➤ Prizes for students, e.g. vouchers/ certificates		
	3. To publish 'Parents' Booklist', 'Students' Booklist and 'Teachers' Booklist' to cultivate reading habits in different stakeholders	Second Term	School Librarian	➤ Order of Books ➤ Printing Cost		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Participative/ self-directed Learning is developed and students become active learners.	1. To edit and compile 'Pre-Lesson Learning booklets' for all subjects	Whole year	Subject Heads and Form Coordinator	➤ Printing Cost	➤ Students have developed initiative to learn. ➤ Increase of passing rate in DSE result ➤ Increase of weighted average	➤ Check Participation rate of after-class study group ➤ Compare public examination results and internal examination results with those in the previous year ➤ Stakeholder survey on the item 'My views on student learning'
	2. To make "HKDSE Past Paper Solution /Question explanation videos	First Term	KLA Conveners and Subject Heads	➤ Computer driver digital capacity		
	3. To recruit senior students to be student-tutors teaching junior form students	Whole year	CAD KLA Conveners LSD	➤ Tutors' salaries		
✧ 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	Whole year	KLA Conveners and Subject Heads	➤ Printing of Internal Past paper	➤ Students are familiar with format of exam. ➤ Answering skills are enhanced. ➤ Predicted Grade correctly reflect the performance of DSE. ➤ Improvement of the DSE result	➤ Book inspection, 70% of the students finished the pre-exam practice ➤ Observation, increased percentage of attempt (esp. long questions) in test/exam paper ➤ Compare public examination results and internal examination results with those in the previous year
	2. To use test and examination statistics effectively to facilitate curriculum design	Whole year	CAD	➤ Predicted Grades ➤ Test performance data		
	3. To tailor 2-3 Layer Curriculum: the foundation curriculum, the core curriculum, the extended curriculum, so as to cater to learner diversity	Whole year	KLA Conveners (Chinese and English KLA Conveners pilot)	/		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students learning opportunities and exposure are boosted.	1. To promote Focused Learning Area- Chinese Culture Education	Whole year	Chinese Culture Education Team and Subject Heads	➤ Book Publish fee, outing fee, materials for the learning activities of different subjects	➤ Published a booklet introducing different activities which is related to Chinese culture. ➤ 50% students from S1-S5 participated in at least 1 exchange tour throughout their secondary school life. ➤ Students are more willing to talk in English/Putonghua. ➤ Students have a stronger sense of their national identity	➤ Student questionnaire to collect their sense of national identity ➤ Number of the participants to the exchange tour ➤ Observation from teachers ➤ Lesson Observation ➤ Student questionnaire to collect Students' confidence in speaking English/Putonghua ➤ APASO survey to collect the perspective of students' national identity
	2. To publish 'Chinese Culture Yearly Collection' summarizing project-based learning activities about Chinese culture	Whole year				
	3. To organize cross-subject activities to enhance students' motivation in learning	Whole year				
	4. To create a language-rich environment through organizing activities including English Week and Putonghua Day	Whole year				
	5. To enhance students' National Identity through national security education in 10 Key Learning Areas. More co-curricular or project-based learning activities are organized by different KLA	Whole year	KLA Conveners and Subject Heads MCLED	➤ Materials of national security education		
✧ To enhance teaching quality by equipping teachers with new pedagogical skills and concepts	1. To hold seminars or workshops introducing learner-centered teaching and e-learning	Whole year	AAC	➤ Employment fee	➤ More e-learning is implemented in classes. ➤ Videos are shown in KLA meetings.	➤ Post-seminar survey and questionnaire ➤ Lesson Observation ➤ Completion rate of Google Forms
	2. To invite teachers to make a 3-minute video demonstrating how to use e-learning in their lessons	Whole year	AAC	➤ Prizes for good videos		



**Area of Concern 3: To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach**

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students in the school will be trained to be a leader in different aspects.	1. To build up a good daily routine that raise students' self-discipline.	Whole Year	DPCD MCLED (LE) CTs	<ul style="list-style-type: none"> <li>➤ Manpower</li> <li>➤ Teaching Materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discipline record in the school improved</li> <li>➤ Number of students violate the school rule reduced.</li> <li>➤ The students perform better in behavior.</li> <li>➤ Better learning atmosphere in the lessons.</li> <li>➤ All S1-S5 students join Volunteer service at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ APASO and Stakeholder Survey.</li> <li>➤ Student Survey</li> <li>➤ Teachers' observation and feedback</li> <li>➤ The record of volunteer service hours</li> </ul>
	2. To involve students in different volunteer works or social services.	Whole Year	MCLED KLAs	<ul style="list-style-type: none"> <li>➤ Connection of NGOs</li> </ul>	<ul style="list-style-type: none"> <li>➤ 30% students join the Volunteer Service Cell group and attend volunteer service regularly, at least 3 times per term.</li> <li>➤ Overall performance of student leaders in leadership and responsibility improved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ APASO and stakeholder result</li> <li>➤ Prefect on Duty record</li> <li>➤ Prefect Performance Reports</li> <li>➤ Questionnaire of prefect leadership training camp</li> <li>➤ Mid-term prefect evaluation system by Teacher in Charge</li> </ul>
	3. To provide holistic leadership training for student leaders.	Whole Year	DPCD SFECD CCA Societies	<ul style="list-style-type: none"> <li>➤ Expenses for the training</li> <li>➤ Timeslots and venues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perfects assume Duty on Time</li> <li>➤ Good Prefect Performance in the reports</li> <li>➤ Active Participation in leader training camp</li> <li>➤ Successfully select potential prefect leaders</li> <li>➤ Less than 5% prefect were terminated.</li> </ul>	

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students in the school will be trained to be a leader in different aspects. (cont.)	4. To organize meetings between the student leaders and Principal/Deputy Principal to share them the expectations, roles and responsibilities, and collect information.	Whole Year	SFECD Senior Management Team	<ul style="list-style-type: none"> <li>➤ Timeslots</li> <li>➤ venues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students leaders like Student Union Chairperson and House Captains can organize activities and provide services for their groups.</li> <li>➤ Students leaders of the class committees can organize activities and provide services for their classes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Self-evaluation data at the end of year</li> <li>➤ APASO and stakeholder survey</li> <li>➤ Activities Evaluation Report</li> <li>➤ Teacher's observation</li> <li>➤ Student's Reflection</li> </ul>
	5. To organize at least 2 meetings between the class monitors/class committee heads and Deputy Principal/Discipline master/Form Masters to share them the expectations, roles and responsibilities and enhance their engagement in school.	Whole Year	SFECD Senior Management Team FMs CTs	<ul style="list-style-type: none"> <li>➤ Timeslots</li> <li>➤ venues</li> </ul>		
✧ Students in the school will be trained to be a leader in different aspects. (cont.)	6. To train the students to become a future leader of new generation by leadership mentor programme. The senior leaders organize training activities to the junior leaders.	Whole Year	DPCD LSD SFECD MCLED	<ul style="list-style-type: none"> <li>➤ Manpower and budget</li> <li>➤ Teacher support</li> <li>➤ NGO training</li> <li>➤ Leadership Award/ Outstanding Leadership Award</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number of services hours of the related students in the whole year raises.</li> <li>➤ Good comments by the teachers/mentor.</li> <li>➤ The students show a more confident and responsible attitude in the Self-evaluation questionnaires after the programs.</li> <li>➤ Overall performance of student leaders in leadership and responsibility improved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in number of students getting the service awards at the end of the academic year.</li> <li>➤ Prefect Performance Reports conducted by senior prefects and the teacher in charge of the prefect</li> <li>➤ Self-evaluation by questionnaires before and after the programs after one year.</li> <li>➤ APASO and stakeholder survey.</li> </ul>

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ A holistic planning on values education is in place to strengthen the implementation.	1. Promote different values in different activities. Emphasize on the value for each activity to the students.	Whole year	AAC MCLED (LE) SFECED	➤ Teaching Material and Teaching Aids ➤ QEF Programme ➤ Resources provided by EDB ➤ Connection of NGOs	➤ Students actively participated in the activities. ➤ Harmonic school atmosphere. ➤ Build up a better relationship among the students. ➤ Students have a better sense of belonging. ➤ students show appreciation to the sharing of good examples during morning assembly.	➤ student's work ➤ APASO and stakeholder survey ➤ Course Evaluation Questioners and reports
	2. Seminars and workshops for strengthen students' positive values.	Whole year				
	3. Share good examples to promote positive values.	Whole year				
✧ Students have a global vision and concern the development of the world. ✧ Students learned to have gratitude and empathy	1. To enhance the students to care about the society by organizing some local community services or visits for the students.	Once each term	MCLED GCD HE FLA	➤ Gifts and Cards ➤ Join QEF programme outside ➤ Connection of NGOs	➤ once service or visit each term, 2 times a year. ➤ service over 200 targets group people ➤ 1 visit to the local community, social enterprises, commercial sectors and innovations in a year. ➤ Students show respect to different culture. ➤ Students are willing to share more about their own views and opinions on international affairs.	➤ Students survey ➤ NGOs feedback ➤ Teachers observations and feedback ➤ Students' reflection, sharing and feedback ➤ Stakeholder survey on the item 'support for student development'
	2. To enhance the students' creativity by organize seminars or visits from local community, social enterprises, commercial sectors and innovations.	Whole year	MCLED SFECED DPCD	➤ Network with the commercial field.		
	3. To build an atmosphere for students to appreciate world culture in school context. For example, culture week/festival	Whole year	MCLED Chinese Culture Education	➤ PowerPoint ➤ Video ➤ Game Booth		

<b>Targets</b>	<b>Strategies</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources Required</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>
✧ Students have a global vision and concern the development of the world. ✧ Students learned to have gratitude and empathy (cont.)	4. To organize 1 to 2 short mainland learning tours in a scale of 40 students for the junior forms' students.	Long holidays like Christmas or Easter LWL Days	MCLED SFECD Chinese Culture Education Subject heads of Chinese History, Putonghua and CSD	➤ Budget for learning tours ➤ Manpower for learning tours ➤ Connection with Sister school ➤ School of MOU	➤ Students actively participated in different activities/seminars during the tour. ➤ Students show appreciation to the culture of the visit cities.	➤ NGOs feedback ➤ Teachers observations and feedback ➤ Students survey ➤ Students' reflection, sharing and feedback ➤ Stakeholder survey on the item 'support for student development'
	5. To organize one longer mainland learning tours in the scale of 40 students during the post-exam period or summer holiday for the senior students to join.	Post examination				
	6. To organise overseas learning tours to the students during summer holiday.	Life Wide Learning Days				
✧ Students transform their sportsmanship into their academic and daily life.	1. To improve the self-discipline of the sports team members. Punctuality to classroom/training. Late will be marked in the classroom diary and training records.	Whole year	FMs Class Teachers Subject Teachers PE Teachers	➤ Manpower for detention class ➤ Regular update	➤ Learning atmosphere in class and school improves. ➤ Number of students participating in different competitions increases. ➤ Conduct grade of students improved. ➤ Students show respect to different people.	➤ The record forms in the classroom diary ➤ Training records ➤ Participation rate in different competitions ➤ Training performance will be related to students' conducts which are reflected on the report card. ➤ Low rate for sports team students in DU record
	2. Corporation with coaches and teachers. The performance in school and lessons related to their opportunity to play in the team.	Whole Year	PE KLA and FLA Team coaches FMs Class Teachers	➤ Regular update		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students transform their sportsmanship into their academic and daily life. (cont.)	3. To achieve a better result in the inter-school competitions.	Whole year	PE KLA and FLA	Manpower for preparing and modifying PE lesson materials.	<ul style="list-style-type: none"> <li>➤ Students show the characteristics of “Tai Fai Person” that is perseverance and serving others</li> <li>➤ Achieve better results in inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Count the attendance of students</li> <li>➤ Observation by teachers/FMs/Coaches.</li> <li>➤ The record form of school competitions.</li> </ul>
	4. To organize personal and leadership development programs to strengthen personal growth, career and life planning)	Whole year	CED MCLED (LE)	Junior form : <ul style="list-style-type: none"> <li>➤ Simple outline of secondary curriculum</li> <li>➤ Self-understanding (strengths and weaknesses)</li> <li>➤ S3 subject related exploration</li> </ul> Senior form: <ul style="list-style-type: none"> <li>➤ tertiary institutes visit, applied learning, guest lecture hosted by renowned tutorial teachers</li> <li>➤ Talks specifically related to vocational training, MOU institutions</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% of students join the activities.</li> <li>➤ Tertiary institution visits at least 80% of the students have joined one of the visits.</li> <li>➤ Interested students join the talk or seminar</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collect data from Questionnaire</li> <li>➤ Count no. of student attendance</li> <li>➤ Feedback from evaluation form of teachers and students.</li> </ul>