



Lam Tai Fai College

School Report

2019-2020



School Vision & Mission

Our Mission

The College aims to contribute to the wholesome personal growth and intellectual development of youths through a comprehensive and challenging curriculum that enhances academic, aesthetic and physical development.

Our Vision

The College aspires to lead the local education by integrating academic, sports and innovative design activities to develop and nurture future community leaders, sports professionals, accomplished academics, upright citizens and cultured individuals in the 21st century.

School Motto

多元啟智 堅毅樂群

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

Yearly Theme

Fly Together



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 consist of the Main Teaching Block and the New Annexe, which are equipped with first-rate facilities including wireless communication technology for learning, air-conditioned multi-media classrooms, a Lecture Theatre, a 21st Century Library and Learning Resources Centre, two Fashion Design Centres, a Maker Laboratory, an Indoor Heated Swimming Pool, a Multi-purpose Stadium, a Gymnasium, two Fitness Centres, Campus TV, English Café, Putonghua World, Visual Arts Passageway and a Cafeteria.

To further enhance the learning environment to enrich students' learning experiences, the New Annex Extension project has been initiated, and it is expected to complete in 2021.

Major Concerns

1. To strengthen school ethos and nurture virtues in students through a whole-school approach.
2. To enhance teaching effectiveness to cultivate learning motivation and initiative
3. To develop STEM Education to foster in students problem solving skills, critical thinking and creativity

Achievements and Reflections on Major Concerns

1. To strengthen school ethos and nurture virtues in students through a whole-school approach.

1.1 Everyone in the school shares the true spirit and attributes of LTFC.

- Staff development Day, Class teacher workshop and Form Meetings were conducted to enhance team spirit and teachers' classroom management skills, and to share and review class ethos planning and management, as well as to promote self-reflection among teachers. Participants agreed (>90%) that the activities enhanced their self-reflection in teaching and enabled their better cooperation. New teachers were more familiar with common expectations and skills regarding student behaviour management and policies in strengthening school ethos. Daily operations reflected that collaboration of class teachers was improved and they were aware of the class ethos and their roles in cultivating student virtues. To cater to the needs of newly recruited staff, more formal training and informal experience-sharing on strategies and skills can be arranged to further facilitate teachers' growth and consistency in cultivation of school spirits and virtue education. Teachers' survey also reflected their needs in training in class ethos development, counselling skills and classroom management.
- Seminar on positive psychology was organized for New S1 parents. Parent seminar, Saturday gathering and Parent workshops on youngster development, academic affairs and discipline requirements were organized to enhance parents' understanding and awareness of school expectations. Informal social media groups and school e-class app (strengthened to full installation) were deployed to disseminate school information and to explain policies effectively. Weekly Courtesy Calls in 12 successive weeks during the school suspension period were made to show school concerns on students' physical, mental health and daily habits. School expectations on positive learning attitude and feedback on student performance regarding online lessons were also communicated. Parents' understanding on school policies and expectations were thoroughly communicated. They welcomed and appreciated teachers' efforts in cultivating students' positive lifestyle and maintaining proper learning attitude during school suspension.
- Morning assembly sharing on positive values, ethos and self-management were conducted by the Principal, Deputy Principals and Directors. Other teachers' sharing was suspended in the second term. New discipline order in morning assembly, class teacher period and daily routine were set to promote politeness, self-discipline, punctuality and respect. Constant monitoring was conducted by Form Masters. The general discipline in morning assemblies was improved and satisfactory. Student discipline in morning assembly and punctuality to lessons after break times were improved. Social etiquette was emphasized and reminded in ceremonies and assemblies. Students' general discipline was satisfactory. Students' awareness and understanding in some virtues was raised. Student survey reflected students' raised awareness. Follow up of sharing ethos could be implemented with different means

such as bi-weekly journals and short writings in language subjects. Other teachers' sharing could be included to widen the impact on students. Consistent and persistent efforts on improving politeness, self-discipline, punctuality and respect can be continued to uphold a decent school ethos.

- Topics related to positive behaviour and living style (e.g. sleep hygiene and internet habits) were included in HE curriculum in S1-S3. Service Learning (by MCEU) focused on empathy and caring for the elderly and disabled was arranged in Life-wide Learning (LWL) periods to raise their awareness in caring ethos. 4 teachers attended training course at Hong Kong Education University on life education school planning and initial outline of Life education curriculum was drafted. Students reflected the basic understanding and ability to analyze issues in their subject worksheet. The effectiveness on behavioral change was not measured because of school suspension. Further training and exposure of more teachers would facilitate the planning and implementation of the Life education curriculum. The trained staff would initiate a Life Education curriculum in S1 in 2020-2021, followed by a progressive plan up to S3. More exposure and sharing could be arranged to raise the awareness and skills of teachers with the priority given to S1-S3. Topics can be included in bi-weekly journal for better understanding of students' feedback. Appropriate tools should be used to find out the learning outcome, teachers' perspectives, and the extent of the spirits they bring out.
- With the collaboration of MCEU, a series of Chinese passages (15-20 pieces /level) on selected virtues and moral themes, with reflective questions, across all different levels (S1-S5) were prepared by the Chinese Department. Due to time limitation, thorough coordination in subjects and class teacher period was not fully implemented. Chinese Language, English Language, LS, IS and HE collaborated to design learning materials to address different moral and civic topics related to Covid-19. A framework was well set in Chinese Language and it set a good starting point for regular subject involvement in virtue education. The special topic on Covid-19 served as a good model for cross-subject coordination. Sharing by students could be arranged to strengthen their understanding. Further collaboration could be done to enhance the comprehensiveness of coverage. A selected focus topic can be proposed to allow subjects to have clear objectives to collaborate.

1.2 A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.

- To facilitate collaborations in student pastoral care works, Guidance, Discipline and Form-based units were combined to form the Pastoral Care Unit (PCU). School routines were reviewed and updated in a whole-school approach. New class teachers were supported by Form Masters (FMs) in daily routine management. Class Teachers' roles were strengthened and supported, and their works were better coordinated in the form level and school level through Form meetings and continuous collaboration by FMs. Better consistency was also observed across different levels. Teachers (>80%) agreed on a generally satisfactory school ethos.
- Student behaviour records showed 50% reduction in minor disciplinary records, 40% increase in full punctuality, 25% reduction in unpermitted leave/sick leave in the first term. During the school suspension period (Feb-May), average attendance rate in on-line lesson was higher than 90%. Teacher's stakeholder survey showed slight improvement in teachers' view (Q46: School discipline and guidance geared to meet developmental needs. mean 3.4 → 3.5, 55.8% → 60.5% and Q49: The school actively helped students develop correct values 3.5 → 3.6). Further works on improving general discipline could continue to consolidate good habits and school ethos, beginning with a few focused habits, e.g. courtesy and respect, punctuality, and responsibility.
- Teacher workshops are organized to provide teachers with essential information, knowledge, and strategies to identify and provide better support for students with special educational needs. Besides, these trainings also strengthen teachers' classroom management skills in handling students with special educational needs (SEN).
- Dramas on integrity and respect for S4 and anti-drug for S3 were arranged to raise awareness in proper behaviour by MCEU in LWL periods. Students enjoyed the dramas and the messages were well conveyed. Follow up activities, e.g. worksheets with discussion sessions, could be incorporated to enhance effectiveness of different programmes. In addition, more diversified activities have to be organized by different units to enhance the students' interest and participation. More intensive collaboration among units and subjects are expected to enhance overall performance in courtesy and general discipline.
- Consultation, trainings, and coaching by Educational Psychologists and counsellors were arranged by Learning Support Unit to strengthen SEN students' different life skills and learning skills in supporting school routines. For students with behavioural problems, special interviews and parent meetings were arranged by PCU members to assist students' behaviour improvement. Individual support to SEN and other students continued during the school suspension period by utilizing online videoconferencing and telephone consultation. Some SENs showed improvement in learning and/or classroom behaviour. Students' misbehavior, lateness and absence records showed improvements. Parents appreciated school's effort in supporting their children's

development. Intensive and collaborated follow up should continue to assist students' behaviour improvement in focused areas e.g punctuality and lesson behaviour.

- To cater to the needs of different levels, a student development framework has been drafted. FMs followed specific objectives of student development in different levels to arrange activities to fit students' needs. e.g adaptation in secondary school life in S1 (orientation day camp and overnight camp), discipline training and self-management in S2 (smarteens), enhancement of learning habits in senior forms (Lunch study group, encouragement pledge and farewell assembly), etc. Most activities originally scheduled in second term were cancelled due to school suspension. The framework of development can be further developed, implemented and refined in the next school year. The concepts can be further explained to class teachers of different levels and all other staff to solicit a whole-school support.
- Guidance prefects, prefects, Student Union, and House Committee were deployed to assist activities and school routines. A Leadership Training Day Camp was cancelled due to school suspension. Student leaders' leadership role was not explicitly exhibited, and performance still needed improvement. Formal training should be provided, and student leaders can be provided with more opportunities to develop their potential.

2. To enhance teaching effectiveness to cultivate learning motivation and initiative

2.1 An environment conducive to teaching and learning is provided.

- The repair of air-conditioning system will be conducted in the coming academic year due to late approval by EDB.
- Classroom projectors and whiteboards were replaced to support students' efficient learning. School servers, broadband and WIFI system were also upgraded. All staff are equipped with iPads to improve e-teaching.
- Teachers and students have positive feedback towards the efficacy of facilities and equipment in the classroom and staff rooms. Both the increase of the band width of wifi and ipad can increase the effectiveness of teaching and learning.
- Each teacher is provided with an apple pencil which can facilitate the marking of students' work submitted through google classroom.
- Common Lesson Time was inserted in the timetable for most of the subjects.
- All the KLA heads confirmed the effectiveness of regular sharing among fellow teachers. Teachers shared teaching materials, reviewed the teaching schedule, evaluated the attainment of students, catered for learning diversities, shared teaching strategies and preparation for public examination during the common lesson time so that timely reaction can be made to improve students' learning. Some of the KLA heads agreed that the culture of sharing and peer encouragement were developed.
- During the common lesson time, students' weaknesses in learning could be identified and discussed. Effective teaching strategies were devised to help students tackle their difficulty in learning.

2.2 Teachers manage their students well, with proper classroom routine set up.

- Pastoral Care Unit held a classroom management workshop with the support of Staff Development Unit on 30 September 2019. 9% of the participants strongly agreed and 69% agreed that the workshop was useful. 7.5% strongly agreed and 72% agreed that they would apply what they've learnt in class.
- Our school has a Mentorship scheme for new teachers. 72% of new teachers agreed and strongly agreed that they met their mentor on a regular basis. 83% of new teachers agreed and strongly agreed that mentors could provide them with useful feedback to improve teaching.
- The Academic Affairs Committee guidelines and reminders were given in KLA Conveners' and Subject Heads' meetings and Faculty meetings to address the importance and implementation methods of classroom routines. Most teachers set up and implement the classroom routines and enjoyed the efficacy induced. This is evidenced by the observation during class visit.
- Pastoral Care Unit renewed the Teacher's Manual 19-20 in which all daily routines in classroom and learning were provided.
- Pastoral Care Unit reformed the praise card system 19-20 to encourage students to behave themselves well.

- Most of the subject teachers gave verbal recognition, praise card, affirmative comments and positive feedbacks to students with good performance. Some of the subject heads confirmed that the students' confidence in learning improved especially the low-achievers academically.
- Certain subjects gave grace marks to students who could achieve the learning goal set by the subject teachers.
- Teachers in English KLA motivated students to hand in tidy homework and maintain a good learning attitude. Active students' participation was shown in Language Arts lessons. Teachers showed appreciation to those students who were willing to participate in lessons.
- Visual Arts showed appreciation to students by displaying their good work in Art Room.

2.3 Teachers are able to employ effective teaching strategies to enhance learning motivation.

- Due to the Coronavirus outbreak, stakeholder survey from students was not done. 76.3% teachers (5% higher than last year) engaged their students in active inquiry and construction of knowledge in lessons. 95% teachers often adjusted the teaching contents and strategies according to students' learning progress in lessons. It gained the highest rating (4.2) in the overall performance in teaching. However, teaching effectiveness of teachers as observed from lesson observations still have room for improvement, especially in instructional design, and assessment for learning.
- Staff Development Unit arranged peer lesson observation with the focus on
 1. attracting and maintaining learners' attention and
 2. meaningful learner-learner interactions in classroom teaching

In the peer lesson observation feedback form, teachers stated that many good practices observed were employed to increase their teaching effectiveness.
- Multiple and diversified teaching strategies were adopted by different subjects to enhance learning effectiveness.
 - Chinese Language: diversified and multiple assignments
 - English: school-based cross-curricular learning programme
 - Liberal Studies: compilation of revision guide for examination and study skills
 - Mathematics: tiered assignments are designed to cater to learner diversity
- All of the subject-based training programmes were postponed due to the outbreak of the COVID-19 pandemic.
- In the new teacher lesson observation, the Education Development Director and Panel Chairperson of each KLA evaluated the teaching and learning effectiveness with new teachers and made construction feedback and suggestion on their teaching.
- Most of the training and exchange programmes were postponed due to the outbreak of the COVID-19 pandemic. The school-based support services to English Department kept going with satisfactory outcome.

- The originally scheduled overseas exchange programme organized for KLA Conveners to Kazakhstan in April was cancelled due to COVID-19. Also, school visits in Hong Kong originally planned was also cancelled.
- Learning & Teaching Expo 2019 was held from 11 Dec to 13 Dec 2019 at Hong Kong Convention and Exhibition Centre. All teaching staff joined the programme. Teachers were inspired by the innovative teaching aids and teaching ideas.

2.4 Students take the initiative to learn and become effective learners.

- According to reports from most of the KLAs, pre-lesson preparation was not effectively carried out. Students did not take the initiative to do the pre-lesson tasks.
- As reviewed by the stakeholders' survey, students' interest and initiatives in learning were low although it was approximately 2% higher than last year.
- Health Education reported that Pre-lesson study and presentation were arranged in S5 during the online teaching period. Students were well-prepared and able to show deeper understanding of the topic.
- All subjects taught students learning skills including exam-based skills, study plan setting, note-taking, mind maps, concept maps, Kahoot, video demonstration, rephrasing skills, word bank etc. These were evidenced by observation during the class visit. Students' learning skills were also reflected in their performance in class and assignments.
- Result analysis was generated from eGroup automatically. Subject panel could use this data to evaluate students' performance.
- Examination result analysis was also done after the Final Examination and release of HKDSE result.
- Predicted grade was generated for S6 based on the S6 revision test and their S5 Final Exam result. Academic Affairs Committee used it to identify the students who needed to be supported with enhancement or remedial program.
- Due to Coronavirus pandemic in the second term, most of the classroom extensions and learning activities were cancelled. Some activities were held in the 1st term by the following subjects:
 - Chinese Language : speaking training, debate, recitation and reading
 - English Language : Inter-class book cover design competition
 - Health Education : S4 Health Management and Social Care students completed a volunteer training programme and a job-shadow programme
 - Innovative Technology: project learning
 - Visual Arts. : art competitions

From the teachers' feedback and students' performance, these activities could increase students' learning motivation and widen their exposure and knowledge outside the classroom.

➤ Although the arrangement of self-reflection was not a common practice in pedagogical planning of different subjects, some of the subjects shared good practices on self-reflection of students:

- Chinese Language: instructed students to construct personal writing theme. Timely feedback was given to encourage the students to do self-reflection and improvement.
- English: Some teachers designed an evaluation form for their own classes to provide a chance for students to express their opinions on teacher's teaching as well as their own performance.
- Mathematics: returned homework to students quickly so as to facilitate self-reflection. Students could reflect from teachers' remarks given in the assignment and the correction they did.
- Science: formative assessments in the form of reflective tasks were arranged by using e-learning apps such as Nearpod to promote students' self-reflection. From the tasks, both teachers and students themselves could check their understanding on certain topic.

With all these self-reflection tasks and opportunities, students' initiative in improving their learning increased and they were fostered to become an effective learner.

3. To develop STEM education to foster in students problem solving skills, critical thinking and creativity.

3.1 Students talented in STEM are identified.

- STEM development was proactively promoted to the public through different ways, such as interview sharing by ET Net webpage, i.shop magazine, Esperanza (薯片叔叔共創社), STEM teaching sharing at “Innovation Classroom”, “Microsoft Education”, and “Dobot” in Learning & Teaching Expo 2019, and other school promotion occasions.
- It is difficult to identified students who are talented in STEM as there aren’t many territory-wide STEM competitions. More new students who are talented in STEM were identified this year. STEM inter-school competitions or workshops for primary schools are suggested to be held next year to attract more new students who are talented in STEM. STEM related profile in admission information of new S1 students could be collected by STEM education unit for better screening.
- 72 students (S1: 31; S2: 14; S3: 11 ; S4: 16) were identified with good potential in STEM. Databank of students who had participated in school STEM teams and external competitions was set up. Internal STEM workshops and competitions are suggested to be held next year to identify more potential students. Also, new STEM awards could be set up to recognize and encourage STEM Elites.
- School STEM team was set up with regular training for 50 students to nurture their potential in STEM.

3.2 Teachers’ knowledge and skills in STEM are enhanced.

- Teachers were encouraged to attend seminars and workshops in STEM. Due to school suspension and COVID-19, most STEM workshops and development programmes were cancelled. According to teachers’ professional development records provided by Staff Development Unit, 67 teachers and 19 teachers attended the Learning & Teaching Expo 2019 and the seminar of “為未來而教” respectively. Both were full of STEM elements. Teachers shared their vision and knowledge learnt about STEM education in subject meetings and staff development programmes. Further sharing of STEM education development and STEM for education (using STEM technology to facilitate students’ learning, such as using VR/AR application to promote experiential learning or using IoT application to encourage investigation (deep learning of subject knowledge in daily lives) could be arranged in staff development training next year.
- Professional agents were invited to provide school-based STEM training related to our STEM equipment updates (Robotics, Automation, and A.I.). 6 teachers and technicians in STEM teacher team participated in a 10-hour training session and they were effectively equipped with the most updated STEM education knowledge and skills.
- A STEM teacher team with Science, Mathematics and Technology KLA heads and colleagues was set up as a special working group to facilitate the development of STEM education in the school.

- Several outside STEM organizations (such as HKUST, STEM experts / Tech companies in A.I.) were contacted and preparation for cooperation is in progress.
- 3.3 Facilities and equipment for the development of STEM are installed.
- Quality Education Fund was approved to renew one of the chemistry labs to become a new STEAM lab at 6/F. The project is still in progress and slower than expected due to unexpected delays of the administrative procedures of EDB and QEF steering committee.
 - The planning of new STEM Centre in the new annex extension was confirmed.
 - A number of new equipment has been installed to promote further STEM education development, such as a few types of A.I. devices and robots. Updated equipment, especially related to A.I. and Biotech, is suggested to be further explored and installed to promote further STEM education development.
- 3.4 Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused.
- 3.5 Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education.
- JS IT curriculum was reviewed and adjusted for the development STEM education and new HKDSE ICT curriculum. It includes reducing theory-based learning content and making room for computational thinking and design thinking. For example, students learn more content about programming with hands-on experience such as using Micro:bit set-ups to show their learning outcome and apply their knowledge creatively. Students' interest, problem-solving skills, critical thinking and creativity were enhanced with the new project-based assignments, and students are more willing to attempt challenging tasks.
 - A new JS STEM enhancement programme related to A.I. and maker was implemented this year. Besides teaching STEM knowledge, the design of the enhancement programme also aims to promote students' self-directed learning and collaboration skills by using STEM education web-based learning management system (LMS). The maker and collaborative approach was adopted in STEM enhancement lessons in which students share their ideas and programme codes in online LMS and use design thinking to learn, and apply and produce STEM applications in groups. Due to COVID-19, nearly half of the STEM enhancement lessons were cancelled. Online STEM workshops were conducted during school suspension.
 - Students were invited to participate in a wide range of STEM-related activities (such as A.I. workshops, Science exploration workshops, and Engineering Exploration Programme) and competitions (such as The Hong Kong Student Science Project Competition (HKFYG), Total Sky Imager Design Competition(HKU), and 3D Printing Robotics Competition(CocoRobo) to develop students' problem-solving skills, critical thinking and creativity. However, due to COVID-19, most of the STEM activities and competitions were canceled. The efforts and progress of our students were recognized

in some awards, such as the first, second and third honour awards in Huaxiabei National Mathematics Olympic Invitation Competition(華夏盃)(HKMOA), the merit award in Cisco Innovation Challenge (Hong Kong District), and the champion of Microsoft Makecode Arcade Game Design Competition (Coding101). Internal STEM workshops and competition will be held next year to promote STEM atmosphere in the school.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2018-2019 School Year

Items	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy	67.78%	N.A
School Fees	N.A	25.46%
Donations	N.A	0.00%
Other Income	1.38%	5.38%
Total	69.16%	30.84%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	81.84%	
Operational Expenses	10.47%	
Fee Remission & Scholarship	3.05%	
Repairs and Maintenance	1.56%	
Depreciation	3.07%	
Miscellaneous	0.01%	
Total	100%	
Deficit for the School Year [#]	0.36 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	4.64 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any : \$54,000.00 (MR 2016-2017)

***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.**