林大輝中學
LAM TAI FAI COLLEGE



Annual School Plan
2026-2027

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

Positive Minds, Caring Hearts



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 (e.g. positive discipline and communication) and to promote physical, mental, and emotional well-being in our students	Whole year	SDD SDC GCD PE KLA HE KLA	➢ Expenses on staff development activities ➢ Service Providers	➢ Students' and Teachers' questionnaires on "My understanding towards positive education is enhanced" and "My school environment with positive values" achieve at least 4 out of 5, and Parents' questionnaire on "My understanding towards positive education is enhanced" achieves at least 3 out of 5. ➢ SDD Survey: over 90% of teachers agree "The staff development activities contribute to my understanding of positive education" and "I have confidence to adopt the practices of positive education in teaching and non-teaching aspects". ➢ The score of SHS of Students on "My views on school climate" increases to at least 3.8. ➢ The score of SHS of Parents on "My views on school climate" increases to at least 4.2. ➢ The score of SHS of Teachers: on "The teachers and students have a good relationship" increases to at least 4.2, and on "The school creates a caring climate on campus" increases to at least 3.8.	➢ 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" ➢ Department and Subject reports to show the effectiveness of "promoting students' physical, mental, and emotional well-being"
	2. 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		
	3. To promote positive education to parents through workshops, seminars, online platform and PTA activities to build positive parent-child communication	Whole Year	PTA GCD	➢ Expenses on activities and gatherings ➢ Service Providers		
	4. 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	October December March May	SDC ITSU	➢ school-based Value-addedness System		
	5. 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 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	Whole year	MCLED	➢ Expenses on activities	➢ The score of SHS of Students on "My views on support for student development" increases to at least 3.7, and "My views on school climate" increases to at least 3.8. ➢ The score of SHS of Teachers on "The teachers and students have a good relationship" increases to at least 4.2, and "The school creates a caring climate on campus" increases to at least 3.8. ➢ The score of SHS of Parents on "My views on support for student development" increases to at least 4.1, and "My views on school climate" increases to at least 4.2. ➢ Students', Parents' and Teachers' questionnaires on "The school curriculum and activities contribute to student growth" achieve at least 4 out of 5. ➢ 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 organize teacher and student Positive books sharing during the Reading Lesson.	Whole year	CAD CHI KLA ENG KLA	➢ Expenses on books and reading materials		
	4. To provide opportunities for students to showcase their good works and achievements, and to create a positive and enjoyable learning environment, enabling them to accumulate positive learning experiences to boost their confidence and achieve a sense of success	Whole year	CAD KLAs FLAs SFECD	/		

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✧ The elements of positive education included in the curriculum and school activities enable students to appreciate themselves and others, affirming their self-worth. (cont.)	5. 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	(Cont.) ➢ APASO III survey: • Positive Affect increases to at least 100 • Satisfaction increases to at least 100 • School Atmosphere (Not Lonely) increases to at least 100 • School Atmosphere (Belongingness) increases to at least 116 • Reading (Non-assigned Materials) increases to at least 100 • Reading (Time for leisure reading) increases to at least 100	
	6. To organize morning assembly sharing and various life-wide learning activities, fostering students' positive thinking and helping them discover their strengths	Whole year	MCLED	➢ Expenses on activities		
	7. To organize positive education activities and training that enhance students' skills and abilities to cope with stress and pressure	Whole year	GCD LSD	➢ Expenses on activities ➢ Service Providers Networks of NGO		
	8. To develop in students a growth mindset through theme-based activities and student reflections	Whole year	SDC GCD MCLED SFECD DPCD LSD	/		

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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.	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 the students are engaged in school teams, clubs or societies. ➢ S2-5 students have experienced at least one time of services. ➢ Students' and Teachers' questionnaires 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" achieve at least 4 out of 5. ➢ Students' and Teachers' questionnaires on "My understanding towards positive education is enhanced" and "My school environment with positive values" achieve at least 4 out of 5. ➢ APASO III survey: • Positive Affect increases to at least 100 • Satisfaction increases to at least 100 • School Atmosphere (Not Lonely) increases to at least 100 • School Atmosphere (Belongingness) increases to at least 116 ➢ Students', Parents' and Teachers' VAS Scores on • "Respect" increase to at least 7, 7 and 6.3 respectively. • "resilience" increase to at least 7.5, 7.6 and 6.0 respectively. • "responsibility" increase to at least 7.4, 7.6 and 5.6 respectively. ➢ Evidences of positive growth of students in daily life	➢ CCA surveys ➢ MCLED Surveys ➢ SDC School-based Questionnaires for Students and Teachers ➢ APASO III survey ➢ School-based Value-Added System (VAS) ➢ 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	SDC SFECD DPCD GCD MCLED LSD, CED	➢ Expenses on activities ➢ Service Providers		
	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		

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Targets	Strategies	Time scale	People in charge	Resources Required	Success Criteria	Methods of Evaluation
✧ 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 3.7, "My views on school climate" increases to at least 3.8, "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. ➢ The score of SHS of Teachers on "My views on support for student development" increases to at least 3.9. ➢ The score of SHS of Parents on "My views on support for student development" increases to at least 4.1. ➢ APASO III survey: • Positive Affect increases to at least 100 • Satisfaction increases to at least 100 • School Atmosphere (Not Lonely) increases to at least 100 • School Atmosphere (Belongingness) increases to at least 116 ➢ Students', Parents' and Teachers' VAS Scores on • "Respect" increase to at least 7, 7 and 6.3 respectively. • "resilience" increase to at least 7.5, 7.6 and 6.0 respectively. • "responsibility" increase to at least 7.4, 7.6 and 5.6 respectively. ➢ Evidences of positive growth of students in daily life	➢ Stakeholder survey (SHS) of Students, Parents and Teachers ➢ APASO III survey ➢ School-based Value-Added System (VAS) ➢ 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 guide students to set and review learning goals, and encourage them to overcome learning difficulties	Whole Year	CAD, KLA Conveners, Subject Heads and Subject Teachers	/	➢ The score of SHS of Students on • 'My schoolmates and I help each other and get along well.' increases to at least 3.9 • 'I often read materials such as leisure reading materials and newspapers outside class.' increases to at least 3.5. • 'I take an active role in learning inside and outside of the classroom.' increases to at least 3.8 • 'I enjoy learning inside and outside of the classroom.' increases to at least 3.6 • '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 3.7. ➢ 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 III Survey ➢ Lesson observations ➢ Attendance rate of co-curricular activities ➢ Number of prizes received in competitions ➢ Library books check out rate ➢ Exercise Book Inspection
	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	Whole year	KLA Conveners and Subject Heads	/		
	3. To utilize technology to help parents gain a better understanding of students' learning	Whole Year	Subject Teachers ITSU	/		
	4. To track students' Chinese, English, and Mathematics results from junior forms to help them identify areas for improvement	Second Term	CAD	/		
	5. To organize activities and lead students to participate in co-curricular activities and competitions, creating a fruitful and enjoyable learning experience	Whole year	KLA Conveners and Subject Heads	➢ Expenses on instructors and coaches		
	6. 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	➢ Expenses on 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 actively engage and participate in learning. (Cont.)					(Cont.) ➢ APASO III survey: • Learning Attitude (Perseverance) increases to at least 116. • Learning Motivation (Intrinsic) & (Instrumental) increases to at least 116. • Learning Atmosphere (Cooperation)' increases to at least 100. • Reading (Non-assigned Materials) increases to at least 100. • Reading (Time for leisure reading) increases to at least 100.	
✧ 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	➢ Expenses on tutors	➢ The score 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 3.9. • 'I receive support and encouragement from teachers.' increases to at least 3.9. • 'I take an active role in learning inside and outside of the classroom.' increases to at least 3.8. • 'I enjoy learning inside and outside of the classroom.' increases to at least 3.6.	➢ Stakeholder survey (SHS) of Students ➢ APASO III Survey ➢ 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	➢ Expenses on 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	➢ Manpower		
	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	➢ Expenses on printing		

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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. (Cont.)	6. To commend high-performing students publicly through intrinsic and extrinsic motivation	Second Term	CAD	➢ Prizes for the high-performing students	(Cont.) ➢ The score of SHS of Students on • '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 3.7. ➢ APASO III survey: • Satisfaction increases to at least 100 ➢ 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	
	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	➢ Expenses on tutors		
	8. To expand the Learning Pioneers Scheme to include S3 high achievers, cultivating their leadership skills and higher-order thinking	Whole year	CED	➢ Expenses on Service Providers		
	9. To arrange for the Principal, Form Teacher and Class teachers to meet with S4-S6 high achievers to tailor study plans for them	Whole year	CAD FMs CTs	/		
	10. To equip students with higher-order thinking skills and learning techniques to boost their confidence and satisfaction	Whole year	CAD KLAs	/		
✧ 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	Whole Year	CAD SDD	➢ Expenses on training	➢ 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. ➢ More e-learning and high order thinking questions are implemented in class. ➢ 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 invite professionals to deliver workshops on higher-order thinking and learning techniques	Whole year	CAD	➢ Expenses on workshops		
	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	/		
	5. To facilitate teachers in evaluating students' learning effectiveness using statistics provided by CAD	Whole year	CAD	/		
	6. To recognize and reward teachers who excel in designing effective, interactive, and structured lessons	Whole year	CAD	/		