



林大輝中學  
**LAM TAI FAI COLLEGE**



**Annual School Report  
2023-2024**

# 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

**S**elf-motivation

**H**onour

**I**nspiration

**N**urture

**E**xcellence

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## **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 teachers for the new academic year, a New Teachers' Orientation was held on 24 August 2023. A short video "A Day in the Life of a Teacher at LTFC" was filmed to show a typical day of a teacher to all new teachers.
- To promote national identity and Chinese culture, a workshop on "How to Cultivate Students' Humanistic Qualities Through Artworks and Cultural Relics" was conducted by MCLED on 5 September 2023.
- To establish positive group dynamics with mutual trust and support, the school conducted a 'Secret Angel' activity from 26 September 2023 to 4 June 2024. In this activity, each teacher was assigned another teacher as their 'angel' in order to foster a supportive atmosphere within school.
- To promote creativity in teaching, a school-wide Professional Development Workshop was held at M+ Museum on 20 October 2023. The main focus of the workshop was multi-perspective thinking. It consisted of two activities, namely Creative Interpretation Experience and Monoprint Making. Feedback from the workshop was overwhelmingly positive. 100% of the teachers either agreed or strongly agreed that the activity sparked their creativity and innovation. Additionally, 100% of the teachers agreed or strongly agreed that that they were satisfied with the arrangements of the First Staff Development Day and the M+ school-wide Professional Development Workshop.
- To promote innovation, technology and national identity, the school organized an "Innovation, Technology and Cultural Tour to the Greater Bay Area" on 15 March 2024. The itinerary included a visit to the GAC Technology Museum and Dajiao Mountain Forts, which helped teachers understand the development of technology in China and Chinese history. 93.3% of the teachers agreed or strongly agreed that they were satisfied with the arrangements of the Second Staff Development Day.
- To enhance awareness of information literacy, the school hosted a "QEF information Literacy Teacher Seminar: Understanding the Psychological Literacy of the GenZ Generation" conducted by MCLED on 4 June 2024.
- To enhance knowledge of National Security Education, an "Onsite Teacher Workshop on National Security Education" was conducted by the Education Bureau on 12 July 2024.
- More than 27 courses, including those related to teaching and learning as well as educational trends were nominated by SDD this year to help staff enrich their professional knowledge.
- According to the stakeholder survey, 71% of the teachers agreed or strongly agreed that the professional development activities organized by the school for teachers could cater to school development and students' needs.
- To keep staff updated on the school's latest developments, changes and future planning, most KLA heads made good use of both formal and informal meetings to share and explain the major school policies during common lesson time. Furthermore, the Head of Administration sent monthly reminders for regular meetings and scheduled school events.
- To create channels for staff to express their opinions, the school introduced a new teacher supporting channel. This channel aimed to help new teachers address the problems they faced in the new working environment and provided a platform for them to express their opinions and concerns. An anonymous Google form was sent to all new staff on 18 October 2023 to understand their needs. 12 new teachers provided their valuable opinions and enquiries on classroom management problems and technical problems, all of which were

addressed.

- The new teacher lunch gathering was organized on 8 December 2023 to give new staff an opportunity to engage themselves in professional exchanges with experienced teachers. 17 teachers attended this event. During the sharing session, the senior teachers shared their views on handling students' misconduct, classroom management and professional ethics. The new staff members benefitted from this exchange and were able to find solutions to the problems they had previously raised.
- To facilitate the formulation of school policies and promote collective decision-making, open communication and discussion among staff were encouraged. There were both formal meetings, such as KLA meetings and Common Lesson Time, as well as informal meetings and gatherings to gather ideas from the teaching staff. This helped increase teachers' ownership and sense of belonging to the school.
- To create an atmosphere that welcomes and recognizes staff's constructive opinions, the members of the Executive Committee (EC) are encouraged to give their opinions and discuss them during EC meetings. For example, a network problem was addressed and improved upon based on the feedback and suggestions from the EC members.
- The stakeholder survey results showed that the number of teachers who agreed or strongly agreed with the item "The staff are on harmonious terms" has continued to increase from 81.8% to 84.1%.
- Similarly, the number of teachers who agreed or strongly agreed with the item "The staff cooperates with one another at work happily has also steadily increased from 78.4% to 80.5%. This upward trend suggests that the strategies implemented by the school to foster a harmonious and collaborative work environment have been successful in helping our staff members establish mutual trust and supportive team dynamics.
- Although the score on the item 'My views on school climate' remained unchanged at 3.7, the number of teachers who agreed or strongly agreed with the item "The staff have good morale" increased from 42.5% to 48.2%. This indicated that some of the strategies were useful in boosting staff morale. To further enhance staff morale, the school should be more aware of the needs of the teaching staff and the challenges they face in order that timely assistance and support can be provided.
- To ensure that all staff share the same vision and work toward the same goal, the school should make the objectives of the school policies and activities clear to all staff. This can help them understand the rationale behind the policies.
- To ensure that all staff members at LTFC are kept informed of important events and updates, E-group platform or Google Calendar are suggested to allow staff to easily access relevant information on a daily basis.

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

- To promote a Professional Learning Community (PLC), the school organized different workshops to encourage teaching staff to learn from good practices among their peers. For example, to help new teaching staff handle disciplinary problems they might face, effective practices and solutions were demonstrated by experienced teachers during the new teachers' orientation held on 24 August 2023.
- IT training was conducted on 24 August 2023 to help staff members learn how to use the different school platforms for teaching purposes.
- The Teachers' Workshop, which focused on six major areas—professional conduct, work attitude, professional development, language environment, student management, and communication with parents—was conducted on 28 August 2023. All staff had the opportunity to discuss and share effective methods for handling various situations. Additionally, some teachers were invited to share their experiences related to those six areas, in order that all staff could learn different solutions from their peers. A total of 94.5% of

teachers expressed satisfaction with the arrangement of the workshop. A Professional Learning Community was created to encourage staff's continuous improvement and to strive for excellence.

- To enhance professional exchange and communication between Subject Panels and members, Peer Lesson Observation was held from 25 September 2023 to 10 November 2023. The focus of the year was on e-learning and classroom routines. Top-performing teachers were invited to conduct professional sharing and demonstrate their lessons to their panel members. 21 lesson observations were open for teaching staff to register, and the lessons were recorded for future references.
- To identify the developmental needs of staff and organize their professional training, all new teachers are nominated to take the Training Programme for Newly-joined Teachers conducted by the Education Bureau. This year, 8 teachers completed the 90-hour training programme for Newly-joined Teachers, including a Mainland study tour this year.
- In the area of catering learner diversity and students' special needs, tailor-made courses on catering for diverse learning needs were provided to fit the school and teachers' needs. On the other hand, regular professional programmes were also recommended by the school.
- Teachers were also recommended to join courses, like "Teachers' Professional Identity", "T-Standard+", 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 percentage of teachers who agreed or strongly agreed that "The professional development activities for teachers organized by the school are very helpful to my work" increased from 63.6% to 68%.
- The score for the item "The school has developed an ambience of professional exchange" remained unchanged at 3.5. The school needs to provide more opportunities for teachers to share their teaching ideas and learn from each other. Visits to other schools should also be arranged to encourage more professional exchange.
- In order to provide advice, guidance and emotional support to novice teachers as well as help them integrate into the school more easily, a more structured mentorship programme was introduced. Mentors were assigned to each new teacher to help them integrate into the school and adapt to school life. Mentors were responsible for teaching and addressing the problems that the newcomers faced. Also, the Staff Development Department organized gatherings at the beginning and middle of the school term, providing a platform for new and experienced teachers to exchange thoughts, and mentors from different subjects to share their experiences.
- There are some good practices in KLAs under the mentorship programme. In Chinese KLA, mentors provided guidance on subject arrangements, academic requirements and lesson design, as well as encouraged new teachers to pursue further education and learning opportunities. Mentors and mentees were engaged in communication through different gatherings. Mentors also proactively arranged numerous informal meetings in response to the specific needs of each mentee. During these meetings, topics such as teaching material design and ways to enhance professional development were discussed.
- In English KLA, they provided novice teachers with access to relevant teaching resources, workshops, conferences and online communities. It helped them stay updated with current trends and enhance their teaching skills
- In Mathematics KLA, mentors helped new teachers develop their Mathematics teaching skills, understand the curriculum, and fostered a positive learning environment. They provided emotional support to the mentees and encourage sharing of resources.
- In PE KLA, regular lunch gatherings were conducted to understand the difficulties of the mentees. Mentors opened their classrooms for lesson observations to facilitate sharing.
- In I&T KLA, a supportive environment was fostered with the mentor guiding and assisting the less experienced teachers, as well as demonstrating how to conduct an effective lesson. Their collaboration enhanced professional growth, knowledge sharing, and ultimately improved the overall quality of education in the school.

- In Art KLA, mentors shared the teaching methodologies and discussed teaching progress, lesson planning with mentees. In addition, mentors provided administrative and emotional support and solutions to mentees.
- The buddy system was an effective way to help new teachers integrate into the school more easily. A buddy was paired with a new staff member to provide useful suggestions to their problems. 90% of the new teachers agreed or strongly agreed that mentors and buddies could give useful suggestions and feedback. 85% of the teachers agreed or strongly agreed that they were happy with the arrangements of the mentorship scheme.
- A suggestion for improving the mentorship programme in the upcoming school year is to organize structured feedback sessions between mentors and mentees. These sessions can provide valuable opportunities for mentees to reflect on their progress, seek guidance and receive constructive feedback from their mentors.
- All in all, it is evident that the staff development activities conducted by the school have successfully catered to the school's development and teachers' professional development.

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

- The management team assigned staff administrative duties based on their strengths, abilities, and commitment to the school.
- In order to show recognition for teachers' commitment and devotion to the school, the long services award scheme was implemented.
- In Mathematics KLA, a form was created for panel members to indicate their preferences on teaching and administrative duties in the next school year.
- In STEAM Education, a teacher with potential was appointed as the STEAM coordinator to promote STEAM education. The teacher's enthusiasm and passion for STEAM and innovative teaching methods significantly contributed to the improvement of the STEAM curriculum in the school. His dedication and commitment to professional development was appreciated.
- In Chinese KLA, team members devoted a significant amount of time to design worksheets for students and optimizing differentiated instructions. Both the junior form and senior form coordinators acknowledged this effort and encouraged colleagues to demonstrate their professionalism.
- In Art KLA, teachers were recognized and credited for their contributions to their students' achievements in art and fashion design.
- In the Business KLA, teachers are encouraged to train students to participate in business-related competitions, and positive feedback was given to them to credit their work.
- The stakeholder survey results show a decrease in the score for the item "I find satisfaction in working in this school," from 3.7 to 3.5. Only 57.8% of teachers agreed or strongly agreed with this item. This could be closely related to student learning and discipline as the scores on "My students are deeply interested learning." and "My students take the initiative to learn were only 2.9, and the score on "My students are self-disciplined and follow rules were only 2.8. It is suggested to organize more programmes and activities to enhance students' learning motivation and class discipline.

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

- The new computers and printing system were installed in the staff room to improve their work efficiency.
- Interactive panels were installed in the Art rooms, Music room and Science labs to improve the quality of teaching and presentations.
- To streamline the school's administrative procedures, the egroup mark entry system was refined to make daily and assessment marks entry more efficient. Staff's leave applications can be digitized and submitted online via e-group to save paper and to improve efficiency.

- The school could also make good use of the Google Calendar to remind staff of school events, meetings and activities to enhance the flow of information.

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

- To identify promising candidates for succession to middle and senior management positions, some potential teachers were assigned to take up middle-management roles, such as coordinators in Chinese Language, English Language and Health Education and Science Education.
- The management team held informal meetings with potential future school leaders to understand their needs and career preferences.
- Some middle managers were assigned to participate in the Core Programme under the Enhanced Training for Promotion conducted by the Education Bureau, as well as professional development programs offered by The Education University of Hong Kong.

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

- During recruitment interviews, the management team shared the school's vision, mission, and expectations with new staff members to attract top talents to the school.
- A highly competitive remuneration package was developed for staff. Not only is the monthly salary more attractive, but the 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 12.8% in 2022-2023 to 4.76% in 2023-2024.

## **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**

- In the 2024 DSE, among the 15 subjects, 12 subjects showed improvement in Grade 3 results, indicating that 70% of the subjects have progressed compared to last year. Also, with reference to the APASO survey, the score regarding the competitiveness of the learning atmosphere has enhanced from 97.6 to 108.4. This reflects that a culture of striving for academic excellence is gradually being established among students through the following strategies:
- A commendable board at every elevator entrance now lists the top five students, the top three most improved students, and three students with outstanding learning attitudes, updated after each examination. This strategy encourages a competitive spirit among students, boosting their motivation through public acknowledgment of their efforts and achievements.
- As a motivational incentive, students whose names consistently appear on the commendable board by the year-end are rewarded with an exciting trip to Ocean Park. This not only serves as a public recognition of their hard work, but also as a fun incentive for students to strive for continual excellence in their academic endeavors.
- The school has introduced targeted reinforcement and enhancement classes for both senior forms and younger students in core subjects, facilitated by small class sizes that allow for personalized instruction. These classes have improved students' understanding and performance, with high achievers preparing for competitive exams and struggling students achieving necessary improvements.
- The Learning Pioneers Training Programme (學習先鋒領袖培訓計劃) organized in collaboration with external educational organization, focuses on enhancing the leadership, presentation, and collaborative skills of S4 and S5 students through engaging and innovative activities. This initiative has been highly effective in boosting students' confidence and problem-solving skills, with positive feedback indicating substantial benefits in self-discovery and academic confidence.



- Tutorial sessions led by famous tutors in Chinese, Mathematics, and Physics are conducted to deepen students' knowledge and strengthen their foundational skills. These sessions are specifically designed for advanced learners, helping them to excel in their respective subjects and prepare for higher academic challenges, with students reporting enhanced confidence and improved academic performance.
- To further boost the atmosphere of striving for academic excellence, it is suggested the commendable board be updated to include a broader range of recognitions. Teachers should be encouraged to acknowledge not only academic achievements like test scores but also students' efforts in dictations, class participation, and homework completion. The inclusive approach to recognition will better reflect diverse student strengths and contributions, fostering a richer, more supportive learning environment. Additionally, the use of praise cards distributed during the CT Period can be optimized to further highlight these achievements, ensuring that students feel valued and motivated by these acknowledgments, thereby reinforcing their engagement and commitment to learning.

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

- Recent statistics and stakeholder surveys show a positive shift in our students' reading habits, indicating the success of our efforts to promote reading across the curriculum. The stakeholder survey highlighted an improvement in the rating for "My student likes reading" from 2.5 to 2.7. Additionally, APASO results reveal a slight uptick in engagement with non-designated reading materials and in the Q-value for leisure reading time from 90 to 100. Moreover, the book borrowing date at the learning resource center has tripled by increasing from 1,399 to 3,599 books between the 2022-2023 and 2023-2024 periods, underscoring a growing engagement with reading resources. The statistics highlighted the development regarding the reading culture at school, which is cultivated through the following measures implemented throughout the academic year:
  - The reading curriculum for S1 and S2 students has been tailored to align with their learning needs. Specialized instructional materials and reading worksheets are also designed to enrich students' reading experiences. The library supports various subject panels and hosts author talks and reading clubs, enhancing the reading culture. Additionally, during holidays such as Chinese New Year and Easter, the library initiated a reading quiz involving a curated booklist which recorded with over 80% student participation.
  - The Chinese and English Departments instructed students at various levels to complete "One-Minute Reading Reports" for students. The Chinese department students submit multimedia book reflections while English department students present their readings in Google Classroom. This enhances both reading engagement and presentation skills. To further promote reading, the library will compile and distribute favorite booklists suggested by teachers, students, and notable alumni after the summer, providing tailored recommendations complete with summaries and reflections to enrich students' reading experience.
  - To further develop the reading culture across various subjects, several methods have been suggested: For Chinese, activities such as book exhibitions, classroom borrowing systems, teacher-curated book lists, author lectures, reading clubs, and public library activities are recommended. Geography teachers can enhance learning by sharing extracts from online news relevant to their curriculum. Economics students are encouraged to join reading courses provided by the Education Bureau, while Citizenship and Social Development has designed learning materials that integrate specific passages or news articles into lessons to make the learning context more engaging and relevant. These diverse strategies aim to develop students' reading habits and deepen their understanding of different subjects.

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

- Recent survey findings provide a mixed insight into the development of participative and self-directed learning among students. According to the teacher survey, the statement "My students take the initiative to learn" scored a 2.90, showing no change from previous assessments. This indicates a steady but potentially stagnant level of student initiative in learning. In contrast, a student survey revealed a more positive outlook, with students rating their ability to apply learning strategies, such as pre-lesson preparation and using various learning tools, at 3.5 out of 5. This higher rating suggests that students feel moderately confident in their ability to engage with and utilize self-directed learning strategies effectively. The initiatives implemented to foster participative and self-directed learning appear to have varying degrees of success, as reflected in the statistical findings:
- The deployment of "Pre-Lesson Learning Booklets" has been instrumental in providing students with materials to review and study in advance, enhancing their understanding before attending actual lessons. This initiative correlates with the positive student responses regarding their ability to prepare for classes using structured learning tools, as indicated by the student survey score. The booklets likely contribute to improving participation in lessons and fostering better habits of self-directed learning.
- The use of instructional videos, especially for complex topics and exam preparation like the HKDSE, supports independent learning. These resources are particularly beneficial during self-directed periods, such as study leave, allowing students to manage their learning pace and depth, which is crucial for effective revision and self-motivation.
- The Learning and Support Department (LSD) has implemented initiatives to enhance academic support and self-directed learning among students. Senior students are invited to provide personalized tutoring and homework assistance to junior students during lunchtime. Additionally, alumni are involved in delivering subject-specific sharing sessions and workshops. While organizing supplementary classes has been challenging due to varying student ability levels and availability, specific measures in subjects like English have allowed senior students to actively improve their skills through oral exercises. Similar strategies have been applied in Chinese and Humanities and Social Sciences, yielding satisfactory outcomes.
- To further enhance the current educational strategies, several improvements are suggested. Firstly, the Pre-Lesson Learning Booklets, which have shown positive results, should be expanded to include an additional grade level to broaden their impact and reach more students. Additionally, the initiatives involving HKDSE instructional videos and the recruitment and training of senior students as tutors have proven effective and should be continued. By maintaining these successful programs and scaling up the Pre-Lesson Learning Booklets, the school can further support and improve student learning outcomes.

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

- Regarding the external examination, the overall results of students in the HKDSE examination have shown an improvement compared to last year. Among the 15 subjects, 10 subjects showed improvement in Grade 2 results, which means that two-thirds of the subjects have progressed compared to last year.
- Also, stakeholder surveys indicate a slight improvement in how subject panels and committees utilize data to assess and plan curriculum effectiveness, with scores increasing from 3.6 to 3.7. Internal examination results reveal mixed outcomes across different student levels, with passing rates for S2, S4 and S5 increasing slightly ranging from 0.91% to 22.13%. However, the results of S2 students showed a decline from 74.03% to 63.64%. These statistics highlight varying degrees of academic achievement and suggest areas where targeted improvements could enhance performance.
- The evaluation of current strategies showcases several effective practices and plans for future enhancements. For instance, the implementation of Pre-Exam Practice Sessions across various subjects has proven beneficial. These sessions help students become familiar with

exam formats and question types, enhancing confidence and performance. Subjects including Chinese Language, English Language, Mathematics, ICT, and BAFS have incorporated practice papers and drills into their curriculum, which students have found particularly useful for avoiding careless mistakes. Moreover, the use of comprehensive learning materials and supplementary lessons further supports students' exam preparations.

- Additionally, leveraging test and examination data for curriculum design has been a significant focus. The Curriculum and Assessment Development (CAD) team provides detailed analyses of public examination results and internal assessments to inform teaching materials and strategies. This data-driven approach allows subject panel heads to identify underperforming classes or students, thereby tailoring interventions more effectively. The Predicted Level Study System (PLSS) and Outlier Analysis are examples of tools used to monitor and predict student performance, aiding in the preparation for the HKDSE and ensuring timely feedback and adjustments in teaching practices.
- To address learner diversity, a three-layer curriculum is being developed, as suggested in the ESR Report. This involves collaboration between the Academic Affairs Committee (AAC), educational psychologists, and KLA Heads to refine and implement strategies that cater to the diverse needs of students, particularly in S3-S4. These strategies are designed to provide a more personalized learning experience, accommodating various learning styles and abilities, with subject heads actively involved in drafting and executing proposals to meet these diverse educational requirements.
- To enhance student performance in internal and external examinations, several strategies are recommended. Firstly, the continuation of Pre-Exam Practice sessions is advised as they have proven effective in familiarizing students with exam formats and boosting their confidence. Secondly, the use of Test and Examination Data should be expanded. Providing more diversified data will allow subject panels to gain a broader understanding of students' learning situations, enabling more targeted and effective teaching strategies. Lastly, addressing the challenge of catering to learner diversity remains crucial. Increasing the number of sharing sessions focused on professional development can equip teachers with necessary skills and knowledge to effectively address diverse learning needs and improve overall student performance.

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

- Recent survey results and APASO scores provide a mixed view of the effectiveness of the educational strategies employed by the school. Stakeholder surveys reveal that while the school's strategic efforts to provide diverse learning experiences have declined slightly from 3.8 to 3.6, its arrangement for connecting learning inside and outside the classroom remains strong at 3.8. Student feedback on their teachers' encouragement to overcome learning difficulties remains steady at 3.6.
- In view of students' development in their national identity, APASO scores related to National Identity show positive changes, with indicators such as Responsibility and Obligations increasing from 101.6 to 110.4, and similar improvements have been noted across other dimensions of National Identity, including Pride, Affection, National Flag, Anthem, and Achievement.
- The evaluation of activities to promote Chinese Culture Education indicates strong engagement and satisfaction among students. Organized co-curricular activities, such as workshops on traditional Chinese arts and participation in the "Chinese Culture Festival," have effectively enhanced students' appreciation for their cultural heritage. The upcoming cultural exchange trip to Beijing and Shenyang is also anticipated to further deepen this appreciation, supported by the high satisfaction rates reported from previous activities.
- Language-across curriculum initiatives have successfully integrated various subjects with a focus on STEAM (Science, Technology, Engineering, Arts, Mathematics). These activities, including STEAM week, have been enthusiastically received by students, highlighting the

success of interdisciplinary approaches such as Mathematics for Fun and Science for Fun. Workshops and seminars during these events have fostered creativity, teamwork, and problem-solving skills among students. The reorganization of the IT Ambassador service group demonstrates a commitment to enhancing student leadership and participation in technology-related activities.

- Efforts to establish a language-rich learning environment are ongoing, with multiple initiatives focusing on both Chinese and English languages. The school has engaged students in speech festivals, writing competitions, and literature seminars to promote Chinese language skills. In English, the introduction of English Weeks, an English Reading Club, and interactive activities like the English Café, aim to increase English usage and exposure among students. These efforts are complemented by practical engagements such as morning assemblies and campus notices in English, designed to create an immersive English language environment.
- In response to national security education, the school has implemented a structured approach to integrate this theme across relevant subjects. Initial planning and continuous review through designated forms help ensure that the implementation of national security education is both effective and reflective, with ongoing adjustments based on feedback and observed outcomes. This structured approach underscores the school's commitment to comprehensive education that includes important civic and national elements. To further enhance the educational offerings of the school, several improvements are recommended.
- First, cultural exchange activities have proven to be highly beneficial, allowing students to immerse themselves in the customs and lifestyles of different regions. Making these activities a regular annual event could provide consistent and deepened cultural understanding for students year after year. Additionally, the enhancement of the English Medium Instruction (EMI) environment is advised. This could be achieved by providing more EMI courses for teachers and collaborating with external organizations to assist in the implementation of EMI. Such collaboration could focus on classroom instruction, the design of teaching materials, and the organization of educational activities, ensuring a comprehensive and effective EMI framework that enriches students' learning experiences across various subjects.

## **2.6 Enhance teaching quality by equipping teachers with new pedagogical skills and concepts**

- The APASO statistical findings indicate improvements in teaching quality at the school. The Q-Score for Teaching (Clear Instruction) has shown a substantial increase, moving from 92.8 to 100.2, suggesting that students perceive instructions from teachers as clearer and more comprehensible than before. Additionally, the Q-Score for Teaching (Teacher Support) has seen a modest rise, moving from 88.8 to 89.6, indicating a slight improvement in the support teachers provide to their students.
- The evaluation of current educational strategies highlights several effective initiatives aimed at enhancing teaching quality. The school plans to collaborate with Poly U School-based Services to conduct seminars and workshops focusing on learner-centered teaching and the integration of English Medium Instruction (EMI) with e-learning. This initiative aims to refine teachers' pedagogical skills further and adapt to modern educational needs effectively. Moreover, there is an encouragement for teachers to create instructional videos that demonstrate the use of e-learning applications, fostering a collaborative and self-sustaining learning environment among the faculty.
- Building on these initiatives, the school has formulated suggestions for further development. It is recommended that the school collaborate with the Professional Development Unit to bring in external experts or professors at the start of the school term. These experts can provide specialized guidance on learner-centered teaching and the effective use of e-learning tools. Additionally, to maximize the utility of created e-learning instructional videos, it is

suggested that these videos be made accessible to all teachers, providing them with the opportunity to learn and adopt new e-learning applications and techniques independently. This approach not only enhances individual teacher capabilities but also elevates the overall educational standards of the institution.

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

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

- To build up a good daily routine that raise students' self-discipline, the Discipline and Pastoral Care Department prepared weekly briefings which broadcast on every Friday to provide students with regular reminders and opportunities to enhance their self-discipline. Self-discipline is a core leadership quality, as it enables students to stay focused, organized, and accountable. The consistent nature of these briefings helps reinforce self-disciplinary habits over time.
- To involve students in different volunteer activities or social services, the Moral Civic and Life Education Department organized the S1-S5 Service Learning Programme, which provided students with valuable hands-on experience serving the community. Providing service to others is a hallmark of effective leadership, as it fosters empathy, responsibility, and a commitment to making a positive impact. This year, the school has arranged 2 service activities for S1 and S3 students. The expansion of the program based on staff feedback demonstrates a responsive and iterative approach to continuously improve the service-learning opportunities.
- To provide holistic leadership training for student leaders, the School Function and Extended Curriculum Department organized leadership training workshops and seminars focusing on communication, decision making, problem-solving, and teamwork are essential for developing well-rounded student leaders. These workshops provide students with structured opportunities to learn and practice the fundamental skills required to lead effectively in various contexts.
- Life Education integrated lessons on self-discipline, social skills, love, and care into the course curriculum, directly targeting key leadership competencies. These "soft skills" are crucial for students to develop, as they enable effective communication, teamwork, and ethical decision-making - all vital for successful leadership.
- Different KLAs appointed subject prefects who act as role models and are responsible for collecting homework and reminding the class about homework. Some subjects also have senior students who act as peer mentors to help junior students. This cross-pollination of knowledge and skills is an efficient way to cultivate leadership across the school.
- The inauguration ceremony was held on 13th October 2023 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 its 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, recognizing their commendable performance. During the Prize Presentation Ceremony, 16 leaders were honored with the Outstanding School Services Awards, while the Chairperson of the Guidance Prefect received the Outstanding Leadership Award. These exceptional individuals exhibited self-confidence, responsibility, maturity, creativity, and sensibility, earning recognition as role models within the school.
- In October 2023, 100% of class monitors met with the Discipline Master. The Discipline Master 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.

- To train the students to become future leaders, the prefect system with a promotion ladder and leadership training camp is a clear pathway for students to progressively take on greater responsibility and develop their management capabilities. The structured nature of this system ensures that student leaders receive the necessary support and guidance to hone their skills over time.
- Senior students organize activities for junior students through the Peer Mentoring Programme by Learning Support Department. Students recognize themselves as mentors for their peers is a powerful example of students leading and supporting one another. This fosters a culture of collaborative leadership, where students learn from each other and work together to achieve shared goals.
- The senior leaders organize training activities for junior leaders through the Guidance Prefect Training Program by the Guidance and Counseling Department, which empowers guidance prefects to learn by participating in activities, creating projects, and teaching others. This "learning by doing" model allows student leaders to develop practical skills while also gaining experience in knowledge-sharing and mentorship - key abilities for effective leadership.
- The APASO results shows that the students have a strong sense of belonging. The Q-Score of "School Atmosphere (Sense of Belonging)" increased for both boy and girls, from 106 and 100 to 116 and 104 which showed that the school foster a positive atmosphere. On the other hands, the Q-Score "School Atmosphere (No Discipline Problems)" remained unchanged at 85. The school should strengthen students' self-discipline in order to maintain a safe and orderly learning environment for all, and instill important values like responsibility, respect, and accountability.
- The stakeholder survey results showed that the students agree that our school has provided sufficient chances for them to develop their leadership skills. The number of students who scored the item "The school provides adequate opportunities for students to develop their leadership abilities" increased from 3.7 to 3.8. The school should continue to put effort into strengthening student's leadership skills.
- According to a questionnaire conducted with student leaders in June 2024, the leaders reported an increase in their leadership skills. Specifically, 97.3% indicated that their skills improved through continuous practice and learning, reflecting a 0.2% increase compared to last year. Furthermore, 94.5% of leaders stated that they successfully led their teams to achieve common goals and unlock the potential of team members, representing a 3.3% increase from the previous year. Additionally, over 97.5% agreed that their responsibilities and leadership skills have been enhanced, although this shows a slight decrease.
- To further enhance the student leadership program, the school should implement structured leadership training throughout the school year, with mid-term reviews and evaluations to provide more personalized feedback and support to student leaders. The school should provide more opportunities for student leaders to hold school events. Organizing and executing events like fundraisers, sports tournaments, and cultural showcases will give students invaluable experience in event planning, project management, and leadership. As the school gradually empowers students to plan and organize activities independently, the role of teachers should shift from initial planning to providing guidance and oversight, fostering greater student ownership.
- It is recommended that the school should also upgrade the meetings with student leaders and class monitors to be more regular, and incorporate leadership training workshops facilitated by local organizations to broaden the leaders' horizons. Regular meetings will foster stronger communication, while the external training can cover crucial topics like public speaking and

ethical decision-making.

- It is suggested that the school build leadership skills in junior forms by empowering junior form students as class monitors. Guiding these junior-form class monitors to organize activities themselves, with support from their senior peers, allows them to take ownership and learn by doing. This collaboration between junior and senior students creates meaningful mentorship opportunities and connections across age groups.
- It is suggested that the school should incorporate value and discipline training during the weekly Class Teacher period. Dedicating time to instill core values like responsibility, integrity, and effective communication will equip all students with the skills to be ethical leaders.

### **3.2 A holistic planning on values education is in place to strengthen the implementation.**

- The school has implemented a comprehensive and well-integrated approach to values education, leveraging various strategies to effectively instill core values across the institution. The integration of values education across all Key Learning Areas (KLAs) is commendable. At the beginning of the academic year, the school submits a detailed scheme of work that incorporates 10 core values, ensuring systematic implementation throughout the curriculum. Teachers shared students' good work to facilitate recognition and reinforcement of positive behaviors. Furthermore, the evaluation conducted by KLA heads helps assess the effectiveness of the values education program, enabling continuous improvement.
- The Moral Civic and Life Education Department and the Life Education lessons design diverse activities to enrich students' values education is highly laudable. The focus on debriefing of the activity is particularly noteworthy, as it raises students' awareness of their own needs and the importance of caring for others in their school and family life. This approach fosters a deeper understanding and internalization of the values being imparted.
- The school's collaborative efforts with various KLAs, departments, students' group and societies, and NGOs further enhance the value education program. This multidisciplinary approach ensures that students are exposed to a wide range of perspectives and opportunities to engage with and apply core values.
- The Student Development Committee organized positive education camps on Life-wide Learning days and after exams for students from S1 to S4 and S6, which is a valuable initiative. These camps provide dedicated time and space for students to focus on their personal growth, well-being, and the development of positive values, complementing the school's broader values education efforts.
- The stakeholder survey data on the item "The school curriculum aligns with the following learning goals: National and Global Identity" increased from 3.7 to 3.9, shows that stakeholders recognize the school's efforts in aligning its curriculum with the goal of cultivating national and global identity. It shows an increase in the score for the item "The school leads collaboration among subject panels and committees to actively implement values education" from 3.6 to 3.7. This suggests that the school's collaborative efforts to deliver values education are positively perceived.
- The APASO results shows that the scores on 4 items related to "National Identity" increased from the range of 100-107 to 113-116 when compared to last year, which is also higher than the average performance of all schools in Hong Kong. This indicates that the values education program has successfully strengthened students' sense of national and global identity.
- It is suggested that the school can further enhance the values education program and continue to nurture well-rounded students with a strong sense of unity, diligence, perseverance, and courage.
- To foster unity and diligence, the school should implement collaborative classroom cleaning activities that cultivate a sense of ownership and belonging, as well as a strong work ethic. Encouraging class-based projects or activities that promote a sense of togetherness and

accomplishment will strengthen students' bonds and reinforce the value of unity. Organizing whole-school events where students can cheer on and support their house or class will cultivate a stronger sense of school spirit.

- To develop perseverance and courage, the school should empower prefects and class monitors to take on more responsibilities in upholding school rules and procedures. This will provide valuable leadership opportunities for students and help them develop the perseverance and courage.

### **3.3 Students have a global vision and concern the development of the world. Students learned to have gratitude and empathy**

- To enhance students' awareness of social issues, the school organizes some local community service activities and visits for students. Besides the Service Learning Programme, the Moral Civic and Life Education Department also organizes various initiatives to nurture empathy and concern for others among students. Through diverse programs like movie appreciation, life story sharing, talks, and workshops, the department works to develop a culture of empathy within the school community. By exposing students to different narratives and encouraging them to reflect on their roles as global citizens, the school seeks to shape well-rounded individuals committed to making a positive social impact.
- Health Ambassadors have demonstrated their commitment to promoting health awareness and engaging in meaningful community service. Through a wide range of activities, from educational exhibitions to health screenings, event planning, and outreach, the ambassadors have put their knowledge and skills to practical use in serving the school and local community. These initiatives showcase the school's dedication to developing socially responsible and civic-minded students.
- The School Function and Extended Curriculum Department organized a diverse range of study tours, covering both mainland China and overseas destinations, providing students with valuable exposure to different regions and cultures. This aligns with the school's goal of nurturing globally-minded and nationally-proud citizens who can navigate the complexities of an interconnected world. By offering these diverse learning opportunities, the school empowers students to develop a broader perspective and a deeper understanding of the world around them.
- The school participation in the "Shenzhen Cultural Conservation and Innovation Technology Mainland Visit" organized by the Education Bureau aligns with the Citizenship and Social Development curriculum. This experiential learning opportunity allowed all Secondary 5 students to gain a first-hand understanding of the country's condition and latest developments, enhancing their knowledge and appreciation of Chinese culture, and strengthening their sense of national identity. This is a valuable initiative that supports the school's goal of nurturing globally-minded and nationally-proud citizens.
- The Discipline and Pastoral Care Department participated in the training camp of the Enhanced Smart Teens Program, led by the Fire Department, to help students develop the right values and behaviours needed to be good citizens. The camp provided hands-on experiences and training to instill essential qualities such as discipline, teamwork, and civic responsibility. The camp supplements the school's other programs that empower students to become globally-minded and nationally-proud citizens.
- To create an atmosphere for students to appreciate world culture, the Chinese Culture Education Department promotes students' understanding and appreciation of Chinese culture through various activities, such as Chinese cultural videos in morning assemblies, Chinese Culture Monthly activities and Chinese Cultural Day, demonstrating the school's commitment to fostering a sense of patriotism among its students. The school also organizes Chinese Cultural Festival activities at the Polytechnic University and arranges exchange tours to Beijing and Shenyang to learn about Chinese history and culture. These initiatives help strengthen students' connection to their cultural heritage and nurture a strong sense of



national identity.

- The Arts FLA puts great effort into exposing students to local and international competitions, workshops, and exhibitions. The FLA has also invited lecturers from SCAD USA, THEI HK, and PolyU to provide seminars and workshops to broaden students' global vision and concern for world development. By encouraging student participation in local and international competitions and sharing winning artworks from around the world to our students, the FLA provides students with opportunities to benchmark their own progress and understanding of the wider world. These initiatives demonstrate the school's commitment to developing well-rounded individuals with a global perspective.
- The school's efforts to support student development and cultivate global vision, concern for the world's development, gratitude, and empathy show a mixed but generally positive impact. The stakeholder survey on "Support for student development" indicates stable satisfaction, remaining unchanged at 3.7. However, students' view shows a slight decrease from 3.6 to 3.5, pointing to a small decline in their perceptions of the support they are receiving. The school's efforts to support student development and cultivate global vision, concern for the world's development, gratitude, and empathy show a mixed but generally positive impact.
- The positive feedback and reflections from students after the study tours indicate that these experiences resonate with them and make a meaningful difference. Students appreciate the school's proactive approach to expanding their horizons through diverse international and cultural immersion opportunities.
- It is suggested that the school should allocate more time for students to directly communicate and discuss with people from other regions during the study tours and exchange programs. This enhanced opportunity for dialogue and cultural exchange can significantly improve the learning experience. Additionally, the school should consider utilizing overseas exchange tours and training programs to broaden students' perspectives and help them learn from diverse global contexts. Encouraging students to share their reflections and experiences with their peers after these immersive activities can reinforce the learning outcomes and inspire others.
- It is recommended that the school should explore expanding its immersive or exchange activities, such as implementing exchange student programs. These experiences allow students to gain new insights and learn valuable lessons by engaging with different cultures and communities. Complementing experiential learning, the school should also discuss and explore ways to raise students' awareness and understanding of important global issues. Integrating discussions about world events and fostering a global mindset can further develop students' critical thinking and sense of social responsibility, nurturing well-rounded, globally-competent individuals.

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

- The school's data shows a promising balance between academic and athletic achievements among student-athletes. With 41.5% of the 287 student-athletes enrolled in the academic elite classes (Class D and E), this demonstrates their ability to excel in both domains. Teachers' observations that these academically-inclined athletes are successfully managing their studies and sports is a positive indicator. However, the dedicated sports elite classes (Class A) comprising 30% of the student-athletes raise some concerns. While their athletic commitment is commendable, teachers noted that some individuals in this group need to improve their learning attitudes. This suggests the school may need to explore ways to better support these students in developing a stronger academic focus alongside their sports.
- The student-athletes have shown good self-discipline in attending school team trainings and inter-school competitions. The satisfactory attendance rate, especially in the junior forms, is a positive sign. Coaches' feedback on students' diligence, obedience, and strong sense of belonging to the school and their teams is also encouraging. Due to scheduling conflicts among different school teams, some students failed to report to the teachers-in-charge,

- indicating that responsibility in this area has to be improved.
- The school's arrangement for PE students to visit to the local university's Physical Education department, the career exploration activities in the hotel and accounting fields, and the leadership training programme, demonstrates a commendable effort to support students' holistic development. The visit allowed them to learn about the entrance requirements and plan their studies accordingly, which is a valuable opportunity. The career exploration activities, in turn, provided students with first-hand insights into various industries, equipping them with a better understanding of potential career paths.
  - The school's leadership training programme, focusing on creativity, problem-solving, and presentation skills, can benefit the students' studies and overall personal growth. This can help nurture well-rounded individuals who can apply their sportsmanship and leadership skills in their academic and daily lives.
  - Additionally, the school should continue to guide and support students in managing their emotions during competitions. Helping them stay focused and relieving unnecessary pressure can further develop their sportsmanship and resilience.
  - The APASO results show that the students' Physical Exercise Q Score increased from 112 to 114, which is higher than the average performance of all schools in Hong Kong. However, the school should continue to address the lower Self-concept (Sport activities) Q Score of 85, which is below the regional average, and explore ways to enhance students' self-perception and confidence in their athletic pursuits.
  - The students' participation and success in inter-school competitions are noteworthy, with the 287 athletes collectively taking part in 935 events and earning 467 medals (top-three placements) as of mid-April 2024, a significant improvement from the previous year. The school's efforts to foster a balance between academic and athletic achievements, while also providing opportunities for career exploration and leadership development, have yielded positive results. Maintaining this holistic approach can further strengthen the students' transformation of sportsmanship into their academic and daily lives.
  - It is recommended that the school increase the opportunities for students to share their extracurricular learnings and experiences during morning assemblies, fostering a culture of reflection and inspiration. Collaborating closely with the coaching staff to monitor student discipline, competition opportunities, and establish a cheering team can provide holistic support for student-athletes. Finally, the school should implement workshops focused on problem-solving, sports psychology, and the development of essential life skills for its school team students, empowering them to better manage the demands of academics and sports. By adopting this multifaceted approach, the school can further enhance its efforts to transform students' sportsmanship into their academic and daily lives.
  - To build upon the positive outcomes of its current initiatives, the school should consider implementing a conditional participation policy that suspends the eligibility for school teams for junior and senior students with a grade average below C+, incentivizing these students to prioritize their academic performance. The school should also analyze the intake scores of its sports-talented freshmen to gain insights into their academic potential, allowing for the development of targeted support strategies. Continued attention to supporting the diverse needs of the student-athletes, enhancing coordination and communication, and reinforcing emotional management skills can further strengthen the students' transformation of sportsmanship into their academic and daily lives.

**Lam Tai Fai College**  
**DSS Schools' Annual Financial Position**  
**Financial Summary for 2022-2023 School Year (EDB Website)**

Items	Government Funds	Non-Government Funds
<b>INCOME (in terms of percentages of the annual overall income)</b>		
DSS Subsidy	63.70%	N.A
School Fees	N.A	28.20%
Donations	N.A	N.A
Others Income	1.40%	6.59%
Government Capital Grant utilized	0.11%	N.A
TOTAL :	<b>65.21%</b>	<b>34.79%</b>

<b>EXPENDITURE ( in terms of percentages of the annual overall expenditure)</b>	
Staff Remuneration	74.43%
Operating Expenses	10.63%
Fee Remission & Scholarship *	5.03%
Repairs & Maintenances	1.52%
Depreciation	8.23%
Miscellaneous	0.01%
Government Capital Grant utilized	0.14%
TOTAL :	<b>100%</b>

<b>Surplus</b> for the School Year #	2.63 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	10.74 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.**