



林大輝中學 LAM TAI FAI COLLEGE



Annual School Plan 2025-2026

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 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

Envision Your Possibilities



Area of Concern 1: To promote positive education, fostering a caring and trusting school community.

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ All stakeholders 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 and promote physical, mental, and emotional well-being	Whole year	SDD SDC GCD PE KLA	➤ Expenses on staff development activities ➤ Service Providers	➤ Students' and Teachers' questionnaire with at least 4 out of 5 on "My understanding towards positive education is enhanced" and "My school environment with positive values", and Parents' questionnaire with at least 3 out of 5 on "My understanding towards positive education is enhanced" ➤ SDD Survey: over 90% of teachers agree "The staff development activities contribute to my understanding of positive education" ➤ The score of SHS of Students on "My views on school climate" increases to at least 3.8 compared to 3.5 in 2024-2025. ➤ The score of SHS of Parents on "My views on school climate" increases to at least 4.2 compared to 4.0 in 2024-2025 ➤ The score of SHS of Teachers: on "The teachers and students have a good relationship" increases to at least 4.3 compared to 4.0 in 2024-2025, and on "The school creates a caring climate on campus" increases to at least 4.0 compared to 3.5 in 2024-2025	➤ SDC School-based Questionnaires for Students, Parents, and Teachers ➤ SDD Survey of staff development activities ➤ Stakeholder survey (SHS) of Students and parents on "My views on school climate" ➤ Stakeholder survey (SHS) of Teachers: on "The teachers and students have a good relationship"
	2. To organize sharing sessions with class teachers and subject teachers in Faculty Meetings and Form Meetings, and to share the concepts and practices of 'Positive Discipline' through emails	Whole Year	DPCD	/		
	3. To provide assessment tools that help students understand their character strengths so as to set personal growth goals	Whole Year	MCLED GCD CED LSD	➤ Expenses on activities ➤ Service Providers		
	4. To provide professional development workshops or seminars which focus on positive values for parents during Parents' Evenings, Parents' Day, and PTA activities, and organize parent-child activities which focus on positive values	Whole Year	SDC DPCD GCD PTA	➤ Expenses on activities ➤ Service Providers ➤ Expenses on gatherings		
	5. To establish a positive communication platform for teachers, students and parents to allow students to review their progress and to showcase their personal achievements	January – June 2026	SDC PTA ITSU	➤ school-based Value-addedness System		
	6. 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	Whole Year	SFECD DPCD GCD MCLED LSD	➤ Expenses on activities ➤ Service Providers		

Area of Concern 1: To promote positive education, fostering a caring and trusting school community.

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ The elements of positive education included within 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	Whole year	MCLED	➤ Expenses on activities	➤ The score of SHS of Students on “My views on support for student development” increases to at least 3.8 compared to 3.4 in 2024-2025, and “My views on school climate” increases to at least 3.8 compared to 3.5 in 2024-2025. ➤ The score of SHS of Teachers on “The teachers and students have a good relationship” increases to at least 4.3 compared to 4.0 in 2024-2025, and “The school creates a caring climate on campus” increases to at least 4 compared to 3.5 in 2024-2025. ➤ The score of SHS of Parents on “My views on support for student development” increases to at least 4.0 compared to 3.8 in 2024-2025, and “My views on school climate” increases to at least 4.2 compared to 4.0 in 2024-2025. ➤ APASO III survey: Students have positive growth in appreciating themselves and others, affirming their self-worth ➤ Students, Parents and Teachers questionnaires with at least 4 points: “School curriculum and activities contribute the student growth” ➤ Evidences of positive growth of students in daily life	➤ Stakeholder survey (SHS) of Students, Teachers and Parents ➤ APASO III survey ➤ SDC School-based Questionnaires for Students, Parents, and Teachers ➤ Teachers' comments through daily observations
	2. To optimize the contents of Class Teacher Periods, LWL periods and Class management activities by incorporating elements of positive education, establishing a communication and growth bridge between students and class teachers	Whole year	SDC MCLED	➤ Expenses on activities		
	3. 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	Whole year	SDC SFECD GCD DPCD MCLED LSD FLA	➤ Expenses on activities ➤ Service Providers		
	4. To arrange diverse visits and experiential activities to broaden students' horizons and to help them define their personal development paths	Whole year	SFECD CED LSD	➤ Expenses on activities ➤ Service Providers		
	5. To organize morning assembly sharing and various life-wide learning activities, fostering students' positive thinking and helping them discover their strengths	Whole year	MCLED	/		
	6. To organize positive education activities and training in Morning assemblies and LWL Periods, and Seminars and Group activities that enhance students' skills and abilities to cope with stress and pressure	Whole year	GCD LSD	➤ Expenses on activities ➤ Service Providers Networks of NGO		

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✧ The elements of positive education included within the curriculum and school activities enable students to appreciate themselves and others, affirming their self-worth. (cont.)	7. To integrate a growth mindset to promote student reflection and development	Whole year (Randomized trials in education through daily school life)	SDC GCD MCLED SFECD DPCD LSD	/		
✧ 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	Whole year	SFECD	➤ Expenses on cards, trophies and small gifts	➤ 100% of students engage in school teams, clubs or societies ➤ S2-5 students have experienced at least one time of services ➤ Students' and Teachers' questionnaires with at least 4 out of 5 on "Students have fostered a sense of responsibility through school activities and services" & "Students have fostered a sense of achievement through school activities and services" ➤ Students' and Teachers' questionnaire with at least 4 out of 5 on "My understanding towards positive education is enhanced" and "My school environment with positive values" ➤ APASO III survey: Students have positive growth in fostering a sense of responsibility and achievement ➤ Evidences of positive growth of students in daily life	➤ CCA survey ➤ MCLED Survey ➤ SDC School-based Questionnaires for Students and Teachers ➤ APASO III survey: ➤ Teachers' comments through daily observations
	2. To integrate student-centered activities based on their hobbies and trending topics, allowing students to choose their own themes and learn through entertainment	Whole year	SFECD	➤ Expenses on activities ➤ Service Providers		
	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	Whole year	SFECD CED LSD	➤ Expenses on activities ➤ Service Providers		
	4. To optimize the Student Leadership Training Programme to enhance student engagement in school activities and services, fostering a sense of responsibility	Whole year (irregularly)	SDC SFECD DPCD GCD MCLED LSD, CED	➤ Expenses on activities ➤ Service Providers		

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Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students enhance their engagement in school activities and services, fostering a sense of responsibility and achievement. (Cont.)	5. To encourage students to take up leading roles in organizing student activities, such as interest clubs and academic societies	Whole year	SFECD	/		
	6. To encourage student participation in services and competitions to showcase their strengths	Whole year	MCLED SFECD	➤ Expenses on activities		
✧ 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	Whole year	SFECD DPCD GCD MCLED LSD	➤ Expenses on activities ➤ Service Providers	➤ The scores of SHS of Students on “My views on support for student development” increases to at least 3.8 compared to 3.4 in 2024-2025, “My views on school climate” increases to at least 3.8 compared to 3.5 in 2024-2025, “I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress” increases to at least 3.8 compared to 3.4 in 2024-2025. ➤ The score of SHS of Teachers on “My views on support for student development” increases to at least 3.8 compared to 3.6 in 2024-2025. ➤ The score of SHS of Parents on “My views on support for student development” increases to at least 4.0 compared to 3.8 in 2024-2025 ➤ APASO III survey: Students have positive growth in values and attitudes, and establishing a healthy lifestyle ➤ Evidences of positive growth of students in daily life	➤ Stakeholder survey (SHS) of Students, Parents and Teachers ➤ APASO III survey ➤ Teachers' comments through daily observations
	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.	Whole year	DPCD MCLED	➤ Expenses on activities ➤ Service Providers		
	3. 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.	Whole year	GCD LSD	➤ Expenses on activities ➤ Service Providers		
	4. To enhance students' values of ‘Unity’, encouraging togetherness and collaboration through various competitions and ceremonies.	Whole year	SFECD	➤ Expenses on activities ➤ Service Providers		

Area of Concern 2:

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

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Students actively engage and participate in learning.	1. 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	Whole year	KLA Conveners and Subject Heads	/	➤ The scores of SHS of Students on ‘My schoolmates and I help each other and get along well.’ increases to at least 3.6 compared to 3.5 in 2024-2025, and ➤ ‘I often read materials such as leisure reading materials and newspapers outside class.’ increases to at least 3.5 compared to 3.3 in 2024-2025. ➤ The score of APASO on ‘learning atmosphere (collaboration)’ increases to at least 100 compared to 98 in 2024-2025 ➤ Students actively participate in lessons ➤ Students achieve 80% attendance rate in co-curricular activities ➤ Students achieve good results in competitions ➤ Library books check out rate increased by 10% ➤ Students submit quality project works and book reports.	➤ Stakeholder survey (SHS) of Students ➤ APASO ➤ Lesson observations ➤ Attendance rate of co-curricular activities ➤ Number of prizes received in competitions ➤ Library books check out rate ➤ Exercise Book Inspection
	2. To track students’ Chinese, English, and Mathematics results from junior forms to help them identify areas for improvement	Second Term	CAD	/		
	3. To organize activities and lead students to participate in cocurricular activities and competitions, creating a fruitful and enjoyable learning experience	Whole year	KLA Conveners and Subject Heads	➤ The cost of hiring coaches		
	4. To establish reading clubs (books, magazines, e-resources) for all subjects, hosted by different subjects each month, and to recommend interesting reading materials to students	Whole year	KLA Conveners and Subject Heads Librarian	➤ The cost of buying books and magazines ➤ Prizes for students		

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Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ 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	Whole year	CAD	➤ The cost of hiring tutors	➤ The scores of SHS of Students on 'Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom' increases to at least 3.7 compared to 3.6 in 2024-2025, 'I receive support and encouragement from teachers.' increases to at least 3.7 compared to 3.6 in 2024-2025, 'I take an active role in learning inside and outside of the classroom.' increases to at least 3.7 compared to 3.5 in 2024-2025, 'I enjoy learning inside and outside of the classroom.' increases to at least 3.5 from 3.3 in 2024-2025, and 'I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.' increases to at least 3.5 from 3.4 in 2024-2025. ➤ Improvement of Level 3 percentage in HKDSE results ➤ Improvement of School value-added scores ➤ Increase in weighted average in internal tests and examinations ➤ Students actively participated in after-class study groups	➤ Stakeholder survey (SHS) of Students ➤ HKDSE results ➤ School Value-added scores ➤ Internal test and examination results ➤ Attendance rates of after-class study groups
	2. To cater to learner diversity by tailoring class-based learning materials, quizzes, or pre-tests	Whole year	KLA Conveners and Subject Heads	➤ Cost of printing, Manpower		
	3. To have class teachers make encouragement calls to parents of students who have plenty of room for improvement after the Uniform Test	Second Term	CTs	/		
	4. To arrange student counselors to meet lower ability learners regularly to set and modify achievable learning targets	Second Term	LSD	/		
	5. To organize additional self-directed learning materials with multiple levels of difficulty and encourage students to complete them	Whole year	KLA Conveners and Subject Heads	➤ Cost of printing		
	6. To commend high-performing students publicly through intrinsic and extrinsic motivation	Second Term	CAD	➤ Prizes for the high-performing students		
	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	Second Term	CAD	➤ Cost of hiring tutors		
	8. To expand the Learning Pioneers Scheme to include S3 high achievers, cultivating their leadership skills and higher-order thinking	Whole year	CED	➤ Cost of hiring organizer		
	9. To meet S6 high achievers and lower ability students regularly	Whole year	CAD	/		

Area of Concern 2:***To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning***

Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ Teachers develop confidence in teaching and are able to conduct lessons interactively.	1. To equip teachers with advanced teaching tools and skills to utilize the latest technology, such as AI and e-learning applications, in teaching	Whole year	CAD	➤ Cost of hiring professionals	➤ The score of SHS of Teachers on ‘I often ask questions of different levels to inspire students’ thinking inside and outside of the classroom.’ increases to at least 4.2 compared to 4.1 in 2024-2025. ➤ More e-learning and high order thinking questions are implemented in classes ➤ Teachers make good use of statistics to evaluate students’ learning effectiveness	➤ Stakeholder survey (SHS) of Teachers ➤ Lesson Observations ➤ Questionnaires for teachers and students ➤ Students’ analysis reports provided by subjects and KLAs
	2. To encourage professional communication among teachers to share effective teaching methods	Whole year	KLA Conveners and Subject Heads	/		
	3. To facilitate teachers in evaluating students’ learning effectiveness using statistics provided by CAD	Whole year	CAD	/		
	4. To recognize and reward teachers who excel in designing effective, interactive, and structured lessons	Whole year	CAD	/		