



# Lam Tai Fai College

## School Report

### 2016-2017



# **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, challenging and demanding mix of academic, aesthetic and physical endeavours.

### **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 of 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. Lam Tai Fai College (LTFC) 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 to prepare 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 Examination and university admissions. With the extensive range of programmes we offer, we aim 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, observe and to discuss during the learning process so as to develop their different generic skills. Lessons are designed in a flexible manner to give teachers adequate time to interact with the students so as to enhance learning effectiveness.

To explore students' different learning abilities and to widen their horizons, cross-curricular projects are introduced. Through project-based learning, students are given the opportunities to apply their knowledge, creativity, skills and values, collaborate with others and 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 Centers, 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 an Indoor Heated 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 create a positive school climate
2. To enhance students' academic and non-academic achievements
3. To nurture our students to become self-actualizing individuals

## Area of Concern 1 To create a positive school climate

### 1. Everyone in the school shares the same vision and works towards the same goals. An environment of mutual trust, respects, support and understanding is established.

- During the summer vacation, all KLA panels and Unit Heads were asked to collect opinions and suggestions from their members and put forward a proposal on how to streamline workflow of the school and how to empower KLA and Unit members to work towards the school vision. These proposals were examined and analyzed and ideas were combined into a summary proposal. The summary proposal was submitted to the School Development and Steering Committee (DSC) for further discussion. The DSC suggested that IMC Managers should conduct regular meetings with the KLA heads and Unit Heads to collect their views on strategies formulation and goals setting as a means of actualizing the vision and mission of Lam Tai Fai College. The Deputy School Supervisor Mr. KP Fan and School Manager Prof Philip Yeung had paid two visits to the school in each school term to meet the KLA heads and Unit Heads. In the meetings, Mr. Fan and Prof. Yeung conveyed the views of the IMC to the teaching staff about school vision and planning of short-term and long-term development of LTFC. Mr. Fan and Prof Yeung, in the meantime, also collected feedback and suggestions from the teachers and the middle managers of the school and brought the views back to other IMC Managers for further consideration. In this way, the Members of the School IMC and all teaching staff will share the same vision and have same goals on the way to gradual and sustainable development of the LTFC community. The continuous efforts on exchanging of views and perspectives has helped strengthened the atmosphere of mutual trust, respects, support and understanding.
- The stakeholder survey that had been conducted in May 2017 reflected the effectiveness of the open, mutual communication among the policy makers, administrators and teaching staff. The following table showed how teachers responded to the questions in the stakeholders' survey regarding whether the school had strategically formulated its development plans in line with its direction of development.

| Item  | Percentage     |       |         |          |                   |     | Mean | Standard Deviation | Rank of agreement |
|---|----------------|-------|---------|----------|-------------------|-----|------|--------------------|-------------------|
|   | Opinion        |       |         |          |                   | N/A |      |                    |                   |
|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |     |      |                    |                   |
| 1. The school has a clear direction of development.   | 8.3            | 65.3  | 16.7    | 8.3      | 1.4               | 0.0 | 3.7  | 0.8                | 1                 |
| 2. The school strategically formulates its development plan(s) in line with its direction of development. | 2.8            | 61.1  | 27.8    | 8.3      | 0.0               | 0.0 | 3.6  | 0.7                | 2                 |

- The school had maintained a very good, harmonious relationship and effective, open communication with the parents, especially through the Parents-Teachers Association (PTA). The advice and views of the parents had been sought and considered before a new school policy was endorsed and implemented by the DSC. The following table showed the positive views of LTFC’s parents had for the school.

| Item  | Percentage     |       |         |          |                   | N/A | Mean | Standard Deviation | Rank of agreement |
|---|----------------|-------|---------|----------|-------------------|-----|------|--------------------|-------------------|
|   | Opinion        |       |         |          |                   |     |      |                    |                   |
|   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |     |      |                    |                   |
| 17. The school often keeps parents informed of school affairs and development.  | 12.9           | 66.4  | 19.7    | 0.9      | 0.2               | 1.6 | 3.9  | 0.6                | 4                 |
| 18. There are sufficient channels, such as parents’ day, the school website, school post box, etc., for me to express my views to the school. | 13.3           | 68.3  | 18.0    | 0.4      | 0.0               | 2.6 | 3.9  | 0.6                | 2                 |
| 19. The school is willing to listen to the views of parents.  | 13.8           | 67.4  | 18.3    | 0.5      | 0.0               | 2.3 | 3.9  | 0.6                | 3                 |

- The school had formulated clear policies and procedures on handling complaints in the 2015-2016 school year and a new version “LTFC Guidelines for Handling School Complaints (v 2017 1 16)” was released in January 2017. Efforts were made to align the Guidelines with the success criteria of creating a positive climate -- the school should set up a proper system to handle complaints of all staff. The revised guidelines and policies have facilitated the administrators and teaching staff to work towards the school vision.
2. A strong sense of ownership, commitment and responsibility is developed. The culture of self-reflection, continuous improvement and striving for excellence is cultivated and, a stable and high calibre workforce is developed.
- The school had recruited more teaching staff members in 2016-2017 to lower the teacher-student ratio to about 1:11, which was relatively lower when compared to the standard teacher-student ratio adopted in the majority of the local secondary schools. With a lower ratio, more flexibility was allowed to cater to learner diversity and various needs. Allocation of teaching duties and other duties could be done more effectively

through matching a teacher's experience, background and strengths to the students' needs and talents. KLA Heads were involved in the planning and allocation of manpower and assigning of teaching duties. When teachers are assigned duties that allowed them to better contribute their strengths and talents, they were enabled to perform and put their experience and expertise to their best use to nurture and cultivate the various talents among our students.

- The School has created a new position entitled Head of Administration (HOA) in this school year. The new HOA has taken up about half of the school administrative duties which were originally handled by the Deputy Principals and Assistant Principal. Moreover, in staff deployment, the new HOA has effectively reviewed and re-defined the job natures and specifications of all the supporting staff in the General Office so that each of the staff member had a clearer understanding of the school expectations, their job duties and job duties of their team members. With better deployment in resources and staff, most of the supporting staff members were assigned to work in pairs and work collaboratively to accomplish tasks assigned. When one supporting staff member was on leave, at least one other supporting staff member would carry out his/her duties in order to ensure smooth implementation of school administration on a daily basis. Work efficiency has been increased and the teaching staff is enabled to carry out their teaching and non-teaching duties in a more effective and efficient manner.
- The new HOA also has streamlined many administrative procedures and greatly reduced the paper work involved in the various administrative processes by using the Strengthening School Administration and Management Grants (SSAM) to recruit an IT expert. This expert was working gradually with the ultimate goal of turning the General Office into a paperless working environment.
- The school has created a 10-year Long Service Award (for teaching and non-teaching staff) to recognize staff's loyalty and their dedication to serve the School. A staff member who has been serving Lam Tai Fai College for ten years or more will be given this award. In 2016-2017, a total of 5 staff members were presented with this Award and each received a trophy and HK\$5000 cash incentive. On the other hand, teachers are encouraged to participate in the professional development programs/courses outside school to keep abreast of the latest trend in education. Up to more than half of the tuition fee of the professional development program/course can be reimbursed once that teacher has completed the professional development program/ course and fulfilled the programs/courses requirements. In this way, the cultures of professional continuous development, appreciation and positive reinforcement among staff members are successfully established.

- Similarly when a student has achieved an outstanding achievement in academic or non-academic area in or outside school, a formal announcement was made during the morning assembly, on school web site as well as through the TV broadcasting systems of the school to recognize each individual student and their unique talents. This measure makes the achievement known to all the students and teachers of the whole school. It has been effective in spreading the messages of positive behavior and setting role models and cultivating the atmosphere of appreciation and praise culture throughout the whole school campus.
- In school year 2016-2017, teachers were invited to share their good practices of teaching and/or lessons planning during the Form meeting which was held every two months. The Staff Development Unit has conducted a total of 8 sessions for sharing of good practices in each KLA in last school year and. This new measure facilitated cross-KLA communication and professional exchange. In addition, peer group lesson observations also were conducted regularly throughout the whole school year.
- The following table showed how staff valued the professional interflow and collaboration inside their panel and amicable working relationship. With such a positive school climate, teachers were supported and enabled to perform their duties in confident and professional manner.

| Item   | Percentage     |       |         |          |                   |     | Mean | Standard Deviation | Rank of agreement |
|--|----------------|-------|---------|----------|-------------------|-----|------|--------------------|-------------------|
|  | Opinion        |       |         |          |                   |     |      |                    |                   |
|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | N/A |      |                    |                   |
| 18. The subject panel/committee heads effectively promote teachers' professional interflow and collaboration | 15.3           | 62.5  | 15.3    | 2.8      | 4.2               | 0.0 | 3.8  | 0.9                | 2                 |
| 19. The subject panel/committee heads and teachers have an amicable working relationship.                    | 16.7           | 62.5  | 16.7    | 2.8      | 1.4               | 0.0 | 3.9  | 0.7                | 1                 |



## **Area of Concern 2**

### **To enhance students' academic and non-academic achievements**

#### **1. Students are motivated to learn. They are able to realize their learning potential and achieve satisfactory results.**

- To help students understand their abilities and learning needs, our Careers Education Unit provided individual counselling services for senior secondary students to equip them with effective study skills for life-long learning. It is suggested that individual counseling sessions should be held in Secondary four and in a more structured way. An elective subject selection workshop, a mock subject selection and a taster programme were held by the Curriculum and Pedagogy Unit for Secondary three students to help them determine which elective subjects to take in Secondary four. In some subjects, pre-tests were given to enable students to understand their academic standards and set goals to achieve better results. Our Learning Resources and Support Unit organized a Life and Career Planning workshop for students and parents, and a Social Skill Training class for students. More than 50 students were arranged to meet our school Educational Psychologist for assessments and learning support. A few students joined the Jockey Club Autism Support Network program.
- In order to enhance students' learning motivation and to facilitate them to realize their learning potential, setting high expectations for them was essential. University visits were arranged to motivate them to set higher goals. It is suggested that visit to IVE can also be organized. Curriculum and Pedagogy Unit held Post-assessment parents' evenings for Secondary one and four students to help them understand the standards required. Teachers of senior levels discussed and communicated to students their expectations of their HKDSE results, and tutorial classes were organized to help them achieve their targets. Our Form-based Management Unit organized sharing sessions to promote the importance of goal setting and planning to enhance students' learning motivation. Students with good academic achievements and improvement were commended regularly in the morning assemblies, Prize-giving Ceremony as well as the School Closing Ceremony to foster a good learning atmosphere. More challenging exercises were designed for high ability students. Through close liaison with some sports associations, professional coaches were provided to support our Physical Education teachers in the teaching of fencing, swimming, basketball and cycling during PE lessons. Our Physical Education teachers and the coaches shared good practices and provided professional training during PE lessons.
- Motivating the students to take ownership of their studies was another arduous task for our teachers. The online questions bank has been created to allow senior secondary students to practice HKDSE questions on their own. There was the Chemistry Peer-tutoring Scheme, in which students were encouraged to discuss HKDSE questions with their peers outside

class time. In HMSC, Secondary five students joined the HKDSE Field Learning Piloting Scheme, in which they spent over 18 hours on on-site social services at weekends and a few hours on a workshop for volunteers. Apart from submitting a reflective journal after the field learning, they also shared their experiences in English during the morning assemblies in both the junior and senior levels.

- Examination skills training were provided to students, but it was reflected that it could have been held earlier. Time Management and Life Planning seminars were organized to help improve students' examination skills. Over 50 senior secondary elite students participated in the Reaching for the Stars Scheme. An elementary English Phonics class was organized for Secondary one students. Videos on ways to improve memorization for study were produced by the Curriculum and Pedagogy Unit. Revision worksheets were provided for students before the final assessment to help students revise what they had learnt. Answering techniques, use of concept maps and mind maps, essay writing skills were taught in different subjects. Our NETs conducted extra speaking practice and mock examinations to help Secondary four to six students prepare for their HKDSE examination. Working closely with the Hong Kong Sports Institute, our students taking HKDSE Physical Education had access to the track and field and other sports facilities in the HKSI for better examination training.
- Learning support schemes for the less able students were initiated to enhance their learning motivation. Over 160 students joined the afterschool Chinese, English and Mathematics Reinforcement class throughout the year. 20 students participated in the Sport Elite Chinese and English Languages tutorial classes. Detention class was arranged throughout the year to help students better manage their homework. Academic prefects were recruited to help Secondary one students with their homework and quizzes, but it was reflected that the Academic prefects can be trained to become more initiative and committed. In Geography, a reinforcement class and an enrichment class were organized after school and during long holidays for students with different abilities.
- KLAs tailored the curriculum to suit the needs of the students in order that they can experience success in the course of study. The school-based Integrated Humanities curriculum was revised. Teaching materials of the History modules in Secondary one and Secondary two were modified so that they could better meet the standards and needs of our students. The Secondary three curriculum was also revised to include the Economics module and the Accounting modules, which aims to strengthen the interface between the junior and senior Humanities and Business subjects to facilitate Secondary three students to make informed choices of their elective subjects. Besides, the Geography Department and the Integrated Humanities Department had cooperated in the past four years to revise the Integrated Humanities curriculum to suit the needs of the students as well as to bridge the junior and senior curriculum. The revision of the Integrated Humanities curriculum has strengthened students' Geography foundation and skills. Through the Quality Education

Fund Project with the Hong Kong Education University, our English Department produced modified teaching materials and extra learning resources to provide our students with better learning support in the lessons. In Mathematics and Business KLAs, graded exercises were designed to motivate students to learn.

- Learning activities and materials that could motivate students to learn actively were designed. Project-based learning such as making music videos and news reports was implemented in junior secondary. Various generic skills were fostered, including information searching skills, collaboration skills, communication skills, presentation skills and knowledge of other subjects were also involved in the project. In Science, project-based learning was implemented to motivate students to study science. In Business, students visited the HKMA information Centre to raise their interest in study. Teaching notes, classwork and homework were tailored to suit the needs of students. In Mathematics, e-learning activities, such as Kahoot! and nearpod were used in the classrooms. For Technology, a STEM project was designed in our IT enhancement class. Through collaboration with Mathematics and Physics teachers, students learnt how to make a Hologram with their STEM knowledge.
- The curriculum and learning materials were regularly reviewed to enhance learning and teaching effectiveness. There were five subject meetings a year and a common lesson time per subject per level per week, during which the teachers regularly discussed the implementation of the curriculum and reviewed the learning materials to ensure that the materials were suitable for our students.
- Co-lesson planning and sharing of good teaching practice among teachers were organized to enhance teaching effectiveness. A whole school workshop was held to share the good practices in teaching materials design. Through co-lesson planning and peer lesson observations, teachers had good exchange with regard to different teaching strategies. Curriculum and Pedagogy Unit also invited all KLAs to share good teaching practice during form meetings e.g. the sharing of Kahoot and Brainpop. There was also a sharing session in each subject meeting.
- Useful assessment data and analysis were provided after each test and assessment to teachers to help them evaluate their teaching better. Based on the assessment data and analysis provided by the Curriculum and Pedagogy Unit after each assessment and the latest information provided by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, KLAs were able to make adjustments to the curriculum, teaching strategies and materials to suit the needs and abilities of our students.

## **2. Students are exposed to a wide variety of learning experiences both inside and outside school.**

- Inter-class, inter-house and cross-curricular activities had been organized for students. The activities were held after school or in the post-assessment activities. A wide variety of learning experiences were provided for students both inside and outside school. Students were encouraged to join these activities.
- A lot of English activities had been conducted throughout the year. The English Society Interclass Scrabble and Word Seek competitions held in the School were well received by the students. The competitions aimed to raise students' interest in English spellings and vocabulary building. Participants enjoyed the games and team spirit was promoted too. Besides, some students had participated in an inter-school activity called "From Kowloon City to the World Student Forum" which provided students an opportunity to exchange ideas on cultures while practicing English speaking. The English teachers had also encouraged students to join the EDB School Drama Festival competition and satisfactory results were obtained. The English teachers also encouraged students to join The Asia Children Education Association English Writing competition.
- The Chinese KLA and Chinese Society had arranged some students to join competitions outside school, including debate and speech competition as well as book review competition. The results of the students were encouraging. Students were encouraged to attend workshops, such as the "Crossing the Ocean of Literature" Reading and Writing Workshop (Poetry Class) which was organized by the Hong Kong Literature Research Centre of the Chinese University of Hong Kong. The number of students joining Chinese related activities had increased in this year.
- The Business KLA also arranged students to join the Junior Achievement Programme which could enhance leadership, marketing and entrepreneurship skills of students.
- Museum visits had been organized for S1 and S2 students in the post-assessment activity by the Social Science KLA and Science KLA. The S1 students visited the special exhibition of "Inventing le Louvre: From Palace to Museum over 800 Years" at the Hong Kong Heritage Museum. The S2 students visited the Science Museum as well as the special exhibition of "Eternal Life – Exploring Ancient Egypt" at the museum. These activities could help to broaden students' horizon.
- The Liberal Studies Department and Moral and Civic Education Unit had encouraged students to participate in activities outside school, such as the 'Understanding "Basic Law" – Rule of law leads to prosperity' Shine Tak "Basic Law" Inter-school Quiz Competition in Hong Kong 2017. In order to help students understand more about the society, visits were organized for such, such as Hong Kong Correctional Services (Rehabilitation Pioneer Project), Court of Final Appeal and High Court. Moreover, all S5 students had visited the Legislative Council and it was a usual practice every year. The Moral and Civic Education Unit also

provided service training for all S1 to S5 students. Students were also provided chances to perform voluntary services outside school.

- Inter-house Social Science Quiz Competition was held during the post-assessment period for junior form students.
- The Health Education KLA had also organized some non-academic activities for students. All S4 HMSC students enrolled into the Youth ImpAct Award Scheme which was organized by the Boys and Girls Clubs Association. The students attended a series of workshops and visited the sub-divided flat at Shum Shui Po to get to know more the challenges and support for the residents in the sub-divided flat. Some S4 and S5 HMSC students also participated in the Joint School Famine 2017 as student helpers. Two of the S5 students were the members of organizing committee. Some S5 HMSC students carried out social services at the Prince of Wales Hospital and the Tuen Mun Hospital. They received positive feedback from both hospitals and gained good reputation for the school. The school was invited informally to continue the volunteer programme again in the next year.
- The Art KLA had organized the Annual Fashion Show in July 2017. The theme was “Oriental Extreme”. It provided an opportunity for students to fully develop their talents and potential by designing clothes which was inspired by Chinese culture. The Art KLA also encouraged students to join a lot of activities and competitions outside School, such as drawing competitions and art exhibitions. The number of external competitions which students had joint was also greater than that of 2015-2016.
- For sports activities, a lot of inter-house and inter class activities were held inside school. About 330 students (about 43% of the total number of school students) entered for inter-school sports competitions in 2016-2017. The number was 296 in 2015-2016 and this showed an increase in the number of students joining sports competitions outside school. To arouse students’ interest and to further promote an active and healthy lifestyle among students, the “Jogging for Health” activity was launched. Altogether 48 students, mainly from junior forms, had taken part in the programme.
- The School always invited special guests to share their experiences with students. In July 2016, Mr. Yao Ming, the member of Naismith Memorial Basketball Hall of Fame and President of Chinese Basketball Association (CBA), visited the school and share with our students some basketball techniques.
- Overseas exchange programmes for the students were organized to widen their horizons. And the number of exchange programmes was greater than that of 2015-2016. The exchange programmes launched were:
  - Elite Art Students Beijing Tour: 26 VA students attended the tour. The participants visited the Beijing Institute of Fashion Technology and the Academy of Arts & Design of the Tsinghua University. Through joining the workshops in the two tertiary institutes, the participants can also widen their horizon in the
  - Korea Technology Study Tour: 30 students joined the tour. The tour provided opportunities for

students to study the advanced development of science and technology in Korea.

- Shenzhen Swimming Camp: 21 students participated in the training camp.
- A leadership training camp had been organized for student leaders. The participants showed a positive feedback and they responded that they could get experience to enhance their leadership ability and to attain achievement. As shown from the Stakeholder Survey, 51.4% of the students agreed or strongly agreed that the school is intent on fostering their leadership, while the figure was 45.3% for 2015-2016. However, a uniformed and more systematic leadership training programme should be planned and organized in the next academic year in order to enhance the leadership skills of the students.
- When compared with 2015-2016, there was greater improvement in the organization of activities related to music and debate. It was the first time for the School to organize a Music Camp for students. The camp could successfully widen students' exposure in music and boost their sense of belonging in Marching Band and Choir. In fact, the number of Choir members had increased four times when compared with that of 2015-2016. And the number of Marching Band members had already increased. The attendance rate of Choir and Marching Band had also increased. A Popular Guitar Elementary Class was firstly established for interested students to participate. An instructor was employed to teach the students guitar basic techniques, basic chord and music theory knowledge. The number of students who joint the Hong Kong Schools Music Festival exceeded that of 2015-2016, especially in Solo Singing. It was the first time the School Choir joint the Schools Music Festival. And the Choir got satisfactory results in the competition. The Choir and Marching Band had also joined the "Child Development Matching Fund Carol Singing Festival 2016" and raised donations for the disadvantaged youths. The activity could nourish the concept of caring for others among the students.
- The Debate Team was formally set up in 2016-2017. An instructor had been employed to train the team members. Besides some friendly matches with other schools, the team had joined five competitions outside School in 2016-2017. The Team had entered into the Quarterfinals of the Debate Competition organized by Hong Kong Youth Power Association. This was an encouraging result for a newly established team.
- In order to improve the culture of debate in the school, an Inter-House Debate Competition had been organized for both senior and junior students in 2016-2017. And the competition was only organized for the senior form in 2015-2016. The preliminary stages of the senior and junior forms competition were held in the open court in lunch time. This attracted attentions of students and it also helped to let more students exposed to the culture of debate in the school.
- In order to support the organization and implementation of student activities, manpower and resources provided by the School had increased. The School had newly employed an Activity Assistant in 2016-2017. While in 2015-2016, the work was mainly done by staff in School General Office. The main job of the Activity Assistant was assisting teachers in running activities, keeping records of the activities and attendance, maintaining data and record, as well

as handling logistics. This could lessen the workload of teachers and improved work efficiency.

- As shown in the Stakeholder Survey (students), 47.8% of the students agreed or strongly agreed that the teachers often arrange learning activities outside class for them. And the figure was 31.4% in 2015-2016. The data could shed light on the great amount of learning activities arranged for students which could provide students a wide variety of learning experiences both inside and outside school in 2016-2017 when compared with 2015-2016.
- The School would continue to organize activities to help students to acquire a wide variety of learning experiences both inside and outside school. But leadership training should be strengthened. The School should also continue to provide manpower and resources to develop activities which promote non-academic achievements of students.

### **3. Students fully realize their potential in non-academic areas**

- Workshops and activities had been organized to help students to fully realize their potential in non-academic areas. Personality and career interest tests had been conducted for S3 and S5 students by the Careers Education Unit. For S3 students, based on the results of the Test, they could understand their career interest and personality, as well their personal strength and aspirations. Students could plan for their future and choose their Senior Secondary elective subjects. Cooperating with the English Department, seminars on writing self-accounts were organized for S5 students by the Careers Education Unit. Students first conducted a personality test to understand their interest and personality which facilitated the writing up of “Self Accounts”. It stated their career plan and program choices in the tertiary education.
- The School believes that learning and development extend beyond the classroom. A great variety of activities to help students to develop non-academic achievement. These activities included services, uniform groups, sports, music, dancing, innovative technology, art and design, drama, public speaking, debate and visits. The School continued to expand the variety of activities to help students to explore their natural talents and recognize their potential in non-academic areas. Two new teams were officially established in 2016-2017. They were the Debate Team and Choir. Although they were newly established, they already participated in outside competitions in 2016-2017. And the number of members in the team increased greatly throughout the year. The newly launched Guitar Popular Guitar Elementary Class and Jogging for Health programmes were also examples of increasing varieties of activities to help students to develop non-academic achievement.
- As shown in the Stakeholder Survey (students), 57% of the students agree or strongly agree that through participation in the school’s extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased. And the figure was 54.4% in 2015-2016. This may support that the activities organized in the school could help students to acquire more knowledge and skills and realize their potential in non-academic areas. While over 80% of the parents agreed and strongly agreed on this view as shown in the

Stakeholder Survey (parents) in both 2015-2016 and 2016-2017. While the percentage of parents showing the response of “strongly agree” increased from 17.5% to 21.6% from 2015-2016 to 2016-2017.

- In order to help students fully realize their potential in non-academic areas, self-reflections were needed. There should be more systematic planning and greater effort put in this area in the next academic year.

#### **4. Students achieve outstanding results in external competitions**

- Sports school teams had done exceptionally well in inter-school competitions in the 2016-2017 school year. They had clinched 25 team trophies (9 champions, 9 second and 7 third awards) in 10 sports, including fencing, rowing, athletics, badminton, basketball, cross-country, distance running, swimming, volleyball and table tennis, as well the titles of the first runners-up in both boys and girls overall positions in the Shatin and Sai Kung District. The boys badminton, volleyball and basketball teams had also entered the last 8 or 12 in Jing Ying Competitions, all-Hong Kong events. The competition results of the School in 2016-2017 were the best in history.
- Comparing with 2015-2016, there was better performance of students in fencing, boys basketball, boys volleyball and swimming, boys badminton and distance running in 2016-2017.
- Some of our students had got very good results in sports in local, regional and international competitions. One of our S2 students was invited to participate in the Schools Interport Swimming Competition. In the competition, she won four gold medals (50m, 100m, 200m Breaststroke and 4x100m Medley Relay). She also won two gold medals (100m and 200m Breaststroke) in All Hong Kong Jing Ying Swimming Tournaments. Moreover, three of our S5 students had won the “Sports for Hope Foundation Outstanding Junior Athlete Awards” for the 4<sup>th</sup> quarter of 2016 because of their achievements in the international sporting arena. And one of them was also the winner of the Most Promising Junior Athlete Award in 2016.
- Besides sports, the School also got improvement in the participation in music activities. There was increasing number of students joining Music Festival and some students got prizes. Moreover, the Marching Band also obtained award in the 69<sup>th</sup> Hong Kong Schools Music Festival and Joint School Music Competition.
- Some of our students got outstanding achievements in innovative technology, such as the Bronze Prize in Hong Kong LEGO Robotics Competition (Space Challenge) 2017.
- Two members from the St John Ambulance Brigade of our School were awarded 2nd Runner Up in the Hong Kong St. John Ambulance Brigade home nursing competition organized by St. John Ambulance Brigade Youth Command. The Brigade also won the second runner-up in the Inter-Divisional Competition (Uniform Inspection) of the Hong Kong St. John Ambulance Brigade Youth Command.
- A team of S4 HMSC students won a “Merit Award” in the Youth ImpAct Award Scheme



which was organized by the Boys and Girls Clubs Association. There were over 260 teams and they got into the top 50 teams.

- In order to help students achieve outstanding results in external competitions, more training for students had been offered for students. For drama competition, the NETs dedicated time to offer extra training to those taking part in the Speech Festival competition. And two students won individual awards for ‘Outstanding Performer’ and the whole team was awarded the ‘Outstanding Cooperation Award’. Our NETs and English teachers also encouraged students to join The Asia Children Education Association English Writing competition. Our NETs corrected the work and selected the best candidates for the competition. All who participated will be awarded with a certificate. There were also increasing hours in training students by the Chinese History Department, and students won a prize in a Chinese History Quiz Competition.
- There was also increased budget on employing a debate coach in 2016-2017. This could enhance students’ training in debate. In fact, the Debate Team got a better result in external competition when compared with that of 2015-2016. Besides, the School had employed one more coach for jogging as well as for Handball girls team. And for volleyball and athletics, the School had also hired one more coach for the two teams respectively.
- In order to enhance students’ non-academic achievements, the School should continue to provide more opportunities for students to join external competitions. And support for training of students in preparing for external competitions should be continued.

### **Area of Concern 3**

#### **To nurture our students to become self-actualizing individuals**

##### **1. Students understand their strengths, weaknesses and needs. Students are able to explore their potential and develop their talents. Students are able to achieve their goals**

Self-actualization can be seen as similar to words and concepts such as self-discovery, self-reflection, self-realization and self-exploration. It is defined by Maslow as "the desire for self-fulfillment", namely the tendency for him to become actualized in what he is potentially. Appreciating who you are and recognizing your worth are instrumental in developing a healthy mindset. In order to help students to become self-actualized people and to deal with life successfully, different units helped students to understand their strengths, weaknesses and needs in several ways.

- The Form Based Management Unit (FBMU) organized self-discipline training for S.1 & S.2 students. FBMU also helped to arrange personality test for S.2 students. Thus, students have better understanding of themselves.
- The Career Education Unit (CEU) conducted the Personality and Career Interest Tests in S.3 and S.5 students. Based on the results of the Tests, the S3 students could understand more about their ability and personality as well as the senior secondary subjects that they could choose. Based on the results of the Tests, the S5 students were able to write their own self-accounts. These self-accounts are students' reflection on their learning experiences and achievements or career goal. Students were taught to accept their whole self – their strengths and weaknesses and set their own career goals and to decide who they want to be. Individual career counseling for S5 and S6 students also helped them to find the activities that they were willing to invest time and effort into. Finding the activities that bring them great pleasure can path the way for students to become self-actualizing persons. All S5 students were successful in writing the self-account which were their unique self-reflections.
- The Guidance and Counselling Unit (GCU) designed and provided sex education that co-work with school social worker, the Department of Health (DOH) and other organizations for S1-S5 students and to help them to have better understanding of the teenage changes and the needs of themselves.
- The Discipline and Pastoral Care Unit (DPCU) found some students still have weakness in self-discipline. It is disappointed that the absent from the Early Bird Scheme increased from 157 (2015-2016) to 338 (2016-2017). In short, most of students understand their strengths, weakness and needs. Setting goals that align with one's vision is one of the characteristics of a self-actualizing individual.
- CEU had organized activities to help students set realistic, achievable goals for themselves and
- guide them to achieve their goals. For S1, a career workshop "Setting of Smart Goal" was organized. For S2, a career planning lesson which taught students time management and study skills was organized. Through the lesson, the students could understand more about the skills

of goal and priorities setting. For S3, there was Life Planning Workshop with the focus on adolescents' career development plan. For S4, speakers from The Hong Kong Federation of Youth Groups were invited to hold two seminars on work value and career goal. Students could learn more about the value of work, ideal return and how can they find the value of different work to find their direction of dream. Speakers from "Changing Youth Live Foundation" were invited to hold seminar for S4 students which helped them to develop their career plan and to strive for self-actualization.

- Results from the "APASO – Goals of Life" survey conducted in 2016-2017 show the achievement of the CEU in promoting students' self-actualization.
- For junior forms, the mean of the subscale of "goal setting" is significantly higher than that of the Hong Kong mean (with a small effect size). For the items of "goal setting", the mean of the items are significantly higher than that of the Hong Kong mean, and with small effect sizes.

| ➤ Items  | ➤ HK mean | ➤ LTFC mean |
|--|-----------|-------------|
| ➤ I set achievable goals.                              | ➤ 2.93    | ➤ 3.14      |
| ➤ I make plans to achieve my goals.                    | ➤ 2.77    | ➤ 3.10      |
| ➤ I set a realistic timetable for achieving each goal. | ➤ 2.55    | ➤ 2.86      |
| ➤ I use my goals as a guide to my actions.             | ➤ 2.81    | ➤ 3.00      |

- This shows that more the junior form students of the School can set achievable goals and make plans to achieve the goals than the average Hong Kong students. Moreover, more LTFC junior form students can make realistic timetable for achieving each goal and use the goals as a guide to actions than the average Hong Kong junior form students. This may be because career workshops on setting goals have been organized for junior form students especially S3. Students were taught to set smart goals.
- For senior form students, the means of the subscale of "goals of life" and "goal setting" are significantly higher than that of the Hong Kong means. The effect size for "goals of life" is small while the effect size for "goal setting" is moderate.
- For the items of "goals of life", the mean of the following items are significantly higher than that of the Hong Kong mean.
- With small effect sizes:

| ➤ Items  | ➤ HK mean | ➤ LTFC mean |
|--|-----------|-------------|
| ➤ My goal in life is to be successful in what I do.      | ➤ 2.93    | ➤ 3.14      |
| ➤ My goal in life is to have social impact in what I do. | ➤ 2.69    | ➤ 2.90      |

- With moderate effect sizes:

| ➤ Items | ➤ HK | ➤ LTFC |
|---------|------|--------|
|---------|------|--------|

|  |        |        |
|--|--------|--------|
|  | mean   | mean   |
| ➤ My goal in life is to be well known. | ➤ 2.43 | ➤ 2.86 |

- The students would have a more positive response to these items may be because
- they know more about themselves and the opportunities. Moreover, the achievement of the alumni and some of present students also set role models for them. As some of the alumni and present students are Hong Kong sport team members and some of them even win medals in international competition.
- For the items of “goal setting”, the mean of the all the items are significantly higher
  - than that of the Hong Kong mean:
- With small effect sizes:

| ➤ Items  | ➤ HK mean | ➤ LTFC mean |
|--|-----------|-------------|
| ➤ I set achievable goals.                                | ➤ 2.90    | ➤ 3.15      |
| ➤ I use my goals as a guide to my actions.               | ➤ 2.84    | ➤ 3.15      |
| ➤ I plan for my future.                                  | ➤ 3.16    | ➤ 3.31      |
| ➤ I can list the major tasks for me to achieve my goals. | ➤ 2.76    | ➤ 3.01      |

- With moderate effect sizes

| ➤ Items  | ➤ HK mean | ➤ LTFC mean |
|--|-----------|-------------|
| ➤ I make plans to achieve my goals.                    | ➤ 2.74    | ➤ 3.11      |
| ➤ I set a realistic timetable for achieving each goal. | ➤ 2.46    | ➤ 2.90      |

- GCU co-worked with our educational psychologist and Learning and Resources Support Unit
- to help special educational needs (SEN) students to set realistic, achievable goals for themselves. A workshop on ‘Life and Career Planning for parents of SEN students’ organized on Feb 2017, The workshop helped parents to have a better understanding of life and career planning of SEN students, so that they can discuss with their child their studies and future careers more effectively. All parents agreed that the workshop is quite useful for them to help their children.
- FBMU also organized “Lunch with Professional” in S.4 to help students to have better goal setting and the way that can achieve their goals.
- In conclusion, the majority of students learn how to explore their potential and develop their talents. They are able to set achievable goal setting in their stage.

## **2. Students' confidence and self-esteem are boosted. Students' self managements skills improved.**

Different units and subjects arranged and organized various kinds of activities in different levels to boost students' confidence and self-esteem. Through these activities and training, most of involved students improved their self- management skills. They even enhanced their life-long learning skills.

- The CEU conducted career planning lesson on time management and study skills in S.2. The lesson helped students to acquire the skills of goal and priorities setting.
- The DPCU arranged Discipline Training and Qualifying Programme for some students to improve their self-management skills. Ten students fulfilled the requirements and passed the program. The DPCU also organized Prefect Leadership training camp for senior prefects. The program also enhances their confidence and sense of belonging as LTFC student leader.
- The GCU also arranged lots of activities for boost up students' confidence. To foster feelings of competence and self-efficacy through self-management and leadership training, 14 students in S.2 and 4 Guidance Prefects from S.5 joined a cell group about personal growth. This cell group helped students to understand the needs about teenagers and to develop a positive value towards sex and love issue. All students agreed that they can learn some positive skills to handling their relationship with others and the emotion control. The Guidance Prefect also built up the role as a buddy to support S.2 students.
- To promote students' social and emotional well-being and to build resilience, two Parents' Evening sharing – Good use of internet to prevent internet traps had organized. By observation, over 90% parents participated in the sharing actively. It increased parents' understanding about the difficulties facing by their children and learnt some method to help to increase their children's resilient when they face changes.
- GCU co-worked with FBMU and joined the 'Roly-Poly Day'. There were 9 students from S.2 and S.3 colored a 80 cm high doll with the theme of "Full of hope". The doll displayed at Kowloon Park for exhibition ". All S.1-S.3 students wore the PE uniform to puzzle the pattern of Roly-Poly and to encourage people to face the challenges of life positively. All teacher, students and parents wrote the cheer-up sentence on three-color convenience post-it. Guidance Prefects used this post-it to puzzle pattern of Roly-Poly to express their care for students, care for their children, and care for the next generation.
- GCU set the theme 'Care and respect, from me, to you' and aimed at built up students' self-esteem and self-confidence, to reinforce their positive value of life, to build a care and respect atmosphere in school and at home. In the Caring Week, on 24-28/4/2016, school social worker set up games booth with guidance prefects. This activity raised students' awareness about their stress and pressure. A library book exhibition shared some book about care for emotion and loves you. A mini-film sharing to students about friendship raised their awareness to care for their friend and how to develop a harmony atmosphere in school. Students also wrote a Thank You card to thanks for their friends, parents or teachers. This increased

self-esteem of students.

- GCU co-worked with Educational Psychologist to organize a cell group about stress management for 13 students in S.4 and S.5. This is a cell group for secondary intervention. Through activities and discussion, it helped them to understand the source of their stress and anxiety, how to express and manage, and to increase their awareness toward emotion and build resilience.
- In this year, schools have organized four study tour:
  - Elite Art Students visit Beijing organized by Art KLA
  - Korea Technology study tour cooperating with Technology KLA and Science KLA
  - International Youth Sports Camp at Singapore cooperating with PE KLA and English KLA
- Shenzhen swimming camp organized by Physical Education KLA
  - The study tour helped to increase life skills of students and provide an opportunity for students to acquire the skills to get along with others well.
- Through the questionnaire to the leaders of student organizations (clubs and societies, service groups, Uniform groups, House and SU), they have a positive feedback that they can get experience to enhance their leadership ability and to attain achievement, the results are as follows:

| ➤ Organizations | ➤ Question  | ➤ Marks<br>➤ (4 is maximum) |
|-----------------|---|-----------------------------|
| ➤ House         | ➤ Q1. I have developed leadership skills through the organization of House activities.                        | ➤ 3.3                       |
| ➤ Service Group | ➤ Q2a. After I joined the Service Group, I enjoy serving the school.  | ➤ 3.5                       |
| ➤ Student Union | ➤ Q1a. I have developed leadership skills through the organization of Student Union Activities.               | ➤ 3.1                       |
| ➤ Uniform Group | ➤ Q2c. After I joined the Uniform Group, Developed the qualities of leadership, self-reliance and initiative. | ➤ 3.0                       |

- Different subjects (such as Chinese Language, English, Science, Innovative Technology,
- Integrated Humanities, Geography, Chinese History, Health Management and Social Care) designed and arranged different learning tasks to enhance students' creativity, self-reflection and critical thinking skills.

In conclusion, through participation in the school's activities, majority of students increased their confidence and self-esteem. They also improved their self-management skills. From the stakeholder survey of students, the mean of "support on student development" and "school climate" increased when compared in the last year. The number of emotional case decreased but the degree of seriousness increased. The Guidance and Counselling Unit referred more cases to Educational Psychologist and Clinical Psychologist than last year.

**Lam Tai Fai College**  
**DSS Schools' Annual Financial Position**  
**Financial Summary for 2015/16 School Year**

| Items   | Government Funds                                | Non-Government Funds |
|---|---|----------------------|
| <b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>                               |   |                      |
| DSS Subsidy   | 68.63%  |                      |
| School Fees   |   | 25.99%               |
| Donations   |   | 0.00%                |
| Other Income  | 1.58%   | 3.80%                |
| <b>Total</b>  | 70.21%  | 29.79%               |
| <b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>                     |   |                      |
| Staff Remuneration  | 80.40%  |                      |
| Operational Expenses  | 11.46%  |                      |
| Fee Remission & Scholarship   | 2.47%   |                      |
| Repairs and Maintenance   | 1.61%   |                      |
| Depreciation  | 4.00%   |                      |
| Miscellaneous   | 0.06%   |                      |
| <b>Total</b>  | 100%  |                      |
| <b>Surplus/Deficit for the School Year</b> <sup>#</sup>   | Surplus - 0.35 months of the annual expenditure |                      |
| <b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup> | Surplus - 5.70 months of the annual expenditure |                      |
| <sup>#</sup> in terms of equivalent months of annual overall expenditure                                  |   |                      |

**\*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.**



# **End Of Report**