



La Salle College  
18 La Salle Road  
Kowloon, Hong Kong

Phone (852) 2338 7171  
Fax (852) 2336 2586  
[www.lasalle.edu.hk](http://www.lasalle.edu.hk)

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# La Salle College

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School Development Plan 2010 – 2013 (provisional)

Annual Plan Report 2010-2011

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# **La Salle College Vision Statement**

By touching the minds and hearts of the children confined to our care, and by providing the highest quality of education, we aspire to all round excellence.

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# **La Salle College Mission Statement**

Faithful to the spirit of our Founder, St. John Baptist De La Salle; we are committed to providing the highest quality education for the whole person infused with Christian values

In our caring community, we value each boy as a child of God with an eternal destiny. We pay special attention to those who need extra care in the cognitive, affective, and social domains.

Together with the family and the civic community, we seek to empower our students to realize their full potential and to be open and generous in the service of others.

We commit ourselves to this mission in the Lasallian spirit of faith, zeal, and community.

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# **School Development Plan 2010-2013**

## **Areas of Concern**

1. Student's civic and social awareness.
  2. Student's achievement of academic potential.
  3. A whole school approach to student support
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## School Development Plan (2010-2013) Provisional

	<i>Intended Outcomes/Targets</i>	<i>Strategies</i>	10	11	12
<b>1. Students' civic and social awareness</b>	1.1 To broaden students' civic awareness through exposure to current affairs	1.1.1 Provide weekly opportunities in order to cultivate a culture of newspaper/periodicals reading habits 1.1.2 Provide channels for access to and analysis of current news and public affairs	✓ ✓	✓ ✓	✓ ✓
	1.2 To increase students social awareness fostering moral and ethical development	1.2.1 Extend opportunities for all students to participate in and to analyse community service experiences 1.2.2 Organize school-based community awareness programmes	✓ ✓	✓ ✓	✓ ✓
<b>2. Students' academic achievement</b>	2.1 To increase students' English and Putonghua written and spoken language proficiency in both internal and external exams	2.1.1 Provide an expectation of, and increased opportunities for, students to speak and listen to English and Putonghua on the campus 2.1.2 Develop more in-class and homework writing activities in English and Putonghua with teacher feedback	✓ ✓	✓ ✓	✓ ✓
	2.2 To develop higher-level thinking skills (multi-perspective critical analysis) in student written and oral work	2.2.1 Provide more resources for teachers and students to develop multi-perspective critical analysis. 2.2.2 Provide pedagogical refreshment training for teachers on higher level thinking skills such as Bloom's taxonomy of higher level thinking skills 2.2.3 Design class work and homework to facilitate creative thinking and problem solving skills	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
	2.3 To have all students more active and engaged in the learning process	2.3.1 Promote differentiated instructions as a teaching pedagogy in the classroom to meet different student learning styles 2.3.2 Explore different assessment methods to address student diversity	✓ ✓	✓ ✓	✓ ✓
<b>3. A whole school approach to student support</b>	3.1 To have all teachers involved in the implementation of the College student discipline and pastoral care programme	3.1.1 Teachers will be trained to identify and interpret students pastoral needs, and in the Lasallian philosophy and professional skills required to deliver counselling services to students where and when appropriate, and where and when to make referral to professional services 3.1.2 Teachers will be provided with more support and resources in classroom management.	✓ ✓	✓ ✓	✓ ✓
	3.2 To promote self-discipline among the students	3.2.1 A specific action plan with identifiable success criteria will be developed in 2010/2011 to identify strategies to promote students' self-discipline through moral education, ECA, classroom activities, and exposure broadening experiences 3.2.2 Enforce the monitoring mechanism on student discipline	✓ ✓	✓ ✓	✓ ✓
	3.3 To train teachers to be able to identify and plan learning experiences for SEN students in their classroom (NB: SEN include students of all abilities – gifted and less able)	3.3.1 The SENCO and SET will develop in 2010/2011 a whole school approach to identifying SEN students and their learning needs in the classroom 3.3.2 The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support Programme' Form 1-6 using TA's and other in-school and external resources to improve learning outcomes for SEN students 3.3.3 The SENCO will advise further professional development programmes for teachers	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓

## Area of Concern 1: Student's Civic and Social Awareness

Task	Strategies	Success Criteria	Evaluation Method	Annual Reporting
1.1 To broaden students' civic awareness through exposure to current affairs	1.1.1 Provide weekly opportunities in order to cultivate a culture of newspaper / periodicals reading habits	Form Teacher reading lessons will be used solely for reading	Feedback from Assistant Form teachers Observation	SSR was implemented successfully with most boys making use of SSR time to read in each Assistant Form Teacher period. However, Form Teachers requested a clear policy of what to read be developed across the school for F1 – F6 beginning 2011.
	1.1.2 Provide channels for access to and analysis of current news and public affairs	More than 25% of subject Panels ask students to complete tasks related to current affairs	Plans and record of work from various Panels	As there were no clear measureables in this target it is hard to evaluate. However, it is perceived that more teachers are using current affairs more often in all subjects to provide a relevant base for all learning.
1.2 To increase students social awareness fostering moral and ethical development	1.2.1 Extend opportunities for all students to participate in and to analyse community service experiences	Mobilize students to participate in social services	Record of number of students taking part in related activities	As there was no specific target nor specific persons role to analyse the numbers of students involved it is hard to evaluate. The perception is that given students need to record service hours for the HKDSE OLE, it seems more students were involved in service in 2010-2011.
	1.2.2 Organize school-based community awareness programmes	Talks from current affairs Activities such as 'green environment ' organized in school	Record of activities Feedback from teachers	The Civic Education Team, Green Team, LS Panel, and Assembly Team all provided opportunities to learn about the community in regard their various disciplines.

## Area of Concern 2: Student's Academic Achievement

Task	Strategies	Success Criteria	Evaluation Method	Annual Reporting
2.1 To increase students' English and Putonghua written and spoken language proficiency in both internal and external examinations	2.1.1 Provide an expectation of, and increased opportunities for, students to speak and listen to English and Putonghua on the campus	4 times each in English Arena and Campus Radio (Putonghua)	Teacher observation Student interviews	Both the English Panel and Putonghua Panel provided opportunities to promote these languages. The principal encouraged 'more english' in the lead up to exams.
	2.1.2 Develop more in-class and homework writing activities in English and Putonghua with teacher feedback	1 additional writing assignment / speaking activities	Report from Panel	There was no data to comment on at the time of writing this Report
2.2 To develop higher-level thinking skills (multi-perspective critical analysis) in student written and oral work	2.2.1 Provide more resources for teachers and students to develop multi-perspective critical analysis	Subscription to Wise News	The usage of the data resources	The LS Panel subscribed to WiseNews and teachers did use this resource well.
	2.2.2 Provide pedagogical refreshment training for teachers in higher level thinking skills such as Bloom's Taxonomy of higher level thinking skills	20% of staff will attend training sessions organized	Evaluation forms	No quantitative data is available to report on the achievement of this target. Many teachers however did attend professional development.
	2.2.3 Design class work and homework to facilitate creative thinking and problem solving skills	10% of the class work and homework will contain critical thinking tasks or problem solving tasks	Report from Panels	There is no quantitative data to report on the attainment of this target other than a perception that teachers were focused on this issue knowing its importance to student achievement. The degree to which they applied learning toward this target is unknown.
2.3 To have all students more active and engaged in the learning process	2.3.1 Promote differentiated instructions as a teaching pedagogy in the classroom to meet different student learning styles	70% of Panels attend briefing sessions held by pedagogy team in the promotion of differentiated instructions	Evaluation forms, attendance	The College provided a Professional Development day on 'differentiated instruction' and the Principal provided exemplars each week of the year for teachers to use in his Staff Circular.
	2.3.2 Explore different assessment methods to address student diversity	50% of panels to attend relevant seminars	Panel reports	There was no evidence collected on this target at the time of Reporting.

## Area of Concern 3: A Whole School Approach to Student Support

Tasks	Strategies	Success Criteria	Evaluation Method	Annual Reporting
3.1 To have all teachers involved in the implementation of the College student discipline and pastoral care programmes	<p>3.1.1 Teachers will be trained to identify and interpret students' pastoral needs, and in the Lasallian philosophy and with professional skills required, to deliver counselling services to students where and when appropriate, and where and when to make referral to professional services</p> <p>3.1.2 Teachers will be provided with more support and resources in classroom management</p>	<p>3.1.1.1 All teachers are engaged in 3 student support duties</p> <p>3.1.1.2 All teachers have a satisfactory appraisal of their duties</p> <p>3.1.1.3 Teachers will familiarize themselves with Lasallian core values and are seen to apply the values in student counselling</p> <p>3.1.2.1 90% of teachers do not exhibit classroom management problems. They are clear about channels to seek help</p>	<p>3.1.1.1.1 All teachers will undergo appraisal of their duties in alternate year</p> <p>3.1.1.3.1 Teachers' feedback on Lasallian Formation and other counselling workshops and meetings</p> <p>3.1.2.1.1 Principal's observation in his rounds</p>	This target was achieved as the College staff were regularly reminded by the VP and Principal of their role in pastoral care. Success criteria 3.1.1.1 through to 3.1.2.1 were attained and monitored through the Vice Principal appraisal Reports of Functional Heads given to the Principal.
3.2 To promote self-discipline among the students	<p>3.2.1 A specific action plan with identifiable success criteria will be developed in 2010/2011 to identify strategies to promote student's self-discipline through moral education, ECA, classroom activities, and exposure broadening experiences.</p> <p>3.2.2 Enforce the monitoring mechanism on student discipline</p>	<p>3.2.1.1 30-50% of the Moral Education programmes, ECA, classroom activities, and exposure broadening programmes are devoted to training and consolidating students' self-discipline</p> <p>3.2.2.1 Student discipline problems should decrease by at least 10% per year</p>	<p>3.2.1.1.1 Feedback of teachers and students on the attainment of the target in these programmes</p> <p>3.2.2.1.1 Records of discipline cases</p> <p>3.2.2.1.1 Feedback through questionnaire</p>	Sell-discipline was promoted via the College Moral & Civic Education programme. Whilst most students could be said to have improved in their self-discipline, the most at risk probably students made little or no improvement and cases relating to these boys increased.
3.3 To train teachers to be able to identify and plan learning experiences for SEN students in the classroom	3.3.1 The SENCO and school will develop in 2010/2011 a whole school approach to identifying SEN students and their learning needs in the classroom	3.3.1.1 SEN students will be provided appropriate guidance and assistance in learning inside and outside classroom as well as talent development	<p>3.3.1.1.1 Feedback from SEN students and their parents</p> <p>3.3.2.1.1 Examination results and other achievements of SEN students</p> <p>3.3.3.1.1 Teachers' feedback</p>	<p>No specific attention was given to the implementation of this target and the College progressed as usual.</p> <p>Target 3.3.2 to 3.3.3 was delayed by the</p>

Tasks	Strategies	Success Criteria	Evaluation Method	Annual Reporting
(NB: SEN include students of all abilities – gifted and less able)	<p>3.3.2 The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support Programme' for F.1-6 using in-school and external resources to improve learning outcomes of SEN students</p> <p>3.3.3 The SENCO will advise further professional development programmes for teachers</p>	<p>3.3.1.2 Parents are cooperating with the school in a positive way regarding the development of their sons with SEN</p> <p>3.3.2.1 SEN students will elevate themselves in different fronts.</p> <p>3.3.3.1 Teachers are able to identify SEN students and make necessary referrals</p> <p>3.3.3.2 10% teachers will enrol in special education programmes.</p>		administration until the new College Strategic Plan was to be developed for 2010-2016.