林大輝中學
LAM TAI FAI COLLEGE

Annual School Plan

2021-2022

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

Learn Together
Together We Learn

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
¤ Everyone in the school shares the true spirit and attributes of LTFC.	1. To enhance teachers' knowledge and skills in nurturing students' virtues through professional development: training, workshops and school visits that focus on class ethos development and classroom management based on the needs of class teachers and subject teachers. Focused areas: counselling skills, class management/ class teacher works, classroom management.	Majority of participants are satisfied with the training focuses. Teachers give positive feedback to approaches for virtue education, and their understanding of virtue education improved. Teachers are able to implement and share the strategies and skills learned to improve students' behaviour and classroom discipline. Class ethos and classroom discipline are improved.	➢ Activity and training survey ➢ Form master evaluation on CTs and class ethos ➢ Form meeting records ➢ Discipline records and results of pastoral care competitions	Whole year	SDD, DPCD, GCD, MCLED	Expenses on teachers' training

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¤	Everyone in the school shares the true spirit and attributes of LTFC.	2. To enrich parents' understanding of school expectations of students' learning habits and daily behaviour such as homework submission, being respectful and responsible, and adherence to school rules through different platforms, e.g. parent seminars (online/physical, including new parent orientation), newsletters, parent-teacher interviews, courtesy calls, push messages and PTA meetings.	➢ Positive feedback from PTA and other parents. ➢ Parents show support for the school's direction in daily implementation and virtue development.	➢ Parents' survey/ stakeholder survey ➢ PTA meeting minutes	Whole year	PTA, DPCD, GCD, MCLED, LSD	/

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	Targets		Strategies		Success Criteria		Methods of Evaluation	Time Scale	People in charge	Resources Required
¤	Everyone in the school shares the true spirit and attributes of LTFC.	3.	To strengthen school ethos and enhance students' awareness, opportunities of applications and reflections in different school programmes in a whole-school approach.	➢	Students' reflections and awareness regarding the focused areas is raised.	➢	Form master evaluation	Whole year	DPCD, GCD, CED, SFECD	/
				➢	Students' performance and improvement in daily routines are visualized, recognized and appreciated.	➢	Form Meeting minutes			
						➢	Daily observations			
						➢	Result of pastoral care competition			
						➢	Records of activity materials			
		4.	To strengthen elements of virtue and moral education through the implementation of Life education in S1 and S2, with focus on self-management, resilience, and social relationship development.	➢	Students are actively involved in Life Education lessons, and class teachers are confident in conducting the lessons.	➢	Feedback from teachers involved in Life Education, Health Education and Life & Society.	Whole year	MCLED, HE, LAS	/
				➢	Curricula in Life Education, Health Education and Life & Society are refined for better collaboration.	➢	Students' work and feedback from the lessons.			

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¤	Everyone in the school shares the true spirit and attributes of LTFC.	5. To bring about elements of virtue and moral education through subject collaboration. Focused topics: Caring/empathy and Appreciation (peers, staff and family).	➢ Pioneer subjects (Chinese and English, Life Education, Health Education) prepare the curriculum and implement it smoothly to bring out the moral and civic topics. ➢ Students can express and apply what has been learnt from the subjects.	➢ Assignments of different subjects on related topics. ➢ Evaluation reports from different subjects.	Whole year	MCLED, HE, Chi, Eng	/

Area of Concern 1: To strengthen school ethos and nurture virtues in students through a whole-school approach

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
⌗ A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	1. To adopt a whole-school approach to discipline and guidance work to promote focused school ethos (Courtesy/Respect and Caring /Empathy) and to recognize and reinforce the positive attributes of students.	➢ Improvement in student behaviour is shown regarding the focused areas.	➢ Teacher survey ➢ Daily observations ➢ Discipline records (Praise cards, attendance, Detention Class records) ➢ Homework submission rate	Whole year	DPCD, GCD	/
	2. To involve different members and units in the organization of diversified activities and mechanisms to promote students' understanding of school expectations and to enhance their participation, with focus on improving learning habits and basic school routines. (Responsible use of ipads, homework submission and punctuality to class).	➢ Smooth collaboration among different units in organizing whole-school ethos-related programmes. ➢ Focused learning habits and routines are set out and implemented with efforts from all units and stakeholders.	➢ Student discipline records. ➢ Feedback from students. ➢ Homework submission rate. ➢ Detention Class records. ➢ Daily observations.	Whole year	DPCD, CAD	/

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	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
¤	A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	3. To organize by-level activities and training to enhance cohesion and participation, and needs at different stages of school life.	➢ Structured activities are organized according to the needs of different levels. ➢ Activities are organized and could meet the needs of different levels.	➢ FM evaluation ➢ Teacher/ student survey ➢ Daily observations	Whole year	DPCD, GCD, SFECD	Expenses on student activities
		4. To organize group training and activities for student leaders to promote frontline participation, to enhance the role of student leaders and to strengthen their commitment and recognition.	➢ Collaborated training activities are organized for student leaders to build leadership skills and team spirit. ➢ Roles and efforts of student bodies are recognized by students and teachers. ➢ Student leaders are offered opportunities to take the lead and confident in fulfilling the duties.	➢ Daily observations ➢ Activity reports ➢ Survey from student leaders and TICs	Whole year	DPCD, SFECD	Expenses on student activities

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¤	A positive and healthy school ethos conducive to learning is fostered, with focus on Respect, Caring, Responsibility, Commitment, Perseverance, Integrity and National identity.	5.	To extend learning opportunities and widen perspectives through enhanced collaboration with external agents and utilization of community resources (especially alumni and IMC network).	➢	External resources and agents are deployed to support activities with satisfactory outcomes.	➢ ➢	Activity survey Activity reports	Whole year	DPCD, GCD, SFECD, CED, AA	/
		6.	To enhance the National Identity of students and introduce National security education.	➢	School-based curriculum and activities with reference to EDB guidelines are gradually introduced at subjects and whole school activities.	➢ ➢	Plans and reports from subjects/units Activity reports	Whole year	MCLED, CAD	/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative.

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧	Students take the initiative to learn and become effective learners.	1. To foster the habit of pre-lesson preparation and self-directed learning in students.	➢ Arrange Pre-lessons tasks (e.g. worksheet, short reading with feedback, pre-lesson booklet, researches etc.) to enrich students' prior knowledge and stimulate students' thoughts for discussion.	➢ Feedback from KLA Conveners and Subject Heads ➢ Lesson observation	Whole year	KLA Conveners and Subject Heads	/
		2. To teach students different study skills.	➢ Students can master different study skills e.g. note-taking, reading, group interaction etc.	➢ Feedback from KLA Conveners and Subject Heads	Whole year	KLA Conveners and Subject Heads	/
		3. To provide useful assessment data and quantitative and qualitative feedback to learners in order that they can track their own learning progress to improve learning.	➢ Students have made improvement in both internal and external assessments.	➢ Evaluation reports from different subjects on assessment results	Feb & July	CAD	/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

	Targets		Strategies		Success Criteria		Methods of Evaluation	Time scale	People in charge		Resources Required
✧	Students take the initiative to learn and become effective learners.	4.	To organize outside class and inter-class activities and to provide authentic learning experience to increase learning motivation.	➢	Classroom extensions including inter-class activities, local visits, seminars, cross-border study tours are organized so as to increase students' exposure for learning.	➢	Sharing, learning reports / projects submitted by students participating in learning activities	Whole year	KLA Conveners and Subject Heads	➢	Expenses on student activities
		5.	To encourage students to do more self-reflection by implementation of assessment for learning.	➢	Assessment for learning (assessment→ diagnosis→ feedback→ reflection for improvement) is widely used during lessons to facilitate the self-reflection.	➢	Feedbacks from KLA Conveners and Subject Heads Lesson Observation	Whole year	KLA Conveners and Subject Heads		/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ An environment conducive to teaching and learning is provided.	1. To upgrade the facilities and equipment in the classrooms and staff rooms to make teaching and learning more efficient.	➢ The facilities in need are installed.	➢ Feedback from teachers and students on the efficacy of facilities and equipment in the classrooms and staff rooms	Whole year	ITSU, CMDU	➢ Costs of facilities and equipment.
	2. To provide common lesson time to enable collaborative lesson planning (CLP).	➢ Clear allocation of work within the panel. ➢ The teaching diversity becomes narrower	➢ Teaching schedule ➢ Students' work and notes	Whole year	KLA Conveners and Subject Heads	➢ Manpower resources spent on the collaborative lesson planning (CLP)
✧ Teachers manage their students well, with proper classroom routine set up.	1. To provide training for teachers to strengthen classroom management skills.	➢ Classroom routines of students are built up. ➢ Appropriate use of Ipad by students.	➢ Students' classroom routines ➢ New teachers can adapt to teaching in school ➢ Stakeholders' survey: teachers' view on students' learning	Whole year	SDD, DPCD, AAC	➢ Expenses on teachers' training programmes

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

	Targets		Strategies		Success Criteria		Methods of Evaluation	Time scale	People in charge	Resources Required
✧	Teachers manage their students well, with proper classroom routine set up.	2.	To arrange mentors to provide guidance and support to new teachers.	➢ ➢	New teachers have adapted to and integrated well in the school, and have carried out duties satisfactorily. Experienced teachers shared with new teachers their experience in teaching.	➢ ➢ ➢ ➢	Evaluation of mentorship programmes Feedback from both mentors and mentees Skills in handling SEN students Skills in coping with parents' queries	Whole year	SDD, AAC	/
		3.	To provide clear guidelines for teachers and help them set up proper classroom routines	➢	Classroom routines have been set up so as to enhance learning effectiveness.	➢ ➢	Feedback from teachers Form teachers' reports	1st Term	AAC, DPCD	/
		4.	To show appreciation for students' good performance and behaviours in class to nurture positive learning atmosphere.	➢ ➢	Prizes and rewards are given for outstanding coursework. Students' exemplars works are displayed and shared among schoolmates.	➢ ➢ ➢	Feedback from KLA Conveners and Subject Heads Lesson observation Number of praise cards awarded shown in report card	Whole year	KLA Conveners and Subject Heads	➢ Printing of praise cards. ➢ Costs of gifts.

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

	Targets		Strategies		Success Criteria		Methods of Evaluation	Time scale	People in charge		Resources Required
✧	Teachers are able to employ effective teaching strategies to enhance learning motivation.	1.	To encourage professional interflow through common lesson time, peer lesson observation and staff development programmes to share good practices and to design interactive lessons with role play, presentation and discussion to increase learner participation and to develop online learning materials to promote self-directed learning.	➢ ➢	Positive feedback from participants on staff development programmes. Multiple and diversified teaching strategies have been adopted to design interactive lessons.	➢ ➢ ➢	Survey results Subject reports Lesson observation	Whole year	SDD, AAC and KLA Conveners and Subject Heads		➢ Expenses on teachers' training programmes
		2.	To promote subject-initiated training programmes to equip teachers with the knowledge, skills and strategies to make learning meaningful, interesting and effective.	➢	Sharing of teaching materials and the working experiences of HKDSE in subject meetings so as to improve students' examination strategies.	➢	Feedback from KLA Conveners and Subject Heads.	Whole year	KLA Conveners and Subject Heads		/

Area of Concern 2: To enhance teaching effectiveness to cultivate learning motivation and initiative

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Teachers are able to employ effective teaching strategies to enhance learning motivation.	3. To invite teachers to participate in external learning circles, school-based support services and visits to enrich teachers' knowledge in materials design and pedagogy.	➢ Teachers from our school were co-opted to participate in external professional activities and pedagogical changes are seen in subject teaching. ➢ Recommendation of courses from SDU.	➢ Feedback from teachers joining the activities ➢ Lesson observation ➢ CPD records ➢ Sharing from teachers in KLA meetings	Whole year	SDD, AAC	➢ Expenses on teachers' training programmes

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Students talented in STEM are identified.	1. To admit more new students who are talented in STEM.	➢ No. of S1 talented in STEM in 2022 is more than that in 2021 ➢ At least one STEM interschool competition / workshop / taster program for primary schools is held.	➢ ARSD data ➢ Activity reports	Whole year	ARSD IT FLA STEM Team SPECD	➢ Expenses on interschool competition/ workshop/ taster program for primary schools.
	2. To identify students who are talented in STEM through STEM-related activities and their academic performance.	➢ At least one internal STEM workshop and competition are held. ➢ At least one cross curricular learning activity are held.	➢ STEM Team report ➢ STEM talent pool data	Whole year	IT FLA STEM Team	➢ Expenses on STEM workshop and competition.
✧ Teachers' knowledge and skills in STEM are enhanced.	1. To encourage teachers to attend seminars and workshops in STEM, and to share what they have learnt regularly in staff development programmes, subject meetings and faculty meetings.	➢ At least one STEM development day have been held for all teachers to share and learn together about STEM education ➢ Teachers find the training and sharing useful	➢ Questionnaire	Whole year	IT KLA, ITSU, SDD	➢ Expenses on teachers' training programmes

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✦ Teachers' knowledge and skills in STEM are enhanced.	2. To invite professional organizations to provide school-based STEM-related training for our teachers.	➢ At least one training is held for teachers. ➢ Teachers find the training useful	➢ Questionnaire	Whole year	IT FLA, SDD	➢ Expenses on teachers' training programmes
✦ Facilities and equipment for the development of STEM are installed.	1. To install equipment necessary for the implementation of STEM education.	➢ STEM equipment, especially about A.I. and robotics is installed	➢ Inventory records	Whole year	SCI/ IT KLA / STEM Coordinator	➢ Expenses on STEM learning hardware / software resources
✦ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ✦ Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education.	1. To improve the current IT curriculum.	➢ At least one topic related to "smart city" is designed in each level.	➢ IT curriculum and scheme of work	Whole year	IT KLA	➢ Expenses on STEM learning hardware / software resources
	2. To offer JS STEM enhancement programme to students talented in STEM.	➢ At least one project related to "smart city" element is taught in each level.	➢ IT FLA reports	Whole year	IT FLA, STEM Team	➢ Expenses on STEM learning hardware / software resources
	3. To provide regular training for STEM elite students and make STEM products.	➢ At least one STEM product related to "Smart City" is taught in each term per group.	➢ IT FLA reports	Whole year	IT FLA, STEM Team	➢ Expenses on STEM learning hardware / software resource/ workshop.

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	Resources Required
✧ Students are equipped with STEM knowledge and skills, and their interests in STEM are aroused. ✧ Students' problem-solving skills, critical thinking and creativity are enhanced through STEM education.	4. To invite students to participate in a wide range of STEM-related activities and competitions to develop students' problem-solving skills, critical thinking and creativity.	➢ At least one interschool competition has been held. ➢ Students have participated in at least one "Greater Bay area" competition and activity. ➢ At least one STEM visit/virtual tour in "Greater Bay area".	➢ Sci/IT/Math KLA reports ➢ IT FLA reports	Whole year	➢ Sci/IT/Math KLA ➢ STEM Team	➢ Expenses on STEM related activities and competitions. ➢ Salary of STEM AT