林大輝中學
LAM TAI FAI COLLEGE



School Development Plan

2025–2028

School Vision & Mission

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.

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.

School Goals

Through the provision of first-rate facilities and a first-class learning environment, good management & organization framework, effective deployment of resources, innovative curriculum, effective learning and teaching strategies, assessment for learning, cultivating good school ethos and giving every possible support to student learning, LTFC aims at achieving the following:

1. A caring, compassionate, harmonious, healthy & inviting school environment
2. Grooming outward looking and socially responsible citizen of the 21st Century
3. Providing opportunity for excellent academic and moral development.
4. Giving importance to good sporting opportunities and healthy living
5. Providing opportunity for artistic and aesthetic expression
6. Providing high technological facilities to support an effective learning and teaching environment
7. Stressing independent whole-life learning and creative thinking
8. Encouraging students' creativity and leadership through active participation in co-curricular, extra-curricular and life-wide learning activities
9. Grooming independent, self-motivated and self-disciplined students with high Emotional Quotient
10. Cherishing solid virtues and spiritual values

Core Values of Education

The College demonstrates the true spirit of nurturing the PERFECT Generation of the 21st Century which encompasses a rich spectrum of LTFC core values which are

Perseverance
Excellence
Respect
Foresight
Entrepreneurial Spirit
Creativity
Talent

Perseverance
➢ Be well prepared for lessons
➢ Bringing textbooks and all lesson materials to school
➢ Maintaining good attendance and punctuality (including submission of assignments)
➢ Be a group of responsible learners and steady workers (doing revision every day)
➢ Be dutiful and play one's role faithfully
➢ Taking school rules and class rules as norms for daily school life
➢ Cherishing a healthy lifestyle for pleasurable and effective learning
➢ Resisting temptations and overcoming one's habitual delinquencies
Excellence
➢ Participating actively in lessons
➢ Keeping the campus and the classroom (including equipment) in best condition
➢ Cultivating good learning habit and study skills (e.g. note-taking, planning and schedule)
➢ Showing eagerness in producing quality work and making performance observable and measurable
➢ Striving for class achievements and building class identity
➢ Making the classroom an ethical place for achieving a fulfilling school life
➢ Preparing to keep improving and reaching new heights
Respect
➢ Be considerate and courteous to all alike
➢ Be open and respectful to the opinions and ideas of others
➢ Be attentive and willing to listen with patience
➢ Sharing of ideas and learning from others
➢ Affirming a '3 in 1' culture
➢ Showing mutual appreciation and celebrating individual achievements
➢ Having a genuine heart and a sense of compassion to serve and help the needy and the disadvantaged
➢ Going inclusive: appreciate differences and acknowledge interdependence
➢ Enhancing social awareness and showing concern for the needy
➢ Taking pride in being a student of Lam Tai Fai College and contributing to build the school into a caring and learning community
Foresight
➢ Be an intelligent and intellectual young person
➢ Appreciating life and learning how to embrace a bright future
➢ Developing careers awareness and exploring the possibilities of one's future
➢ Understanding the importance of teamwork, boosting rapport and mutual assistance
➢ Cherishing the ideals of making the class a cohesive group, Hong Kong a better city, China a prosperous and harmonious country
➢ Widening the horizons and making oneself a "global" citizen
Entrepreneurial Spirit
➢ Preparing to achieve clearly-defined goals which give meaning and high expectation to their lives
➢ Be visionary and mission oriented
➢ Working with determination to overcome difficulties and personal limitations
➢ Measuring outcomes by effectiveness and process by efficiency
➢ Willing to travel through a path which is less traveled
➢ Striving for accomplishments and creating meaningful uniqueness
Creativity
➢ Encouraging ownership and participation
➢ Fostering a home-like atmosphere in the classroom
➢ Making the classroom an inviting learning environment
➢ Providing a positive learning environment for the promotion of the whole-person development grounded in the school's core values
➢ Developing a culture of praise and celebration
➢ Learning how to live a balanced, colourful and meaningful life
Talent
➢ Appreciating differences and stretching the strengths of each individual
➢ Developing fully one's strengths and acknowledging one's weaknesses
➢ Helping each other with one's strengths

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.)

Students who possess the True Spirit of Lam Tai Fai College should

- be a good citizen;
- appreciate the sacrifices your parents are making to give you a good education. Show your appreciation and gratitude by working conscientiously and treasuring your opportunity to learn;
- be tidy and proud of wearing your school uniform and school badge;
- be proud of being a member of the school and always be ready to contribute to building a pleasurable learning environment;
- be polite and show respect and courtesy towards the Principal, teachers, other staff and fellow students;
- be eager to help others and be considerate. Behave courteous on all occasions;
- be truthful and trustworthy;
- be self-disciplined and maintain a healthy life style;
- be punctual;
- be determined to strive for excellence and to produce quality work;
- be a bright winner or a good loser. Do not boast in victory; nor sulk in defeat; and
- believe that "for a Man to conquer himself is the first and best of all victories".

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
1. To build team synergy and maintain a high-calibre workforce	Fully Achieved ➢ All staff in the school shares the same vision and works towards the same goals. ➢ Positive group dynamics with mutual trust and support are established. ➢ Top talents are attracted to and retained in the school. ➢ Good succession planning is in place. Partially achieved ➢ A Professional Learning Community (PLC) is created to foster a culture of self-reflection, collaboration, continuous improvement and striving for excellence. ➢ Staff are committed and take ownership of their work. ➢ Teachers have more time to explore and engage in innovative and effective pedagogy.	➢ Workshops with different themes will be conducted to enhance and reinforce positive attitudes and professional knowledge. ➢ Team-building activities would be incorporated into the school routine to enhance cooperation among different staff members. ➢ Future middle managers will be identified, and training will be provided to nurture them to become future leaders. ➢ A Professional Learning Community (PLC) could be enhanced. Teachers could join different PLCs outside school to learn from the best practices and apply what they have learnt in the school. More sharing from teachers will take place during staff meetings and subject meetings. ➢ Middle managers will need to provide more guidance and support to assist new teachers in completing their work. ➢ The functions of the e-group will be updated to streamline school administrative procedures.	➢ The principal shared the school vision and mission during the interview process to help newcomers understand the school better and work toward the same goals. ➢ With different types of team-building activities and workshops, mutual trust and a highly committed team have been built, and the school has maintained a stable workforce. ➢ Through various professional training sessions nominated and conducted by the school, teachers' capacity has been enhanced. ➢ A new teacher supporting channel was created to collect feedback from new teachers and provide immediate support to them. ➢ Different training sessions and workshops were offered to help teachers improve their teaching effectiveness and manage various challenges in the school. ➢ In response to special education needs, the percentage of staff receiving basic training on catering for diverse learning needs increased from 16.9% to 48.2%, and the percentage of staff receiving advanced training rose from 8.43% to 12.34%. ➢ Over 90% of teachers participated in national education training and STEAM education training. ➢ To enhance middle managers' management quality and foster future leaders, they have been nominated to different management training programs such as Management and Leadership for Heads of Guidance and Discipline Teams of Secondary Schools, the Core Programme under Enhanced Training for Promotion, and the school also conducted workshops for middle managers. ➢ The Deputy Principals provided support to middle managers to facilitate knowledge and skills transfer and task implementation. Middle Managers reported the progress and effectiveness of their work regularly in executive meetings. ➢ The percentage of staff receiving performance awards has increased, indicating an improvement in staff performance.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching	Achieved ➢ Students learning opportunities and exposure are boosted ➢ To enhance teaching quality by equipping teachers with new pedagogical skills and concept Partially achieved ➢ A learning atmosphere of striving for academic excellence is created. ➢ Reading Habits is strengthened through reading across the curriculum. ➢ Participative / self-directed Learning is developed and students become active learners. ➢ Students' performances in internal or external examination are enhanced.	➢ Expanding the scope of language-related activities such as debate competitions or drama performances could further enhance language proficiency and confidence. ➢ To further enhance teaching quality, it is recommended that the school continue to provide professional development opportunities which focus on innovative teaching tools and strategies. Organizing regular peer observation sessions and feedback loops can encourage the sharing of best practices and foster a collaborative teaching culture. ➢ Workshops for both students and teachers on effective learning strategies including time management and the use of concept maps could bridge the gap between perceived skills and actual behavior. ➢ Expanding the commendation board to recognize a wider variety of achievements such as participation in collaborative projects or improvement in class engagement could help foster a more inclusive learning environment.	➢ Students' learning opportunities and exposure were significantly enhanced through various initiatives. Collaborative projects provided students with diverse learning experiences, fostering teamwork, problem-solving skills, and active participation. For examples, Learning Across Curriculum (LaC) projects were conducted by the English, Technology and Science Departments to facilitate collaboration among subjects. ➢ The school successfully promoted Chinese culture, broadening students' perspectives and enhancing their recognition of national identity. National security education was effectively prioritized, with clear documentation and progress monitoring in place. APASO survey results highlighted improvements in students' national identity. Scores for responsibility and obligations increased from 101 in 2023 to 116 in 2025. Similarly, scores for pride and affection increased from 106 to 116, scores for recognition of the national flag and anthem increased from 108 to 116, and scores for national achievements grew from 107 to 116 over the same period. These results demonstrate a growing sense of national pride and identity among students. ➢ A language-rich environment encouraged greater engagement with English and Chinese. Activities such as inter-school speech festivals and English Week helped to strengthen students' communication skills and cultural understanding. For example, English Week and English Cafe activities were organized, and students were engaged in various language-related programmes. The Chinese Language Department arranged for students to participate in the inter-school speech festival, where several championships were won. Writing competitions were organized by the Chinese team, and Putonghua Day was held by Putonghua teachers during the Mid-Autumn Festival, with activities such as guessing lantern riddles in Putonghua. Stakeholder feedback on learning opportunities and time management indicated progress. The score for "The school strategically provides students with different learning experiences inside and outside the classroom, considering their learner diversity" increased from 3.6 in 2024 to 3.9 in 2025.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching (Cont.)		➢ All subjects can systematically incorporate the promotion of reading into classroom activities. For example, pre-lesson booklets can include trial readings from books, and schemes of work should integrate recommended readings, newspapers, or magazines at appropriate intervals to stimulate students' interest in reading. ➢ To further enhance the reading culture, it is suggested that the school introduce more interactive and engaging reading activities, such as book clubs, reading challenges, and author talks. Morning assemblies could also include sessions for teachers and students to share insights from books. ➢ To further encourage self-directed learning and enhance student performance, it is recommended that the school introduce more structured pre-lesson learning materials and self-directed learning materials to provide additional opportunities for independent learning. ➢ The Academic Affairs Committee (AAC), in collaboration with educational psychologists, conducted individual meetings with Key Learning Area (KLA) Heads to review current strategies and discuss potential enhancements. Moving forward, it will be essential to continuously evaluate the effectiveness of newly implemented measures and refine teaching materials accordingly.	➢ Teachers were equipped with new pedagogical skills, enabling more innovative and effective teaching methods. Workshops and peer learning initiatives helped standardize and enhance teaching practices across subjects, e.g. GoodNotes workshops were organized for KLA Heads, and features such as annotation, organization, and collaboration were demonstrated. Three-minute tutorial videos on using GoodNotes for teaching and learning were created by KLA Heads. ➢ Teaching quality, as measured by APASO survey results, showed positive trends. Scores for "Teaching (Clear Instruction)" increased from 93 in 2023 to 102 in 2025, while scores for "Teaching (Teacher Support)" rose from 89 to 91 during the same period. These results indicate gradual improvement in teaching practices, although continued efforts are needed to sustain these gains. ➢ The Commendation Board at elevator entrances was updated after each examination, and student achievements were listed, including the top five performers, the top three students with the greatest improvement, and three students with excellent learning attitudes. The LTFC Ocean Park visit was arranged for top-performing students. Pre-lesson booklets for all the subjects have been developed. However, Efforts to promote self-directed learning showed limited progress. While some students benefited from pre-lesson materials and personalized academic support, survey results revealed a lack of significant improvement in student initiative. Despite efforts, the teacher survey score for the statement, “My students take the initiative to learn,” remained stagnant at 2.90. This indicates that further actions are needed to encourage students to take greater ownership of their learning.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching (Cont.)		➢ Expanding the use of technology in classrooms and integrating tools like GoodNotes into lesson planning and assessments could further enhance the clarity and supportiveness of instruction. ➢ The integration of AI in teaching holds significant potential, but its effective use requires further professional development for teachers. A stronger focus on fostering a positive attitude toward AI integration is necessary to maximize its long-term benefits.	➢ The "Learning Pioneer Leader Training Program" was organized by CED and HKFYG, and training in communication, critical thinking, and problem-solving was provided to students. Famous tutors, including Hung Wai Kuen and CY Chow from tutorial schools, were invited to conduct lessons for students. Leadership training programs and supplementary classes were well-received by students, as evidenced by survey results showing 90% of students were satisfied or very satisfied with leadership activities, and 100% were satisfied or very satisfied with the supplementary classes' impact on their language proficiency. However, the long-term impact of these initiatives on student growth needs further evaluation. ➢ A ‘Booklist’ for each subject and form, along with accompanying Google Form worksheets, was created. Student progress in reading was tracked systematically using a logbook. For ICT, S4 students were assigned Christmas holiday homework, which required them to read one of several recommended books and complete a Google Form. Approximately 70% of students successfully completed the task. ➢ A ‘Students’ Booklist’ and ‘Teachers’ Booklist’ was prepared and distributed to encourage both students and teachers to engage in reading. These booklists featured curated recommendations to align with the learning needs and interests of the school community. ➢ In Chinese Language, three writers’ talks were held on April 24 and April 25, with guest speakers Ke Lok, Zi Sha, and Li Yin Qian. Additionally, four book club sessions were conducted to foster an interest in reading and promote literary appreciation among students.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching (Cont.)			➢ With reference to efforts aimed at strengthening reading habits across the curriculum, the reading culture in the school has shown modest progress but remains an area requiring further development. In the Stakeholder Survey, teachers rated "My students like reading" at just 2.5, while students rated "I often read materials such as leisure reading materials and newspapers outside of class" at 3.3. Despite initiatives to promote reading, the learning resource center reported only a slight increase in book borrowing, and overall student engagement with reading remains low. This highlights the need for additional strategies to cultivate a stronger reading culture among students. ➢ Pre-Lesson Booklets for all subjects were edited and finalized, providing structured materials to help students prepare for lessons in advance. For Chemistry, pre-lesson worksheets were introduced for S3 students in October, consisting of excerpts from extracurricular reading materials to help them prepare for lessons. Most KLA heads reflect that the pre-lesson booklet helps students consolidate their knowledge and promotes self-directed learning. For example, it encourages students to look up vocabulary words beforehand or watch relevant topic videos in a flipped classroom setting. ➢ HKDSE Past Paper Solution/Question Explanation Videos were produced, offering students an accessible resource to support their exam preparation and improve independent study habits. For Mathematics, students found these videos very useful, frequently referring to them for hints and guidance when encountering difficulties. Similarly, for BAFS, S4 and S5 students were provided with specific video links upon completing certain topics, while S6 students were granted access to the entire video library at the start of the academic year. Students reported these resources to be highly practical and effective. ➢ The teacher survey score for the statement, "My students take the initiative to learn," remained stagnant at 2.90, indicating limited improvement in student initiative. The student survey score for "I know how to apply learning strategies, such as pre-lesson preparation, using concept maps, and online resources" is 3.5.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
2. To promote a positive learning attitude and to enhance the effectiveness of learning and teaching (Cont.)			➢ Strategies to improve student performance in internal and external examinations produced mixed results. While data-driven approaches supported exam preparation, the overall DSE results did not show significant improvement. The strategies that have been employed includes producing HKDSE Past Paper Solution/Question Explanation Videos to support students in their exam preparation. Internal examination past papers were distributed to students to help them practice and familiarize themselves with question types. Test and examination statistics were analyzed, and irregular marks from assessments were highlighted by the CAD. KLA heads were informed to review the data and identify concerns for each form and class. ➢ Stakeholder surveys showed steady improvement in the use of data by subject panels and committees to evaluate curriculum effectiveness. Scores for the statement, "The subject panels and committees use information and data about learning, teaching, and assessment to evaluate the effectiveness of curriculum implementation and inform planning," improved from 3.6 in 2023 to 3.9 in 2025. However, these improvements in evaluation practices have not yet led to significant academic performance gains, such as improvements in DSE results. ➢ HKDSE Past Paper Solution/Question Explanation Videos were produced, providing students with accessible resources to support their exam preparation and improve understanding of complex topics. For Mathematics, the use of pre-exam practice papers proved highly effective, with students completing the exercises diligently as part of their revision. Similarly, for Economics, students consistently completed full pre-exam papers for every test and exam, and in many cases, practiced two years' worth of past papers. This rigorous preparation was supplemented by detailed analysis of performance in the Pui Ching mock exam, where students compared their results with those of other schools. This statistical feedback motivated students and enhanced their performance.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach	Achieved ➢ A holistic plan on the implementation of values education is in place. ➢ Students have a global vision and are interested in the development of the world. ➢ Students learned to have gratitude and empathy. Partially achieved ➢ Students in the school will be trained to become leaders in different aspects. ➢ Students transform their sportsmanship into their study	➢ To implement values education, the school can further enhance the values education programme and continue to nurture well-rounded students with a strong sense of unity, diligence, perseverance, and courage. The contents of Life education lessons can be modified to meet the needs of the students. ➢ To develop in our students global vision and mission, seminars and activities will be arranged according to the needs of the students to help them deal with the changing world. ➢ Life wide learning lessons will be strengthened to give students knowledge and experiences in different aspects. ➢ To help students learn gratitude and empathy, the contents of Life education lessons in junior forms can be modified to meet the needs of the students, helping them to improve in moral and civic standards. ➢ Service Learning for S1 to S5 will be enhanced to help students understand the needs and difficulties faced by others. We encourage students to care for others through service training and outing experiences, hoping to foster gratitude and empathy in students, helping them to gain valuable insights and develop a sense of responsibility towards their community.	➢ The school has implemented a comprehensive and well-integrated approach to values education, leveraging various strategies to effectively instill core values across the institution. The integration of values education across all Key Learning Areas (KLAs) is a commendable practice. At the beginning of the academic year, the school submits a detailed scheme of work that incorporates 10 core values, ensuring systematic implementation throughout the curriculum. Teachers shared students' good work to facilitate recognition and reinforcement of positive behaviors. Furthermore, the evaluation conducted by KLA heads helps assess the effectiveness of the values education program, enabling continuous improvement. ➢ To enhance the students to care about the society by organizing some local community services or visits for the students. Besides the Service Learning Programme, Moral Civic and Life Education Department also organizes various initiatives to nurture empathy and concern for others among the students. Through diverse programs like movie appreciation, life story sharing, talks, and workshops, the department works to develop a culture of empathy within the school community. KLAs organized different activities to expose students by visits, workshops, exhibitions, local and international competitions, and study tours, providing students with valuable exposure to different regions and cultures. This aligns with the school's goal of nurturing globally-minded and nationally-proud citizens who can navigate the complexities of an interconnected world. By offering these diverse learning opportunities, the school empowers students to develop a broader perspective and a deeper understanding of the world around them. ➢ Moral Civic and Life Education Department and Life Education lessons design diverse activities to enrich students' value education is highly laudable. The focus on debriefing of the activity is particularly noteworthy, as it helps raise students' awareness of their own needs and the importance of caring for others in their school and family life. This approach fosters a deeper understanding and internalization of the values being imparted.

Effectiveness of the previous School Development Plan

Major Concerns	Extent of Targets Achieved	Follow-up action	Remarks
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach (Cont.)		➢ Holistic planning for leadership training for student leaders will be needed. Leadership training workshops and seminars which focus on communication, decision making, problem-solving and teamwork are essential for developing well-rounded student leaders. These workshops will provide students with structured opportunities to learn and practise the fundamental skills required to lead effectively in a variety of contexts. ➢ To promote self-discipline and responsibility, students' attendance in activities has to be improved and follow up actions should be taken timely. ➢ Students' training attendance and conduct and can be taken into consideration when selecting school representatives for competitions. Closer collaboration with sports coaches will be needed.	➢ The school aims to build up a good daily routine that raises students' self-discipline, Discipline and Pastoral Care Department prepared the weekly briefings which broadcast on every Fridays to provide students with regular reminders and opportunities to enhance their self-discipline. Self-discipline is a core leadership quality, as it enables students to stay focused, organized, and accountable. The consistent nature of these briefings helps reinforce self-disciplinary habits over time. ➢ The school involved students in different volunteer works or social services, Moral, Civic and Life Education Department organized the S1-S5 Service Learning Programme which gave students valuable hands-on experience serving the community. Providing service to others is a hallmark of effective leadership, as it fosters gratitude, empathy and responsibility. ➢ Around 40% student-athletes enrolled in the academic elite classes and demonstrated their ability to excel in both domains. The teachers' observations that these academically-inclined athletes are successfully managing their studies and sports is a positive indicator. It shows a promising balance between academic and athletic achievements among the student-athletes. The student-athletes also showed good self-discipline in attending school team training and inter-school competitions. The satisfactory attendance rate, especially in the junior forms, is a positive sign. The coaches' feedback on the students' diligence, obedience, and strong sense of belonging to the school and their teams is also encouraging. Owing to the clashes of training days of different school teams, some students failed to report to the teachers-in-charge. Scheduling of activities has to be improved.

PI Areas	Major Strengths & Areas for Improvement
1. School Management	➢ The school management team has a clear vision and direction in school development and the provision of quality education, which aligns with the new educational trend. ➢ A culture of planning, implementation and evaluation is fostered to support school self-evaluation and improvement. Regularly meetings are held to review and discuss the implementation of school plans. The school actively promotes professional development through team-building activities and pedagogical training, fostering a culture of continuous improvement. ➢ The school has a stable middle management team whose experiences contribute to the school's continuous development. ➢ Clear school policies, task procedures, working guidelines and duty allocation for teachers have been formulated to ensure smooth school operation. ➢ The views of different stakeholders are valued when determining the future direction and development of the school. ➢ All teachers are involved in reviewing and planning for school development to allow greater ownership. ➢ Subject and Department Plans with clear targets and implementation strategies are drawn up in line with the School Development Plan. ➢ School resources are well deployed and external resources are made good use of to facilitate school development. ➢ The appraisal system reflects the school expectation of staff and can balance between accountability and professional development of staff.
2. Professional Leadership	➢ The School Incorporated Management Committee (IMC) comprises respectable academics and reputable professionals in different fields in society. They contribute to the school by providing direction, guidance and support on school policies, curriculum design and student development with their professional knowledge and expertise. Their extensive external networks and connections, enabling them to provide students with valuable learning experiences. ➢ The School Supervisor constantly contributes his ideas and experience in school development and financial management. He is committed to leading the school to excellence. ➢ The Principal is experienced and visionary. He is committed in leading the school towards actualization of the school mission. He is ably assisted by the Deputy Principals who are highly committed and dedicated. They lead, supervise and support the different Committees through working closely with the middle managers to plan, implement and evaluate their work. ➢ Potential future leaders are identified and selected to take up leadership roles. Although they are comparatively less experienced, they are enthusiastic and more creative. Support is provided to nurture them to become competent middle managers. ➢ The school management team is always ready to provide support and assistance to the departments and subject panels. ➢ The KLA Conveners and Department Heads are experienced and can lead their teams to further develop. ➢ The School stresses the importance of professional sharing, and professional development mechanisms are developed. Professional exchanges are constantly promoted. ➢ Teachers are encouraged to participate in continuing professional development and informed of training opportunities appropriate to their needs and responsibilities. ➢ Teachers are invited to discuss with the school management team to give their personal preference for job allocation, which encourages better communication between the school and the teachers.

PI Areas	Major Strengths & Areas for Improvement
3. Curriculum and Assessment	➢ In terms of the curriculum organization, the school places significant emphasis on the holistic personal development of students. The curriculum is designed in alignment with the school's vision and mission, as well as the guidelines and policies set forth by the Curriculum Development Council and the Education Bureau, ensuring a broad and balanced educational experience. In the Senior Secondary years, a variety of elective subjects from all Key Learning Areas (KLA) and applied learning options are available, providing senior secondary students with diverse and flexible subject combinations to meet their varying abilities, learning needs, and interests, so to facilitating students' whole person development. ➢ Each KLA conducts annual program planning and evaluation, ensuring that their objectives closely align with the school's major areas of concern. ➢ In addition to the formal curriculum, the school offers enhancement programs in Physical Education, Visual Arts, and STEM during Life-wide Learning Lessons to fully develop students' intellectual and talent potential. A well-structured extended curriculum is also in place, providing students with comprehensive life-wide learning experiences. The board and balanced curriculum help the students to acquire rich learning experience. ➢ To address the diverse needs of students, the AAC, in collaboration with the Educational Psychologist, conducts meetings with all KLA Heads to evaluate existing strategies and offer recommendations for improvement. Several strategies are suggested across different subjects to accommodate the learning needs of S3-S4 students. More subjects have developed graded exercises to make learning both attainable and challenging for all students. ➢ Regarding curriculum implementation, KLA meetings and faculty meetings are held regularly to facilitate effective communication and collaboration among subjects and committees. During the KLA meetings, all subject heads are invited to present on specific topics to promote mutual learning. ➢ Common lesson time is utilized to monitor curriculum implementation and enhance the quality of teaching and learning. Most subjects use this time to track teaching progress and evaluate student performance through quiz, test, and examination statistics. This focus on monitoring has narrowed teaching diversity. Additionally, discussions regarding the sharing of effective practices and teaching challenges are encouraged. ➢ Class observation and book inspection is conducted every year, so that the school is able to effectively monitor the implementation of the curriculum to continuously enhance the quality of learning and teaching. ➢ In view of performance assessment, the school implements a comprehensive assessment policy that incorporates both formative and summative assessments, achieving a balance between "Assessment for Learning" and "Assessment of Learning." Clear assessment guidelines and criteria have been established and are effectively implemented for both teachers and students. ➢ Students receive useful quantitative data to track their learning progress and improve their performance. For instance, 'Predicted Grades' based on the previous year's Final Exam and S6 Mock Exam results are prepared. Subject teachers use this data to provide reinforcement and support to S6 students in preparation for the HKDSE. Students also set their own 'Target/Expected Grades' at the beginning of S5-6, encouraging them to create personalized study plans to achieve their goals. ➢ Qualitative feedback is also provided to students. Teachers distribute exemplary samples; for example, a booklet containing artwork and SBA projects from previous top-performing students in Visual Arts is compiled to help current students understand the HKDSE requirements better. ➢ After each test and examination, the Academic Department leads the KLA meetings, where subject heads analyze student performance through data, such as unusually high or low average scores or pass rates for individual classes. Such anomalies are highlighted for the relevant subject heads to address. Following the KLA meetings, subject meetings are held, with the agenda including a further explanation and review of the AAC analysis results, as well as adjustments to teaching and necessary follow-ups. ➢ From the perspective of curriculum evaluation, the school conducts the APASO questionnaire and Stakeholder Survey to gather feedback from teachers, parents, and students regarding various aspects of the school, including curriculum, teaching, and student support. Additionally, the school places great importance on both internal assessment data and external examination results. Each year, we purchase statistical reports for detailed analysis with KLA heads. KLA heads also engage in in-depth studies of student performance in public examinations during subject meetings and common lesson time, diagnosing strengths and weaknesses to adjust teaching materials accordingly and prepare action reports. ➢ The KLA submits an annual plan for value education and national education, systematically integrating holistic education into the curriculum. At the end of each year, exemplary student work is collected for reference, and the effectiveness of the program is evaluated through review forms. Additionally, feedback is reported to the Academic Department, and adjustments are made for the following academic year.

PI Areas	Major Strengths & Areas for Improvement
4. Student Learning and Teaching	➢ In view of learning process, a wide range of support measures are implemented to address the diverse learning needs and abilities of students. Additional resources and personnel are allocated to facilitate small group instruction in Chinese Language, English Language, and Mathematics. Students are grouped according to their learning abilities to ensure active participation in meaningful and attainable learning activities. ➢ E-learning is implemented throughout the school to enhance student motivation and teaching effectiveness. E-exercises, assessments, and learning materials are uploaded to e-classrooms for easy access by students. In recent years, the school has also worked to promote applications like GooNotes. Lesson observations and homework inspections indicate an increased usage of e-learning platforms (e.g., Kahoot!, Mentimeter, Nearpod, Google Classroom) to better assess students' learning progress. ➢ Extracurricular and inter-class activities are organized to provide authentic learning experiences that boost motivation. Within the school, cross-curricular activities involve collaboration among subjects such as Integrated Science, English, and IT. Outside the classroom, students participate in events like the Hong Kong Speech Festival, Hong Kong Music Festival, JA Innovation Camp, and summer research internship programs. ➢ Stickers, stamps, praise cards, and small gifts are awarded to recognize students' good performance and behavior in class, nurturing a positive learning atmosphere. Students' exemplary work is shared during lessons, on Google Classroom, and throughout the campus. ➢ To assist S1 students in adapting to the new learning environment and study methods, a Summer Bridging Programme is offered. Parent evenings, seminars, and weekend tea gatherings for new students are organized to help parents understand school requirements and their children's needs, facilitating a smoother transition to secondary school life. ➢ Since 2015, the school has partnered with the Hong Kong Sports Institute to run the Partnership School Programme, which features flexible timetables designed for elite student athletes. All lessons are video-recorded, and learning materials are accessible online, allowing these students to learn anytime and anywhere. ➢ In terms of learning performance, reinforcement and tutorial classes are well-organized, including ensuring that students in 332A receive support for their core subjects. Additionally, remediation classes for subjects with lower pass rates and higher negative value-added scores are established based on data to provide academic support for those in need. ➢ The "Learning Pioneer Leader Training Program," organized by the CED and HKFYG, provided students with training in communication, critical thinking, and problem-solving skills. This program aimed to develop students' leadership abilities and foster self-discovery. Additionally, the Learning Support Department recommends gifted students participate in courses and activities organized by institutions such as the Gifted Education Academy, while also offering remedial classes and personal counselling during lunch for students with weaker abilities. ➢ To create a language-rich environment that builds students' confidence in using English and Putonghua, morning assemblies, daily announcements, and school activities are primarily conducted in these languages. We have three native English-speaking teachers who organize a variety of English activities during lunch and after school at the English Activities Centre. To enhance students' proficiency in Putonghua, a designated Putonghua Day is observed, along with a weekly lesson for Junior Secondary students. ➢ A 'Booklist' for each subject and form, along with accompanying Google Form worksheets, was created. Student progress in reading was tracked systematically using a logbook. For ICT, S4 students were assigned Christmas holiday homework, which required them to read one of several recommended books and complete a Google Form. Approximately 70% of students successfully completed the task. ➢ A 'Students' Booklist' and 'Teachers' Booklist' was prepared and distributed to encourage both students and teachers to engage in reading. These booklists featured curated recommendations to align with the learning needs and interests of the school community. ➢ In Chinese Language, three writers' talks were held on April 24 and April 25, with guest speakers Ke Lok, Zi Sha, and Li Yin Qian. Additionally, four book club sessions were conducted to foster an interest in reading and promote literary appreciation among students. ➢ Teachers have prepared a "HKDSE Past Paper Data Bank" for students, which includes numerous explanatory videos for various questions. The past five years' DSE questions and solution videos are uploaded to Google Classroom to facilitate independent revision, aiming to enhance students' confidence in examinations and improve their performance.

PI Areas	Major Strengths & Areas for Improvement
4. Student Learning and Teaching (Cont.)	➢ Pre-exam practice helps students become familiar with assessment criteria and coverage. Prior to term tests and examinations, all subjects tailor assessments based on previous years and distribute them to students for practice, ensuring familiarity with the assessment format and question types, which boosts their confidence. ➢ Regarding teaching organization, Teachers recognize the importance of addressing the learning differences among students of varying abilities and are actively planning and implementing various measures. In recent years, the teaching schedule and materials for S3 and S4 have been updated based on recommendations from educational psychologists and academic departments. All KLA heads have presented their plans during the KLA meetings, facilitating mutual learning. As a result, learning tasks are designed to align with students' abilities, skills, and diverse learning styles, promoting a greater sense of achievement and success. ➢ The school participates in the school-based Support Services provided by the Education Bureau to enhance teachers' pedagogical knowledge and skills in both English and Chinese. Additionally, the school collaborates with universities to improve teachers' abilities in English as a Medium of Instruction (EMI) and to assist in organizing EMI-related activities. ➢ The school arranges mentors to provide guidance and support to new teachers. Regular sharing sessions allow level coordinators to discuss pedagogies, task designs, and effective practices during Common Learning Time. Mentors share personal experiences, offer mental support, plan for potential challenges, and foster rapport with colleagues. In the Mentorship Programme, panel heads and mentors provide prompt assistance to novice and new teachers, such as guidance on paper setting from the PE panel head and support with pre-exercise book inspections from veteran English teachers. ➢ The school provides clear guidelines for teachers to establish effective classroom routines. In Faculty Meetings, the Principal, Deputy Principal, and Discipline Master frequently share insights on classroom management and effective teaching strategies. Panel Heads also brief new teachers on routines, including reward and punishment schemes. ➢ The school employs additional assistant teachers (ATs) through the Capacity Enhancement Grant or Non-Chinese funding to support both teachers and students. ➢ In terms of teaching process, common lesson time help to facilitate KLA to discuss their teaching pace and strategies in response to students' needs. ➢ During the morning assembly, in addition to teacher presentations, various students are invited to share their experiences publicly. Students present their reflections on reading, opinions on current events, and insights gained from participating in activities, using either Mandarin or English. This initiative aims to build students' confidence and promote a culture of sharing. Furthermore, announcements from various student clubs are hosted by students to provide them with more opportunities for participation and public speaking experience. ➢ Peer lesson observations and staff development programs are established to promote professional collaboration. Teachers share effective practices and designs for interactive lessons involving role play, presentations, and discussions to enhance student participation, while also developing online learning materials to support self-directed learning. ➢ From the perspective of feedback and follow-up, the school conducts two examinations and one uniform test each year. After each assessment, teachers lead students in analyzing the exam questions and reflecting on areas for improvement, thereby enhancing students' academic performance. Additionally, an annual Parents' Day is held, during which class teachers distribute report cards and review students' learning progress and areas for improvement with both students and parents. ➢ reinforcement and tutorial classes are well-organized, including ensuring that students in 332A receive support for their core subjects. Additionally, remediation classes for subjects with lower pass rates and higher negative value-added scores are established based on data to provide academic support for those in need. ➢ During long holidays, the academic department arranges remedial classes. Teachers establish different remedial groups based on students' individual needs, addressing their unique differences. ➢ Teaching and learning materials are uploaded to the school server for easy access by teachers and are also available on Google Classroom for students. For example, the past paper video bank allows students to learn at their own pace by reviewing recorded videos if they were unable to keep up during live lessons.

PI Areas	Major Strengths & Areas for Improvement
5. Student Support	➢ Our school's student developmental support structure is clear, including students discipline, guidance and counseling, class management, extracurricular activities, moral, civic and life education and career guidance. These departments collaborate and coordinate with one another. ➢ Our school adheres to the educational philosophy of 'positive education', assisting students in achieving holistic development. We are dedicated to helping students build good character and positive values, understand discipline, and develop their self-esteem and self-confidence, establishing their life goals and sense of direction. ➢ We adopt a 'whole school participation' model to nurture students, implementing various initiatives to support their growth and regularly arranging diverse and balanced activities and services. To enhance the effectiveness of discipline and guidance, we have established Form-based management to strengthen support for class teachers. ➢ Our school implements a dual class teacher system at Secondary 1 to 4 and some of the S5 and S6 classes, holding regular form meetings to review class situations and address individual student needs. We actively communicate with social workers to follow up on cases. Additionally, we organize various inter-class activities and competitions, including 'Best Class Award', classroom cleaning competition, board decoration competition, to enhance class spirit and increase students' sense of belonging to their classes. ➢ Our school also places a strong emphasis on fostering a healthy lifestyle among our students spiritually. To build an atmosphere of positivity and recognition, we have implemented a more comprehensive timetable system that has a longer class teacher period on Friday to recognize the character building of our students in different areas. This system helps to build self-esteem and confidence in our students. By recognizing the strengths and accomplishments of our students, we are fostering a culture of positivity and achievement that supports their emotional and mental wellbeing. ➢ To meet students' growth needs and develop their problem-solving and leadership skills, we are hosting activities for different levels this academic year, including personal growth, discipline training, team building and leadership training camps for S1, S4 and S6 students, and leadership training programme arranged for different student leadership groups. ➢ Our school emphasizes positive education for students, providing timely rewards and recognition to reinforce their good performance. Our 'Praise Card' Reward Program encourages students to realize their potential in various areas, rewarding those who excel in personality, academics, and service. ➢ For students with outstanding achievements, our school offers awards such as the 'Most Outstanding Student of the Year' Award, Academic Excellence Award, Good Conduct Awards, Principal Honor List, Subject Award, Improvement Award, as a form of recognition.The Academic Achievement Unit also prepare the Award List and post on the board to recognize their effect and show appreciation for our students. ➢ Our school offers activities for further education and career selection, setting different themes according to the needs of various levels to enhance the career planning elements provided to students. Career planning activities are conducted during Life-wide Learning Periods, with most sessions taught by instructors from external organizations. Activities include aptitude tests, lectures, workshops, and visits, assisting students in self-discovery and appropriately planning their educational pathways and career directions. ➢ For junior form students, we organize subject selection seminars to help them understand themselves, learn about different subjects, selection procedures, and university subject requirements. We aim for students to grasp relevant information to make informed and prudent decisions. ➢ Additionally, we arrange various themed lectures and briefings for senior form students, helping them understand themselves and learn how to set goals and plan for the future. These include lectures on Joint University Admissions, employment seminars hosted by different educational institutions, and interview skills workshops. ➢ Our school encourages parents to attend the further education and employment seminars arranged for students, allowing them to provide appropriate guidance when their children are selecting subjects and planning their future paths. ➢ Our school has a mechanism in place to identify students who require special support, and refer them to school social workers, educational psychologists, or clinical psychologists as needed, arranging counseling services, assessments or training both within and outside the school. To address the growth needs of students with special educational needs and support their holistic development, our school organizes a series of school-based personal growth activities each year. We aim to cultivate students' diverse potential through various activities, promoting their physical and mental well-being. Additionally, we provide careful nurturing for gifted students by arranging for them to participate in external training courses, allowing them to develop their talents and maximize their abilities.

PI Areas	Major Strengths & Areas for Improvement
5. Student Support (Cont.)	➢ To help students make good use of their leisure time, enrich campus life, develop interests, and discover their potential, our school systematically offers various types of extracurricular activities. For example, Life-wide Learning Period and Life-wide Learning Days, Society Meeting and lunch time activities. We also encourage students to participate in different types of external activities and competitions to showcase their talents. ➢ This academic year, there are 17 Societies, 3 uniform groups and 8 services groups, featuring diverse formats. For students who excel in specific areas and show development potential, the school encourages them to join school teams for advanced training, allowing them to fully realize their strengths. ➢ Our school has a student union and houses system, offering opportunities for students to develop leadership skills, strengthen their sense of belonging to the school, and promote connections among students of different levels. We have established leadership teams to assist teachers in managing the campus, serving as another platform for nurturing future leaders. We have provided 3 training sections for our student's leaders and try to boost up their leadership skills. We held the Students' Leader Inauguration Ceremony and the Principal had regularly meeting with student leaders to listen to their opinions and share their expectations and experience to our students. It encouraged our students and impressed our student leaders and built up more confidence by being leaders in their group. ➢ If students receive awards in external competitions, the school will present the prizes by the principal during morning assemblies or different ceremonies, like the Closing Ceremony, Speech Day and Prize Giving Ceremony. ➢ For students with outstanding achievements, our school offers awards such as the Art & Design Awards, Outstanding Sportsperson Awards, Outstanding Service Award, Innovative technology Awards, Healthy Student Awards, Outstanding Leadership Award, Outstanding Voluntary Services Awards, Outstanding School Services Awards and Performing Arts Awards, as a form of recognition. ➢ The school evaluates the effectiveness of its student support services with a strong focus on whole-person development through various strategies. Activities surveys and feedback forms are administered to students, parents, and teachers, allowing the school to gather insights on satisfaction levels and areas needing improvement. Additionally, focus group discussions provide qualitative feedback, offering a deeper understanding of the impact of these services. ➢ Periodic reviews of student support services are conducted to analyze data and identify trends, measuring success against established goals. This data-driven decision-making process ensures that feedback informs planning and necessary adjustments are made to existing programs. Insights gained from evaluations contribute to the development of new initiatives and the refinement of current offerings, enhancing support for students' holistic growth. Ultimately, the school aims to create a supportive environment that nurtures not only academic skills but also social, emotional, and physical development, ensuring students thrive in all aspects of their lives. ➢ Staff relationships and teacher-student relationships are positive, characterized by love and care, creating a supportive environment for students. However, there has been a recent increase in cases related to emotional and mental health concerns. This underscores the need for more preventive measures to address these issues proactively. While peer relationships among students are generally good, some show low engagement, which can affect the overall sense of community. ➢ Our school has cultivated unique characteristics that align with its vision and mission. Emphasizing perseverance, it encourages students to embrace challenges and develop resilience. A commitment to excellence drives high academic standards, while a culture of respect fosters mutual understanding among students and staff. The focus on foresight equips students with critical thinking skills for future challenges. An entrepreneurial spirit empowers innovation, and creativity is integrated into various subjects for self-expression. Finally, the school supports individual talent development, providing tailored opportunities for students to cultivate their unique abilities, preparing them for success in life. ➢ Our school's unique characteristics enhance its culture and promote sustainable student development. By emphasizing perseverance, excellence, and respect, it fosters a supportive environment where students feel valued and motivated. This culture encourages innovation through an entrepreneurial spirit and creativity, preparing students to tackle future challenges. Additionally, a focus on talent development and critical thinking nurtures well-rounded individuals who engage in responsible citizenship. The culture of respect and inclusivity also drives community involvement and environmental initiatives, instilling a sense of responsibility.

PI Areas	Major Strengths & Areas for Improvement
6. Partnership	➢ LTFC is now gaining a greater publicity due to our alumni's achievements. It attracts more schools from local and overseas to development partnership with us. ➢ Colleagues are familiarized with the operation of handling guest and visitors. They can help deliver a positive image to outside party. ➢ Several primary schools in the district maintain good relationship to LTFC. ➢ The Alumni Association has increased their participation in school activities such as Singing Contest, Lunar New Year Fair, Athletic Meet and Fashion Show. 8 alumni seminar or career talks were hosted to our fellow students to introduce the university or industry they are study or working in. It provided up-to-date university or industry information to fellow students and gave role model to them to follow. Our Alumni Day and AGM were held successfully every year. There are more than 90% S6 students have joined the Alumni Association at the recruitment day. ➢ External resources are utilized to support the school. A stable and close partnership relationship is maintained with the Hong Kong Physical Handicapped and Able-Bodied (PHAB) Association. Starting from the 2021-2022 academic year, social workers from PHAB provide lunch activities such as board-games and hand crafts weekly and provide better support to students and staff. The partnership relationship enables the school to deal with special situations and cater with students' needs after the recovery from the pandemic. Moreover, the introduction of clinical psychology service, educational psychology service provided by the Tung-Wah Group of Hospitals and 1 student counsellor can provide greater support to SEN students in both academic and mental aspects. ➢ The exchange programme scheme or Sister school scheme with different overseas schools are still in effect, including Nanyang Girls High School and Yishun Secondary School (Singapore),South Korea (School Name), Xiamen Foreign Language School (China), Fuzhou No.1 High School (China), Dalian Jinshitan Experimental School (China) and Nanjing Jinling High School (China) , High School Affiliated To Nanjing Normal University (China) and Nanjing Foreign Language School (China). The school organize exchange programmes and study tours to visit these sister schools, which provides students with valuable exposure to different regions and cultures. ➢ The relationship between parents and the school is strong. According to the Stakeholder Survey of 2024-2025, Parents' perception of Home-school Cooperation over 80% of parents agreed or strongly agreed that they have a good relationship with the school. More than 75% of parents believe that the school has provided adequate channels such as Parents' Day, phone and email for them to express their views. Parents feel their opinions are welcomed. ➢ The Parent-Teacher Association (PTA) has effectively maintained and strengthened communication between teachers and parents, especially during the pandemic. The PTA played a crucial role in supporting the school and students by organizing events such as the S6 Speech Day, Graduation Dinner, and seminars on career planning and personal development. Parents' views are collected through the election of Parent Manager and Alternate Parent Manager, who regularly attend IMC meetings. ➢ Encouraging participation in school or PTA activities is essential. The Stakeholder Survey of 2024-2025 revealed that only 50% of parents actively participated in school activities. To address this, various types of activities will be organized for parents, and the parent executive committee will promote these activities to encourage involvement. ➢ Collection with IT oriented primary school should be strengthened so as to admit more IT talented S1.
7. Attitude and Behaviour	➢ Students generally have a positive self-image, are confident, self-disciplined, and demonstrate responsibility, resilience, and accountability. They are friendly and polite, respecting others and interacting harmoniously with peers and teachers. They enjoy a vibrant campus life, actively participating in a variety of internal and external activities and volunteer services, fostering a sense of belonging to the school. ➢ Student leaders exhibit leadership skills and a sense of responsibility, effectively coordinating different types of activities. ➢ Students have a strong national identity recognition, with an ongoing increase in their awareness of the country and society. ➢ Students' attitudes towards learning show some areas of concern. While there is a general sense of positivity among students, there is a noticeable need to enhance their enjoyment of learning, confidence in their abilities, and love for reading. Targeted initiatives may be required to foster a more engaging and supportive learning environment.

PI Areas	Major Strengths & Areas for Improvement
7. Attitude and Behaviour (Cont.)	➢ Our school emphasizes a consistent moral education program, systematically cultivating students' values and attitudes in accordance with the Education Bureau's 'Values Education Curriculum Framework', thus. students exhibit a commendable moral character and positive values. ➢ Students have a strong sense of national identity and civic responsibility, supported by various educational programs. Students participated in events like the 'Xiamen and Fuzhou Study Tour', 'Nanjing Study Tour' which was organized by the school and supported by the Sister Schools and different departments of the China Government, further enhancing students' understanding of Chinese culture, deepening their sense of national identity. ➢ Our school emphasizes the value of students' respect for teachers and positive interactions among peers in contributing to a harmonious environment. The school arranged activities to support this goal. For example, the 'Respect to Teacher' initiative, where students prepare cards and gifts to express gratitude, strengthens relationships with staff. Additionally, monthly birthday parties foster a sense of belonging and community among students, enhancing overall school harmony. These initiatives have resulted in improved student behavior and a more supportive atmosphere. ➢ Our school recognizes the importance of promoting information literacy and technological advancements among our students. The school has arranged courses in coding and AI, we also provide our students with opportunities to engage in STEM programmes and competitions. Through these initiatives, our students are exposed to cutting-edge technologies and concepts, which helps them develop a passion for innovation and problem-solving. ➢ Students' use of technology primarily for entertainment and its ethical use highlights the need for education. The school has organized workshops to promote responsible technology use, successfully raising awareness about digital citizenship. To improve further, ongoing discussions and hands-on activities should put a stronger emphasis on the ethical use of IT and A.I. in learning. Recognizing the transformative power of technology, we are committed to instilling a stronger sense of responsibility and integrity in our students when it comes to utilizing these tools. ➢ Students are developing essential self-management skills through various initiatives. For example, the 'Positive Attitude' activities help foster a positive outlook and self-management. Sex education workshops to enhance understanding of relationships with the opposite gender. Additionally, the morning assembly schedule disseminates school expectations and instills virtues, featuring teachers' sharing on moral and life experiences, Chinese culture promotion, and weekly briefings. These programs have effectively improved students' self-awareness and interpersonal skills, contributing to a more supportive school environment. ➢ The school recognizes the importance of promoting a healthy lifestyle among our students. We believe that a healthy lifestyle not only benefits the physical wellbeing of our students but also contributes to their emotional and mental wellbeing. To achieve this goal, we impart value education to our students through a variety of programmes, including Health Week, Healthy Monday, Love and Caring Week. ➢ Our school also concerns students' emotional resilience. Activities focused on positive attitudes and mental health caring have led to improvements in behavior and self-regulation. For example, ongoing support for managing stress and maintaining emotional stability is crucial as students continue their academic journeys. Students' scores for negative emotions and anxiety or depression have improved. This indicates a significant increase in positive emotions among students. ➢ Students' social skills, interpersonal relationships, and leadership skills are developing positively. Activities such as team-building exercises and peer mentoring programs have been implemented to enhance these skills. For example, the school organized leadership workshops where students practiced collaboration and conflict resolution. ➢ There has been noticeable improvement in students' ability to work together and communicate effectively. To further enhance these skills, the school will introduce more opportunities for student-led initiatives and community service projects, allowing them to practice leadership in real-world contexts. ➢ Students' behavior and self-discipline are improving positively. The implementation of programs focused on positive reinforcement and clear expectations has led to a more respectful and orderly environment. For instance, behavior contracts and praise card reward systems encourage students to take responsibility for their actions. ➢ There has been a marked decrease in disciplinary incidents, indicating better self-regulation. To maintain this progress, the school will continue providing training on self-discipline and conflict resolution, reinforcing these skills throughout the school year.

PI Areas	Major Strengths & Areas for Improvement
7. Participation and Achievement	➢ Students actively participate in various competitions held at school, demonstrating exceptional commitment and embodying the spirit of ‘perseverance and showcasing talent’. Our students have demonstrated remarkable enthusiasm and commitment through their participation in various competitions. By engaging in these challenges, students develop important skills and showcase their abilities, contributing to a vibrant and competitive school culture. ➢ In the sports field, the Annual Athletics Meet sees participation from over 50% of the students, while the Swimming Gala attracts around 20%. In both inter-house and class relay events, not only the competitors, but also fellow classmates cheer enthusiastically. The four houses organize inter-house activities such as basketball, football, and dodgeball, highlighting teamwork and camaraderie among students. ➢ In the arts, the yearly Fashion Show draws students interested in art and fashion, allowing them to create and showcase their designs during the event. ➢ Academically, various subject groups host competitions that allow students to showcase their strengths. For instance, the Chinese Language Key Learning Areas and the Chinese Culture Department co-hosts the ‘Chinese Talent Competition’, while the Social Sciences Key Learning Areas organize inter-class quiz competitions, all reflecting the diverse talents of our students. ➢ Students are deeply engaged in a variety of school activities, demonstrating a spirit of "creativity and foresight’. The diverse range of activities organized for our students reflects our dedication to fostering a sense of community and collaboration. These experiences promote teamwork, innovation, and a deeper understanding of the world around them, ensuring that our students grow into well-rounded individuals. ➢ The 2023-24 academic year marks our school's 20th Anniversary, with various subject groups, departments and student societies organizing activities for the entire school community. For example, the Student Union holds a 20th Anniversary Campus Treasure Hunt to familiarize students with the school’s development. Post-exam activities like walking events help students connect learning with the community, showcasing their teamwork skills. ➢ In the academic field, this year our school launched Subject Weeks, where different subjects hold various activities to promote their subjects. For instance, Sports Week encourages participation in physical activities, while Health Week promotes physical and mental well-being. Both students and teachers actively engage in these events and benefit greatly. ➢ Regarding exchange and exploration, our school organizes various study tours tailored to students' interests and needs. Notable trips include the ‘Nanjing Study Tour’ and ‘Xiamen and Fuzhou Study Tour’ to understand national conditions, the ‘Singapore Study Tour’ to explore their national exposure, and the ‘Australia Study Tour’ for experiencing foreign cultures. Students are selected through interviews to participate in these enriching experiences. ➢ Students actively participate in various inter school activities and competitions, demonstrating the spirit of ‘pursuit of excellence and showcasing talent’. Students demonstrate high levels of engagement and success in both inter school and international competitions, reflecting their dedication and talent across various disciplines. ➢ In the 2024-2025 academic year, students have shown remarkable achievements in various inter school sports competitions organized by HKSSF. In the Swimming Championships, they secured 143 awards, including an impressive 81 Champions. The Fencing Competitions resulted in 97 awards, with 57 Champions recognized for their skill and dedication. In Cross Country, students earned 24 awards, including 7 Champions, further showcasing their athletic prowess. Additionally, other sports such as basketball, football, and badminton saw significant participation, contributing to a vibrant competitive spirit. ➢ In the arts field, students excelled in the 2023-2024 season, garnering 102 awards. Noteworthy performances included achievements in the "15th International Open Visual Arts Competition" and the "Granham Visual Arts Awards." The current 2024-2025 period has already produced 126 awards, featuring prestigious recognitions such as the golden award at the "Monet International Art Prix." ➢ In the area of speech and writing, participation in the 76th Hong Kong Speech Festival yielded impressive results, with students excelling across both categories.

PI Areas	Major Strengths & Areas for Improvement
8. Participation and Achievement (Cont.)	➢ In other competitions, students have also excelled. In the Junior Police Call Flag Raising Competition, the school won the championship, showcasing students' teamwork and leadership skills. Additionally, in the Child Development Fund's Financial Planning Challenge short film competition, students demonstrated creativity and financial planning abilities, laying a foundation for future financial literacy. Furthermore, in the Hong Kong Arts and Culture Association's Sha Tin District Mobile Photography Competition, students' works received high praise from judges, further proving their potential in artistic creation. These achievements highlight students' participation and success across various fields, reflecting their diversity and talent. ➢ Students' levels of physical fitness are commendable, they actively engage in inter school competitions across multiple sports, including swimming, athletics, fencing, and basketball, demonstrating a commitment to physical fitness. ➢ In terms of academic performance, the school distributes practice papers for all subjects before each assessment, enabling students to familiarize themselves with question formats and encouraging early preparation for the tests. ➢ Following each assessment, KLA meetings review the examination results. Most classes perform as expected; however, some classes or subjects may display unusual data. The KLA will announce these findings, and the relevant subject heads will take appropriate follow-up actions. ➢ The school actively invites renowned tutors, including Hung Wai Kuen and CY Chow from tutorial schools, to conduct lessons for students. These sessions focus on strengthening foundational skills and preparing students for academic challenges. ➢ Most subjects actively participate in various competitions, providing students with opportunities to broaden their horizons, resulting in numerous awards. This year, the Visual Arts department received over 100 awards, including accolades at the 6th UWEE and the Louvre International Art Exhibition, where they won silver and bronze medals. Additionally, students excelled in the Hong Kong Secondary School Chinese History Research Essay Competition and the Historical Creative Map Design competition, securing third place. The Health Education department received recognition as one of the Advanced Schools in the Whole School Health Programme by the Department of Health, ranking among the top 1 out of 700 schools in Hong Kong. Furthermore, the Chinese department won the championship in choral speaking at the 76th Hong Kong Schools Speech Festival. ➢ In the academic year 2021-2022, a total of 19 students received JUPAS offers, representing a doubling of the number compared to 2020-2021. Notably, the Chinese University of Hong Kong extended an offer for a bachelor's degree program to S6 student Yim Tsz Lok, recognizing his outstanding achievements in the field of Innovation Technology. ➢ In the following academic year, 2022-2023, 18 students were awarded JUPAS offers. Among them, Yau Wing received an offer through SNDAS, attributed to her exceptional talent in art and fashion. ➢ For the academic year 2023-2024, the number of S6 students receiving JUPAS offers continued to increase steadily, with 27 students achieving this milestone. Lau Fong Ting also received an offer through SNDAS, showcasing her remarkable abilities in the art and fashion domains. ➢ Looking ahead to the 2024-2025 academic year, the 2nd Learning Pioneer Programme aims to cultivate students' leadership skills, enhance higher-order thinking, and broaden their horizons through university visits, workshops, and experiential learning opportunities, ultimately facilitating early career planning. Approximately 30 S4 and S5 students will be selected for this initiative. This program serves as an extension of the 1st Learning Pioneer Programme from 2023-2024, incorporating additional workshops focused on communication skills, public speaking training, and wellness to provide a more comprehensive developmental experience for students.

SWOT Analysis

Our Strengths

- The school management team has a clear vision and direction in school development and the provision of quality education, which aligns with the new educational trend.
- The school Incorporated Management Committee (IMC) comprises elites from the education sector with extensive external networks and connections, enabling them to provide students with valuable learning experiences.
- The division of labour and duties is systematic, which helps staff accomplish their tasks easily. Hence, teachers can easily fulfill the school's expectation.
- The Culture of school self-evaluation is fully established.
- The school actively promotes professional development through team-building activities and pedagogical training, fostering a culture of continuous improvement.
- The school has a stable middle management team, and the comparatively young teaching force are enthusiastic teachers who are willing to take on new challenges and learn new things.
- The school has a well-established foundation in sports development and fashion design, and has attained outstanding sports and art achievements.
- The school has gained public recognition for the outstanding achievements of our alumni. This strong reputation attracts talented students who are eager to excel in both their talented areas and studies.
- Students have strong national identity and pride.
- Parents are supportive towards the vision of the school. Their active participation in school activities also helps establish a close relationship between parents and school.
- State-of-the-art facilities are offered by the school. The New Annex provides different facilities with a variety of functions for student activities, which helps promote all-round development of students.
- The school is equipped with the latest technology and facilities to enhance the learning effectiveness.

Our Weaknesses

- While teachers are young and enthusiastic, they may lack teaching experience, which can make it challenging for them to establish effective classroom routines.
- Students are relatively passive and their motivation for learning can be further improved.
- As students are rather dependent on teachers, self-directed learning has to be promoted.
- Some students lack a solid foundation in learning, which lowers their confidence and motivation in learning.
- Students lack interest in reading, and the promotion of reading in the school has to be strengthened.
- Insufficient environmental awareness among students leads to wasteful habits regarding paper, electricity, and food. Furthermore, they have not adopted proper recycling and energy conservation practices, which poses a significant obstacle to establishing a green school environment.

Our Opportunities

- The Paris and Tokyo Olympic Games enhance the public awareness of our school in nurturing sports elites. Student intake will improve further.
- Extra funding and support from the government enables the school to offer a wide variety of learning experiences for our students.
- Increased training provided by the government, particularly in special educational needs and values education, helps equip teachers to better support students' needs.
- Committed to nurturing art elite students and cultivating promising artists, the school anticipates the grand opening of The Arts and Culture Development Centre in 2026, which features an Art Gallery, an Art and Fashion Centre and a Theatre where our students' talents in visual arts, fashion design, music, dance and performing arts will be encouraged, nurtured and showcased.
- The adoption of Artificial Intelligence (A.I.) in learning and teaching will make the analysis of student data more efficiently, and teachers can tailor learning experiences to individual needs, learning styles, and paces. A.I. may also help with grading and administrative work to free up teachers' time for more personalized instructions and feedback.

Our Threats

- With the decrease in student population and increase in the number of students opting for A-level and IB curriculum, the school may face challenges in student enrollment.
- The prevalence of online entertainment and social media makes it difficult to promote reading among students.
- The diverse information available on social media may impact students' way of thinking and perspectives, making it more challenging to inculcate in them correct moral values.
- Youngsters nowadays not only lack resilience, but they are also weak in coping with stress and pressure. Students' mental health is now a global concern.
- Over-reliance on A.I. may hinder the development of essential skills such as creativity, problem-solving and critical thinking.
- A.I. systems collect and analyze large amounts of data, raising concerns regarding data privacy, security breaches, and potential misuse of data.

➢ Major Concerns for a period of three school years

1. To promote positive education, fostering a caring and trusting school community

2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
1. To promote positive education, fostering a caring and trusting school community	✧ All stakeholders can understand the positive psychology principles behind positive education, thereby fostering a school environment with positive values.	1. To organize teacher training and activities that foster positive thinking (e.g. positive discipline and communication) and to promote physical, mental, and emotional well-being in our students	✓	✓	
		2. To organize sharing sessions with class teachers and subject teachers to share the concepts and practices of 'Positive Discipline'.	✓		✓
		3. To provide assessment tools that help students understand their character strengths so as to set personal growth goals.	✓	✓	
		4. To promote positive education to parents through workshops, seminars, online platform and PTA activities to build positive parent-child communication	✓	✓	✓
		5. To establish a positive communication platform for teachers, students and parents to allow students to review their progress and showcase their personal achievements.	✓		
		6. To make good use of the school-based Value-Added System, assessment tools and activity reflections to help students understand their character strengths so as to set personal growth goals		✓	✓
		7. To organize diverse developmental, preventive, and remedial discipline and guidance activities, integrating the expertise of educational psychologists and school social workers to strengthen student support through a whole-school approach.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
1. To promote positive education, fostering a caring and trusting school community (cont.)	✧ The elements of positive education included in the curriculum and school activities enable students to appreciate themselves and others, affirming their self-worth.	1. To optimize S1 and S2 Life Education to cultivate students' positive thinking, incorporating themes of self-awareness, self-affirmation, self-esteem and self-confidence.	✓	✓	
		2. To optimize the content of Class Teacher Period by incorporating elements of positive education, establishing a communication and growth bridge between students and class teachers.	✓	✓	
		3. To organize teacher and student Positive books sharing during the Reading Lesson.		✓	✓
		4. To provide opportunities for students to showcase their work, and to create a positive and enjoyable learning environment, enabling them to accumulate positive learning experiences to boost their confidence.	✓	✓	✓
		5. To arrange diverse visits and experiential activities that broaden students' horizons and help them define their personal development paths.	✓	✓	✓
		6. To organize morning assembly sharing and various life-wide learning activities, fostering students' positive thinking and helping them discover their strengths.	✓	✓	
		7. To organize positive education activities and training that enhance students' skills and abilities to cope with stress and pressure.	✓	✓	✓
		8. To develop in students a growth mindset through theme-based activities and student reflections	✓	✓	

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
1. To promote positive education, fostering a caring and trusting school community (cont.)	✧ Students enhance their engagement in school activities and services, fostering a sense of responsibility and achievement.	1. To establish a reward system for student's engagement in school activities and acknowledge students' involvement.	✓	✓	✓
		2. To integrate student-centered activities based on their hobbies and trending topics, allowing students to choose their own themes and learn through entertainment.	✓	✓	✓
		3. To organize diverse activities that offer students ongoing experiences beyond the classroom, enhancing their exposure, deepening positive elements, uncovering their potential and interests, and broadening their horizons.	✓	✓	✓
		4. To optimize the Student Leadership Training Programme to enhance student engagement in school activities and services, fostering a sense of responsibility.	✓	✓	✓
		5. To encourage students to take up leading roles in organizing student activities, such as interest clubs and academic societies.	✓	✓	
		6. To encourage student participation in services and competitions to showcase their strengths.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
1. To promote positive education, fostering a caring and trusting school community (cont.)	✧ Students develop positive values and attitudes, establishing a healthy lifestyle.	1. To develop students' positive values and proactive attitudes through diverse learning experiences both inside and outside the classroom.	✓	✓	✓
		2. To develop students' values of 'Self-discipline', 'Law-abidingness', and 'Commitment', encouraging them to be proactive, face outcomes bravely, and make improvements through workshops and activities.	✓		
		3. To develop students' values of 'Respect for Others' and 'Benevolence', fostering care for family and friends through workshops and activities.		✓	
		4. To enhance students' values of 'Perseverance' and 'Responsibility', encouraging them to fulfill their duties and leverage their strengths through workshops and activities.			✓
		5. To cultivate students' resilience, strengthening their ability to face challenges and problems, enabling them to overcome difficulties and negative emotions, by establishing positive thinking and values through workshops and activities.	✓	✓	✓
		6. To enhance students' values of 'Unity', encouraging togetherness and collaboration through various competitions and ceremonies.	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning	✧ Students actively engage and participate in learning.	1. To guide students to set and review learning goals and encourage them to overcome learning difficulties		✓	✓
		2. To implement projects that integrate learning, facilitate subject collaboration, and engage students with various interests, e.g., Subject Projects, Cross-discipline Projects, and Cross-discipline Collaboration	✓	✓	✓
		3. To utilize technology to help parents gain a better understanding of students' learning		✓	✓
		4. To track students' Chinese, English, and Mathematics results from junior forms to help them identify areas for improvement	✓	✓	✓
		5. To organize activities and lead students to participate in extra-curricular activities and competitions, creating a fruitful and enjoyable learning experience	✓	✓	✓
		6. To establish reading clubs (books, magazines, e-resources) hosted by different subjects each month, and to recommend interesting reading materials to students	✓	✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning (cont.)	✧ Students with different learning needs achieve a sense of accomplishment	1. To provide exam revision classes before internal and external examinations based on the results of different target groups to strengthen students' confidence in assessments	✓	✓	✓
		2. To cater to learner diversity by tailoring class-based learning materials, quizzes or pre-tests	✓	✓	
		3. To have CTs make encouragement calls to parents of students who have significant room for improvement after the Uniform Test	✓	✓	✓
		4. To have LSD counselors meet developing learners regularly to modify and set achievable learning targets with them	✓	✓	✓
		5. To organize additional self-directed learning materials with multiple levels of difficulty and encourage students to complete them	✓	✓	✓
		6. To commend high-performing students publicly through intrinsic and extrinsic motivation	✓	✓	✓
		7. To identify junior form students who excel in other areas but lack confidence in one of the core subjects, and to help them become well-rounded learners academically	✓	✓	✓
		8. To expand the Learning Pioneers Scheme to include S3 high achievers, cultivating their leadership skills and higher-order thinking	✓	✓	
		9. To arrange for the Principal, Form Teacher and Class teachers to meet with S4-S6 high achievers to tailor study plans for them	✓	✓	✓
		10. To equip students with higher-order thinking skills and learning techniques to boost their confidence and satisfaction		✓	✓

Major Concern	Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			2025-2026	2026-2027	2027-2028
2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning (cont.)	✧ Teachers develop confidence in teaching and are able to conduct lessons interactively	1. To encourage teachers to organize effective and interactive learning activities in class		✓	✓
		2. To invite professionals to deliver workshops on higher-order thinking and learning techniques		✓	
		3. To equip teachers with advanced teaching tools and skills to utilize the latest technology, such as AI and e-learning applications in teaching	✓		
		4. To encourage professional communication among teachers to share effective teaching methods	✓	✓	✓
		5. To facilitate teachers in evaluating students' learning effectiveness using statistics provided by CAD	✓	✓	✓
		6. To recognize and reward teachers who excel in designing effective, interactive, and structured lessons	✓	✓	✓