



林大輝中學
LAM TAI FAI COLLEGE

Annual School Report



2020-2021



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

T ogether	砥	攜
E veryone	礪	手
A chieves	前	並
M ore	行	進



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 to enrich students' learning experiences.

The Main Teaching Block features a Fitness Centre, a Lecture Theatre, two Fashion Design Centres, a Chinese Culture Centre, the Fan Kam Ping Hall, a STEM Laboratory and a Gymnasium.

The New Annexe comprises an Indoor Heated Swimming Pool, a Fitness Centre, a Learning Resources Centre, an Innovation and Technology Centre, a Creative Media Studio, a Cafeteria and Activity Centre, a Multi-purpose Stadium and a Sky Arena.

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

- Teachers' knowledge and skills in nurturing students' virtues are developing through professional development. Staff development programme on classroom management, student communication, lesson planning and parent interview skills were organized on Staff development Day and Form Meetings. Majority of the participants (95%) found the training useful. Open lesson for Life Education was also organized to strengthen teachers' skills in design and implementation of virtue education. Structured and differentiated trainings are suggested to be included in future Staff Development Day and Form Meetings to cater for the needs of teachers of different experiences, with topics on Class Management, Counselling Skills, Classroom Management and Life Education.
- Constant communication channels were developed and maintained to enhance parents' understanding of school expectations on students' learning habits. Push messages, eNotice, regular courtesy calls and online interviews were made to communicate timely with parents regarding students' attendance, online routines, homework submission and requirements, and students' home habits during the online period.
- School's expectations and parents' concerns were communicated effectively. Seminars in Parents' evenings were conducted at different venues with selected themes according to the by-level needs. Support and training to parents can further be explored in areas such as parenting skills through online platform. From informal online surveys from parents of junior levels, most parents agreed that they have good communication and understanding of the school's expectations.
- Schools' expectations were conveyed at occasions such as class periods, morning sharing and newly introduced Weekly Briefings. Weekly Briefings were arranged on Fridays to highlight school rules and behaviour not well met. Encouragement was also mentioned to recognize students' improvement. We believe the impact of these events was taking effects. Positive reinforcing messages and encouragements can be added to show and promote the recognition of students' attributes.
- Moral and virtue elements were introduced at Life education period in S1, with focus on self-management and resilience. Teachers were impressed with students' eagerness in expressing themselves during Life education lessons. Serious input was observed in worksheets, regardless of online lessons. It was observed that they showed better learning habits and adoption of school routines. Both teachers and students had enjoyed the lessons and activities. Coordinated topics on self-management (金錢管理) and resilience (自我與自尊, 價值觀) were conducted in LAS. Further works on the 3-year Life Education structure, in collaboration with HE and LAS will commence. Surveys and other methods would be used to explore the effectiveness and impacts of the programmes.
- Positive behaviour/ ethos were promoted through the collaborated works of different subjects. Chinese and English language, MCLEU and LAS had conducted learning

tasks and promotions to develop positive thinking under adversity. More subjects can be invited to enhance a more comprehensive atmosphere.

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.

- A whole-school approach to discipline and guidance work was taken to promote focused school ethos on Respect and Responsibility, through promotion in morning assemblies and weekly briefings. From surveys, most students regarded themselves as polite, rule-abiding and respectful (>90%) and expect others to have the same virtues. Nonetheless, more activities to promote courtesy/respect and caring/empathy is needed to enhance student awareness and performance to meet teachers' higher expectations. At the same time, more uniform requirements on daily routines (rules) across different levels, with more focus on junior levels should be continuously implemented.
- Different members and units are involved in organizing activities to promote and enhance students' understanding of school expectations and participation. General discipline was properly upheld by the PCU during activities. During school suspension, a Whole-school Class-based 7-day challenge was organized, with involvement of Class Teachers, PCU and subjects, to enhance awareness of good virtues and cohesion within the class and school. Collaborated preventive and follow-up programmes and systems should be organized to improve learning habits on: responsible use of ipad, homework submission and punctuality to class.
- By-level activities and training were organized to enhance students' cohesion, e.g. Discipline and Leadership training was organized for S1 and S2 to enhance self-discipline and cohesion. Students and teachers generally welcome the activities. Selected S3 students were arranged to join SMARTEENS programmes and showed active participation. Activity survey showed that students were aware of the objectives and regarded the training effective in elevating their awareness in discipline and team spirit. The activities framework can be further refined to cater for the needs of other levels. Qualities of programme operation could further be polished.
- Leadership training activities with limited time span were arranged for SU and House executive members (Day Camp), Prefect teams (Online) to enhance team spirit and skills in leadership. Meeting with the Principal was arranged for student leaders to show the school's recognition. Participants regarded it as a valuable experience to recognize their role. Student leadership was not properly exhibited during abnormal school arrangements. It is suggested to provide more systematic training and practice and recognition to student leaders of different student organizations.
- Most external activities were cancelled due to the pandemic situation, it is suggested to continue to widen student perspectives through enhanced collaboration with external agents and utilization of community resources, especially alumni and IMC members.
- In order to support the recent development of School's FLA on Chinese Culture and to respond to the recommendations from EDB, National Identity and National Security education, more activities and subject learning inside and outside classrooms are suggested to be organized.

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

2.1 An environment conducive to teaching and learning is provided

- Chinese Culture Centre was set up and this can facilitate the promotion of Chinese Culture in school. However, learning activities were suspended due to the pandemic.
- A new staff room for English teachers was renovated and a spacious working environment was provided.
- A camera drone has been bought for Geography lesson and this could bring students some updated bird's eye view pictures of the school surrounding.
- New chairs with better writing table attached were purchased for Music Room.
- Teachers made good use of the common lesson time to conduct co-lesson planning and evaluate students' performance so that effective teaching strategies were devised to cater for student's need. Teaching resources were also shared in the common lesson time.
- Cross subject collaboration between Music and Putonghua was implemented to teach students to sing the School Song.

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

- Pastoral Care Unit introduced four focused areas related to discipline and guidance issue, that is appropriate use of iPad, good attitude in lesson, be punctual for lesson and positive encouragement. All teachers understood and agreed to nurture students in these areas.
- A classroom management workshop was held in the First Staff Development Day. 100% of the respondents agreed that the workshop was useful and they would apply the strategies learnt in their classes.
- Our school has a Mentorship scheme for new teachers. Under this scheme, new teachers could seek advice from their mentors and mentors shared classroom management skills and routine with new teachers.
- 100% of new teachers agreed that the New Teacher Workshop helped them understand better the teaching practice and administrative matters in the school. 95% of them expressed that they had a better understanding of the characteristics and learning habits of students.
- Academic Development Director observed lessons of new teachers and constructive feedback was given to teachers to improve their teaching.
- A clear guideline of fostering good learning habit and classroom routine was given in KLA Conveners' and Subject Heads' meetings and Faculty meetings and its importance was addressed. This is evidenced by the learning activities held in class, both face-to-face lessons and online lessons.
- Most of the subject teachers gave verbal recognition, praise card and positive feedback to students with good performance. Students' good work were displayed and shared among students. This could enhance the positive learning atmosphere in class.
- Teachers in Chinese Language KLA gave students bonus marks when they used idioms in writing. This can enhance students' confidence in writing. Students' good work was sent to the external organization for competition.

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

- Based on the stakeholder survey from teachers, 76.8% of teachers often taught students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources and 89% of teachers often adjusted the teaching contents and strategies according to students' learning progress in lessons. However, based on the stakeholder survey from students, only 41% of students would apply the above learning strategies.
- Teachers from Mathematics, Visual Arts and Liberal Studies were invited to share the practice of self-directed learning in the Staff Development Day. Teaching strategies were well discussed in the feedback form.
- Teachers from many subjects used different types of Apps such as Nearpod, GoFormative, Menimeter, Kahoot, Epuzzle to maximise students' participation.
- Teachers shared their marking experience and skills in the subject meeting. This helped teachers to know how to teach students to improve their answering skills. Due to the COVID-19, a subject-based staff development day was suggested to create time for each subject panel to have more exchange on teaching and learning.
- Teachers are encouraged to share the knowledge and skills gained from attending seminars and workshops arranged by EDB or external organization. This is included as one of the agenda items in the subject meeting.
- Liberal Studies teachers joined "Shatin LS Learning Circle" and have in-dept discussion about the predicted current issue for HKDSE. They also shared the views and approach of each schools towards the new subject "Life and Society" and "Citizenship and Social Development".
- There were more than 24 workshops or seminars provided for teachers this year so as to enrich their knowledge in teaching and learning. The staff overseas exchange programme was cancelled due to the COVID-19.

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

- Many subject teachers encouraged self-directed learning by designing a pre-lesson booklet and uploading videos so as to enrich students' previous knowledge and provoke their thoughts for discussion.
- Students were taught to take notes during lessons and they found the note-taking skills could help them to tackle the problems in test and examination and this would in turn encourage them to take notes in lessons.
- Students are taught to draw concept map to facilitate themselves to remember the key concepts.
- Predicted grade has been prepared for S5 and S6 students based on the internal examination result. This data was sent to Career Education Unit to arrange a Mock Release to S5 students. Students could assess their performance in public examination based on the predicted grade.
- Academic Profile and an improvement notice (applicable for those students who did not meet the promotion criteria) were issued to students and parents so that students can track their own learning progress to improve learning.
- Visual Arts provided marked scripts of Level 2 -Level 5** of previous years to current S4 to S6 students and students could understand the requirement of HKDSE.
- Due to COVID-19, many Co-curricular activities had been cancelled. Despite of this, teachers arranged the Co-curricular activities in online mode. This provided

authentic learning experience for students and increase their learning motivation. For example, Hong Kong Financial Management Competition 2021, Famous person in Chinese History video shooting, Chinese History Project Learning Competition, Voting for Chinese History Famous person, online reading platform, online calligraphy competition, Inter-school debate competition, public speaking competition and etc.

- Assessment for learning were practiced in many subjects. Students were encouraged to do self-reflection after lessons. Peer evaluation was also encouraged in Chinese History and Liberal Studies.

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

3.1 Students talented in STEM are identified

- Our STEM development has been proactively promoted to the public through different ways, such as STEM education sharing at Professional Development Programme held by EDB, STEM teaching sharing at “Innovation Classroom” in Learning & Teaching expo 2020 (online sharing), and other school promotion occasions.
- More new students who are talented in STEM have been identified this year (35 S1 in 2021; 27 S1 in 1920 in STEM school team). However, no STEM inter-school competition nor workshops for primary students have been held due to COVID-19. At least two STEM events (even online or blended mode) are still suggested to be held next year to attract more new students who are talented in STEM.
- Various STEM workshops have been held by the Sci Society and STEM school team to identify students who are talented in STEM. The percentage of students in STEM school team has been increased to 12% of all students. However, no internal competition was held due to COVID-19. At least one internal STEM workshop and competition (even online or blended mode) are suggested to held next year to promote STEM to all students.

3.2 Teachers’ knowledge and skills in STEM are enhanced

- Teachers have been encouraged to attend seminars and workshops in STEM. Due to school suspension and COVID-19, most STEM workshops and development programmes were conducted in online mode. Teachers have attended online seminars related to STEM education such as IT in Education, Smarter Education Summit 2020, 在新常態下運用電子學習模式的支援及教師專業發展課程, 網上教師發展課程, 2020 Online Learning & Teaching Expo, etc. However, at least one sharing of STEM education development and STEM for education should be arranged in staff development training next year.
- No school-based STEM-related training were held due to COVID-19. Teachers in STEM team have join different online STEM trainings or workshops instead. At least one school-based STEM-related training or onsite visit by professional organizations (even online or blended mode) is suggested to held next year.

3.3 Facilities and equipment for the development of STEM are installed

- The QEF STEAM lab has been completed in May.
- The preparation of new STEM Centre of the new annex extension has been started and construction work is expected to be completed in this school year.
- Updated STEM equipment related to A.I. and Automation have been installed this school year

3.4 Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education

- Various new STEM elements have been started to be integrated into our JS curriculum as planned this year, such as S1 cross-KLAs STEM project (Eng x Sci x IT) cooperated with EDB, S1-2 new AI curriculum (AI for the Future, CUHK), and enhancement of programming skills in IT curriculum (e.g. S2 App development, S3 Python Programming).
- The JS STEM enhancement program with emphasis in maker and coding has been implemented. S2 students have learnt and constructed intelligent farming system with IoT application, and JavaScript coding with trials of chatbot application is newly introduced to S1 enhancement program (still in progress). Online coding workshops have been conducted during school suspension in first term, and coding for game development have been proceeded for S3 enhancement program in second term.
- STEM elites (S1:41students; S2:25students; S3:15students; S4:5students; S5:13students) have been recruited and divided into four new school teams this year. Coding team (15 students), Maker team (19 students), Sci research team (14 students), and Math team (51 students). Online trainings have been provided to students and some students have participated in several competitions.
- Despite the long period of school suspension, students have been invited to participate in some STEM-related activities (such as online STEM workshops and STEM for Good program) and competitions (such as the Statistical Project Competition for Secondary School Students (HKSS), Cisco Innovation Challenge (Hong Kong District), and International Coding Elite Challenge 2021 (Caprikon Education)).
- Due to COVID-19, most of the STEM competitions were canceled or postponed. The efforts and progress of our students have been recognized in some awards, such as the second-class award in the Python Application Challenge (Winstar Enterprise), the Silver awards in the Secondary Division (Grade 7 to Grade 12) in CodeQuest Global Tournament (CodeCombat Inc.), the Second class award in Huaxiabei National Mathematics Olympic Invitation Competition(華夏盃)(HKMOA), the Minecraft Achiever Award (Coding101), four teams entered the final round of Secondary School Think and Create Competition 2020 (CUHK), and 9 students entered the second round in Huaxiabei National Mathematics Olympic Invitation Competition(華夏盃)(HKMOA).
- In summary, 100% of all junior form students and 30% of all senior forms students have STEM-related learning experience, and 12% of all students have joined STEM-related training or competitions.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2019-2020 School Year

Items	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy	64.87%	N.A
School Fees	N.A	24.80%
Donations	N.A	N.A
Others Income	1.25%	6.72%
Capital Grant utilized (Major Repair - Consultant Fee, R&M)	2.36%	N.A
TOTAL :	68.48%	31.52%

EXPENDITURE (in terms of percentages of the annual overall expenditure)	
Staff Remuneration	79.22%
Operating Expenses	9.14%
Fee Remission & Scholarship	4.19%
Repairs & Maintenances	0.78%
Depreciation	4.13%
Miscellaneous	0.01%
Capital Grant utilized (Major Repair - Consultant Fee, R&M)	2.53%
TOTAL :	100%

Surplus for the School Year #	0.86 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	5.48 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure	

Details of expenditure for large-scale capital works : \$2,037,470.29 (Major Repair for 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.