

Lam Tai Fai College

林大輝中學

Annual School Plan

週年學校發展計劃

(2007-2008)

Abstracts

Diversified & Innovative

多元特色

Maximizing Potential

啟發潛能

Whole-person Development

全人成長

Striving for Excellence

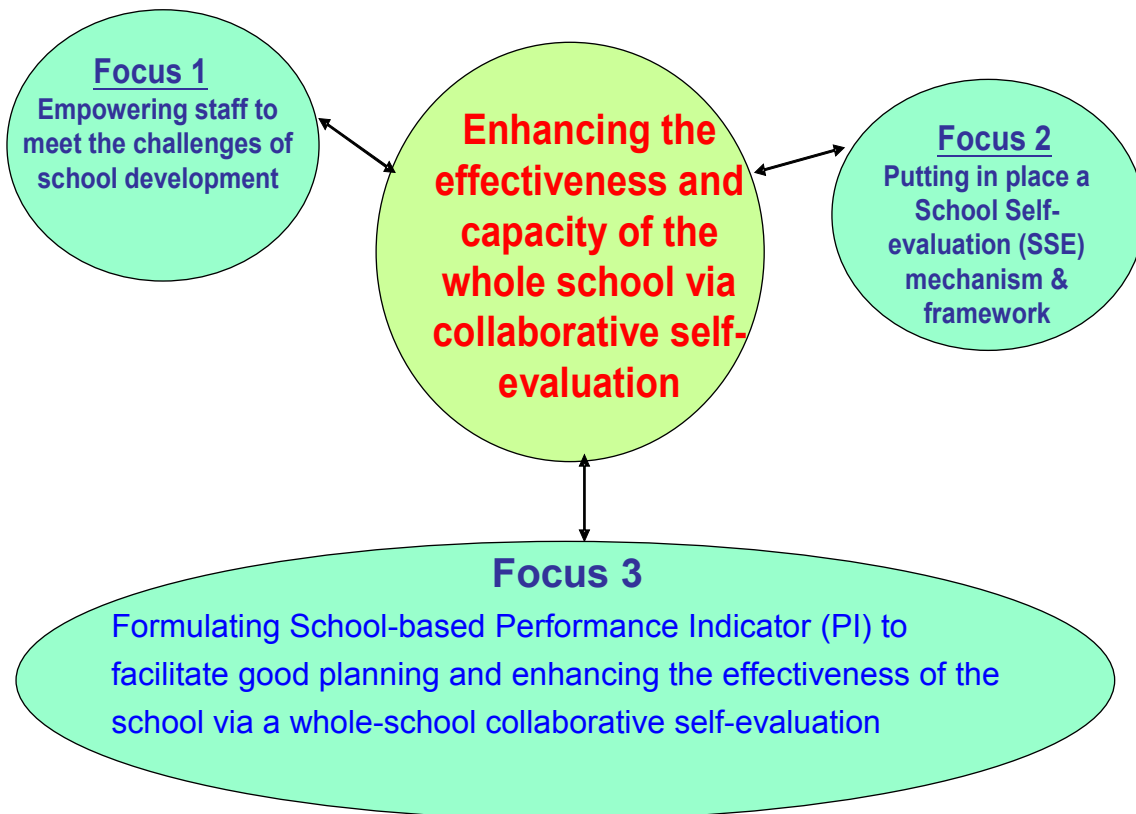
追求卓越

An Overview: School Development Plan (2007-2008)

Domain 1: Management & Organization – Enhancing the effectiveness and capacity of the whole school via collaborative self-evaluation

1. Empowering staff to meet the challenges of school development
2. Putting in place a School Self-evaluation (SSE) mechanism and framework
3. Formulating School-based Performance Indicator (PI) to facilitate good planning and enhancing the effectiveness of the school via a whole-school collaborative self-evaluation

Domain 1: Planning & Organization



Domain 2: Curriculum & Instruction – Making the best transition of learning and teaching in all Key and Other Learning Areas to meet the challenges of Education Initiatives and the education needs of the 21st century

1. Building the base for cross-curricular and learning integration for curriculum enhancement
 - a) Refining teaching strategies and enhancing learning & teaching effectiveness.
 - b) Thematic/Modular approach to integrate the Focus Learning Areas (for S1).
 - c) Project learning, research-based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities.
 - d) Employment of additional full-time curriculum coordinators through TPPG.
 - e) A pilot scheme on Learning through Engineering, Art & Design (LEAD) will be put in trial.
 - f) 5th Anniversary Open Day as a showcase of learning outcome.

2. Improving student learning motivation, nourishing talents & addressing their diverse needs
 - a) Establishing classroom routine to reinforce student positive learning attitude, strengthening class ethos to facilitate students' greater engagement and mobilizing students' greater involvement in learning by helping students to development learning strategies and study skills.
 - b) Raising students' learning motivation and cultivate positive learning attitude.
 - c) Efforts are directed towards raising academic results in public examinations and value added performance of individual students.
 - d) Enhancement of teachers' mastery of subject content, developing effective teaching skills and pedagogy.

3. Making successful transition from the changes emphasis in the existing 7-year secondary curriculum to the NSS (3+3) curriculum and facilitating the best transition at the level of school administration, teaching and learning in academic and other learning experience areas with a more flexible time-table which combines well with the challenges of the new secondary school structure to be implemented in 2009.
 - a) Setting up NSS Task Group & Liberal Studies Development Team.
 - b) Making the curriculum reform effective and liberating to both teachers and learners.
 - c) ICT becomes a much desired tool in all interactive learning classrooms.
 - d) Improving students' learning motivation, nourishing talents and addressing their diverse needs. Curriculum integration happens with subject teachers acting as effective project advisers, facilitating students to be active and inquisitive learning agents.

Domain 2: Curriculum & Instruction

Focus 1

Building the base for cross-curricular and learning integration

Focus 2

Improving students' learning motivation, nourishing talents & addressing their diverse needs

Focus 3

Making successful transition from the changed emphasis in the existing 7-year secondary curriculum to the NSS curriculum

- Refining teaching strategies
- Thematic / Modular approach to integrate the Focus Learning Area
- Research-based Learning (RBL) in Integrated Science and Issue-based Inquiry (IBI) in Integrated Humanities
- Enhancing students' learning motivation and formation of positive learning attitude
- Raising academic results
- Academic Value-addedness
- Meeting Learners' differences
- Pedagogy and assessment
- Developing diversified types of assessment (assessment for learning) for School-based Assessment (SBA)
- Rationale of Continuous & Formative Assessment: MAP / SLP

Domain 3: Student Support & School Ethos – Grooming quality LTFC students through value and character building programme and participation in life-wide, cross- and co-curricular activities both in and out of the classroom

1. A whole-school approach to ‘Putting Student First’ via 3 in 1 conceptual synergy, i.e., teaching, discipline and counselling: to foster dignity and integrity, self-respect and self-discipline, aiming at making a difference within students at home, in school, in our community and the world.
2. Strengthening of student non-academic attainment and student quality development: Enriching other learning experiences (OLE) through the provision of life-wide learning opportunities and quality LTFC Projects such as ‘A Sport for Life’, ‘An Overseas Study Trip for Life’, ‘A Functional Post for a Year’ and ‘Engaging in a Competition/Performance in a Year’.
3. Promoting a healthy and an inviting school community through a 5 ‘P’ analogy, i.e., place, people, program, policy and process: Being inclusive and collaborative for the good of all through cultivating students’ virtues like responsibility, inter-personal relationship, healthy lifestyle and community service.

