



# Lam Tai Fai College

## School Report

### 2013-2014



# **Our School**

## **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.

## **Introduction**

In support for the call for all-round development of youths in Hong Kong, Lam Tai Fai Charitable foundation proposed to establish a quality secondary school under the Direct Subsidy Scheme in 2002. The school started its operation in September 2004, offering an innovative and comprehensive curriculum with special emphasis on Art and Fashion Design, Sport Development, Health Education and Innovative Technology.

The Junior Curriculum at LTFC offers a comprehensive range of programmes to enrich students' learning experiences as well as prepares them for the Senior Secondary Curriculum. It also aims at enhancing students' generic skills with due emphasis on areas such as collaboration, communication, creativity, leadership and critical thinking skills.

Our Senior Curriculum is uniquely designed to provide a wide range of learning options from all the key learning areas so that students can choose the subjects that best suit their abilities and interests. It also prepares them for the Hong Kong Diploma of Secondary Education and university admissions. With the extensive range of programmes we offer, we aims to improve students' prospects for success in life.

The College places great emphasis on instilling in the students the correct learning attitude and study habits. Students are encouraged to read, to observe and to discuss during the learning process so as to develop their different generic skills. Lessons are designed in a flexible manner to allow teachers adequate time to interact with the students so as to enhance learning effectiveness.

To explore students' different learning abilities and widen their horizons, cross-curricular projects are introduced. Students are given the opportunities to apply their knowledge, creativity, skills and values, as well as to collaborate with others. Through project-based learning, students are able to develop their life-long learning capabilities.

Our beautiful 21st Century millennium school premises are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, two Fashion Design Centres, a Gymnasium, a Fitness Centre, a Lecture Theatre, Campus TV, English Café, Putonghua World and Visual Arts Passageway.

To further enhance the learning environment, a New Learning and Activity Complex was completed in 2010 to meet the challenge of the New Senior Secondary Curriculum and to enrich students' learning experiences. The complex includes a warm water Swimming Pool, another Fitness Centre, a 21st Century Library and Learning Resources Centre, a Multi-media Learning Centre, a Cafeteria and a Multi-purpose Stadium.

## **Major Concerns**

1. To build a green and health promoting school
2. To develop e-learning to enhance learning motivation and learning effectiveness
3. To strengthen student support to cater to individual needs and differences

# Achievements and Reflections on Major Concerns

## 1. To build a green and health promoting school

1.1 The awareness of environmental protection of staff and students is raised.

- In order to raise the awareness of environmental protection, the school launched a series of programmes both inside and outside the campus.
- The Moral & Civic Education Unit utilized the notice boards to promote the message of recycling. The main theme of the board was to treasure the resources, and a newly designed poster by S5D Cheng Ho Wun was put up. The topic “Green and Healthy” was adopted as the 1st board decoration in the academic year. Students completed their boards with recycled paper or materials, which aimed to raise their awareness of the use of materials.
- Topics related to environmental protection were included in various subjects, for example, Liberal Studies (sustainable development), Integrated Humanities (4R), Geography (Ecosystem), Integrated Science and Health Education (Ecology). For Chemistry, some topics that are related to green and healthy were emphasized, for example, save the resources in the world, use secondary cells (that are rechargeable) instead of primary cells and develop the concepts and principles of green chemistry.
- The School laboratory technicians were also aware of the need for the safe handling and disposal of chemicals. They were able to classify the chemical wastes as acidic, alkaline and organic wastes.
- The Geography Panel arranged field trip for students to develop in them a sense of respecting the green environment in Hong Kong.
- During the Lunar New Year Fair, some products sold are donated by the students in the class. The products were mainly second-hand books and souvenirs bought during vacation. In this sense, students’ awareness of environmental protection was raised and this could be further encouraged in future.
- Secondary One Form Mistress organized a green bean planting event in which each class was distributed some green beans, and the students had to take care of the green beans in the academic year. Through the event, the students could learn to care about the environment and other plants.
- The destination of the School Outing for Secondary One was the Hong Kong Federation of Youth Groups Organic Farm. Through visiting the farm and making some products such as organic herbal soaps, students learnt more about organic farming.
- A Korea Study Tour on Business and Environmental Protection was organized in the Easter Break. 30 students and 3 teachers joined the trip. During the trip, students could explore how the Korean government supported environmental protection in the

country by visiting the Sudokwon Landfill Site Management Corporation and the Cheonggyecheon, a polluted river turned into beautiful scenery in Seoul. Students raised some constructive questions and suggestions to the tour guide.

- Some S1 members of Gardening and Horticulture Society participated in the “School Happy Farm” Hong Kong School Organic Farming Charity Competition organized by Au Law Organic Farm and they won the Best Project Learning Report.
- The school Assistant Administrative Officer and some teachers visited other schools to learn their green school experiences, for example, C&MA Sun Kei Secondary School in Tseung Kwan O and Shatin Tsung Tsin Secondary School. They also attended environmental training workshop held by the Environmental Campaign Committee (ECC). The school visit and the training helped them understand how to formulate school environmental management policies.

#### 1.2 More greenery is seen in the school campus.

- Gardening and Horticulture Society had regular plant-growing activities with their members.
- Some of the members of the society were also school prefects and they had to be on-duty during lunch time, so there was not manpower for the planting activities. Even though there were other volunteers, they did not attend the planting activities regularly.
- In general, students enjoyed the process of growing different kinds of plants. They tried to find containers from wet markets to facilitate the green use of resources.
- Most students had their first trial of planting vegetables and they felt very excited and were willing to contribute their spare time to water the plants. After several months of planting and transferring of plants into larger pots, the students could enjoy their harvest. However, the plants died easily during long holidays even with the help of the janitors to water the plants.
- Students started to plant organic vegetables this year. The cost of the seeds for organic vegetables was higher than ordinary vegetables. Besides, the soil for organic plants was more expensive. A larger budget will be needed for the society next year to buy soil and fertilizers for greening the school environment.

#### 1.3 The school culture of energy saving and recycling is fostered.

- A morning assembly was arranged to promote 4Rs in the school, the placing of recycling bins and the folders recycling activity. In the sharing, the Moral and Civic Education Unit promoted the placing of recycling bins on each floor and the folders recycling activity which were held in the first week of June. Students actively participated in the activity; over 100 folders were collected and re-distributed to the teachers and staff who needed them.

- Instead of buying new paper, students were encouraged to collect used red packets from the previous year to make the fire-crackers for competition.
- The school encouraged staff to use double-sided printing and avoid unnecessary printing and photocopying, and encouraged them to scan and keep soft copies. The paper consumption of 2013-2014 dropped more than 15% when compared to the year before.
- The habit of switching off fans, air-conditioners and lights when students leave their classrooms was formed to save energy.
- Assignments on Green and Healthy were assigned to the S1 and S2 students to arouse their awareness on environmental protection.

1.4 The staff and students maintain healthy lifestyles. They are physically, socially and psychologically healthy.

- Our school joined the “Health Promoting School”, which was funded by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong. A funding of \$6000 was obtained from the program which was used in health promoting events on campus.
- Students from all classes, parent representatives, non-teaching staff, teachers and the principals signed up on the Healthy School Charter.
- The following activities were specially designed for students:
  - Four Health ambassadors were nominated to the “Student Health Captain Award Scheme” offered by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong. They were given opportunities to interview traditional Chinese practitioners. They were awarded the best presenter for presenting the health promoting events held in school.
  - Updated health information was posted on the “Health Education” bulletin board and the board at school canteen. Health information included the upcoming health promoting events, information about blood donation and various disease prevention methods.
  - Over 20 health ambassadors and over 10 parent-volunteers were recruited as helpers in the “Fruit Week”. The event successfully drew students’ awareness of having fruit regularly. Some information about the health benefits brought by fruit was shown on the bulletin board. More extensive promotion on the health benefits of fruit will be promoted next year.
  - From students’ performance in the final assessment, the topics related to nutrition in Secondary One Health Education syllabus, the subject related extended activity and the Secondary One Cooking Competition consolidated students’ knowledge on healthy diets and nutrition.
  - Health ambassadors carried out health measurement for all students in Junior Form

in September 2013. The measurement included height, weight, blood pressure and pulse rate.

- The Guidance and Counseling Unit (GCU) helped to strengthen preventive measures to develop students' physical health, mental health, social health, moral health and whole personal development through different activities and programmes.
- GCU co-operated with PHAB, the Department of Health (DOH) and the CEASE Crisis Centre of Tung Wah Group of Hospitals to design and provide sex education workshops, anti-drug workshops, workshops on emotional problems, a talk on family relationship and drama on internet addiction for our students and a majority of the students think the talks were helpful.
- Students were given opportunities to serve others both inside and outside school through Guidance Prefect Team and Pupil ambassador: active bright and caring scheme.
- Guidance Prefect participated in various services and programs, such as the experiential exhibition of Dialogue in the Dark HK. Senior Form students participated in a talk about inclusion and equality.
- There were 20 Secondary One students participated in the tier 2 of Project PATHS programme which enhanced their personal growth and social development.
- The Stars of the Month Scheme helped enhance students' good attitude and behaviours in different aspects.
- The "Enhanced Smart Teen Project" promoted self-discipline, self-confidence, anti-adversity, teamwork and leadership skills.
- Services training and service day were planned to enhance their leadership skills and raise students' awareness to others needs.
- The following activities were specially designed for teachers:
  - The Guidance and Counseling Unit sent useful information such as information on "Mental Health Education Services" from The Mental Health Association and on "Parental Mental Health and its Relationship to Child Protection" from Jockey Club New Life Psychiatric Rehabilitation Institute through emails to raise the awareness of teachers on stress or work pressure.
  - A Seminar on Tuberculosis was held in January for all staff by the Department of Health. Posters were put up in staff room and in the covered playground to raise their awareness of preventing the spread of tuberculosis.
  - A 2-hour Stress Management Workshop was organized in May for the teaching Staff to help them cope with stress and identify the problems they faced. They were also equipped with the skills on how to 'think positive'.
  - Sports facilities were opened for all teaching staff on the afternoons of the uniform test periods and examination periods. Self-arranged basketball competitions among colleagues and with other schools were organized.



Throughout the year, around 20 basketball matches and 3 football matches were arranged for the teaching staff. One inter-school basketball match with Cheng Chek Chee Secondary School was held.

- A 30-hour First-Aid Course was held from 11 August to 14 August. 16 teachers and 4 office staff participated in the course. It aimed at equipping our staff with the updated First-Aid knowledge to handle injury cases.
- With the effort of Home-School Cooperation Unit, the variety and prices of food provided by the food supplier were strictly monitored. Only healthy food was sold in the campus. The proper eating manners and habits of the students were fostered.

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

### 2.1 Teachers are familiar with different e-learning strategies.

- One e-learning coordinator in each subject panel was selected. Each panel submitted an e-learning strategic plan. The coordinators helped explore different e-learning recourses for their panel.

KLA	e-learning coordinator
Chinese Language	CYMM
English Language	WCHB
Mathematics	TKHE
Science	FCYT
Social Science	YWHG
Business	LYYV
Art	LWHJ
Physical Education	CKK
Technology	TKCR, FKHH
Health Education	TCYJ

- The e-learning coordinators met regularly to discuss preparation work and the development of e-teaching resources. They also disseminated e-learning seminars and workshops to teachers in the KLA to encourage them to attend and prepare themselves well for e-Learning in 2014-2015.
- Throughout the year, teachers were encouraged to participate in different workshops, seminars and sharing sessions on e-learning resources and strategies held by the Education Bureau and different organizations such as HKedcity, HKIED, Microsoft and other apps developers.
- School-based workshops on Smart Apps Creator, Power Lesson and Schoology were organized for our teachers to introduce to them skills and techniques in preparing e-learning materials and e-teaching platforms. User manuals were sent to the teachers.
- The Mobile Device Management (MDM) system was introduced to the teachers to

help them manage students' use of the mobile device in class.

- Different Apps such as Explain Everything were introduced to cater to the needs of different subjects.
- Teachers of Chinese Language and Mathematics KLAs each developed an application software / mobile app for teaching.
- Chinese Language, Mathematics and Technology KLAs took part in the Learning and Teaching Expo 2013 to demonstrate the use of e-learning in their lesson to the public as well as share their experiences with other teachers in Hong Kong.
- In the Technology KLA, all IT teachers learnt the game creation course, Unity and applied game-based teaching strategies in their lessons.

2.2 The infrastructure and tools for e-learning have been enhanced to facilitate the implementation of e-learning.

- The school successfully joined the e-Learning Support Scheme funded by the Education Bureau.
- WiFi network was installed in all classrooms and the WiFi system will be maintained by professional service provider to facilitate the implementation of e-learning in 2014-2015.
- The main fiber switch and its accessories were upgraded and the school network is now more stable.
- The equipment in classrooms was checked, changed or repaired by the school technicians. Worn-out IT equipment such as projectors and visualizers was replaced.
- Procurement and setting up of tablets for eLearning was done. iPads will be provided for Secondary one teachers teaching the pilot subjects.

2.3 Students are able to learn at home.

- e-Classrooms were set up so that teachers can upload online exercises, quizzes, projects and teaching notes there for the students. Students can complete the work teachers assign to them on their own at home and submit their work to the teachers and read teachers' feedback online. They can also communicate with the teachers through the e-Class platform.
- The library purchased e-books, most of which were uploaded to the library platform. Students can simply log on to their personal account and read them at home with a computer or a mobile phone, or in the school library.
- The school subscribed to Wisenews to provide the most comprehensive online news for our students to do research and study.

- The school also subscribed to the Online Question Bank (OQB) from the HKedcity, which provides past HKCEE and HKDSE papers for our students to practise at home. Teachers can assign questions to students by topic and level of difficulties.
- All our students subscribed to the English Builder learning platform. They can practise the four language skills at home at their own learning pace.

#### 2.4 Students' learning motivation and learning effectiveness are enhanced.

- The pilot groups tried out e-Learning in their lessons. In the Mathematics KLA, each Mathematics teacher conducted a lesson with e-learning resources and the lessons were recorded. They reported that the use of e-Learning could help explain abstract ideas more effectively and increase students' learning motivation, but the instabilities of the network caused problems to the lessons e.g. loss of connection, login problem, etc.
- In the lesson observation in 2nd term, all the teachers observed employed e-Learning in their lessons and students were found enjoying and more involved in the lessons.
- IT teachers reported that the use of game-based learning could arouse students' interest in the topics and they were more willing to learn through the games.
- Students said that they felt more excited about the lesson if e-learning was employed.
- They were willing to try the online vocabulary quizzes and watched the teaching video created by the teachers. They also reviewed them when they did their revision.
- Students were interested in playing the subject-related apps like the science matching game to enhance their subject knowledge.
- With the use of the Online Question Bank, students' multiple choice results became better. Through the analysis and reports generated by the system, teachers will know which types of questions are difficult for the students.
- The Chinese Language mobile phone apps created by the Chinese KLA attracted 81.6% of the students to try and do it on their own.

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

#### 3.1 Teachers and staff have a better understanding of the diverse learning needs of students and the different strategies they can employ to support the students.

- Through training and visits, teachers and staff were able to have a better understanding of the diverse learning needs of students and the strategies they could employ to support students.
- A Seminar on Catering to Learner Diversity was organized for all teaching staff in the School. The guest speaker from Ma On Shan St. Joseph Secondary School shared with the teachers his experiences in dealing with students with specific learning difficulties in reading and writing. Through the seminar, teachers had a better understanding of the strategies of teaching and lesson planning in catering to learner diversity.

- Teachers were encouraged to attend training, seminar and sharing sessions provided by the Education Bureau so the School could have a better planning to cater to learner diversity. Teachers from LRSU attended the Advanced Course on Catering for Diverse Learning Needs organized by the Hong Kong Institute of Education. Two Mathematics teachers had attended a seminar on “Catering for gifted or more able students in the regular classroom – Module 1 of School-based Gifted Development Programme in Mathematics (Secondary).
- Some teachers joined a school visit to the Hong Kong Red Swastika Society Tai Po Secondary School to learn more about the strategies for the support of students with special needs.

### 3.2 Support for sports elite students is strengthened.

- Support for sports elite students was strengthened through the provision of more career counseling and academic support.
- Meetings with the Careers Counselor were arranged for sport elite students on a regular basis to provide support and guidance on study and their future career. The sports elite students could understand more about their interest, ability and career aspiration as well as the opportunities for their further studies. Physical Education teachers also discussed with the sports elite students on their life-planning.
- Tutorial classes were provided for sports elite students to enhance their performance in the core subjects. The tutorial classes started in the second term. The students were allocated to two groups – junior and senior levels. Chinese and English classes were arranged for junior level sports elites, while Chinese, English and Mathematics classes were arranged for senior level sports elites. There were about eight tutorial classes arranged for each core subject for each group. The class size was four on average. The study of the correlation between students’ attendance and the percentage change of score showed that students with high attendance rate had greater improvement in their academic performance.
- To support sports elite students, they are given greater flexibility in their choice of elective subjects in senior levels. They can choose from one to three elective subjects based on their learning abilities to allow them to more time for their sports training.
- The School nominated elite students to apply for the Student Athlete Admission Scheme of the City University of Hong Kong. This enhanced their learning motivation and increased their chances of studying in tertiary education.

### 3.3 Support for academically high-achievers is strengthened.

- To strengthen support for the academically high-achievers, accelerated learning class in S4 was initiated. In the past, grouping students based on their abilities was practiced in junior level only. In 2013-2014, the practice was extended to secondary four and

students of average academic ability were allocated based on their elective subjects while academically high-achievers were grouped into one class. For the core subjects: Chinese, English, Mathematics and Liberal Studies, instructions and concepts taught in accelerated class and the normal classes differed. To encourage students in the accelerated class and the normal classes to continue to do well, shortlisting of academically high-achievers was done again in S5 after their final assessment.

- Differentiated teaching and learning materials were provided in junior secondary level in the core subjects: Chinese, English and Mathematics. For Chinese, academically high achievers were encouraged to join more writing or book report competitions. In S1 and S2, there was an increase in the number of students joining competitions outside school. Our students joined writing competitions outside school 84 times and 26 of the submissions were published or awarded with prizes. The S1, S2, S3 and S4 English Accelerated Learning Groups adopted an enriched scheme of work, so more work was done and achieved in addition to the topics covered and skills covered for all the classes. Teachers were allowed flexibility in adopting teaching and learning materials according to the students' needs. For instance, a range of grammar activities were incorporated into the curriculum to be freely used by the teachers. For Mathematics, different schemes of work were adopted in junior forms. Extra assignments and topics were given to the accelerated groups in junior form. A regular training class was arranged for high-achievers to equip them with techniques and skills for external Mathematics competitions and students enjoyed the training class. Academically high achievers were encouraged to participate and excel in external competitions. Several students received awards from external competitions. Two of the S2 students received awards in the Preliminary Round of the China National Mathematics Olympiad Invitational Cup 2014 (Hong Kong Region). One S2 and one S5 student received awards in the 2014 International Competitions and Assessments for Schools (ICAS).
- After-school learning support for senior secondary high-achievers was strengthened. In order to enhance the quality of the Chinese after-school accelerated class, it was taught by subject teachers. S6 Chinese teachers also organized after-school accelerated class. For English, a series of examination skills-based and paper based workshops taught by S6 Teachers were arranged for students with potential to attain Level 4 or above. Students with potential to attain Level 5 or above were shown the 2013 HKDSE English Language 5\*\* scripts. The skills needed to obtain L5 or above were highlighted to this group of students. Students with potential to attain Level 4 or above were invited to attend HKDSE English Language examination skills improvement workshops and mock examinations to brush up their subject knowledge and examination techniques. Besides, individual counseling sessions were organized for students with potential to attain L4 or above to discuss strategies for improvement in

both subject knowledge and examination strategies.

- The “Reaching for the Star Scheme” was improved to enhance the learning motivation of the participants. The attendance rate was satisfactory.
- The Careers Counselor met academically high-achievers on a regular basis to provide support and guidance on study and their future careers. A briefing session was organized for the students joining the “Reaching for the Star Scheme” to motivate them to excel in public examination. Academically elite students in S6 were nominated to different school principal’s nomination schemes/ admission schemes to enhance their learning motivation and the number of students admitted to university. Through the nomination scheme, an S6 student was admitted to SCAD to study a 4-year degree programme in the academic year 2014-15 and received a HK\$200,000 scholarship from SCAD. Academically high-achievers were encouraged to visit local universities in order to further enhance their motivation to learn. Besides, mock interview workshops were organized to equip S6 students with essential interview skills and university subject selection strategies.
- To encourage high achievers to learn, different scholarships were provided, such as university entrance scholarship and subject awards. Eleven applicants applied for the Undergraduate Scholarship for S6 Students Graduated in 2012-2013. Nine of the applicants were recommended for awarding the Undergraduate Scholarship. The amount of the Undergraduate Scholarship was equivalent to a first year tuition fee of a local university in Hong Kong (calculated by the tuition fee of a general degree in Hong Kong; i.e. HK\$42,100 each and HK\$378,900 in total). Internal Scholarships were awarded to students who excelled in different areas, namely academic, languages, sports, art and design, innovative technology, leadership, services and conduct. A total of thirty students were awarded the Internal Scholarships in 2014 and the total scholarship amount was HK\$35,000.
- Nine potential gifted students were identified and were nominated to the Hong Kong Academy for Gifted Education. Two of them were admitted to the Academy and attended courses in the Academy.

#### 3.4 To strengthen student support to cater to individual needs and differences

- Guidelines on how to cater to students with special educational needs were provided for teachers.
- Support for SEN students was strengthened. First, subsidies were provided for senior secondary students to conduct professional assessment/renew assessment prior to their HKDSE applications. There were also special arrangements in internal assessments for SEN students, such as time extension, paper enlargement and single-sided printing. Second, enhancement programmes in Chinese (second term) and English (first term) were provided for the junior SEN students to consolidate their foundations in the core

subjects. The programmes provider this year was Caritas Institute of Community Education. The attendance rate was over 90% on average. Third, better support and arrangements for students with special educational needs in classroom learning and assessments were provided. After getting parents' consent, information on the individual report for each student with special educational needs was given to subject teachers concerned. Subject teachers could then adjust their teaching and assessment requirements for the SEN students.

- In English Language, Pre-term and post-term questionnaires were given to students to evaluate their English Language learning and help them understand their own learning style. The results of the questionnaire could help teachers make informed decision on adjustment of teaching strategies for a certain learning group or class. Moreover, there was adaptation of the English syllabus and teaching materials for students with special educational needs. Special support and arrangements were made to address the needs of these students. Subject Teachers shared experience on a regular basis to exchange information regarding effective strategies to support students with special educational needs.
- Guidance and counseling for students with special educational needs were enhanced. Guidance teachers met students with special educational needs on a regular basis to provide support and guidance on their learning and emotional needs. Five new SEN cases that involved weak emotional control were identified and Guidance Teachers provided guidance support for them. They conducted a cell group about social skills and four S2 students joined the cell group which helped them develop skills to handle their emotions. All students agreed that they learnt some skills to handle their relationship with others.
- Besides SEN students, guidance and counseling for students with learning difficulties was also strengthened. 23.6% of the Guidance Counseling Unit cases involved learning difficulties. Guidance teachers met the students and provided individual consultation. The Social Worker also kept close contact with parents and provided suggestions for them.
- Peer support was employed to help SEN students and students with learning difficulties. A Guidance Prefect Team was organized to provide peer guidance. Ten out of the fifty-four guidance prefects were chosen and joined a programme from the Education Bureau named 'Pupil Ambassadors: active bright and caring scheme'. They received 2 training from the Education Bureau to help promote a love and caring atmosphere in the school. Under the supervision of the Guidance Teachers, three of them were eager to try and form a peer support group and gave support to Two S1 students who were weak in social relationship and emotional control. However, most of the guidance prefects were not confident enough to act as a 'Big brother/ Big sister' to provide guidance support to the junior form. More leadership training and guidance

training should be provided to them in the next academic year so that they can have greater confidence in peer counseling. The Form-based Management Committee also helped to provide learning buddies for students with special educational needs within the same class.

- There was academic support for lower achievers. First, Chinese, English and Mathematics Post Uniform Test Reinforcement Tutorial Classes were arranged after the Uniform Test in the first term and the second term to consolidate the foundation knowledge of the lower achievers. Four lessons were arranged for each subject. The attendance rate was higher in junior forms than in senior forms. The study of the correlation between students' attendance and the percentage change of score showed that students with high attendance rate had greater improvement in their academic performance.
- Tutorial classes were organized after-school and during school holidays to help students consolidate the subject knowledge learnt and to cater to students' individual differences.
- After the Final Assessment, Chinese, English and Mathematics revision classes were conducted for the low-achievers to help them catch up with the required standards.



**Lam Tai Fai College**  
**DSS Schools' Annual Financial Postiion**  
**Financial Summary for 2012/13 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME ( in terms of percentages of the annual overall income)</b>		
DSS Subsidy	68.97%	
School Fees		28.75%
Donations		0.00%
Others Income	0.05%	2.23%
<b>TOTAL :</b>	<b>69.02%</b>	<b>30.98%</b>
<b>EXPENDITURE (in terms of percentages of the annual overall expenditure)</b>		
Staff Remuneration		79.44%
Operating Expenses		10.35%
Fee Remission & Scholarship		2.62%
Repairs & Maintenances		1.92%
Depreciation		5.57%
Miscellaneous		0.10%
<b>TOTAL :</b>		<b>100%</b>
Surplus/Deficit for the School Year #	<b>Deficit - 0.34 Months of the annual expenditure</b>	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	<b>Surplus - 7.36 months of the annual expenditure</b>	
<b># in terms of equivalent months of annual overll expenditure</b>		

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.