林大輝中學
LAM TAI FAI COLLEGE

Annual School Plan
2024-2025

School Vision & Mission

Our Mission

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

Our Vision

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

School Motto

多元啟智　堅毅樂群

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

Yearly Theme

L eadership

E mpathy

A chievement

D iligence

Area of Concern 1: To build team synergy and maintain a high-calibre workforce

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ 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.	1. To reinforce positive attitudes and correct values through seminars, workshops, visits, exchanges, competitions, and team building activities	Whole year	SDD	➤ Expenses on staff development activities ➤ Service Providers	➤ Staff morale improved. ➤ Teachers understand the goal of school and collaborate with each other well. ➤ Problems faced by teachers are addressed. ➤ Staff are aware of the latest school developments. ➤ Constructive opinions are received and collected.	➤ Stakeholder survey on the item 'My views on school climate' ➤ SDD Survey results
	2. To keep staff updated of the school's latest development, changes and future planning vis emails, meetings and informal gatherings	Whole Year	EC KLA Heads SDD	➤ Regular updates about changes, coming events / plans		
	3. To create an environment where staff feel comfortable communicating their opinions and the school recognizes their constructive opinions e.g. anonymous surveys and leisure activities and informal gatherings	Anonymous surveys: December & March Leisure activities: December & June Informal gatherings: Whole Year	EC SDD KLA Conveners Department Heads	➤ Expenses on gatherings		
	4. To encourage staff's constructive opinions through regular meetings and casual talks	Whole year	EC KLA Conveners Subject heads	/		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ A Professional Learning Community (PLC) is created to foster a culture of self-reflection, collaboration, continuous improvement and striving for excellence.	1. To share experiences and good practices (e.g. good samples from exercise book inspection) in Form meetings, KLA & Subject meetings and staff development days to improve work efficiency and effectiveness	Whole year	Form Masters DPCD GCD AAC KLA Conveners Subject heads SDD	/	➤ Teachers' CPD hours increase. ➤ Teachers find the common lesson time, peer lesson observation and mentorship scheme useful. ➤ Mentors have regular meetings with mentees, and novice teachers are willing to seek help from their buddies and mentors. ➤ Teachers are willing to conduct professional sharing or sharing of useful materials ➤ Teachers find the staff sharing useful.	➤ Stakeholder survey on the item ➤ 'My views on school's professional development' ➤ Compare teachers' CPD hours with those in the previous year ➤ Survey results of the Mentorship Programme ➤ No. of teachers sharing conducted
	2. To invite top-performing teachers in different aspects and teachers who have taken outside school training courses to conduct professional sharing or sharing of useful materials	Whole year	SDD KLA Conveners Subject heads	/		
	3. To identify the developmental needs of staff and organize professional training relevant to them	Whole year	SDD KLA Conveners Subject Heads	➤ Expenses on Training courses		
	4. To provide advice, guidance and emotional support to novice teachers through a more structured Mentorship Programme to ensure that they can integrate into the school more easily	Whole year	SDD Mentors and Buddies	➤ Expenses on mentor-mentee activities		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Staff are committed and take ownership of their work.	1. To enhance communication between middle-manages teams and the teachers they supervise in order that staff are deployed according to their strengths, abilities and commitment to the school	Whole year	SAC KLA Conveners Subject Heads SPECD	/	➢ 70% of our staff are satisfied with their jobs. ➢ No. of high performing staff increased and they are rewarded with Performance Awards and/or Long Service Awards.	➢ Questionnaire on staff job satisfaction ➢ Staff appraisal to identify high performing staff
	2. To celebrate accomplishments, showing appreciation for good efforts and achievements in Faculty meetings, KLA & Subject meetings	Whole year	SAC KLA Conveners Subject Heads Department Head SDD	➢ Expenses on cards, trophies and small gifts		
✧ Top talents are attracted and retained in the school.	1. To share the school's vision and mission, and expectations with new staff members in recruitment interviews	April to August	EC KLA Conveners Subject Heads	/	➢ Turnover rate of teachers decreases. ➢ The number of teachers receiving the performance award increases. ➢ Experienced and qualified staff are recruited.	➢ Evaluate the turnover rate of teachers. ➢ Compare the number of recipients of the performance award with that in the previous year.
	2. To devise a more attractive remuneration package	July to August	SAC	➢ A more competitive salary package		
	3. To reinforce the school's vision, mission and positive image in school website, social media platforms, publications and promotional materials	Whole year	SPECD	➢ Expenses on Promotional materials, advertising channels and open days		
✧ Good succession planning is in place.	1. To communicate with potential future school leaders their career paths and preferences and to tailor professional development programmes for them 2. To provide opportunities for potential future school leaders to learn from capable middle and senior managers 3. To encourage members from different departments / units to collaborate to facilitate skills transfer	Whole year	EC KLA Conveners	/	➢ Potential middle and senior managers are identified. ➢ Potential Staff are deployed to take up middle and senior management positions.	➢ Meeting with potential middle and senior managers were organized. ➢ Staff Appraisal ➢ Staff Deployment

Area of Concern 2: To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ A learning atmosphere of striving for academic excellence is created	1. To commend students who achieve good academic result through Commendation Boards	Whole year	CAD	➢ Prizes for students, e.g. Praise Card ➢ Cost of classroom Commendation Boards	➢ Students set goals to achieve higher academic performance ➢ Elite Students are provided with platform to share their experience ➢ Elite Students are being recognized and felt appreciated	➢ Observation of learning atmosphere ➢ Questionnaires for participants who attend the banquet or theme-park visit ➢ Number of Praise cards and coupons distributed ➢ APASO on the item 'learning atmosphere'
	2. To arrange LTFC a commendation banquet or theme park visit for top students	January June	CAD SDC	➢ Tickets to theme park ➢ Cost of Banquet		
	3. To organize Enhancement Class and Students Training Programme to provide Generic skills training	Whole year	CAD	➢ The cost of tutors and instructors		
✧ Reading Habits is strengthened through reading across the curriculum	1. Each subject specifies a 'Booklist' for each form, and then designs corresponding worksheets in Google form and the work will be recorded in a log book	Whole year	KLA Conveners and Subject Heads	➢ Books & bookshelves	➢ Students' borrowing rate increase by 10% ➢ Booklists are published	➢ Check out rate provided by the librarian ➢ Observation of reading atmosphere ➢ Book Inspection of the reading report ➢ Stakeholder survey on the item 'My views on student learning' ➢ APASO on the item 'reading'
	2. To hold competitions like 'A minute of book recommendation'	Whole year	Chinese and English Language KLA Conveners	➢ Prizes for students, e.g. vouchers/ certificates		
	3. To publish 'Students' Booklist and 'Teachers' Booklist' to cultivate reading habits in different stakeholders	Second Term	School Librarian	➢ Order of Books ➢ Printing Cost		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Participative/ self-directed Learning is developed and students become active learners	1. To edit and compile 'Pre-Lesson Learning booklets' for all subjects	Whole year	Subject Heads and Form Coordinators	➤ Printing Cost	➤ Students have developed the initiative to learn ➤ Increase passing rate in DSE result ➤ Increase weighted average	➤ Check Participation rate of after-class study group ➤ Compare public examination results and internal examination results with those in the previous year ➤ Stakeholder survey on the item 'My views on student learning'
	2. To make "HKDSE Past Paper Solution /Question explanation videos	First Term	KLA Conveners and Subject Heads	➤ Computer driver digital capacity		
	3. To recruit senior students to be student-tutors teaching junior form students	Whole year	CAD KLA Conveners LSD	➤ Pay rate ➤		
✧ Students' performances in internal or external examination are enhanced	1. To do Pre-exam practice so that students will be familiar with question type, and be more confident to take the term tests and examinations. E-assessment is encouraged to be used as a tool of assessment for learning	Whole year	KLA Conveners and Subject Heads	➤ Printing of Internal Past paper	➤ Students are familiar with format of exam ➤ Answering skills are enhanced ➤ Predicted Grade correctly reflect the performance of DSE ➤ Improvement of the DSE result	➤ Book inspection, 70% students finished the pre-exam practice ➤ Observation, increased percentage of attempt (esp. long questions) in test/exam paper ➤ Compare public examination results and internal examination results with those in the previous year
	2. To use test and examination statistics effectively to facilitate curriculum design	Whole year	CAD	➤ Predicted Grade ➤ Test performance data		
	3. To tailor 2-3 Layer Curriculum: the foundation curriculum, the core curriculum and the extended curriculum in S3 and S4, so as to cater to learner diversity	Whole year	Chinese and English Language KLA Conveners	/		
	4. To invite renowned tutors from tutorial schools to help students develop effective learning strategies	Whole year	AAC	➤ The cost of tutors		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students learning opportunities and exposure are boosted	1. To promote Focused Learning Area- Chinese Culture Education	Whole year	Chinese Culture FLA and Subject Heads	➢ Book Publish fee, outing fee, materials for the learning activities of different subjects	➢ A booklet introducing different activities related to Chinese culture was published ➢ 50% of students from S1-S5 participated in at least 1 exchange tour throughout their secondary school life. ➢ Students are more willing to talk in English/Putonghua ➢ Students have stronger sense of their national identity	➢ Student questionnaire to collect their sense of national identity ➢ Number of the participants in the exchange tour ➢ Observation from teachers ➢ Student questionnaire to collect Students' confidence in speaking English/Putonghua ➢ APASO to collect the perspective of students' national identity
	2. To publish 'Chinese Culture Collection' summarizing project-based learning activities about Chinese culture	Whole year				
	3. To organize cross-subject activities to enhance students' motivation in learning	Whole year				
	4. To create a language-rich environment through organizing activities such as English Week and Putonghua Day	Whole year				
	5. To enhance students' National Identity through national security education in 10 Key Learning Areas. More co-curricular or project-based learning activities are organized by different KLA	Whole year	KLA Conveners and Subject Heads	➢ Materials of national security education		
✧ To enhance teaching quality by equipping teachers with new pedagogical skills and concepts	1. To hold seminars or workshops introducing learner-centered teaching and e-learning	Whole year	AAC	➢ Employment fee	➢ More e-learning is implemented in classes ➢ Videos are shown in KLA meetings ➢ EMI teachers are more confident to use English in lessons	➢ Post-seminar survey and questionnaire ➢ Lesson Observation ➢ Completion rate of Google Forms ➢ Lesson Observation ➢ APASO on the item 'Teaching'
	2. To invite teachers to make a 3-minute video demonstrating how to use e-learning in their lessons	Whole year	AAC	➢ Prizes for good videos		
	3. To invite professionals to share pedagogical skills of teaching EMI subjects with teachers	Whole year	AAC	➢ Employment fee ➢ Prizes for activities		

Area of Concern 3: To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students in the school will be trained to become leaders in different aspects.	1. To build up a good daily routine that raise students' self-discipline.	Whole Year	DPCD MCLED CTs	➢ Manpower ➢ Teaching Materials	➢ Discipline record on lateness, unsubmitted homework reduced by 30%. ➢ The iPad management policy provided from September. At least 70% of teachers agree that the storage box helps students reduce iPad misuse. ➢ Discipline record on misusing iPad reduced by 30%. ➢ Number of written warning and black marks reduced by 20%. ➢ The students are better behaved. ➢ Better learning atmosphere in the lessons. ➢ All S1-S5 students join volunteer service at least once a year. ➢ Students would be able to join at least 3 types of volunteer work and at least 1 cell group volunteer work after 6 years. ➢ Overall performance of student leaders in leadership and responsibility improved.	➢ APASO and Stakeholder Survey ➢ Teachers' observation and feedback ➢ Classroom Diary' marks ➢ Janitors' observations and feedback ➢ Discipline record ➢ Praise card record ➢ The record of volunteer service hours ➢ TIC's observation ➢ Student's Reflection ➢ Questionnaire of leadership training camp ➢ Self-evaluation data of student leaders at the end of year ➢ Service awards record
	2. To create a disciplinary environment that fosters students' sustained self-discipline.	Whole Year	DPCD FMs CTs	➢ Manpower ➢ Class rules ➢ iPad management policy		
	3. To involve students in different types of volunteers works or social services.	Whole Year	MCLED Class Teachers SDC	➢ Connection of NGOs		
	4. To provide a holistic leadership programme for student leaders.	Whole Year	SDC SFECD TICs of Societies, uniform groups, service groups, student organizations and school teams	➢ Expenses for the training ➢ Manpower ➢ Leadership training organization ➢ Timeslots and venues		
	5. To organize regular meetings between the student leaders and Principal/Deputy Principal to share with them their expectations of them, and their roles and responsibilities.	October December February April	SFECD	➢ Manpower ➢ Timeslots and venues ➢ Leaders' task checklist		
	6. To organize regular meetings between the class monitors/class committee heads and Discipline Master/Form Masters to share with them their expectations of them, and their roles and responsibilities.	October December February April	DPCD FMs	➢ Manpower ➢ Timeslots and venues ➢ Leaders' task checklist		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students in the school will be trained to become leaders in different aspects (cont.)	7. To train the students to become future leaders of the new generation through a leadership mentor programme. The senior leaders organize training activities or sharing sessions to the junior leaders (Pilot scheme in service groups and uniform groups)	Whole Year	SFECD	➢ Guidance from TIC ➢ Manpower and budget	➢ Active Participation in leadership training programme. ➢ Student leaders in SU and Houses can organize activities and provide at least 1 whole school service for their groups. ➢ Student leaders of the class committees can organize activities and provide services for their classes. ➢ Good comments by the teachers/mentor. ➢ The students show a more confident and responsible attitude in the self-evaluation questionnaires after the programs. ➢ Overall performance of student leaders in leadership and responsibility improved.	
✧ A holistic plan on the implementation of values education is in place.	1. To promote different values in different activities, emphasizing the values in each activity to the students through deeply debriefing.	Whole Year	MCLED AAC SDC	➢ Manpower ➢ Timeslots and venues	➢ Students actively participated in the activities. ➢ A harmonious school atmosphere is established. ➢ Better relationships among the students are built. ➢ Students have a better sense of belonging. ➢ 20% of the students show appreciation to the sharing of good examples during morning assembly.	➢ Student's work ➢ Activities evaluation report and student's feedback. ➢ APASO and stakeholder survey ➢ Values Education ➢ Reports by KLAs
	2. To organize seminars and workshops to strengthen students' positive values.	Whole Year	AAC SFECD	➢ Resources provided by EDB ➢ Connection of NGOs		
	3. To share good examples to promote positive values in the Morning Assembly or sharing by students.	Whole Year	MCLED AAC Chinese Culture FLA	➢ Manpower ➢ Timeslots and venues		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✦ Students have a global vision and concern the development of the world. ✦ Students learned to have gratitude and empathy.	1. To organize community services or visits for the students to enhance students' understanding of the society	Once each term	MCLED GCD HE FLA	➢ Gifts and Cards ➢ Connection of NGOs	➢ Students would be able to join at least one Social Service a year. S1-5 students would be able to join at least 3 types of Volunteer Works after 6 years. ➢ Students are able to visit social welfare organizations, social enterprises, commercial sectors, and innovation and technology organizations. ➢ 3-4 Culture days are held. 50% of the students will join the activities. ➢ Students show respect to different cultures. ➢ Students are willing to share more about their own views and opinions on international affairs. ➢ Students actively participated in different activities/seminars during the tour. ➢ Students show appreciation to the cultures of other cities. ➢ Students are willing to share and design a board to show their achievements and feedback after the study tour. ➢ 3-4 MOU are signed with sister schools.	➢ Student's survey ➢ NGOs feedback ➢ Teachers' observations and feedback ➢ Students' questionnaire, reflection, sharing and feedback ➢ Stakeholder survey on the item 'support for student development' ➢ Students' sharing session of the mainland learning tour.
	2. To enhance the students' creativity by organizing seminars or visits to social welfare organizations, social enterprises, commercial sectors, and innovation and technology organizations	Whole year	MCLED SFECD DPCD	➢ Network with the commercial field		
	3. To raise students' world cultures awareness through organizing a cultural week/festival	Whole year	MCLED Chinese Culture FLA Chinese and English Language KLA Conveners	➢ PowerPoint ➢ Video ➢ Game Booth		
	4. To organize 1 to 2 short mainland learning tours in a scale of 40 students for the junior form students	Long holidays like Christmas or Easter LWL Days Post-examination	SFECD MCLED Chinese Culture FLA CSD	➢ Budget for learning tours ➢ Manpower for learning tours ➢ Activity Schedule ➢ Connection with Sister schools and MOU schools		
	5. To organize one longer mainland learning tours in the scale of 40 students during the post-exam period or summer holiday for the senior students	Long holidays like Christmas or Easter LWL Days Post-examination	SFECD MCLED Chinese Culture FLA KLAs	➢ Budget for learning tours ➢ Manpower for learning tours ➢ Activity Schedule ➢ Connection with Sister schools and MOU schools		
	6. To organize overseas learning tours to the students during summer holiday	Whole year	SFECD KLAs FLAs	➢ Budget for learning tours ➢ Manpower for learning tours ➢ Activity Schedule		

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students transform their sportsmanship into their study.	1. To improve the self-discipline of the sports team members like punctuality to classroom/training. Late students will be marked in the classroom diary and training records	Whole year	DPCD FMs Class Teachers Subject Teachers PE Teachers	➢ Manpower for detention class ➢ Regular update	➢ Discipline record on lateness, unsubmitted homework reduced by 30%. ➢ Learning atmosphere in class and school improves. ➢ Number of students participating in different competitions increased by 20%. ➢ Conduct grades of sports students improved. ➢ Students show respect to different people. ➢ Students show the characteristics of "Tai Fai Person", that is perseverance and serving others ➢ Students achieve better results in inter-school competitions. ➢ 20% of the students joined one of the tertiary institution visits.	➢ Classroom diary record ➢ Training attendance records ➢ Participation rate in different competitions ➢ APASO Training performance will be related to students' conducts which are reflected on the report card ➢ Observation by teachers/FMs/ coaches ➢ Feedback from teachers and students
	2. To take into consideration students' performance in school and lessons when the coaches select students to play in the team	Whole Year	PE KLA and FLA Team coaches FMs Class Teachers	➢ Regular update		
	3. To achieve better results in the inter-school sports competitions.	Whole Year	SFECD Sports FLA	➢ Manpower for sports team training		
	4. To organize personal and leadership development programmes, such as problem solving and sport psychology workshop, to strengthen students' personal growth, and career and life planning	January May	CED PE FLA	➢ Expenses for the programmes ➢ Manpower ➢ Connection with organizations ➢ S3 subject related exploration ➢ S4-S6 visits to tertiary institutions ➢ Speakers for sports psychology workshop		