La Salle College
fides et opera

Annual Plan Report 2012-2013
Theme: Aim for the Stars

Preamble

La Salle College, Kowloon, is a Lasallian school in the 'Lasallian' tradition.

The Lasallian School offers a Catholic education that is marked by a distinctive spirit. This spirit is rooted in the Gospel of Jesus Christ and in the spirituality and educational philosophy of Saint John Baptist De La Salle (1651 – 1719), founder of the Brothers of the Christian Schools. De La Salle was convinced that without a Christian education the poor children of his native Rheims (France) would be lost both to the Church and society. This conviction led him to organize a group of teachers and to establish Christian Schools that would meet the needs of these children. Over a period of thirty years, De La Salle founded schools in several French cities and towns and instructed teachers and students from various socio-economic levels. By the time of his death, De La Salle had established primary and secondary schools, teacher training centers, and boarding schools.

John Baptist de La Salle was an educational innovator both in the development of teacher training programs and in his curricular and pedagogical practices. De La Salle recognized that teachers have a providential, grace-filled, and pivotal role in the actions and achievements of students. Because of this pivotal role, De La Salle provided teachers with extensive pedagogical preparation and on-going supervision in order to fulfill their God-given ministry. In consultation with his teachers, De La Salle designed a curriculum and wrote practical and effective textbooks infused with gospel values. The Christian schools were primarily for the poor, yet all socio-economic levels were welcomed. Social segregation, which was the practice of the day, was not permitted in the Christian Schools. All students were treated with the same dignity and respect.

De La Salle envisioned teachers as ministers of grace who exercised their vocation daily by instructing youth in the principles of the Gospel as well as in the various academic and vocational subjects. He regarded the school as a community of believers working cooperatively to achieve a shared mission. The schools were to be effectively managed so as to achieve the intellectual, cultural, religious and vocational formation of the student through a curriculum suited to their needs and based on Christian values.

The Lasallian School, then, was founded to be a Christian school whose purpose is "to give a human and Christian education to the young." La Salle College, Kowloon is such a school with the same mission and purpose.

Vision Statement

To inspire and challenge students to achieve excellence in all things.

Mission Statement

Faithful to the founder, St. John Baptist De La Salle, La Salle College –

- is committed to providing a high quality human and Christian education
- values each boy regardless of ethnicity, religion, wealth, or status
- provides special attention to those less gifted
- seeks to empower all students to realize their potential through academic study, sport, and the arts
- develops a civic, service, and leadership oriented culture with its community of parents, friends, and alumni.

Values

If young men are honest with themselves and others they will grow to be good men in the fulfilment of God's plan for them. If young men at La Salle College respect themselves, others, and property, they will grow, aware of their responsibility to others and the environment. They will learn that rights are earned, and that honesty and respect are two core values of the 'social contract' upon which all modern societies depend. In this way La Salle College incorporates the five (5) key values of the Hong Kong Secondary School curriculum - *responsibility, commitment, perseverance, respect for others, and national identity.*

Motto

La Salle College has two mottos, one in Latin, the other Chinese. The Latin motto *Fides et Opera*, means faith and works – that at La Salle College we are motivated by faith and good work. The Chinese motto 克己復禮 is from the Analects 《論語》 of Confucius 《孔子》 – to subdue ones selfish desires and return to propriety (appropriate or fitting conduct).

Competencies

La Salle College believes that to prepare students for the future the curriculum must embed key competencies – the skills required to live, learn, work, and contribute as active members of society. The key competencies embedded in the La Salle College curriculum are:

- Thinking   - using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.
- Using language, symbols, texts   - using and making meaning of the codes in which knowledge is communicated.
- Managing Self   - self-motivation, a 'can do' attitude.
- Relating to Others   - interacting and collaborating effectively with a diverse range of people in a variety of contexts.
- Participating and Contributing   - being actively involved in communities.
- Problem Solving   - in groups and individually solving problems

Guiding Principles

La Salle College in implementing the Hong Kong Secondary School curriculum is guided by the cardinal principle that its work must be in the best interest of its students guided by the following

(1) Decisions and practices are premised on the beliefs that all students have the ability to learn.
(2) Students are provided with a wide range of different learning experiences for holistic development.
(3) Diversified learning, teaching, and assessment are used to suit the different needs, interests, and abilities of students.
(4) All students are provided with an enabling environment conducive to their development as self-regulated life-long learners.
(5) Planning and strategies are built on existing strengths and implemented at the right pace, taking into account the readiness of teachers, the school context and the characteristics of the students.
(6) Due consideration is given to local contexts and needs. Capacity is built up through staged experiential approaches and periodic review.
(7) The change process is monitored making use of critical milestones and evidence to ensure timely and quality support for teachers.

Learning Goals

La Salle College in implementing the Hong Kong Secondary School curriculum has adopted the following learning goals for each student:

- to be bi-literate and trilingual with adequate proficiency;
- to be an informed and responsible citizen with a sense of global and national identity;
- to respect pluralism of cultures and views, and be a critical, reflective and independent thinker;
- to acquire IT and other skills as necessary for being a life-long learner;
- to understand their own career/academic aspirations and develop positive attitudes towards work and learning; and
- to lead a healthy life style with active participation in aesthetic and physical activities.

Curriculum Aims

La Salle College in implementing the Hong Kong Secondary School curriculum aims to

- establish a vibrant, flexible, diverse, and enabling learning environment that will widen the knowledge base of every student,
- provide multiple progression pathways for future studies and career development in an ever changing society
- enable students to achieve enhanced literacy and numeracy knowledge and competence in critical thinking, independent learning, and interpersonal, moral, civic, physical, and aesthetic development (La Salle College also includes spiritual development)

Strategic Planning Strands

This Annual Plan is the 2011-2012 working document of the **2010-2016 Strategic Plan** of the College. The *Targets* and *Actions* are those that have been identified for specific focus and reporting for the 2011-2012 year. The Annual Plan similarly uses the four Domains of the Education Bureaus Performance Indicator Framework (PIF) plus a fifth, Catholic & Lasallian Character. The **areas of concern** identified in 2010/11 – (1) Civic & Social Awareness; (2) Students Achievement of Academic Potential; (3) A whole school approach to student support – are embedded in the 2010-2016 Strategic Plan and are therefore embedded in each year's Annual Plan under the appropriate Domains.

Strategic Strand	Goals
1. Catholic & Lasallian Character	1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect. 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students. 1.3. To foster the gospel value of service to others, and civic responsibilities. 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community, while accepting all beliefs.
2. Teaching & Learning	2.1. To develop students' critical and creative thinking skills. 2.2. To enhance student language proficiency. 2.3. To foster a self-directed learning culture; a learning to learn culture. 2.4. To develop the use of data to inform teaching practice. 2.5. To ensure differentiated learning strategies are used in all classes. 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies. 2.7. To develop professional development that is linked to individual improvement plans.
3. Student Performance	3.1. To foster students' self-awareness and an awareness, respect for, and tolerance of difference. 3.2. To help students establish and maintain positive relationships with peers and acquire appropriate social skills. 3.3. To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress. 3.4. To nurture a positive learning attitude among students. 3.5. To stretch the potential of gifted and talented students.
4. Student Support	4.1. To identify each individual students' learning needs and develop a comprehensive leaning support plan. 4.2. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices. 4.3. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them. 4.4. To nurture integrity, self-discipline, empathy, kindness, and interpersonal skills. 4.5. To promote and develop student leadership.
5. Management & Organisation	5.1. To ensure the physical facilities are at a high standard to support curriculum objectives and priorities. 5.2. To upgrade the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs. 5.3. To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration. 5.4. To develop a 10 Year Maintenance Plan, a Long Term Maintenance Plan, and an IT Development Plan. 5.5. To develop an Office Administrations Manual, a College Policies Manual, and SMC/IMC Procedures Manual. 5.6. To develop office administration systems, refurbish the administration and employ a Principal's PA. 5.7. To develop a 5-10 Year Personnel Plan. 5.8. To improve communication and develop transparent systems at all levels within the school.

NB: Dates in this Plan are recorded as academic years e.g. 2011 refers to the end of the 2011/12 academic year

1. Catholic & Lasallian Character

Goal 1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect
Goal 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students
Goal 1.3. To foster the gospel value of service to others and civic responsibilities
Goal 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community accepting of all beliefs

Goal 1.1
To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect.

Target/Goal	Action/Strategy	Who	When	Reporting
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	1. To have a banner put up in the College at least twice a year with a Lasallian/ Christian message. 2. Develop banners, posters, slogans, Brothers' quotations, Brothers' photos, etc. and catchphrases promoting La Salle as a Lasallian school based on values of honesty and respect. 3. A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.	Pastoral Assistant Pastoral Assistant RS Panel Head	2011/annually 2011/annually 2011/annually	- Done for Christmas, Easter, Founders Week 2012/13 - Not done in 2012/13 - Done in 2012/13
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	1. A *Health Promoting School Programme* of student led activities is developed to address values such as respect for others, courtesy and other issues identified from time to time. [See 3.3.2]	Principal	2011/annually	- Done in 2012/13
1.1.3 All teachers are to integrate values into their teaching programmes	1. All teachers are to identify in their Unit Plans the values embedded in each unit taught	All teachers	2012onwards	- Not done in 2012/13. No Unit Plans

Goal 1.2
To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students

Target	Action	Who	When	Reporting
1.2.1 To develop a staff exposure/service programme	1. To develop a staff service programme to the underprivileged community once a year.	Pastoral Assistant	2011/annually	Staff engaged in a number of projects themselves

Target	Action	Who	When	Reporting
1.2.2 For all staff to have an on-going understanding of Lasallian charism	1. Before the start of every Staff Meeting, the Principal/Lasallian Coordinator (LC) will read something from the Founder's writings related to the schools/ teachers. 2. At least one Staff Development Day a year be allocated to Lasallian formation.	Principal Principal & LC	2011/annually 2011/annually	- Principal did this at each meeting - Done 16th May 2013
1.2.3 To develop Lasallian leadership among staff & students	1. LYM leaders are to participate in Lasallian Leadership training. 2. The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events. 3. To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College. 4. To develop a Lasallian Formation Plan 2011-2016. 5. To identify external Lasallian formation opportunities for staff at all levels and to have 1 staff member attend a Lasallian formation programme annually.	LYM & LC LYM & LC Principal LC Principal & LC	2011/annually 2011/annually 2011 2012 2011/annually	- Done in 2012/13 - Done in 2012/13 - Coordinator but Formation Plan not yet done as of 2013 - Not done 2012/13. - HK Teachers Induction 2012/13
1.2.4 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	1. LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year. 2. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year.	Pastoral Assistant, LYM, LC & CathSoc LC & ExchangeProgTeam	2011/annually 2011/annually	- Done in 2012/13 - Done with HK schools in 2012/13
1.2.5 To promote vocations to the Brothers and Priesthood.	1. To speak about the vocation of Brother and priest at each monthly mass. 2. To pray for vocations at appropriate opportunities.	LC Pastoral Assistant	2011/annually 2011/annually	- Not done monthly but in Founders week by Br Jeff - Done in 2012/13

Goal 1.3
To foster the gospel value of service to others and civic responsibilities.

Target/Goal	Action/Strategy	Who	When	Reporting
1.3.1 To provide social justice exposure opportunities for students	1. Coordinate with the LEAD District to provide social justice exposure opportunity for students each year.	Pastoral Assistant	2012 onwards	- Done in HK and Meizhou but not in other LEAD countries
1.3.2 Students F1 to F6 have at	1. Arouse students' awareness of livelihood issues around the			

Target/Goal	Action/Strategy	Who	When	Reporting

least one experience of serving the poor each year	world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers.
	2. All students are to participate in a service of the poor activity each year including:
	   - F1 at home service (RS Panel)
	   - F2 Service Learning Programme (RS Panel)
	   - F3 Service Programme (RS Panel)
	   - F4-F6 Voluntary Service activity
		Pastoral Assistant
		
		Pastoral Assistant & RS Panel Head
			2011/annually
			
			2011/annually
				- Not done in 2012/13
				
				- Done in 2012/13
				- Done in 2012/13
				- Done in 2012/13
				- Done in 2012/13

Goal 1.4

To promote within La Salle College the Catholic faith, the sacraments, and an active, vibrant, worshipping community, while accepting of all beliefs

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.1 To provide sacramental programmes each year for baptism, reconciliation and Eucharist	1. At least once a year initiation programmes into the sacraments of baptism, reconciliation and Eucharist will be offered. 2. A survey and invitation to receive the sacraments will be conducted by the Pastoral Assistant in Sept each year. 3. Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class each year. 4. Liaising between parishes and students interested in joining Parish Catechumenate classes. 5. Catholic Society hosting Bible and Bible sharing.	Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant	2011/annually Sept annually Sept annually Sept annually Sept annually	- Done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Done in 2012/13 - ???

1.4.2
To increase student participation and engagement in the traditions and practices of both the Lasallian tradition and the Catholic Church
	1. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year.
	2. Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following:
	   - Opening Mass
	   - La Salle Day
	   - Ash Wednesday
	   - Assembly prayer
	   - Lasallian prayer
	   - Assumption Day
	   - All Saints and All Souls day
	   - Advent/Christmas
	   - Lasallian Saints
	   - Marian devotions in May, October
		Pastoral Assistant
		
		Pastoral Assistant
			2011/annually
			
			2011/annually
				- Done in 2012/13
				
				- Done in 2012/13

Target/Goal	Action/Strategy	Who	When	Reporting
	3. Promotion of Lenten fast and abstinence regulations.	Pastoral Assistant	2011 annually	- Done in 2012/13
	4. Students able to compose and use suitable prayers.	Pastoral Assistant	2011/annually	- Done in 2012/13
	5. Joint Liturgy Committee formed from CathSoc and LYM for Founders Day mass.	Pastoral Assistant	2011/annually	- Done in 2012/13
1.4.3 To increase awareness of and promote the Catholic faith among staff and students	1. To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints.	CathSoc	2011/annually	- Not done in 2012/13
	2. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith.	Principal	2011/annually	- Not exactly done. Br Jeff did do Lasallian spirituality
	3. Develop Catholic symbols and images throughout the College.	Principal/PastAsst	2011 onwards	- Not done in 2012/13
1.4.4 All staff and students experience good liturgy and the sacraments	1. Mass for all catholic and one Form compulsory the first Wednesday of each month.	Pastoral Assistant	2011/annually	- Done in 012/13
	2. Students participate in all parts of the mass including Minsters of Eucharist.	Pastoral Assistant	2011/annually	- Participation growing but not yet Ministers
	3. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See1.4.2 -1].	Pastoral Assistant	2011/annually	- Done in 2012/13
1.4.5 Non-Catholic faiths are recognized	1. Significant Non-Catholic religious festivals are recognised in some way in the College.	Principal / Pastoral Assistant	2011/annually	- Not done in 2012/13

2. Teaching & Learning

Goal 2.1. To develop students critical and creative thinking skills
Goal 2.2. To enhance student language proficiency
Goal 2.3. To foster a self-directed learning culture; a learning to learn culture
Goal 2.4. To develop the use of data to inform teaching practice
Goal 2.5. To ensure differentiated learning strategies are used in all classes
Goal 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies
Goal 2.7. To develop professional development that is linked to individual improvement plans

Goal 2.1
To develop students critical and creative thinking skills

Target/Goal	Action/Strategy	Who	When	Reporting
2.1.1 All students are able to answer open-ended questions	1. 20-30% of exam questions where applicable are to be designated to open-ended questions. 2. Markers Reports are to include a statement on open ended questions.	Panel Heads Panel Heads	2012 onwards 2012 onwards	- Done 2012/13 - Partially done 2012/13
2.1.2 All F1-F3 students develop critical creative thinking	1. All F1-F3 students are to maintain a Journal of newspaper cuttings with comments. 2. All F1-F3 students are to have the opportunity and are to be encouraged to participate in a debate at least once a year.	VP Academic / English Panel VP Academic	2011/annually 2012 onwards	- Not done in 2012/13 - Opportunity and encouragement given. Approx 16% boys participated in a debate.
2.1.3 Staff to implement higher level thinking strategies in their classes	1. The College to implement professional development workshops on higher order thinking and questioning skills.	Principal	2011/annually	- Not done in 2012/13
2.1.4 ALL students are encouraged to read the newspaper daily	1. Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service. 2. The News Headlines Boards are promoted. 3. The News Headlines Boards are updated weekly.	VP Academic/ Form Teachers/ Eng Panel Head Eng Panel Head	2011/annually 2011/annually 2011/annually	- Done. Aprox 10% of boys subscribed to a paper - Not done in 2012/13 - Not done weekly in 2012/13

Goal 2.2
To enhance student language proficiency

Target/Goal	Action/Strategy	Who	When	Reporting

Target/Goal	Action/Strategy	Who	When	Reporting
2.2.1 All students comfortable and competent to speak English, Chinese, and Putonghua fluently	1. Develop a Language Policy which is to include an English Language Development Plan, Chinese Language Development Plan, and Putonghua Language Development Plan 2011-2016 identifying programmes and activities to be implemented each year to improve language competency.	VP Academic	2011/annually	- Not done in 2012/13
2.2.2 100% of students pass English in TSA and HKDSE	1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in English. 4. Engage TSA and HKDSE Reports in Panel Planning. 5. Apply TSA and HKDSE type questions in internal examinations.	English Panel H & SEN English Panel H & SEN English Panel H & SEN English Panel H English Panel H	2011/annually 2011/annually 2011/annually 2011/annual 2011/annually	- Done in 2012/13 - Not done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Done in 2012/13
2.2.3 100% of students pass Chinese in TSA and HKDSE	1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic test and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese. 4. Provide monthly practice on Reading, Writing, Listening and Speaking. 5. Engage TSA and HKDSE Reports in Panel Planning. 6. Apply TSA and HKDSE type questions in internal examinations.	Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H Chinese Panel H Chinese Panel H	2011/annually 2011/annually 2011/annually 2011/annually 2011/annually 2011/annually	- Done in 2012/13 - Not done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Done in 2012/13
2.2.5 To cultivate a Reading habit / environment	1. All students are to be provided a Recommended reading lists at the beginning of the year with a copy available to parents via e-class. 2. SSR to be monitored by VP's and guidelines set re Eng vs. Chin 3. All students to maintain a reading log with a critical reflection after each text. 4. All boys to target reading at least 4 English novels per year. 5. Improve access via library and Form Room to authentic Reading materials using a 'rainbow' approach to identify high/average/easier category texts for boys. 6. The borrowing rate in the library to increase by 10% each year.	English Panel H 2 x VP's 2 x VP's 2 x VP's Librarian Librarian	2011/annually 2011/annually 2011/annually 2011/annually 2011/annually 2011/annually	- Students were given the reading list but not parents. - SSR monitored by Principal. Coordinator yet to develop promotions - Not done in 2012/13 - Not done in 2012/13 - Not done in 2012/13 - Av. number of books

Target/Goal	Action/Strategy	Who	When	Reporting
				borrowed/student 14.4 in 2011/12, 14.6 in 2012/13. The rate of borrowing rose from 80.56 to 86.23

Goal 2.3

To foster a self-directed learning culture; a learning to learn culture

Target/Goal	Action/Strategy	Who	When	Reporting
2.3.1 To develop a self-directed learning culture	1. Develop and implement computer assisted learning (CAL) capability for teachers to use for on-line learning at students own pace, instant feedback, and teacher monitoring.	Principal VP Academic	2012 onwards	- Not done in 2012/13
	2. Provide Professional Development for use of CAL.	Principal	2011/annually	- Not done in 2012/13
	3. Provide Professional Development for full use of e-class.	Principal	2011/annually	- Done in 2012/13
2.3.2 To develop research skills	1. All F1 boys to be taught research skills in F1 library time and in classes including eg ebooks, online research etc.	Librarian	2011/annually	- Done in 2012/13

Goal 2.4

To develop the use of data to inform teaching practice

Target/Goal	Action/Strategy	Who	When	Reporting
2.4.1 To provide teachers with student achievement data	1. Achievement data is gathered, stored, archived, and analysed in a way that is accessible and used to influence teaching and learning by identifying which data is to be collected, how it is to be collated and to whom it is to be distributed - LSPS F6 Rank and End of Year Assessment - P6 Attainment Test Scores - F1-F3 NSWUN exam Scores - F3 TSA - F6 HKDSE	Principal / VP Academic	2012 onwards	- Done in 2012/13
	2. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class. [See 4.1.1]	Principal / VP Academic	2011/annually	- Teachers were provided with achievement data but little evidence of it being used.
2.4.2 To provide Panel Heads with AfoL skills to improve their	1. Panel Heads formed as a pilot group for AfoL (Assessment for Learning) training to become trainers.	Principal / VP Academic	2011/annually	- Not done in 2012/13

Target/Goal	Action/Strategy	Who	When	Reporting
leadership of teachers in the use of data to improve teaching	2. Panel Head use Panel PD time to train teachers in the use of data, and 'learning circle enquiry teaching' discussions for planning writing of Units for differentiated classrooms.	Principal / VP Academic	2011/annually	- Not done in 2012/13
	3. To evaluate the role of CA and assessment and to revise the College Assessment policy accordingly.	Principal / VP Academic	2011/annually	- Not done in 2012/13
2.4.3 To develop a comprehensive study of markers reports	1. Share TSA and HKDSE examination (Markers') Reports among all teachers in each Panel and provide actions to these Reports in a revised Panel Annual Plan for the Principal.	All Panel Heads	2011/annually	- Done in 2012/13

Goal 2.5
To ensure differentiated learning strategies are used in all classes

Target/Goal	Action/Strategy	Who	When	Reporting
2.5.1 To ensure all students have access to learning regardless of ability	1. Provide professional development for teachers on scaffolds, modelling text types, writing frameworks.	Principal	2011/annually	- Done. June 2013
	2. Provide professional development for use of differentiated learning.	Principal	2011/annually	- Not done in 2012/13
	3. To re-write Unit Lesson Plans for differentiated instruction.	Panel Staff	2012 onwards	- Not done in 2012/13
	4. To review split classes after mid and end of term exams to ensure students are split based on need and best use of supporting resources.	Panel Heads	2011/annually	- Done in 2012/13
	5. Provide split classes for F1-F3 English, Math, and Chinese.	Principal	2011/annually	- Done in 2012/13
	6. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal.	Principal	2011/annually	- Done in 2012/13. Panel Heads monitored this in Panels in 2013.
2.5.2 To Stream Subjects	1. To investigate broad streaming in 3 core subjects into 3 bands based on the different ability levels.	Principal	2012	- Done in 2012/13. Pilot to be implemented in 2013/14
2.5.3 To develop teacher competency in differentiated teaching	1. Promote peer observation and random sampling lesson observation.	VP Academic	2011/annually	- Promoted but not taken up by Panels or teachers.
	2. Teachers prepare 1 lesson each on a differentiated strategy to be shared among colleagues.	Subject Teachers	2012 onwards	- Not done in 2012/13

Goal 2.6
To support all staff to become confident capable users of emerging mobile ICT technologies

Target/Goal	Action/Strategy	Who	When	Reporting
2.6.1 To identify IT professional development needs and offer appropriate opportunity	1. IT professional development needs will be identified and appropriate PD and on-going support for using IT in Curriculum and Administration areas offered.	VP Academic	2012 onwards	- Done in 2012/13
2.6.2 To participate in IT Conferences and Seminars	1. Staff will attend relevant Conferences and seminars and share information with appropriate people.	VP Academic	2012 onwards	- Done in 2012/13

Goal 2.7
To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting
2.7.1 To develop a school wide Professional Development Plan 2011-2016	1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.	Principal	2011	- Done in 212/13. A longterm Plan yet to be done.
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff including improved teaching and learning strategies of teaching staff	1. An annual Appraisal process, requirements, and associated documentation formulated.	Principal	2010	- Done in 2010-13
	2. Appraisal process and documentation to include each staff member keeping from year to year a cumulative portfolio of evidence around identified individual needs and compliance checks in consultation with appraiser.	Principal	2011/annually	- Done in 2010-13
	3. Appraisal process and documents to include established compliance expectations.	Principal	2011/annually	- Done in 2010-13
	4. Appraisal process to include self and student evaluations.	Principal	2011	- Few staff use student evaluations
	5. Appraisal process and documentation clearly communicated to staff.	Principal	2011/annually	- Done in 2010-13
2.7.4 To develop a systematic Staff Induction Programme in the College Professional Development Plan	1. An *Induction Programme* for new staff be written and implemented which includes a system of mentoring and coaching of new staff as part of the Staff Professional Development Plan 2011-2016.	Principal	2012	- Not done in 2012/13

3. *Student Performance*

Goal 3.1. To foster students' self-awareness and an awareness, respect for, and tolerance of difference
Goal 3.2. To help students establish and maintain positive relationships with peers and acquire appropriate social skills
Goal 3.3. To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress
Goal 3.4. To nurture a positive learning attitude among students
Goal 3.5   To stretch the potential of gifted and talented students

Goal 3.1
To foster students' self-awareness and an awareness, respect for, and tolerance of difference

Target/Goal	Action/Strategy	Who	When	Reporting
3.1.1 100% of students demonstrate self-awareness and awareness, respect for, and tolerance of difference	1. Form Dean and/or College Executive to plan for and monitor Form Assemblies at least twice a term that include formation in awareness of self, others, and respect/tolerance of difference.	VP Pastoral	2011/annually	- Not done in 2012/13
	2. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference.	VP Pastoral	2011/annually	- Done in 2012/13

	3. Provide student recognition including:
	    Good Student Award
	    Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service
	    Certificates of Merit given at Form Assemblies
	    Most Improved Student Awards at Annual Prize-giving
		Principal /
		VP Pastoral
		VP Academic
			2011/annually	- Done in 2012/13

Goal 3.2
To help students establish and maintain positive relationships with peers and acquire appropriate social skills

Target/Goal	Action/Strategy	Who	When	Reporting
3.2.1. Students learn etiquette for different occasions	1. The College Moral & Civic Education programme to include topics on social skills.	VP Pastoral	2011/annually	- Done in 2012/13
3.2.2 To develop a student led 'Clean-school' campaign	1. See *'Health Promoting School Plan '. [See 1.1.2]* 2. Include in the Health Promoting School campaign a zero tolerance of vulgar language. 3. Form Captains to set up a roster system to clean the classroom after-school every last Friday of the month.	Principal Principal Form Teacher	2011/annually 2011/annually 2011/annually	- Done in 2012/13 - Done in 2012/13 - Not done in 2012/13

Goal 3.3

To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress

	Action/Strategy	Who	When	Reporting
3.3.1. To develop a systematic assessment and monitoring of student support services for student health and well being	1. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	2011/annually	- Done in 2012/13
3.3.2. 100% of F1 students engage in at least one sport	1 All Form 1 students take up 1 Sport, 1 Cultural Club and 1 Service Club as an ECA. 2 Sports Clubs to provide one active session for members each week.	ECA Coordinator Sports Master	2011/annually 2011/annually	- Done in 2012/13
3.3.3. All students have access to resilience training and stress management training	1. Provide Outward Bound or Outward Bound type experiences to students as needed. 2. The College Moral & Civic Education programme covers topics on resilience and stress management.	VP Pastoral VP Pastoral	2012 onwards 2011/annually	- Not done in 2012/13 - Done in 2012/13

Goal 3.4

To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting
3.4.1. To attain a 100% attendance/explained attendance rate	1. Develop a systematic process for checking, tracking and reporting attendance between home and school. 2. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral VP Pastoral	2011/annually 2011/annually	- Done in 2012/13 but eAttendance needed - Partial implementation in 2012/13
3.4.1 100% students motivated to learn actively in class	1 Develop professional development workshops on interactive teaching methods. [See also 2.1.3 and 2.5.1] 2 Assessments to be returned within one cycle where possible.	Principal Subject Teachers	2011/annually 2011/annually	- Not done in 2012/13 - Not yet standard practice

Goal 3.5
To stretch the potential of gifted and talented students

Target / Goal	Action / Strategy	Who	When	Reporting
3.5.1 All gifted and talented students are identified and opportunities for enhancement provided.	1 Appoint a Gifted & Talented Coordinator (GTC). 2 Implement an assessment tool to identify gifted and talented students. 3 Develop a Gifted & Talented Development Plan. 4 Develop ILP's for all identified gifted & talented students.	Principal GTC GTC GTC	2011 2011 onwards 2011 2011 onwards	- Done in 2011 - Done in 2011 - Done in 2011 - In progress in 2012/13

4. *Student Support*

> Goal 4.1. To identify each individual student's learning needs and develop a comprehensive leaning support plan
> Goal 4.2. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices
> Goal 4.3. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them
> Goal 4.4. To nurture integrity, self-discipline, empathy, kindness, and inter-personal skills
> Goal 4.5. To promote and develop student leadership

Goal 4.1
To identify each individual student's learning needs and develop a comprehensive leaning support plan

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To inform teachers of student learning needs based on data	1. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class [See 2.4.1]	Principal / VP Academic	2011/annually	- Teachers were provided with achievement data but little evidence of it being used.
4.1.2 To develop individual learning plans based on realistic goals, student aspirations, and careers guidance programmes	1. Form Teachers have students write goals in their diary at the beginning of each term and review by signing. 2. Dean to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.	Form Teacher Dean	2011/annually 2011/annually	- Some but not all Form Teachers - Not done in 2012/13
4.1.3 To develop a coordinated Learning Support Plan	1. The SENCO and Principal will develop a whole school approach to identifying and responding to SEN and remedial/weak students and their learning needs in the classroom. 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. The SENCO will advise further professional development programmes for teachers.	Principal / SENCO SENCO SENCO	2011/annually 2011/annually 2011/annually	- Done in 2012/13 - Done in 2012/13 - Not done in 2012/13

Goal 4.2

To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 To develop a comprehensive F1-F6 Careers Plan	1. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level. 2. Implement career education programmes in each Form as per the Careers Plan.	Careers Coordinator (CC) CC	2012 2012/annually	- In process 2012/13 - Done in 2012/13
4.2.2 To have 80% of students complete a job shadowing experience by the end of F5	1. To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5. 2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing.	CC CC	2012 onwards 2012 onwards	- Done in 2012/13. 40%? of F5 had completed a job shadowing programme. - Not done in 2012/13
4.2.3 To provide students with a wide breadth of career and tertiary options	1. Implement the career education programme in each Form as per the Careers Plan. [see 4.2.1] 2. Provide a careers talk for all students F3 – F6 each year. 3. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 4. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 5. Provide Skill Assessment for all F6 to determine their suitable careers. 6. Develop an onsite Careers/Tertiary Expo every two years. 7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.	CC CC CC CC CC Principal / VP/CC CC	2012 onwards 2012 onwards 2011/annually 2011/annually 2011/annually 2012, /14, /16 2011/annually	- In process in 2012/13 - Not done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Done in 2012/13 - Not done in 2012/13 - Done in 2012/13

Goal 4.3

To ensure students have access to a comprehensive and well- established co-curricular programme to develop creativity, independence of thought, interest in others, and the world around them.

Target/Goal	Action/Strategy	Who	When	Reporting
4.3.1 To provide exchange opportunities so that at least 50% of boys by the end of F5 have	1. To provide school based and to promote government based exchange/tour programmes so that 30% of F1-F3 will have had an opportunity of an international exchange programme by the end of F3.	EPC	2012 onwards	- 19.57% of students had completed a programme between F1-F3

Target/Goal	Action/Strategy	Who	When	Reporting
completed an exchange programme	2. To provide school based and to promote government based exchange/tour programmes so that 50% of F5 will have had an opportunity of an international exchange programme by the end of F5.	EPC	2012 onwards	- 25.22% of students had completed a programme between F1-F5
	3. Develop a register to record student attendance of exchange programmes conducted by the College or others.	EPC	2011/annually	- Done in 2012/13
	4. 30% of students to have taken part in a 3rd world exposure by the time they leave school.	Pastoral	2012 onwards	- Perhaps 10% of students had completed an exposure experience by F6 this year
4.3.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	1. Develop a register to record student attendance at an outdoor education/adventure programme.	ECA Coordinator	2011/annually	- Not done in 2012/13
	2. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme.	VP Pastoral	2012 onwards	- Not done. Perhaps 40% of students have had an overnight outdoor programme between F1-F2
4.3.3 To provide a comprehensive and divers ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation	1. Review ECA programmes annually in light of target/goal. 2. Develop new ECA activities from time to time to meet student needs.	ECAC VP Pastoral	2011/annually 2012 onwards	- Done in 2012/13 - Done in 2012/13

Goal 4.4
To nurture integrity, self-awareness, self-discipline, empathy, kindness, and inter-personal skills

Target/Goal	Action/Strategy	Who	When	Reporting
4.4.1 To develop moral and civic education	1. To develop and implement a Moral & Civic Education Period and Moral & Civic Education curriculum F1 –F6.	VP Pastoral	2011/annually	- Done in 2011-13
4.4.2 To develop and implement Relationships and Sex Education Programme	1. To develop and implement a F1-F6 Sex Education and Relationships programme to include all aspects of Relationships and Sex Education covered by various school programmes including Religious Studies, Science, Moral & Civic Education and assembly programmes.	VP Pastoral	2011/annually	- Done in 2012/13

Target/Goal	Action/Strategy	Who	When	Reporting
4.4.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	1. To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. 2. To design and implement professional development workshops on classroom management.	Principal / VP Pastoral Principal / VP Pastoral	2011/annually 2011/annually	- Done in 2012/13 - Not done in 2012/13

Goal 4.5
To promote and develop student leadership

Target/Goal	Action/Strategy	Who	When	Reporting
4.5.1 40% of students have been office bearers of SA / Clubs / Teams etc by the end of F6.	1. Co-ordinate the recruitment policies of SA and clubs/teams to avoid overlapping of personnel as office bearers. 2. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.	ECAC VP Pastoral / ECAC	2011/annually 2011/annually	- ? not sure - 40% of students have been office bearers by the end of F6
4.5.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc	1. Check registrations to ensure 100% of F1 students have joined at least 3 Clubs/Societies etc and F2-F4 have joined at least 2 ECA clubs/societies/teams etc.	ECAC	2011/annually	- Done in 2012/13
4.5.3 70% of F5 students are to have been leaders at some level in the school	1. VP Pastoral to collect data from F5 to check that at least 70% of F5 have had leadership responsibility in something at some level and direct boys if needed.	VP Pastoral	2011/annually	- Achieved – 70% have had leadership
4.5.4 To provide all F4 students with leadership training	1. Organise a leadership seminar for all F4 at the beginning of the year.	VP Pastoral	2012 onwards	- Leadership Seminar for F4 in September 2012

5. Management & Organization

Goal 5.1: To ensure the physical facilities are at a high standard to support curriculum objectives and priorities
Goal 5.2: To upgrade the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs
Goal 5.3: To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of resources
Goal 5.4: To develop a 10 Year Maintenance Plan, a Long Term Maintenance Plan, and an IT Development Plan
Goal 5.5: To develop an Office Administrations Manual, a College Policies Manual, and SMC/IMC Procedures Manual
Goal 5.6: To employ a Principal's PA and re-organise the College Office Administration area
Goal 5.7: To develop a 5-10 Year Personnel Plan
Goal 5.8: To improve communication and develop transparent systems at all levels within the school

Goal 5.1
To ensure the physical facilities are at a high standard to support curriculum objectives and priorities

Target	Action / Strategy	Who	When	Reporting
5.1.1 To develop a 10 & 20 year College Development Plan	1. Develop a 10 and 20 Year College Development Plan and proposed funding needs.	Principal	2011	- Done in 2011
5.1.2 To develop a 10 Year College Maintenance Plan	1. Develop a 10 Year College Maintenance Plan and funding needs. 2. Develop a maintenance programme for the track & fields.	Principal Principal	2011 2011	- Done in 2011 - Done in 2012/13
5.1.3 To provide the efficient storage and availability of all learning, teaching administration resources.	1. Teaching Schemes, units of work, assessment tasks, past Exam papers and other learning resources stored efficiently and readily accessible by all teachers. 2. Central Archiving systems, policy, procedures and hardware developed to store all College documentation – including digital, video, and hardcopy texts.	Principal Principal	2011/annually 2012 onwards	- Work in progress. Nearly achieved with storage in LG102 - Not done yet
5.1.4 To provide high quality teacher workstations for all teachers and Admin staff.	1. Every teacher and Admin staff will have a workstation with access to a computer, internet, and storage spaces.	Principal	2011	- Done in 2012/13
5.1.5 To provide facilities for effective delivery of the	1. Implement the 10 Year Maintenance Plan so as to be able to provide good facilities for changing curriculum needs.	Principal	2011/annually	- In progress. Plan not yet complete

curriculum	2. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal	2011	- Not done yet

Goal 5.2

To upgrade the IT infrastructure to enable all staff and students **access to** reliable, sustainable, efficient, and **appropriate IT equipment**, systems, and services that meet their current and emerging e-Learning and e-Administrative needs

Target	Action	Who	When	Reporting
5.2.1 To develop and implement an IT Development Plan	1. Develop and implement a 5-10 year IT Development Plan including proposed professional development needs and funding needs.	Principal	2011	- Not done yet
	2. Audit and update the inventory lists of IT facilities and software.	IT Technician	2011	- Done in 2012/13
	3. Upgrade the ICT infrastructure.	Principal	2012	- In process – hardware needs urgent
	4. Increase student computer ratio from 1:7 to 1:3.	Principal	2012	- Not done in 2012/13
	5. Equip each classroom with Wi-Fi.	Principal	2012	- Done in 2012/13
	6. Equip each classroom with internet access for all students.	Principal	2012	- Done in 2012/13. Wi-Fi
	7. Equip each classroom with a ceiling mounted HD data projector and sound system with microphone capability.	Principal	2012	- Done in 2012/13
	8. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources.	Panel Head	2011	- Done in 2012/13
	9. Develop an IT Maintenance Plan.	Panel Head	2011	- Not done yet
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as "Information Learning Centres" from 8:00am to 4:30pm.	Principal	2012	- Done in 2012/13
	2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	principal	2012	- Not done yet

Goal 5.3

To ensure the school's Administration and Panels have ready **access through** IT to a wide and well-focused range of **learning resources** that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration

Target	Action	Who	When	Reporting
5.3.1 To expand the present Intranet / Internet / Extranet to make more effective use of IT systems and resources	1. Design and implement a document management system for the College Intranet to help design and store relevant forms.	Principal	2012	- Not done yet
	2. Review and upgrade the College website. (5.3.3)	Principal	2011	- Done in 2012/13
	3. Improve Remote access facilities for staff and students.	Principal	2012	- Not done yet

Target	Action	Who	When	Reporting
5.3.2 To develop digital based units of work and curriculum materials suitable for student use	1. All Panel Schemes will incorporate IT based Units of work.	VP Academic	2012	- Not done yet
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	1. Research best practice in terms of web sites as web portals for e-learning and communication between teacher, student, and parent and between the College and home. (5.3.1)	Principal	2011	- Done in 2012/13. Adopted eClass

Goal 5.4

To develop a 10 and a 20 Year College Development Plan, a 10 Year Maintenance Plan, an IT Development Plan, and a Cultural Development Plan

Target	Action	Who	When	Reporting
5.4.1 To develop and maintain a 10 and 20 Year College Development Plan; a 10 Year Maintenance Plan; an IT Development Plan; a Cultural Development Plan	1. 10 and 20 Year College Development Plan. (see 5.1.1) 2. 10 Year Maintenance Plan. (see 5.1.2) 3. IT Development Plan. (see 5.2.1) 4. Develop a Cultural Development Plan.	Principal Principal Principal Principal	2011 2011 2011 2011	- Done in 2011 - Done in 2011 - Not done yet - Not done yet

Goal 5.5

To develop an Office Administrations Manual, a College Policies Manual, and SMC/IMC Procedures Manual

Target	Action	Who	When	Reporting
5.5.1 To develop handbooks and Manual	1. Draft, consult and implement the following Manuals: 　- Office Administration Manual 　- College Policies 　- SMC/IMC Manual	Principal	2011	- Not done yet - Done in 2012/13 - Done in 2012/13
5.5.2 To develop Job Descriptions, KPI and Appraisal for all non-teaching staff (excl janitors)	1. Develop JD and KPI. 2. Develop an appraisal document. 3. Implement appraisal of all non-teaching staff.	Principal Principal Principal	2011 2011 2011	- Not done yet - Done in 2011 - Not done yet

Target	Action	Who	When	Reporting
5.5.3 To promote on-going professional development of non-teaching staff	1. Appraisal to include professional development goals for all non-teaching staff.	Principal	2011	- Not done yet

Goal 5.6

To employ a Principal's PA and re-organise the College Office Administration area.

Target	Action	Who	When	Reporting
5.6.1 To employ a Principal's PA	1. Review Office Staff JD's. 2. Advertise, short list, interview and appointment a PA.	Principal Principal	2010 2010	- Not done yet - Done in 2010
5.6.1 To refurbish the Office Administration	1. Set a scope brief. 2. Assign work to the Steering Committee of the Maintenance Plan. 3. Implement office refurbishment.	Principal Principal Principal / Mr Pau	2011 2011 2011	- Done in 2011 - Done in 2011 - Done in 2011

Goal 5.7

To develop a 5-10 Year Personnel Plan

Target	Action	Who	When	Reporting
5.7.1 To develop a 5-10 year Personnel Plan	1. To develop Job descriptions and KPI's for all functional and academic administrative posts to be used for appraisal purposes. 2. To develop a 5-10 Year Personnel Plan. 3. Elect a Teacher Manager and Alternate to the IMC.	Principal Principal IMC	2011 2011 2011	- Not done yet - Not done yet - Done in 2012/13

Goal 5.8

To improve communication and develop transparent systems at all levels within the school

Target	Action	Who	When	Reporting
5.8.1 To develop transparent communication systems	1. Principal to develop a Weekly circular to staff. 2. Principal to develop a daily Announcements bulletin to	Principal	2010	- Done in 2010

Target	Action	Who	When	Reporting
	staff/students.	Principal	2010	- Done in 2010
	3. Principal to meet with SA twice a term.			
	4. Once a term, the Principal to invite from staff & students input via a 'Suggestion Box'.	Principal	2010	- Not done in 2012/13
		Principal	2011	- Not done in 2012/13
	5. Panels and teachers to have student complete a Review/Evaluation sheet after each topic to be used with reviewing teaching and also for appraisal.	Panel & teacher	2010	- Not done in 2012/13

Diversity Learning Grant for the 2nd Cohort of NSS Students
Other Languages & Other Programmes
Three Year Plan 2010/2011 to 2012/2013

DLG funded Programme(s) OL and OP	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					10/11	11/12	12/13		
Other Languages	To meet student learning needs in terms of senior secondary French. To increase students' chances for local/overseas tertiary education. To equip students with diversified linguistic abilities to meet the challenges of globalisation as Hong Kong is an international cosmopolitan city. To broaden students' international perspectives in other social and cultural contexts.	French (school based course)	3 years	Students who have taken French in Forms 1-3	10	10	8	Students will take the AS-Level examination offered by the Cambridge International Examinations and administered by the HKEAA	French Teacher
Other Programmes A Network Programme in Music with Maryknoll Convent School.	To meet student learning needs in terms of senior secondary Music. To enhance students' abilities and competitiveness by developing talent. To increase students' chances for local/overseas tertiary education. To broaden students' learning through the development of the affective domain through music.	Music (Networked with La Salle College and Maryknoll Convent School)	3 years	Students who wish to take Music as a 4th elective	5	5	5	Students will take the HKDSE examination in Form 6	Music Teacher
Other Programmes (Gifted education)	To enhance the academic performance of elite athletes to attain entrance into selected universities while maintaining representative sports. To enhance student debating and public speaking skills	Extension and intensive training programmes for Gifted and Talented Students	3 years	Form 4-6 gifted and talented - Sportsmen - Academic Teams - Debaters and Speaking	10	10	10	Completion in International and City events. Completion of extension or support programmes entered.	Principal / Vice Principal

Diversity Learning Grant for the 3rd Cohort of NSS Students

Other Languages & Other Programmes

Three Year Plan 2011/2012 to 2013/2014

DLG Three-year Plan – 3rd Cohort
Programme support to broaden students' choices of elective subjects and provision of gifted education programmes for the fourth cohort of senior secondary students (2011/2012 to 2013/14 school year)

Name of School: La Salle College   Estimated grand total: $3,500*15 (OL) + $7,000*7 (OP) = $101,500 per year
School Code: 0007   (Estimated total for three years $304,500)
School Year: 2011/12 to 2013/14
Project Coordinator: Mr. Mak Kwok Cheung

DLG Funded Programme(s) OL and OP	Strategies & Benefits Anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of Programme(s) / Course(s) and Provider(s)	Duration of the programme/ course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in charge
					11/12	12/13	13/14		
Other Languages	**To** meet student learning needs in terms of senior secondary French. **To** enhance students' competitiveness in the 21st Century. **To** increase students' chances for local/overseas tertiary education. **To** equip students with diversified linguistic abilities to meet the challenges of globalisation as Hong Kong is an international cosmopolitan city. **To** broaden students' international perspectives in other social and cultural contexts.	French (school based course)	3 years	Students who have taken French in Forms 1-3	13	13	13	Students will take the AS-Level examination offered by the Cambridge International Examinations and administered by the HKEAA	French Teacher
Other Programmes A Network Programme in Music with Maryknoll Convent School.	**To** meet student learning needs in terms of senior secondary French. **To** enhance students' abilities and competitiveness by developing talent. **To** increase students' chances for local/overseas tertiary education. **To** broaden students' learning through the development of the	Music (Networked with La Salle College and Maryknoll Convent School)	3 years	Students who wish to take Music as a 4th elective	5	5	5	Students will take the HKDSE examination in Form 6	Music Teacher

DLG Funded Programme(s) OL and OP	Strategies & Benefits Anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of Programme(s) / Course(s) and Provider(s)	Duration of the programme/ course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in charge
					11/12	12/13	13/14		
	affective domain through music.								
Other Programmes (Gifted education)	**To** enhance the academic performance of elite athletes to attain entrance into selected universities while maintaining representative sports. **To** enhance student debating and public speaking skills. **To** provide opportunities for gifted and talented students to develop innovative skills. **To** provide opportunities and resources to extend talented musicians, debaters, academic achievers, and sportsmen.	Extension and intensive training programmes for Gifted and Talented Students	3 years	Form 4-6 gifted and talented - Sportsmen - Academic Teams - Debaters and Public Speakers - Musicians	10	10	10	Completion in International and City events. Completion of extension or support programmes entered.	Principal / Vice Principal

*LSST – Learning and Support Service Team

Br. Patrick Tierney
Supervisor

Date: _____

Br. Steve Hogan
Principal

Date: _____

Diversity Learning Grant for the 4th Cohort of NSS Students

Other Languages & Other Programmes

Three Year Plan 2012/2013 to 2014/2015

DLG Three-year Plan – 4th Cohort
Programme support to broaden students' choices of elective subjects and provision of gifted education programmes for the fourth cohort of senior secondary students (2012/13 to 2014/15 school year)

Name of School: La Salle College
School Code: 0007
School Year: 2012/13 to 2014/15
Project Coordinator: Mr. Mak Kwok Cheung

Estimated grand total: $3,500*15 (OL) + $7,000*7 (OP) = $101,500 per year
(Estimated total for three years $304,500)

DLG funded programme	Strategies & Benefits Anticipated	Name of Programme(s) / Course(s) and provider(s)	Duration of the Programme / Course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-Charge
					12/13	13/14	14/15		
Other Languages (OL)	Other languages (OL) To enhance global awareness and competitiveness in the 21st century and increase the chance for tertiary education.	French / Spanish (Possibility of German / Japanese / based on need)	3 years	Students who have taken respective language in junior form.	15	15	15	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	*(Network Programme)* In view of small number of students opting for Music, the Music Network Programme will help to cater for music student's needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subject.	10	10	10	Students will take the HKDSE exam.	Jointly organized with other school(s) (pending for reply from EDB)
Other Programmes (OP) (cont)	*(Gifted Education)* • To earn university credits from university programmes. • To strengthen, enrich and extend students' learning capacity in various dimensions such as HOT, Olympic competition training etc.	HKUST Dual programme – Level 2 (Chem / Life Science / Maths / Physics) HKU, CUHK, HKPolyU etc	3 years	Students who have taken HKUST DP – Level 1 with Grade B or above F4-6 elite students of this cohort	30	30	30	Students will complete the programme offered by HKUST, HKU, CUHK, HKPolyU etc.	LSST
	• To support registration fee and enrolment in web-based courses (local	Web-based courses (e.g. Johns Hopkins	3 years	F4-6 elite students in various subjects	10	10	10	Students will complete the web-based course.	LSST

DLG funded programme	Strategies & Benefits Anticipated	Name of Programme(s) / Course(s) and provider(s)	Duration of the Programme / Course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-Charge
					12/13	13/14	14/15		
	or overseas) for gifted students.	online programme)							
	• To support exchange programme with network schools in debate, drama etc training for school teams.	Intensive training for debate, drama	3 years	F4-6 elite students of this cohort	10	10	10	Students will have chance to strengthen their learning capacity by in various skills	LSST and School Teams
	• To strength students' learning capacity by enhancing Chinese / English standard through provision of Writing Skills Programme etc.	Advanced Writing Skills	3 months	F4-6 elite students of this cohort	20	20	20	Students will have chance to stretch their potential in language.	LSST / Subject Panels
Other Programmes (OP) (cont)	• To subsidize registration fees for overseas learning / exchange programmes / overseas competitions. • To partially subsidize study tour to Mainland China in gifted programme.	Overseas learning programmes Exchange programmes	1 month	F4-6 elite students of this cohort	30	30	30	Students will improve their skills e.g. HOT in various subject knowledge, social skills and competitions.	LSST / Subject panels
	• To provide academic remedial programme to students gifted in sports but lagged behind academically.	Academic enhancement programmes	3 years	F4-6 elite students (sports) of this cohort	15	15	15	Students will make use of the remedial programme to enhance academic performance.	LSST / Subject panels
	• To provide local transportation for school teams (pull-out programme).	Various school teams and training programmes	3 years	F4-6 elite students of this cohort	100	100	100	Students can attend various training, network programme and competitions for school teams.	LSST and School Teams
	• To purchase reference books, journals and magazines for LSST.	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will be better equipped with theories, examples and practices in programming.	LSST

*LSST – Learning and Support Service Team

Br. Patrick Tierney
Supervisor

Br. Steve Hogan
Principal

Date:

Date:

La sale College Diversity Learning Grant (DLG)

Income & Expenditure Account for the Year 2012/2013

<u>Other Languages:</u>
Income
Balance b/f from previous year $83,988.00
Grant Receivable for 2012/2013 $70,000.00
Less Claw back -$41,988.00 $112,000.00

Expenditure
Resources $31,843.09 <u>$31,843.09</u>
Surplus c/d to 2013/14 ***$80.156.91***

<u>Other Programmes:</u>
Income
Balance b/f from previous year $10,853.00
Grant Receivable for 2012/2013 $98,000.00 $108,853.00

Expenditure
Music Teacher service fee $59,165.00 <u>$59,165.00</u>
Surplus c/d to 2013/14 ***$49,688.00***