



林大輝中學  
**LAM TAI FAI COLLEGE**



**Annual School Report**  
**2022-2023**

# 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

Be a Better Me

成就自我 同心守望



## **Major Areas of Concern**

1. To build team synergy and maintain a high-calibre workforce
2. To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching
3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach

# Achievements and Reflections on Major Concerns

## 1. To build team synergy and maintain a high-calibre workforce

### 1.1 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.

- To cultivate positive attitudes and correct values, different workshops were conducted by the school. To prepare for the operation in the new academic year, a classroom management and homework management workshop was conducted on 29 August 2022. 98.7% of the teachers agreed or strongly agreed that they had learnt the importance of setting classroom routines through the workshop. 100% the teachers agreed or strongly agreed that they had learnt some of the ways to deal with students' misbehaviours after attending the workshop and 96.3% of the teachers agreed or strongly agreed that the teachers' sharing had enlightened them on how to motivate students to complete homework seriously. 96.3% of the teachers were satisfied with the arrangements of the Teachers' Workshop.
- To establish positive group dynamics with mutual trust and support, serial activities of teacher weeks namely yoga, mini-game, ball games, mooncake workshops were conducted on 9 September 2022 to strengthen the bonding of the new teachers to our team. 98.1% of the teachers agreed or strongly agree that the activity in teachers' week could strengthen the relationships and communication between colleagues. All teachers were satisfied with the arrangements of teachers' week.
- To enhance professional exchange and communication between Subject Panels and members, a workshop on preparation for Peer Lesson Observation was held on 30 September 2022. The survey results revealed that 98.8% of teachers were happy with the arrangement of the workshop.
- On the First Staff Development Day on 3 October 2022, team building activities were held. On that day, problem solving games, including Magic Rope, Torch Relay, Eco-crisis and Block Challenge, were held to identify personal strengths and weaknesses, and help establish bonding and develop mutual trust and communication. 98.9% of the teachers agreed or strongly agreed that the team building activities had facilitated the communication and collaboration between their colleagues and themselves. To boost team spirit and the sense of belonging, the "LTFC balloon wall challenge" was completed by all staff. 98.9% of the teachers agreed or strongly agreed that the team building activities had boosted their team spirit.
- Value Education workshop was conducted on 17 March 2023 in order to enhance the awareness of positive value recommended by EDB. Not only did the workshop provide a wide spectrum of curriculum planning to students, it also assisted teachers to understand and apply ten priority values and attitudes in their work. 100% of the teachers agreed or strongly agreed that they have learnt how to incorporate value education in their teaching, lessons and student activities. The arrangement of the workshop was reflected to be satisfactory by all teachers.
- Workshop for Middle Managers was conducted 17 March 2023, which aims to enhance the management quality of middle managers and help different departments collaborate efficiently. In the workshop, different sections were held to introduce different leadership styles, look into study and conduct sharing. 100% of the teachers agreed or strongly agreed that they would make an effort to become a good role model for our staff and students are satisfied with the arrangement of the workshop.
- As shown in the stakeholder survey, 72.2% of the teachers agreed or strongly agreed that "The professional development activities for teachers organised by the school cater for school development and teachers' needs".

- To keep staff updated of the school's latest development, changes and future planning, the Principal and Deputy Principals regularly disseminated information during Executive Committee meetings, KLA Conveners' Meetings, Faculty meetings and form meetings and staff development days in order that staff members have a better understanding of the direction the school is heading. The Principal also invited teachers to have informal talks with him.
- To create channels for staff to express their opinions, the new teacher supporting channel was established this year. The channel aims to help new teachers solve the problems they face in the new working environment and to express their opinion and concerns. An anonymous google form was sent to all new staff on 24 October 2023 to understand their needs. There were 24 new teachers who provided their valuable opinions and enquiries on classroom management problems and technical problems. Their opinions were collected and discussed in the Executive Committee Meeting.
- The new teacher lunch gathering was organised on 24 March 2023 to give an opportunity to new staff to have a professional exchange with experienced teachers. In the sharing session, the seniors share their views on handling students' misdemeanors and classroom management. The new staff members benefitted from the sharing and was enlightened on different ways to handle disruptions in classrooms.
- In order to make the working environment more pleasant in school, all teachers were invited to communicate their opinions and needs. A survey on staff room facilities was sent to all staff and follow up actions were done. For example, new pantry supply items are now available for our staff.
- To encourage open communication and discussion among staff to allow information flow, facilitate formulation of school policies and promote collective decision making, formal meeting, such as KLA meetings and Common Lesson Time, and informal meetings were conducted to encourage open communication and gather ideas.
- In addition to the discussion of subject-related topics, school's vision and mission and the development of school were also communicated in the KLA meetings. In meetings of Technology KLA, PE KLA and Mathematics KLA, teachers had discussion on various topics such as classroom management, lesson routines and learning atmosphere.
- Common Lesson Time provided another way for open communication among staff. For example, Social Science KLA, in view of the curriculum reform in the next academic year, had a meeting on curriculum design, through which subject teachers could provide their valuable experience. In Chinese Language KLA, preparation for lesson observation and book inspection was discussed. Subject Heads would also sit in meetings occasionally to facilitate the sharing of information across levels.
- In English Language KLA, Subject Heads and Level Coordinators communicated closely in level coordinators' WhatsApp groups. Important deadlines and duties are often conveyed and reminded, which shows that an efficient communication platform can facilitate work efficiency and effectiveness and the process of decision making.
- The stakeholder survey showed that the number of teachers agreed or strongly agreed with the item "The staff are on harmonious terms" increased from 81.3% to 81.8%. the number of teachers agreed or strongly agreed with the item "The staff cooperates with one another at work happily" increased from 77.5% to 78.4%. It can show that some of the strategies are successful enough to help our staff members establish mutual trust and a supporting team
- In the stakeholder survey filled in by the teachers, the mark of the item 'My views on school climate' decreased from 3.8 to 3.7. The number of teachers agreed or strongly agreed with the item "The staff have good morale" decreased from 58.8% to 42.5%. It is suggested that the management team may try to understand the expectation of staff more and help them solve the problems that they are facing.
- It is suggested that Staff Development Department could provide more different professional workshops about the updated educational trend on different topics, such as T-standard and

professional conduct, to teacher.

- To ensure that everyone in LTFC is informed of the details of important events and updates, noticeboards can be placed in staff room to display relevant information every day. It is suggested that emails can be sent to remind colleagues of special events, such as the use of another timetable and reminder of meetings, etc.

## **1.2 A Professional Learning Community (PLC) is created to foster a culture of self-reflection, collaboration, continuous improvement and striving for excellence.**

- In order to help staff to handle disciplinary problems that they may face and to improve work efficiency and effectiveness, a series of workshops was co-organised by the Staff Development Department and Discipline and Pastoral Care Department on 29 August 2022. The workshop put emphasis on setting up Classroom Routines and ways to handle misbehaviours. 100% of teachers agreed or strongly agreed that they had learnt some of the ways to deal with student misbehaviours after attending the workshop.
- In order to help staff motivate student to complete their homework seriously and submit it on time, Staff Development Department invited experienced teachers to do a sharing on the topic: “How to Motivate Students to Complete Homework Seriously”. 96.3% of the teachers agreed or strongly agreed that the teachers’ sharing had enlightened them on how to motivate students to complete homework seriously.
- An e-Learning sharing was conducted on the Third Staff Development day on 25 May 2023. Three teachers, Ms Ngan Lai Yuk, Ms Wong Hoi Ying and Ms Ng Priscilla, were invited to share some new e-learning tools with all teachers. 98.8% of the teachers agreed or strongly agreed that the e-Learning apps and strategies covered in the sharing session were useful to them.
- Some KLAs will also share good practice with teachers for professional development. For example, in each English Language KLA meeting, 2-3 members are invited to conduct a sharing on good practice in subject meeting. Sharing regarding pedagogical planning and eLearning tools were covered. The content of the sharing usually takes reference from lesson observation or book inspection.
- In Visual Arts KLA, the Panel Head opened her class to new members to promote professional development. They also share all teaching notes together to improve work efficiency. The Panel Head led all members to organize new workshops, such as Garlic Clove Lamp, Everyday Comfort Object and 2 Printing Workshops, and members are invited to run one by themselves, such as Kalimba Workshop co-organised by Environmental Protection Department and Ms. Hillary Lam and the M+ museum workshop co-led by M+ education team other team members, afterwards.
- In Science KLA, members shared some innovative methods to enhance teaching and learning. For example, S1-S3 science students were required to build up a learning habit of note-taking.
- In Chinese Language KLA, teachers also share their good practice, like the use of e-learning tools and classroom discipline control.
- Peer lesson observation conducted by Staff Development Department aims to foster professional exchange between the panels and the subject teachers, with the emphasis on effective questioning techniques and providing constructive feedback. In the period of 13 October 2022 to 3 November 2022, the Staff Development Department opened 13 sessions in total across various subjects. Over 90% teachers participated in the scheme and filled in the feedback form for the lessons.
- All in all, sharing of experiences and good practices to improve work efficiency and effectiveness were done on the whole school level.
- To meet the developmental needs of staff, the Staff Development Department organized professional training relevant to teachers and provided a series of workshops for their professional growth. IT training was conducted on 29 August 2022, in which staff members learnt how to use the school systems for e-learning.

- A workshop focusing on questioning techniques was conducted on 29 September by Ms Erika Ng. In the training session, the application of different questioning strategies was shared. 100% teachers agreed or strongly agreed that they had a better understanding of how to ask questions in classrooms more effectively.
- In addition, in order to improve the capability and team work of the management team, the workshop for middle management was conducted on 17 March 2023. Different leadership styles and case studies were shared. 100% teachers agreed or strongly agreed that they had a better understanding of their strengths and weaknesses and other leaders in the school through the activities.
- Apart from internal professional development, the Staff Development Department also provided support to teachers by recommending teachers to join the open lessons conducted by other schools. The teachers reported that the experience was fruitful and rewarding and they also shared some useful ideas and information to enhance professional exchange between co-workers after the visit.
- In the area of learner diversity and students with special needs, tailor-made courses on Catering for Diverse Learning Needs were provided to fit the school's and staff's needs. On the other hand, regular professional programmes were also recommended by the school. Teachers were recommended to join the courses, such as workshops on Teachers' Professional Identity, T-Standard+ Online Course, Training Programme on the Constitution, Basic Law and Hong Kong National Security Law, to strengthen their professional knowledge of being a teacher.
- In the stakeholder survey, the mark of the item "The professional development activities for teachers organized by the school are very helpful to my work." increased from 3.5 to 3.7 when compared with that in 2021-2022. The percentage of staff showing agreement on this item is the second highest in the survey.
- Furthermore, over 90% of the teachers were satisfied with the arrangements of all staff development activities, which reveals that the school has successfully identified the developmental needs of staff members and organized suitable professional training relevant to them.
- The score of the item "The school has developed an ambience of professional exchange" in the stakeholder survey decreased from 3.7 to 3.5. It is suggested that the Staff Development Department can arrange more school visits for all subject teachers. All KLAs would also need to enhance communication between different departments and professional knowledge exchange on a whole-school level.
- In order to ensure that new staff can integrate into the school more easily, mentor-mentee programme was introduced and enriched. To help new staff to be familiarized with their work and duty, a mentor was assigned to every new teacher accordingly. All mentors have the responsibility to teach and solve the problems that the newcomers face. In the Social Science KLA, subject head and existing teachers provided support to new members and helped them understand the school mission and vision and school policies. They also had snack gatherings after school to develop a harmonious working atmosphere and facilitate communication. In the English Language KLA, subject teachers were eager to share their feelings and difficulties faced in their work, and support from buddies was also effective in enhancing relationships and team spirit. Novice teachers were in general willing to ask for assistance and take advice. Given a channel to share their concerns, newcomers were mostly supported by receiving guidance and emotional support from their mentors. 100% of the mentees agreed or strongly agreed that mentors could give useful suggestions and feedback to them.
- A buddy scheme was established to provide company for new teachers this year. A buddy was paired with a new staff member to share their worries and problems met at work. Buddies provided useful suggestions to make sure the new staff members could integrate into the school smoothly. 100% of the teachers agreed or strongly agreed that buddy could give useful suggestions and feedback. 100% of the teachers agreed or strongly agreed that they

are happy with the arrangements of the mentorship scheme.

- All in all, it was evident that the staff development activities conducted by the school had successfully catered to the school's development and teachers' professional development.

### **1.3 Staff are committed and take ownership of their work.**

- Based on daily observations, staff development activities, exercise book inspections, lesson observations, TSA, HKDSE and SVAIS performances and staff appraisal, the senior management team had a comprehensive view of teachers' strengths and weaknesses, and through informal talks and gatherings with the teachers, they had a better understanding of their concerns and preferences. The school was therefore able to deploy staff according to their strengths and abilities in order that greater learning and teaching effectiveness can be achieved. In the stakeholder survey, 65.9% of the teachers agreed or strongly agreed that they found satisfaction in working in our school.
- To celebrate accomplishments, showing appreciation for good efforts and achievements, an incentive scheme was implemented. Recognition would be given to top-performing teachers and management staff through the Performance Award Scheme and loyal and highly committed teachers and management staff through the Long Service Award Scheme. The staff who are entitled to the Performance Award increased from 18.67% in 2021-2022 to 33.77% in 2022-2023.

### **1.4 Teachers have more time to explore and engage in innovative and effective pedagogy.**

- To streamline school administrative procedures, the school made good use of technology in order that teachers can be released from laborious administrative work. eClass venue booking system was introduced in March 2023 to simplify the administrative procedures.
- Solution on the WiFi stability issue was announced in the Fifth Faculty meeting. For example, AP & firewall firmware was upgraded, SSID and password was reset, the WiFi usage and traffic would be monitored constantly. The score of the item "I find satisfaction in working in this school" in the stakeholder survey remain unchanged (3.7). 65.9% of the teachers agreed or strongly agreed the item "I find satisfaction in working in this school."
- It is suggested that the school can explore 'Cashless payment' in 2023-24 to simplify the fee collection procedures and the possibility to upgrade the existing e-Platform.

### **1.5 Good succession planning is in place.**

- Based on daily observations, staff development activities, exercise book inspections, lesson observations, TSA, HKDSE and SVAIS performances and staff appraisal, promising candidates were identified and asked to take up coordination roles in Departments, and an administrative allowance was provided to them, and two teachers were promoted to Department Heads. The senior management team worked closely with the potential middle managers to provide support for them and monitor their work progress. They also communicated with potential middle managers their career paths and preferences and to tailor professional development programmes for them.

### **1.6 Top talents are attracted to the school.**

- A highly competitive remuneration package was developed for staff. Not only is the monthly salary more attractive, but the top-performing teachers and management staff are also eligible for the Performance Award and loyal and highly committed teachers and management staff are entitled to the Long Service Award. Besides, medical insurance is provided for all staff. The resignation rate of teaching staff dropped from 39.5% in 2021-2022 to 12.8% in 2022-2023. And the staff who are entitled to the Performance Award increased from 18.67% in 2021-2022 to 33.77% in 2022-2023.



## **2. To promote a positive learning attitude, and to enhance the effectiveness of learning and teaching**

### **2.1 A learning atmosphere of striving for academic excellence is created**

- Commendable boards are designed by the CAD and installed in every homeroom and level. The commendable board located outside of the lift lobbies is regularly updated by the CAD after the first term examination, uniform test, and final examination. It has been observed by teachers that the learning atmosphere is boosted when students see their names on the commendable board, as they feel a sense of achievement and success for striving for academic excellence. However, it has been noted that the commendable boards in the classrooms are not regularly updated by all the class and subject teachers.
- The commendation banquet will not be held during the pandemic. The visit to Ocean Park will take place during the post-examination period. Students who placed first, second, and third overall in each form will be invited to visit Ocean Park. High achievers will feel appreciated and recognized, and will be extrinsically motivated to strive for higher results.
- Enhancement and homework guidance groups are regularly held by the LSD. However, elite students have limited opportunities to further develop their critical thinking skills. Hence, more courses focusing on the development of generic skills will be provided for the elite students in different cohorts.
- Elite students from S4 and S5 will be selected to participate in the "Hong Kong 200 Leadership Project" to develop their leadership and self-management skills.
- As for suggestions for improvement, CAD members will update the data (i.e. student names of the first, second, and third place in each subject in the first term examination, uniform test, and second term examination). Only students will be invited to the trip to Ocean Park, as it may be difficult for parents to join the activity during normal school days. External organizations (e.g. NGOs including YMCA and the HKFYG) will be invited to organize critical thinking classes, generic skills development classes, and student leadership skills classes in the next academic year.

### **2.2 Reading Habits is strengthened through reading across the curriculum**

- In Stakeholder Survey - Students Survey, "I often read materials such as leisure reading materials and newspapers outside class," the result improved from 3.2 to 3.4. However, students' reading habits are not well developed. This is reflected in the extremely low library checkout rate, with some classes recording no checkout rate throughout the academic year. Additionally, the teachers' survey (Stakeholder Survey: "My students like reading" out of 4) indicates that only a limited number of teachers agreed with the statement "My students like reading." Furthermore, the APASO question related to reading (KPM17) has also received a very low score. Therefore, more strategies should be developed to arouse interest in reading and strengthen reading habits.
- Most subjects have submitted a recommended booklist for students to read at the beginning of the academic year. Google Forms are designed to follow up as an after-reading exercise, although some subjects have technical problems creating the after-reading Google Forms. The library will collect all the Google Forms as well as design a new log book/sheet. S1 and S2 students will use the Google Forms in reading lessons as compulsory homework next year, and S3-S5 students will be encouraged to join the reading scheme.
- The English and Chinese KLA have already completed the "One Minute Book Recommendation." Prizes will be given to the best achievers by the end of this term. Teachers have observed an improved reading atmosphere as students have more ways to express their reflections besides writing reading reports.
- The publication of the Student and Teacher Booklists is still in process. They are expected to be published next academic year.
- For suggestions for improvement, the library is currently conducting the purchase of e-Book

subscriptions to help students further strengthen their reading habits. Book Club activities are held collaboratively with the Chinese and English KLA, and sharing sessions are also held to facilitate students' sharing about the books they enjoy reading. This helps develop a reading atmosphere at school. Reading exhibitions and author talks are held to boost students' interest in reading.

### **2.3 Participative/ self-directed Learning is developed and students become active learners**

- Some students show better initiative to learn, as reflected in the Stakeholder Survey - Students Survey. Students regard themselves as having better participation in learning. In the questions: "I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources", "I take an active role in learning inside and outside of the classroom" and "I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources", students rated higher than those of last year. However, self-directed learning skills must be further developed, and students should become real active learners.
- The second phase of the design of the Pre-lesson Learning Booklet will be held in the second term. The Pre-lesson Learning booklets designed last academic year will be introduced in different KLAs' curriculums. For instance, S2 students have been using the pre-lesson booklet in English lessons for Paper 3. The pre-lesson booklets mainly consist of theme-based vocabulary items or relevant skills related to the unit covered. KLAs, including Mathematics and Economics, instruct students to finish the booklets before the lesson. As reflected in the student survey, more students agreed that they knew how to apply learning strategies, such as doing pre-lesson preparation (Students Survey: Stakeholder Survey "I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources" increased from 3.3 to 3.6 out of 4). Hence, the booklets are believed to be effective in facilitating teaching and learning, and at the same time, providing students with more input on vocabulary. However, for subjects such as LAS, it is difficult to incorporate the use of these booklets due to limited lesson time.
- Explanatory videos of different subjects of HKDSE Papers are recorded and uploaded to Google Classroom to facilitate S6 graduates for their self-directed study. Students reflected that these paper-analysis videos can effectively help them during the study-leave period. KLAs, including IT and Mathematics, believe that the videos can address students' learning diversities.
- Study groups are organized and led among different subjects. For instance, the Chinese KLA invited So Tsun (2022 Graduate who got 5\*) to hold mini lectures, teaching this year's S6 students writing skills. For the Economics KLA, special lunchtime tutorials are held for elite students to drill their examination skills. To cater to weak learners' needs, the LSD arranged students' counselors to hold lunchtime homework and revision classes. (Statistics of students' views would be collected by LSD later). Students reflected that they are more willing to participate in learning than before.
- For suggestions for improvement, the booklets will be further modified in terms of their length and content to facilitate the implementation of the pre-lesson booklets. The answers to the booklets will be uploaded to Google Classroom to facilitate students' self-learning. Evaluation will be conducted regularly in KLA meetings. If positive responses are collected, the use of the pre-lesson booklets will be further extended to different levels. Videos of different subjects will be reused for the next cohort of S6, and all subjects will record new explanation videos for the latest DSE paper. Famous tutors from tutorial schools will be invited to hold mass lectures to provide more exposure in terms of examination skills training for our students.

## **2.4 Students' performances in internal or external examination are enhanced**

- From the stakeholders' survey, mixed views are reflected. Students reflected that such data and information could allow them to reflect on their performance in class, tests, and examination results. However, from the teachers' perspective, there is a significant drop in terms of agreement towards 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" in the teachers' stakeholder survey. In the KLA Head Meeting, some reflected on their concerns regarding the accuracy of predicted grades. Some also reflected that the follow-up work may not be sufficient after the data from the internal examination has been released.
- From the KLA Heads' meeting, it was reported that most subject teachers would distribute previous years' internal examination papers as practice for students before the first term examination, uniform test, and final examination. Most teachers reflected that doing internal past papers familiarizes students with the question types. However, due to limited lesson time, some KLAs are not able to complete or check the answers to the paper with students during lesson time. In the KLA meeting, all subject heads believed that by doing pre-exam practice, students are more familiar with question types and more confident in taking the term tests and examinations.
- In terms of external assessment, predicted grade analysis is conducted after the S5 final examination, S6 Revision Test, and mock examination. The predicted grades are compared and officially released for students, parents, and teachers to review the learning and teaching effectiveness to help students prepare for the HKDSE more effectively. For example, the Chinese KLA organizes remedial classes targeting those with failing predicted grades to drill examination skills during the study period. In terms of internal assessment, the CAD highlights extreme data, such as classes with very low passing rates or examination papers with 100% passing rates for all classes, for KLA heads to raise their awareness towards the quality of teaching and examination papers stated in the ESR Report, more strategies are suggested to be implemented to cater to learners' diversity. Hence, a 2-3 layer of the curriculum will be implemented. The questions in classwork and learning materials will be indicated with different levels, aiming to motivate weak learners to complete the questions of the basic level, while stronger students attempt challenging questions.
- For suggestions for improvement, to ensure subject teachers assign students to complete the examination papers, it is suggested that the past papers should be included as part of the formative assessment. The completion of the internal past papers should also be included in the scheme of work. The program for generating predicted grades will be reviewed by CAD. More follow-up work will also be conducted and reported by KLA heads in regular meetings with the Deputy Principal. To facilitate the implementation of the 2-3 layer curriculum, a pilot scheme will be launched in the 2023-2024 S3 curriculum. This provides room for teachers to gradually develop new learning materials, while S3 students are also benefited as they will learn more about their interests and abilities. This helps students make their elective choices for their senior studies.

## **2.5 Students learning opportunities and exposure are boosted**

- Both teacher survey and student survey have showed that the students learning opportunities and exposure are boosted. In teacher survey: 'The school strategically provides students with different learning experiences inside and outside of the classroom, taking into consideration their learner diversity', and in the Student survey: 'Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom' and 'I am confident in learning inside and outside of the classroom'. Both teachers and students rated higher than those of last year.
- For the national identity, students rate high in the APASO (KPM17) which showed that they are proud for our country.

- A series of co-curricular subject activities are organized by different KLAs to promote Chinese Culture. For example, the two Focused Learning Areas, including Visual Arts and Chinese Culture held a workshop teaching students to make customs for lion dances. The Chinese History and Chinese Culture KLAs collaborate to organize a visit to the Hong Kong Palace Museum. According to the post-activity survey, more than 90% of students agreed that these activities greatly provide opportunities for them to learn more about culture.
- Cross-subject activities with the IT Department are not held this academic year due to limited time. AAC will collaborate all subjects to better use of e-learning.
- Due to the pandemic, exchange students were not be able to visit our school regularly and hold speaking practices.
- Associate Teachers (ATs) are employed to facilitate teaching of various subjects in multiple perspectives and stages. In terms of teaching preparation, ATs help by designing and modifying lesson materials under the instruction of KLA members. For some subjects, ATs take up duties to teach remedial classes in order to consolidate students' knowledge and further boost students' confidence in learning, and hence, enhance students learning opportunities. For the Innovative Technology KLA, ATs help students in preparation of competitions.
- Learning materials are designed by different KLAs to develop students' national sense of belongings. For example, the English KLA designed news journals about Chinese culture. Activities are also held by KLAs to enhance students' national identity outside of the classrooms.
- For the suggestions for improvement, as there is a distinctive difference between "Innovation and Technology" and "e-learning", the strategy will be modified as 'To promote E-learning in all subjects so as to facilitate Focused Learning Area- Innovation and Technology' for the next academic year. To promote e-Learning in the next year, all KLAs will choose a teaching unit from one of the levels to implement a lesson incorporating e-learning elements. As ATs play a helpful role in terms of material design, it is suggested that the Chinese and English KLA should keep 2 teaching assistants in the upcoming academic year. The ATs can particularly help when a three-layer curriculum will be designed in the next academic year.

### **3. To nurture our students to become responsible citizens and to enhance their leadership skills through a whole person approach**

#### **3.1 All students in the school will be trained to be a leader in different aspects.**

- The Guidance and Counseling Department, along with the school social workers, invited 24 S3 to S6 students to participate in social services with PHAB from February to May 2023. During this period, the students had the opportunity to communicate and engage in activities with participants with physical disabilities. The feedback received from both PHAB and the participants was overwhelmingly positive.
- The Guidance and Counseling Department invited 10 S4 to S5 students to join a joint school volunteer activity organized by the 'Health-in-Mind, Youth Mental Health Promotion Project' on July 15th. During the event, they played games and visited the Hong Kong Wetland Park alongside individuals in recovery. The organizer and the participants expressed positive feedback regarding the students' involvement and contributions.
- In total, the students accumulated a remarkable 18,511.9 hours of service in the 2022-2023 academic year. This represents an increase of approximately 30% compared to the previous year 2021-2022.
- The School Prefect Team developed a training system to enhance the leadership skills of the prefects. The Head Prefects, Vice-head Prefect, and group leaders led their teams in providing daily patrols and managing student behavior on a daily basis, as well as overseeing student management during school events. They were responsible for managing duty timetables and handling all administrative tasks related to the Prefect Team. The leaders conducted regular prefect meetings to discuss challenges in student management and evaluate the effectiveness of the daily patrol system. They maintained close communication with the Discipline Master to ensure effective coordination. At the end of the school year, the Head Prefect evaluated the performance of all prefects and made recommendations regarding promotions and terminations to the Discipline Master. Based on the feedback from the leaders, they acquired valuable skills in communication, organization, and problem-solving.
- A leadership training session was organized by SFECD for student group leaders in October 2023. A total of 26 leaders from houses, the student union, and various sport teams actively participated in the training session. Based on the feedback received from the leaders, they reported acquiring valuable skills in communication and problem-solving.
- A hiking activity was organized for the prefects on February 18th, 2023. The prefects embarked on a three-hour hike along the Dragon Back country park trail, during which they also took the opportunity to instruct students who had previously displayed misbehavior to clean up along the trail. According to the feedback provided by the prefects, the activity helped foster their perseverance.
- Through the involvement in the preparation of birthday parties and other GCD activities, the Guidance Prefects learned valuable organizational and problem-solving skills. In May 2023, four sessions of leadership training were arranged specifically for the Guidance Prefects. Based on the feedback received from the Guidance Prefects, they reported acquiring organizational skills, presentation skills, and problem-solving skills. Additionally, the members of the Guidance Prefect committee learned Art therapy skills and relaxation techniques, which they later taught to other Guidance Prefects during the post-exam period.
- The Health Ambassadors meeting focused on training students to serve their schoolmates and the wider society. They were trained to promote health information to their peers through assemblies. The 'Less Is More' Promotion, which ran from November 2022 to May 2023, covered various topics including 'Less Blaming,' 'Less Snacks,' 'Less Internet Time,' and 'Less Soft Drinks.'

- The inauguration ceremony was held in October 2022 to reinforce the roles of student leaders in different organizations such as the Student Union, Prefects, and House Committees. Following the ceremony, a meeting was conducted with the Principal and Vice-Principals, during which the leaders expressed their gratitude to the school and provided suggestions for the school's development. The Principal emphasized the importance of the leaders' roles and expressed expectations for them to serve as role models within the school. This enhanced communication between the school and the leaders, allowing for the collection of opinions and ideas. At the end of the school year, teachers-in-charge awarded good points and merits to the student leaders, indicating their recognition of the leaders' commendable performance. During the Prize Presentation Ceremony, the leaders were honored with the Services Award, while the Head Prefect and the Chairperson of the Guidance Prefect received the Outstanding Leadership Award. These exceptional leaders demonstrated traits of self-confidence, responsibility, maturity, creativity, and sensibility, making them recognized as role models within the school.
- In October 2022, 100% of class monitors met with the Deputy Principal in the Lecture Theatre. The Deputy Principal emphasized the role of class monitors and expressed expectations for them to serve as role models within their classes. This meeting enhanced communication between the school and the students and reinforced the school's expectations for their role. At the end of the school year, class teachers awarded good points and merits to class monitors, indicating their agreement that the class monitors demonstrated good performance and acted as role models within their classes.
- The senior leaders organized training activities for junior leaders through the Peer Mentorship program led by the Learning Support Department. The duties of senior form mentors included several training sessions arranged for S2 to S5 Peer Mentors so that they could assist S1 students in the Summer Bridging Program in July 2022 and in the Weekly Homework Class throughout the 2022-2023 academic year. Peer Mentors provided support and assistance to lower-form students in need. Before the final exams, Peer Mentors prepared revision sessions for lower-achieving students in S1 to S4. Based on their reflections, the Peer Mentors agreed that they felt more confident in assisting S1 students in adapting to secondary school life and found it fulfilling to provide academic support to their schoolmates.
- In the Guidance Prefect Team, S6 guidance prefects (committee members of 2021-2022) shared their experience in planning and organizing GCD activities with new committee members in November 2022. This helped develop an understanding among the new committee members about their roles and responsibilities. S5 guidance prefects participated in four sessions of Art therapy training workshops and provided training to S4 guidance prefects during the post-exam period. They will continue to organize activities to promote health care together in the 2023-2024 academic year.
- The activities organized by the houses and the Student Union were well-planned, and clear duty allocations were made. For example, the Student Union arranged the Singing Contest in December 2022, with more than 40 groups of students applying for the competition. The Student Union handled the competition schedule, invited judges, and arranged guest performances. Based on feedback from Student Union members, they agreed that their problem-solving skills and communication skills improved as a result of their involvement in these activities.
- According to stakeholder surveys, teachers scored 3.7 in the item 'The school provides adequate opportunities for students to develop their leadership abilities.' This indicates that teachers agree that our school has provided sufficient chances for students to develop their leadership skills.

- Based on a questionnaire conducted with student leaders in July 2023, leaders agreed that their leadership skills have increased. A total of 97.1% of leaders agreed that their leadership skills improved through continuous practice and learning. Additionally, 91.2% of leaders agreed that they have successfully led their teams to achieve common goals and stimulate the potential of team members. All leaders agreed that their responsibilities and leadership skills have been enhanced.
- It is suggested that leadership training activities could help improve students' self-discipline and train prefects in executing discipline at school. However, based on the discipline record, there has not been a significant improvement in student behavior. Therefore, it is recommended to implement a more holistic approach to leadership training that includes all student leaders, such as those from the Student Union, Houses, and service groups. Additionally, leaders can be invited to serve both inside and outside the school to involve more students in leadership training.
- To enhance prefects' student management skills, it is suggested to have co-patrols with the teacher-on-duty during recess and lunchtime. Moreover, a regular meeting schedule should be established with the Discipline Master and Vice Principal, allowing prefects to address the challenges they face in handling student discipline. The Prefect System can also be fine-tuned to ensure that all prefects can participate in morning assemblies and morning class teachers' periods.
- Leaders can play an active role in various school events. For instance, teachers can invite student leaders to share announcements or make presentations during morning assemblies or weekly briefings to enhance their confidence in leadership training.

### **3.2 Students have a global vision and concern the development of the world. Students learned to have gratitude and empathy. Teachers are capable of leading overseas study tours.**

- The data collected from APASO showed that students in our school have a strong national identity and understand the meaning of life. These items scored higher than the raw mean of Hong Kong. The school provides different opportunities for students to explore, understand, and care about the development of Hong Kong, China, and the world, thus developing their ability to be global citizens.
- Mixed views were reflected in the stakeholders' survey regarding students' respect and responsibility. Data collected from the students' survey indicated that the statement "the school actively teaches me how to get along with others, such as showing respect for others and being considerate" increased from 3.5 to 3.7. Similarly, the statement "the school helps me to develop good moral character inside and outside the classroom" increased from 3.5 to 3.6. These findings suggest that the school's organized activities contribute to students' self-understanding and overall development. However, teachers expressed the need for the school to place more emphasis on helping students develop interpersonal skills and attitudes, such as respect for others and empathy, as this score slightly decreased from 3.7 to 3.6. It is recommended that the school host a wide range of inclusive activities to foster a deep sense of respect and compassion among students, creating a nurturing environment where students feel valued and cared for.
- Based on the Discipline and Patrol Care Meetings and Form Meetings, teachers have observed that our students exhibit respect and empathy when they engage in activities outside school. To further nurture these positive qualities, it is recommended to provide additional opportunities within the school setting for different students to develop and demonstrate these admirable characteristics.

- Students have shown that they care about society through various local community services or visits. MCLED arranged a service program for S1 to S5 students, giving them the chance to serve different targeted groups of people and gain a better understanding of their difficulties and needs. According to class teachers' observations, students show empathy towards disadvantaged groups.
- To develop students' awareness of caring about different layers of communities and society, the school organizes seminars and visits from local community organizations, social enterprises, commercial sectors, and innovative initiatives.
- The Guidance and Counseling Department, along with the school social workers, invited 24 S3 to S6 students to participate in social services with PHAB from February to May 2023. They were able to communicate and engage in activities with participants who have physical disabilities. Positive feedback was received from PHAB and the participants. According to the reflection of the Guidance Prefect, they agreed that it was a good opportunity for them to interact with people who have physical disabilities. They gained real-life experience of the daily challenges faced by people with disabilities, which helped them understand the difficulties and foster empathy towards those in need.
- The Guidance and Counseling Department invited 10 S4 to S5 students to join a joint school volunteer activity held by 'Health-in-Mind, Youth Mental Health Promotion Project' on July 15, 2023. They played games and visited Hong Kong Wetland Park with individuals in recovery. According to the reflection of the Guidance Prefect, they gained a better understanding of mental health and mental illness, reducing their misconceptions when they had the opportunity to communicate with them. It also helped them eliminate discrimination and foster a desire to build caring and inclusive communities.
- The Health Ambassadors visited Kwai Tsing District Health Centre on March 31, 2023, Jockey Club Harmony Link – Domestic Violence Prevention Centre on May 19, 2023, and volunteered at Food Angel on June 26, 2023. Based on the reflection of the Health Ambassadors, these visits and services provided them with a better understanding of people from different backgrounds, and they learned to be grateful and willing to serve disadvantaged groups.
- Our students received over 20 international art awards in 2022-2023 through their participation in international competitions guided by our Arts teachers. This experience enhanced students' understanding of various global issues, such as internet addiction and global warming, and raised their awareness of the importance of protecting our world.
- To broaden students' global vision in art appreciation, workshops were arranged at M+ museum and Hong Kong Palace Museum. Additionally, a visit to Y Park of the Environmental Protection Department was organized to enhance their concerns for global development, foster gratitude and empathy, and engage in a Kalimba art project using recycled wood from Typhoon Mangkhut in collaboration with Y Park.
- The Career Education Department organized activities as part of the 'Business-School Partnership Programme' during Life-wide-learning Days. These activities included career exploration, tertiary education visits, and workshops. Based on the observations of the teacher-in-charge, students actively participated in these activities.
- In order to broaden students' global vision on sustainable development, the Social Science KLA arranged a local visit for S3 students to ecology and sustainable development facilities on July 12, 2023. They visited Sewage Treatment Works, GREEN@SHA TIN, and WEEE · PARK (WEEE Treatment and Recycling Facility). Based on the feedback from students, this activity raised their awareness of environmental protection and sustainable development.



- To instill an awareness of the importance of being a global citizen, the Business KLA encouraged S1-S5 students to participate in the Hong Kong Financial Literacy Championship 2023, focusing on digital and sustainable economy. This competition helped students develop essential financial skills and values, unlocking their potential as future talents for the financial industry and global citizens.
- To cultivate an atmosphere of appreciating world cultures within the school context, the Citizenship and Social Development of Social Science KLA arranged Hong Kong local field studies for S4 students during the summer holiday. A talk was conducted on May 5, 2023, to introduce multiculturalism in Hong Kong and promote respect for different cultures. Students gained a better understanding of different cultures worldwide and how they are manifested in Hong Kong, particularly in areas such as food culture, festivals, and architectural culture. The students agreed that this activity helped strengthen their national identity.
- The planned 1 to 2 short mainland learning tours for junior form students had to be cancelled due to the pandemic, but they will be organized in the new academic year.
- A 6-day, 5-night study tour in Dalian was organized for 40 S4 to S5 students from July 18 to July 23, 2023. They visited three secondary schools and engaged in various activities with their Chinese counterparts, such as making dumplings at Dalian Jinshitan Experimental School, practicing Chinese Calligraphy at Dalian No. 24 High School, and performing in a literary show at The High School Attached to Dalian University of Technology. These paired activities facilitated meaningful communication with Chinese students and provided a deeper understanding of their daily culture. The students also visited Dalian University of Technology and participated in a taster program arranged by the lecturers, gaining valuable experience in China's excellent science and technology education. Additionally, the students visited historical attractions and significant sites related to China's planning and development. Based on the feedback and reflections of the students, they strongly agreed that this study tour broadened their exposure, deepened their understanding of mainland China, and strengthened their national identity.
- The Citizenship and Social Development of Social Science KLA arranged a Mainland study tour on July 5, 2023, for S5 students. During this tour, students visited Lenovo Group 5G Experience Center, Dongjiang Army Memorial Museum, and Future Science and Technology Museum. The visit provided students with a better understanding of the history and development of Shenzhen, China. It explored China's vision and further strengthened the students' national identity.
- It is suggested that the school provide more social services from different perspectives and encourage students to regularly participate in various volunteer services to increase their interactions with people from different walks of life in Hong Kong.
- The design of Life Education can involve more sharing and related activities to raise students' awareness of the diverse needs of individuals and show care towards them.
- Short mainland trips can be organized for junior form students during LWL days or the post-exam period to expose them to the development of mainland China and strengthen their national identity.
- SFECD and KLAs can design more activities or visits to raise students' awareness about global development issues such as war, food and water shortage, and global warming.

### **3.3 Students transform their sportsmanship into their academic and daily life.**

- The data collected from APASO showed that students in our school focus on physical training (Q-score 112) and, as a result, transition to a positive learning attitude (perseverance) (Q-score 107) and learning motivation (intrinsic) (Q-score 108), which scored higher than the raw mean of Hong Kong. It also helps to develop a positive school climate and enhances students' sense of belonging (Q-score 111). This indicates that students acknowledge the positive impact of our school's sports atmosphere on their individual development. They believe that engaging in sports activities fosters personal growth, both physically and mentally, enhancing their overall well-being and character development.
- Based on the teacher's observations and data from the Classroom Diary, there has been an improvement in the classroom atmosphere of the sports elites' classes. Students have achieved an average score of 3.5 out of 5 in the Classroom Diary, with the S2 sports elites' class reaching as high as 4.5 out of 5. However, the performance of the S3 sports elites' class appeared to be more scattered. They exhibited lower learning motivation, and some students were unable to keep up with the teaching pace. Nevertheless, the average score for them was still 3.2 out of 5. Overall, the teachers are satisfied with the classroom performance of the sports elites' classes. However, there is room for improvement in establishing a conducive learning environment and enhancing students' learning motivation and classroom performance.
- Based on the disciplinary records, it is evident that the discipline record of the sports elites has shown improvement. No sports elite students have received any demerits, and the occurrences of black marks and written warnings have decreased. The conduct grades of the sports elite students have displayed significant improvement. In the 2021-2022 academic year, their overall conduct grade reached a B- level, with individual students achieving a C level. However, in 2022-2023, this has improved, and the overall conduct grade now stands at a B level, with some individual students even earning an A-. This positive shift demonstrates that the sports elite students are translating the values of sportsmanship, resilience, and effort into their academic and daily lives. Teachers can further recognize and reinforce the sports elites' accomplishments in other areas while consistently raising expectations and nurturing their overall personal development.
- In the 2022-2023 academic year, 40% of students were school team members, with over 300 students participating in different competitions. At the end of the school year, good points and merits were given to school team members, indicating that the teacher-in-charge agreed that they showed good performance in training and competition.
- At the Prize Presentation Ceremony, 19 school team members were rewarded with 'Outstanding Sportsman Awards'. They showed outstanding performance in Physical Education and actively participated in sports and related activities. They were also enthusiastic and active in promoting sports, possessing sportsmanship and good conduct. Joyce CHAN from Basketball, Squash, Handball, and Swimming School Team in 4E was rewarded as the 'Most Outstanding Student of the Year', demonstrating outstanding all-round abilities, a strong sense of belonging to the school, and contributions to the learning process in class and community services. All of the awardees were recognized as role models for their sports teams and our school.
- Our sports team members received several awards in the Grantham Outstanding Student Athletes Awards 2022-2023, with Tsang Wai Chun winning Sportsboy and Chu Po Yan winning Sportsgirl. Both of them expressed facing difficulties in their pursuit of success in sports, but they both overcame obstacles to achieve great heights. Students will learn from their great perseverance and achieve greatness in various disciplines.
- To improve the self-discipline of the sports team members, the teacher-in-charge regularly checked the attendance of different sports teams and intervened when students were found to miss training multiple times. The attendance in most of the sports teams improved.

- To achieve better results in inter-school competitions, training strategies were reviewed to improve competition outcomes. Two training camps were also organized to equip and prepare sports team members for the competitions.
- The Girls Basketball Team won the First-runner up place in the Basketball JingYing Tournament. The team put in every effort during several months of training, and their united hard work and high spirit were witnessed by every member of LTFC. They showed excellent performances in the tournament, and overcoming obstacles helped promote perseverance in the school.
- The school won Boys Overall Champion and Girls Overall 1st Runner Up in HKSSF Shatin and Sai Kung District. With flexibility in academic arrangements for students who are representatives of Hong Kong in different international competitions, students were further encouraged to develop in sports.
- It is suggested that the school should organize personal and leadership development programs for sports team members to strengthen their personal growth, career, and life planning.
- The House Captains and Vice-captains in 2022-2023 were mainly the sports players in the school. They underwent training last summer to learn the skills required as leaders. They also gained experience in events such as the Swimming Gala, Athletics Meet, and other inter-house competitions.
- It is suggested that the Principal or Vice-principals meet with the school team leaders to reinforce their roles as leaders.
- To strengthen the sense of belonging among other students, more announcements should be made providing details of the competitions to encourage students to watch the games and cheer for the sports teams. School cheering tools should be provided to show the unity of the school. The Campus TV or IT team can help record the process of the competitions and show them in the school to encourage the sports teams. Sport results of different teams can also be shown in the morning assemblies to allow the players to share their feelings about the competition and promote perseverance in the school.

**Lam Tai Fai College**  
**DSS Schools' Annual Financial Position**  
**Financial Summary for 2021-2022 School Year**

Items	Government Funds	Non-Government Funds
<b>INCOME (in terms of percentages of the annual overall income)</b>		
DSS Subsidy	64.06%	N.A
School Fees	N.A	28.86%
Donations	N.A	N.A
Others Income	1.01%	5.65%
Government Capital Grant utilized	0.42%	N.A
TOTAL :	<b>65.49%</b>	<b>34.51%</b>

<b>EXPENDITURE (in terms of percentages of the annual overall expenditure)</b>	
Staff Remuneration	73.59%
Operating Expenses	10.12%
Fee Remission & Scholarship *	5.59%
Repairs & Maintenances	1.97%
Depreciation	8.23%
Miscellaneous	0.01%
Government Capital Grant utilized	0.49%
TOTAL :	<b>100%</b>

<b>Surplus</b> for the School Year #	2.10 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	8.81 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure	

**\*The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.**

**It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.**