



# La Salle College

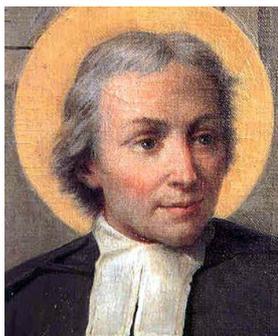
## Annual Report 2012-2013

*Aim for the Stars*

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## Our School

### 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.



## School History

### *In the beginning*



The story of La Salle College begins in 1917 when the Brothers of St. Joseph's College opened a junior school on Chatham Road, near Rosary Church. Kowloon was expanding rapidly at this time and demand for school places was rising. Br. Aimar, then Director of St. Joseph's, realized that a new school building was necessary. He acquired a piece of land on Boundary Street in the late 1920's as a site for the new La Salle College.

On 5th November, 1930, Sir William Peel, then Governor of Hong Kong, laid the foundation stone of the new building. By 3rd December 1931, the work on the building and the playgrounds was sufficiently advanced to allow the opening of eight classes under the management of 5 Brothers from St. Joseph's College and 4 Assistant Masters, Messrs. Charles Dragon, Francis Chan, James Ng and Benedict Lim, from the Chatham Road School.

La Salle College was formally inaugurated on the 6th January 1932. Seven Brothers headed by Rev. Br. Aimar as Director, and a few days later 40 boarders settled into the new College. There were then 540 students in 14 classes.

For seven years the College thrived under the wise guidance of Brother Aimar. The students achieved excellent results in the Matriculation Examinations, the laboratories were furnished, four Tennis courts and a full-sized football pitch were built and the lovely statue of St. John Baptist de La Salle that now stands in front of the College, was erected. The number of students increased to 805 in 1935 and 1060 in 1939.

### *War-Time and Exodus*

The outbreak of World War Two in 1939 brought great disruption to the life of the school. The HK Government requisitioned the buildings as an internment camp for Germans in 1939 and a hospital in 1941. Initially the Brothers had to arrange for use of temporary classrooms across the road at the current La Salle Primary School site.

On Christmas Day, 1941 the Colony surrendered to the Japanese and, soon after, the Brothers were ousted from the College. The buildings were turned into a storage depot. The Japanese encouraged civilians to leave the Colony, as food was in short supply. A number of Brothers, including the founder and Principal, Br. Aimar, traveled to Indo-China where they remained for the duration of the War.

### *Post-War Recovery*

Br. Cassian, OBE, energetically undertook restoration of the College after the war in 1946. Soon the College made a remarkable recovery and had about 600 pupils on its roll. The British Military Authorities, however, once again requisitioned the College in 1949 and it was turned into the 33rd General Hospital. Under the directorship of Brother Patrick Toner, the school was moved to temporary buildings on Perth Street, Homantin. Despite the considerable difficulties, few school activities suffered by this change. Br. Felix was appointed Director of the School in 1956 and with untiring efforts, re-acquired the College buildings from the

Military Authorities on 1st August 1959. Eleven years of forced exile had come to an end. Student numbers grew steadily and this in turn led to a separation of primary and secondary divisions. La Salle Primary School commenced classes in 1957 and Br. Henry was appointed Headmaster.

### *The Modern La Salle*

Towards the mid 1970's, the Brothers, under the directorship of Br. Raphael, decided the then aging building was functionally inadequate and would have been too costly to refurbish. The old building with its majestic dome had to be knocked down to make way for progress. While classes were continuing, a portion of the school grounds were used to erect a new superstructure with modern facilities. The Governor at the time, Sir Murray Maclehoose, officially opened the new school on 19th February, 1982, which was also the Golden Jubilee year of the school.

The new College building stands seven floors high and has a current enrollment of about 1600 students. Four impressive blocks surround two quadrangles, the lower, dotted with benches and greenery and the upper a standard size basketball court. All rooms are centrally air-conditioned and have double-glazed windows. In addition to the classrooms, there is an extensive range of facilities for academic use and for extra-curricular activities. At the time of construction the school was considered among the most modern in Asia. Br. Alphonsus Chee and Br. Thomas Lavin worked with the developer in developing these facilities.

Since a major part of the School building is above standard, the Government is not responsible for its maintenance. Replacements of plant and machinery as well as the upkeep of existing facilities require substantial sums of money. The Brothers, the Principal Br. Francis, and some Old Boys initiated the idea of a Foundation with one of the aims being to provide sufficient funds to do just this. In early 1992, the La Salle Foundation was established with Mr. Michael Sze as the first Chairman.

To enhance communication between teachers and parents, the La Salle College – Parent Teacher Association was established in January, 1995, and has become an integral part of the life of the school.

In September 2000, Br. Thomas rejoined the staff and became the Supervisor and Principal of the College.

The School Improvement Programme began with the Ground Breaking Ceremony on 9th April 2003. In 2005, two Annexes were completed, one along La Salle Road and the other on top of the old tennis courts, and named the Br. Aimar Wing and Br. Cassian Wing after the school's first and second Principals. The new wings provided an additional 32 rooms with state of the art facilities to enhance student activities and support continuous school development.

In 2004, Br. Thomas retired as Principal and Dr. Paul Lau (68) took this office. He was the first layman to take the post after 10 Brothers before him. Br. Thomas continued his role of Supervisor until he became Brother Visitor of the Penang District in 2008. Br. Patrick then took over as Supervisor. In April 2007, Mr. Wong Yen Kit took the reins as Principal. In September 2008, Mr. Nicholas Ng, the former Foundation Chairman, was invited to be the Alternate Supervisor alongside Br. Patrick. In September 2010, on the retirement of Mr. Wong Yen Kit, Br. Steve, from New Zealand, was appointed Principal.

## 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)



# Teaching and Learning 2012-2013

## Academic Achievement

Student performance in the first HKDSE examination (2011-2012) was important for the planning of teaching and learning in 2012-2013. Panels made use of the relevant data gathered from the DSE examination to inform better planning for teaching and learning. Strengths and weaknesses of students were analysed so that changes in pedagogy and in teaching materials could be made. Public examination results were compared with internal assessment results to guide teaching for the second HKDSE cohort. In addition, the College paid much effort in taking care of less able students. Using the data from internal assessments, less able students were identified and subject teachers gave corresponding enhancement to these students in an attempt to lift their performance. The HKDSE results in 2012-2013 showed significant improvement for top students with approximately 55% of all grades 5 or above, 78% attaining 3 or above in Chinese, 98% 3 or above for English, 99% 2 or above for Math, and 96% 2 or above for Liberal Studies. The College had the highest % of 4's and above and 5's and above in Chinese for Hong Kong but still 6-10 boys who ought to have, did not achieve the requisite 3 or above for Chinese. One student achieved the highest maximum score of 49 i.e. 7 x 5\*\*. Overall 82% achieved Full University Degree placement and 18% Sub-Degree placement.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, and Informatics indicate that the top students are doing even better. Results in international assessments such as the Australian Mathematics Exam or the NSW ICAS Assessment again indicate that our top students are doing better year on year but the proportion of weaker student's remains.

## Professional Development

Professional Development continued to be aligned to the College Strategic Plan addressing the use of technology, differentiated learning, and data to inform teaching and learning. The College administered professional development each fortnight alternating between school workshops on up-skilling in specific areas of IT in teaching such as the use of Microsoft Office, Windows 8, YouTube, eClass etc. Panels paid attention to differentiated teaching in the form of Panel based Professional Development. Teachers shared among themselves strategies so as to better design their lessons to give more individual support to students. Not only the less able students, high achievers were also given more support to further enhance their abilities. As a result, student performance in public examinations was enhanced. In addition, students were given more opportunities in authentic learning. More gifted programmes and exchange programmes were organized so that students were given the chance to challenge themselves and to participate in overseas exchanges.

Continued from past years, student performance data was collected and distributed to teachers from time to time. At the beginning of the school year, every subject teacher was given student performance data of the previous year's examination so that he/she would know about the general profile of the class he/she was teaching. Student performance was also reported in markers reports which Panels made use of during

the year. Together with the Reports from public examinations, SBA performance etc., teachers had more information to plan their lessons.

The School had also provided support to Panel Heads through a Middle-Mangers series of workshops with an external consultant Mr McGlynn. In addition Panel Heads were given 5-8 periods per cycle to have more lesson observation time in their Panels so that professional development could be enhanced. Panel Heads held 'walk-throughs' during the year and had professional dialogues with their members afterwards. Data was collected during the walk-throughs and thus better planning and teaching strategies were shared among teachers.

## Review of the Small Class Teaching for Weaker Students

The split class provision was examined to see if it was appropriated correctly. The College set up a working group to look at the provision of split classes in the core subjects. The working group met with teachers and students and looked at the progress of students in the split classes. It was hoped that with the review of the provision of split classes and subsequent appropriate deployment of resources, achievement results of weaker students would improve. The review gave no evidence that split classes improved student performance as there were too many uncontrollable variables. The one controllable significant variable factor however was the teacher – the performance of weaker students improved in either a full class or a small class depending on the skills of the teacher and the relationship with the students.

The review on the use of resources for enhancement would continue in 2013-2014. The data collected would continue to inform the College in terms of a better deployment of resources in regard to helping less able students improve their academic achievement.

## Learning Support Programmes

The College developed further programmes for Gifted Students through the Gifted Education Department of the Student Learning Support Services. Programmes included the Subject Teams for Maths, Physics, and Science. The Gifted Education Department accessed programmes from HKU, the Dual Programme from HKUST, and other programmes from BU, PolyU and CityU for talented students as well as having 22 students gain scholarships for the JHU Talent Search Summer School.

SEN students, although only 2 in number, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

As a self-improving school the College will focus on 'Writing Across the Curriculum' i.e. academic writing for exam situations, in 2013-2014. In addition an IT/BYOD Planning and Implementation Team will be set up to design the implementation plan for the introduction of mobile devices into the teaching and learning process.

## Support for Student Development 2012-2013

Through a whole school approach to 'Student Support', all teachers were engaged in a minimum of three student support duties resulting in an extensive range of support programmes and opportunities for the students of La Salle College. Some of the major programmes in 2012-13 have been identified and briefly commented upon in the following.

### Moral & Civic Education

In addition to the formal curriculum of Religious Studies, the College has a structured curriculum on Moral & Civic Education with a focus on moral education in junior Forms and life skills development in senior Forms. The topics covered in F1-3 Moral Education are Good Discipline and Citizenship, Respect, Responsibility, Problem Solving, Love, Empathy & Compassion, Lasallian Spirituality, Career Education, Relationship and Sex Education; in F4-5, the topics included Understanding Self, Leadership Skills, Setback & Stress Management, Career Planning Competencies, Relationship & Responsibility, Etiquette, Management of Finance, and in F6, Thinking Outside the Box, JUPAS Application and Success Skills. The Civic Education Team, Health & Environment Promotion Team, Guidance Team, and the Assembly Team also help in the delivery of extra-curricular programmes on moral & civic education.

### Service Learning Assemblies

Eleven themed school assemblies were held, spread evenly throughout the school year and across all Forms. All F2 students participated in a service programme called '*From La Salle with Love*' in November – reaching out to different elderly homes, orphanages, and mentally disabled centres. Supported by the Parents-Teachers Association, the College hosted two underprivileged primary schools and treated them with a 'Fun Day'. Other service programmes included programmes offered by the 5 uniform groups - Scouts 17<sup>th</sup> Group, Red Cross, St. John Ambulance Brigade, HK Air Cadet Corps, and Police Cadet Corps; and the Community Youth Club, UNICEF, HK Award for Young People. Other regular service activities were organized by religious groups such as the Lasallian Youth Movement, Legion of Mary, Catholic Society, Outreach service Team, Learning Support Services Team, and Gifted Education Team.

### Aesthetics

An Aesthetics Education Day was held in June for Form 4 as a post-examination activity. A variety of activities including music performances, workshops on drama, dance and visual arts, speech and public speaking demonstrations were provided for students who enrolled according to their aptitude and interest. This is in addition to the Civic Education Team Cantonese Opera workshop, various lunchtime Art workshops, weekly Music Corner, and the College's very successful music teams – the Wind Orchestra, Chinese Orchestra, Symphony Orchestra, and Choir.



### Discipline and Counselling

With an integrated approach to guidance and discipline, the College paid special attention to training programmes in resilience, self-esteem, and confidence. Through Peer Counselling, where F5 students took a partner in F2-3, and the Buddies Scheme, where F4 students were matched with Form 1 students, an enhanced camaraderie and a special Lasallian bond was cemented among the senior and junior students.

### Careers Education

A structured career education curriculum was implemented during the Form Teachers' Period, F1-6, in a sequential and systematic manner. Special information sessions were tailored for F3 and F6 students and parents about advice on F4 streaming and university application. The Careers Department was adept at fully engaging the expertise of alumni in programmes like the Careers Day, 'Talks', F5-6 Interview Workshop, and the Job Shadowing Programme. In the latter, more than 100 places were secured in different companies, lasting from 1 to 3 days during the last summer vacation. The Careers Department also worked closely with external organizations like the Junior Achievement, Education Bureau Business-School Partnership Programme, Careers and Guidance Master/Mistress Association, and The Hong Kong Federation of Youth Groups.

Special counselling was provided for F6 students on JUPAS where one career teacher was assigned to look after one F6 class each throughout the year.

### Extra-Curricular Activities

The forty six (46) school clubs and societies provided every student an opportunity to stretch their potential in cultural, services, interest, sports, religious, and foreign language arenas. A two-day Extra Curricular Activity (ECA) Promotion Fair was held for Form 1-4 classes where all Form 1 students successfully enrolled in three or more ECA's – at least one from each of, Cultural, Sports, and Service clubs/societies, while more than 90% of Form 2 students enrolled in three ECA's. A rigorous evaluation system by students, teachers,

and the Student Association was employed to gauge participants' feedback to the quality of the club activities as well as suggesting areas for improvement. The Thumb-up Scheme and Penalty Scheme were enforced to give the club leaders more incentive to improve. With the ample opportunities of leadership, 70% of F5 students have been leaders at some level in the school and 40% of students have been office bearers of the Student Association/Clubs/Teams by the end of F6.



### Exchange Programmes & Study Tours

Eight Exchange Programmes and Study Tours, lasting from 7 to 11 days, were organized in 2012-2013 to Singapore, Taiwan, Malaysia, the UK, Beijing, Shanghai, and Wuhan, engaging about 400 students. The school also played host to a number of overseas schools including those from Singapore, Beijing, Shanghai, New Zealand, and Paris. The Civic Education Team organized a study tour to the Three Gorges. Other activities included themed board exhibitions, cross curricular activities such as English debates and essay writing competitions on current issues.

### The Student Association

The Student Association, under the guidance of a Steering Committee of select senior teachers, was successful in providing almost half of the student population a chance to serve and train to be future leaders. Arguably the most democratically elected student body in Hong Kong, the Student Association acted as a bridge between students and the school authority and has successfully initiated many high quality programmes which allow students to fully employ their creativity, organizational and management skills, and marketing and publication techniques while upholding accountability for their work. Form 5 students assume the helm of leadership of this mammoth student body and School Year Book.

### Learning Support Services

To render special support to the less able students, Enhancement Programmes were provided for F1-5 students with special emphasis on learning effectiveness and self-directed learning. A week-long Summer Bridging Programme (co-organized with the PTA) was provided for the newcomers to prepare for the new school life and curriculum. A myriad of Gifted Education programmes were offered and are in high demand, including the HKU Academy and the HKU Junior Science Institute, the HKUST Dual Programme, the BU IT Programme, web-based programmes organized by the EDB, and various gifted programmes run by the Hong Kong Academy of Gifted Education. In addition the College has school-based 'Gifted Education/Extension' programmes offered via the 'Academic Teams' - Mathematics, Physics, Chemistry, and Informatics all of which participate in the Hong Kong and International Olympiads.

### Integrated Planning of Student Support Service Programme

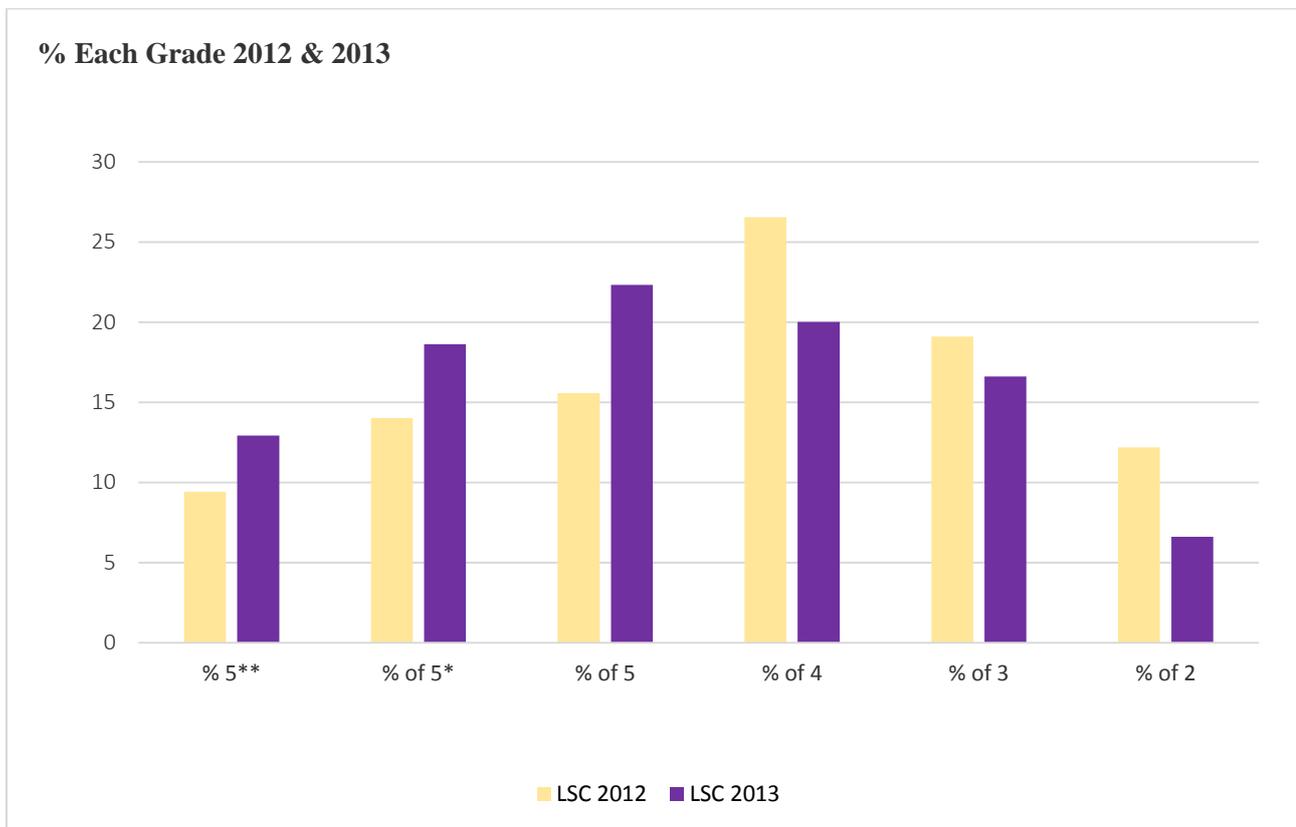
During 2012-13 the College mapped the various EDB curriculum and/or curriculum statements with the various support programmes in the College ensuring compliance with EDB mandatory curriculum. The modules set out in the following curriculum are covered in the various student support services programmes; Careers Education, Health Curriculum, Sexuality Curriculum, Life & Society Curriculum, Civics Education Curriculum, and the PSHE curriculum.

### Conclusion

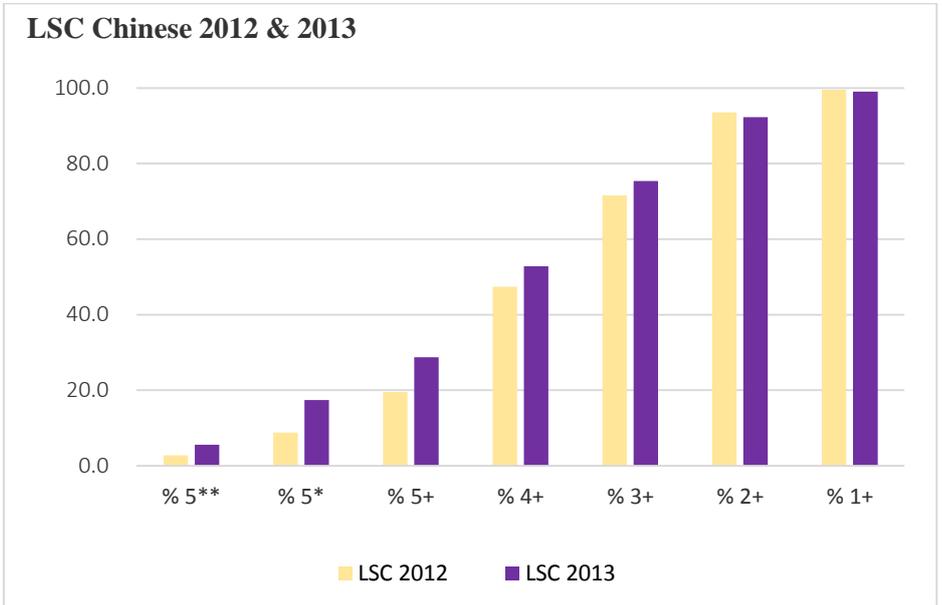
It is the aim of the school to nurture students to be healthy, honest, law-abiding, civic young men who believe in serving and caring for the community and people around them. It is expected that La Salle College students will exhibit an avid sense of civic and national awareness, high moral standards, a sense of responsibility, and an aspiration for their future career. Most importantly, these young men, through the programmes and support offered at La Salle College this past year will be able to continue to develop a positive self-image, grow in confidence, and share a positive attitude to life.



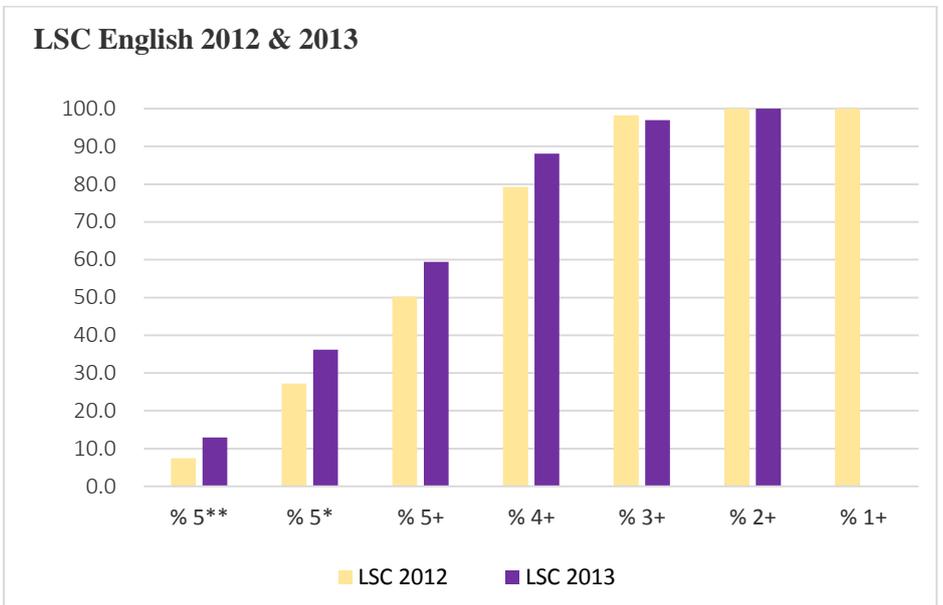
## Student Performance 2012-2013



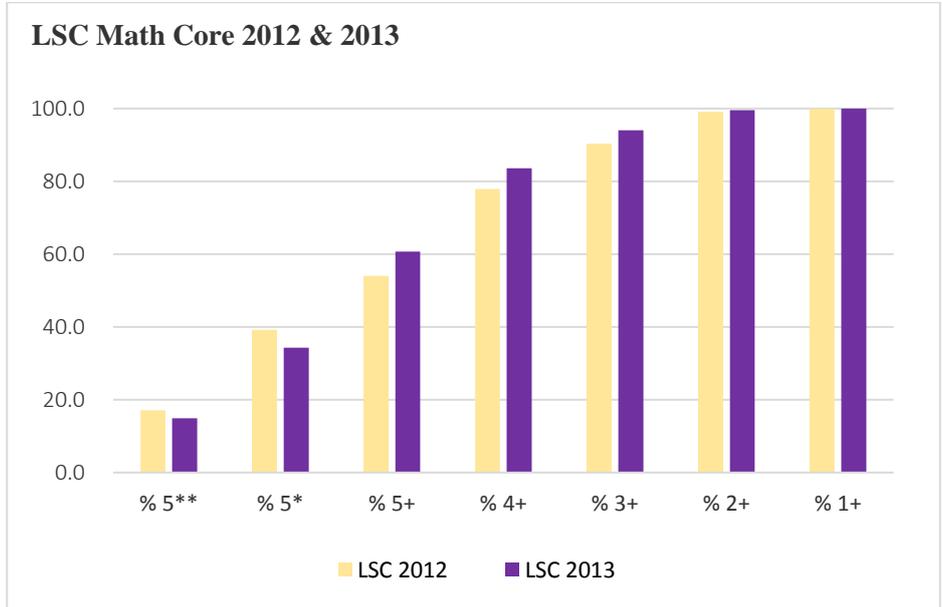
**HKDSE Chinese**



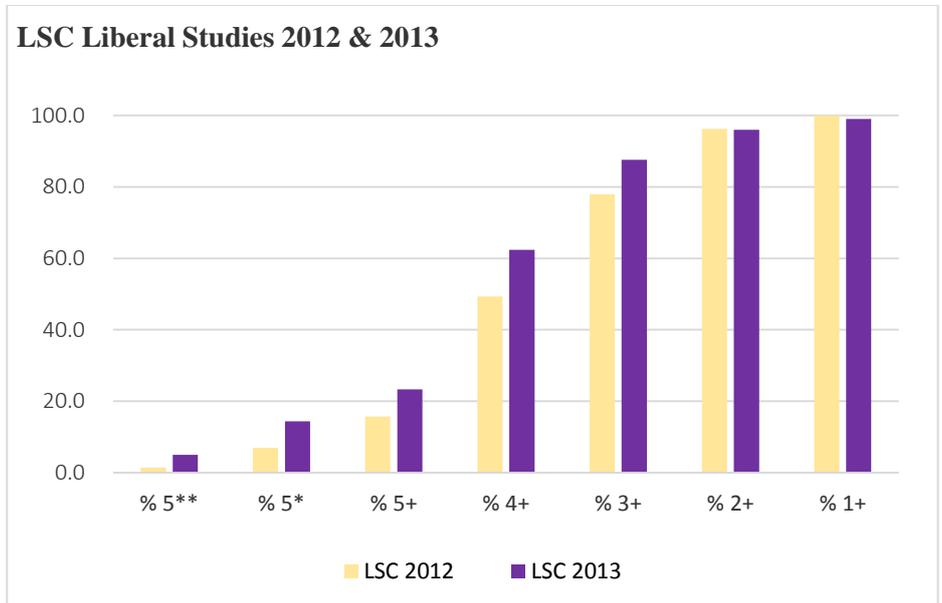
**HKDSE English**



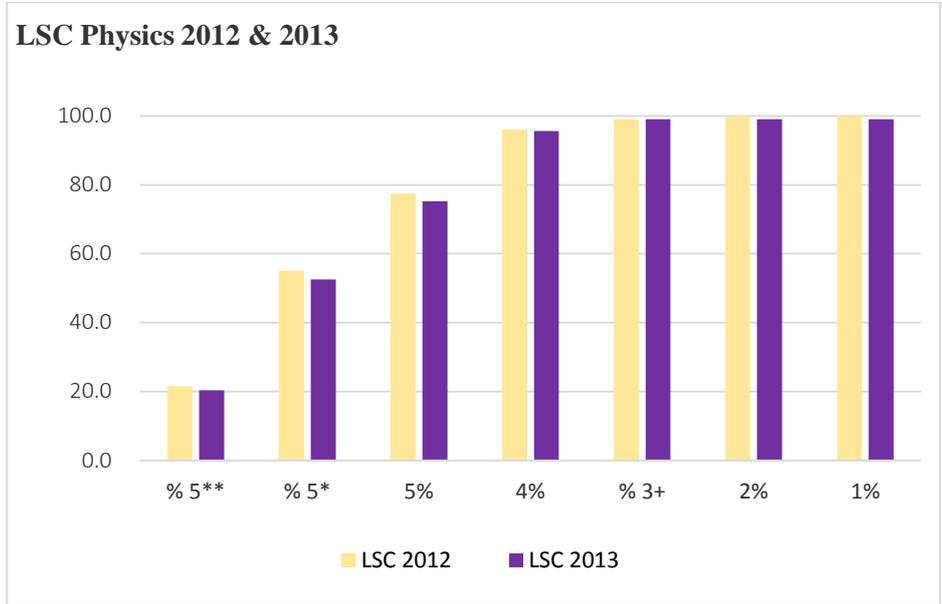
**HKDSE Math**



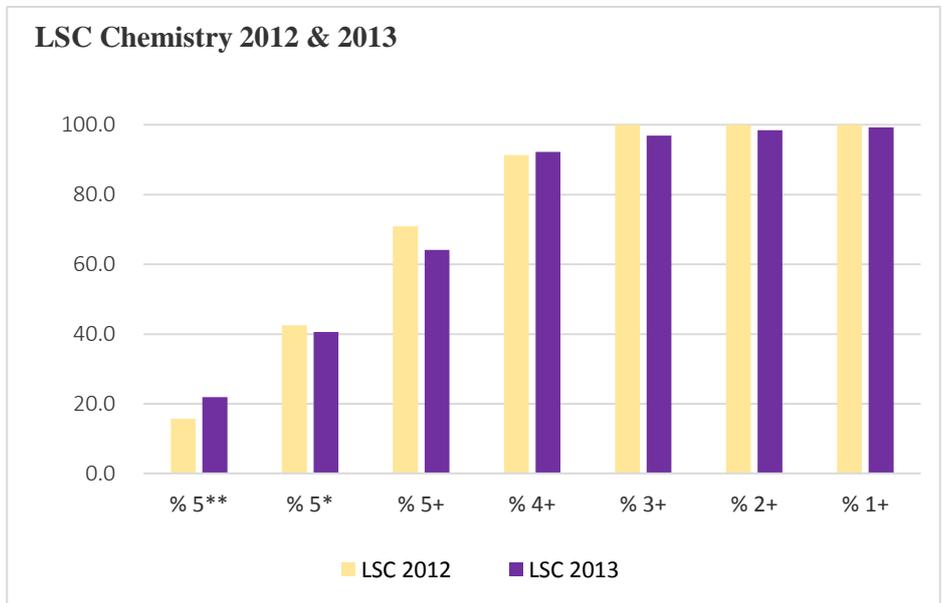
**HKDSE Liberal Studies**



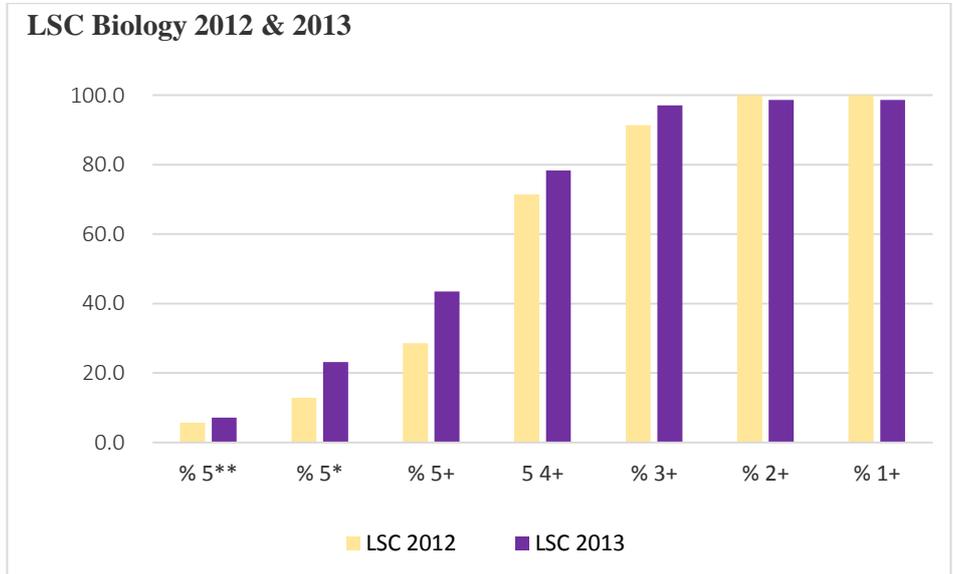
**HKDSE Physics**



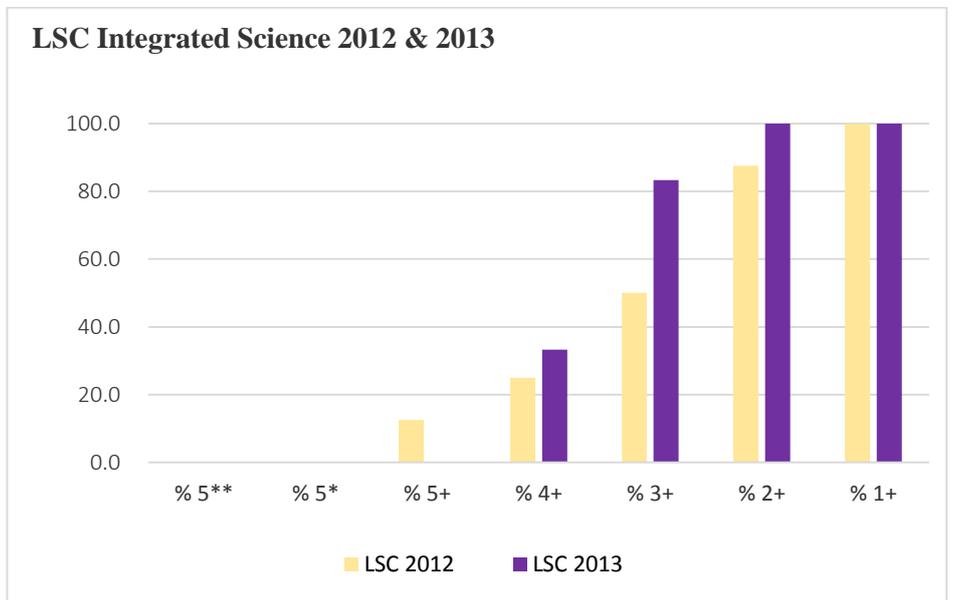
**HKDSE Chemistry**



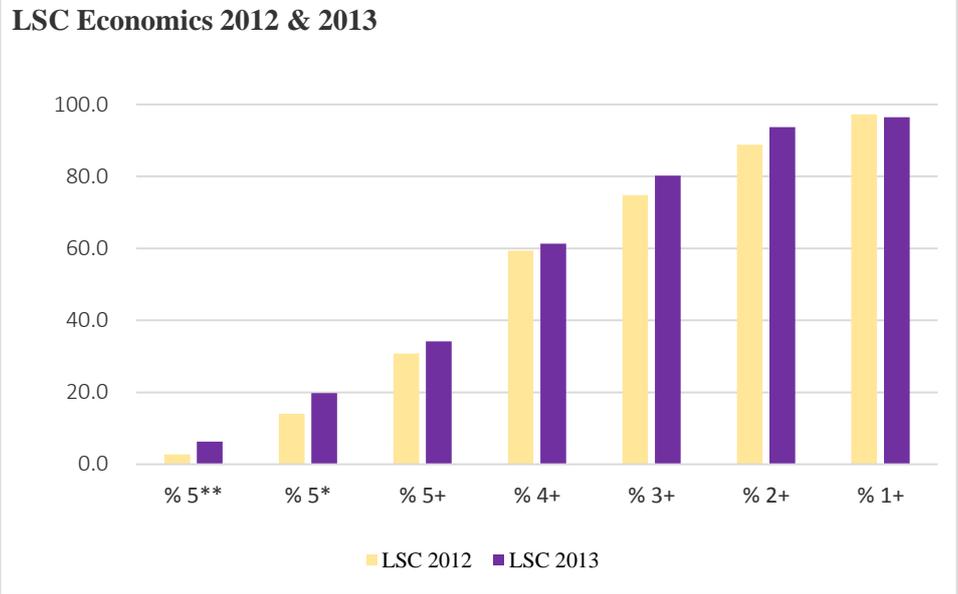
**HKDSE Biology**



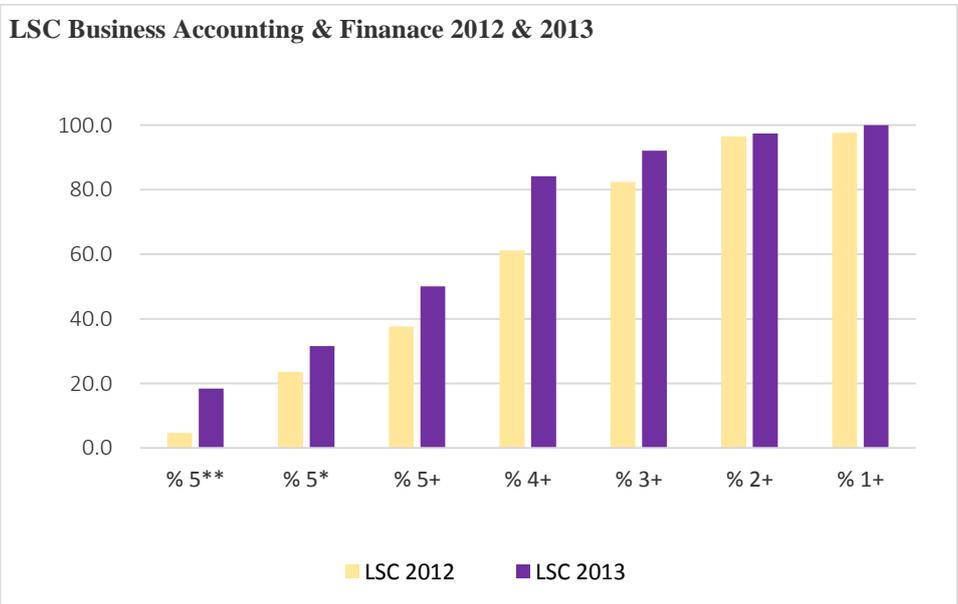
**HKDSE Integrated Science**



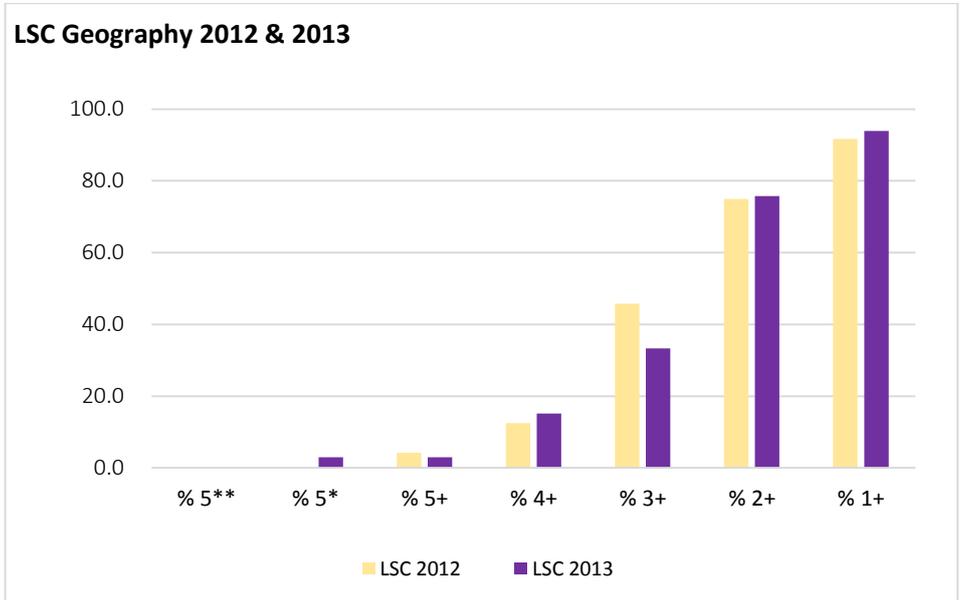
**HKDSE Economics**



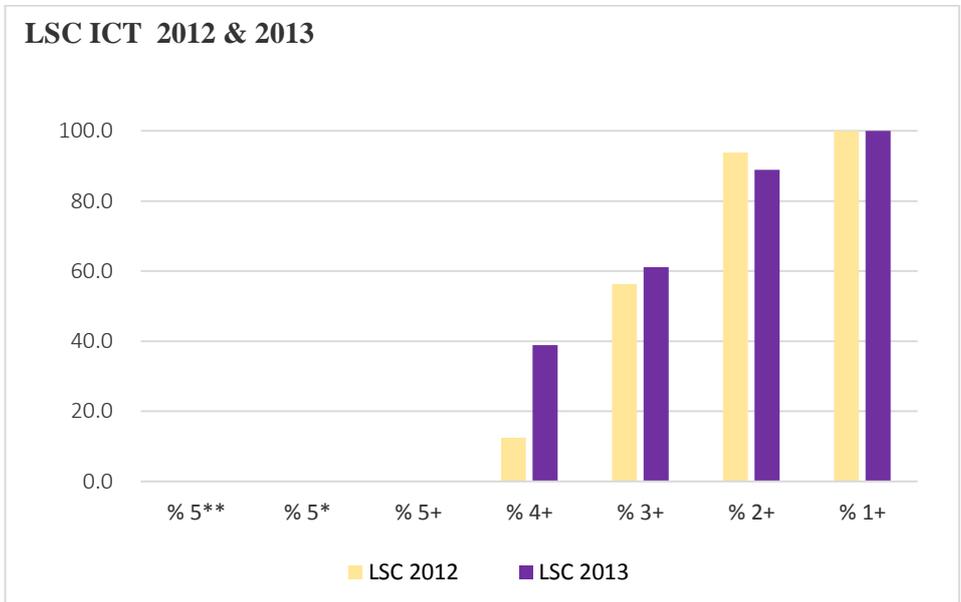
**HKDSE BAFS**



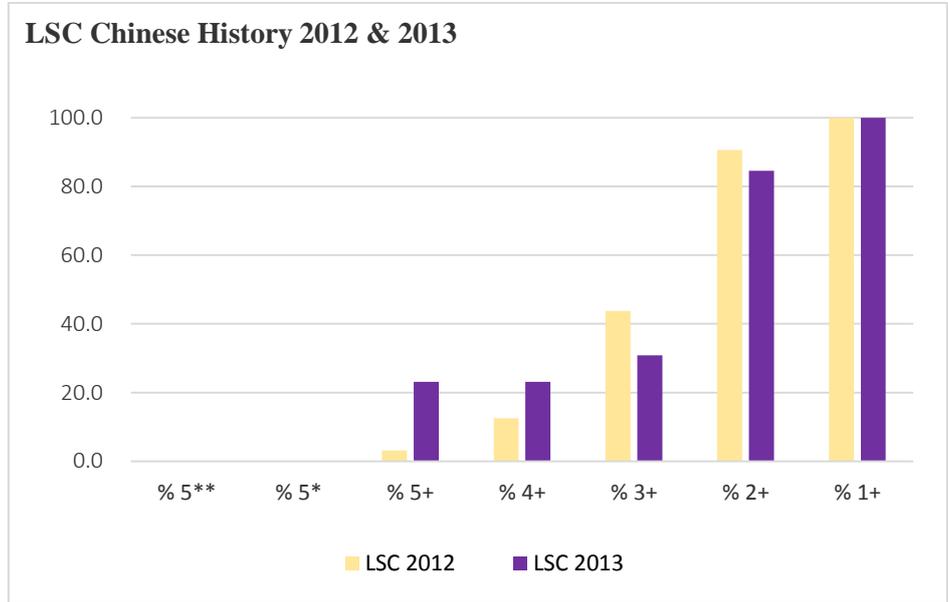
### HKDSE Geography



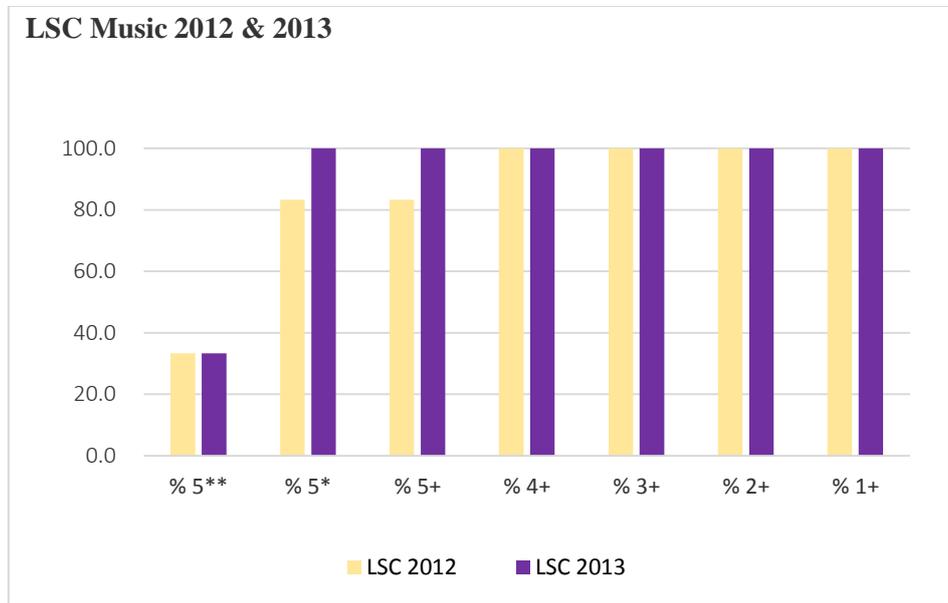
### HKDSE ICT



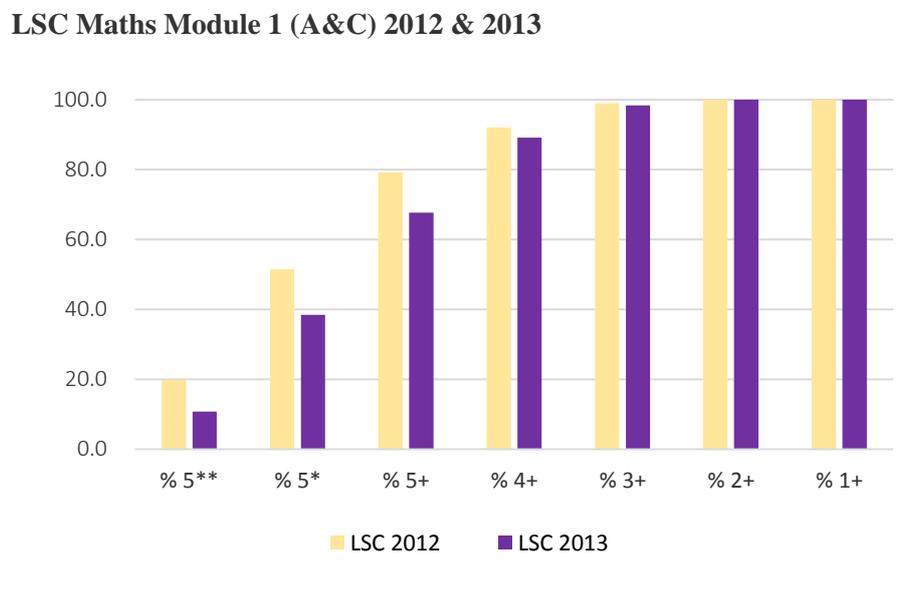
**HKDSE Chinese History**



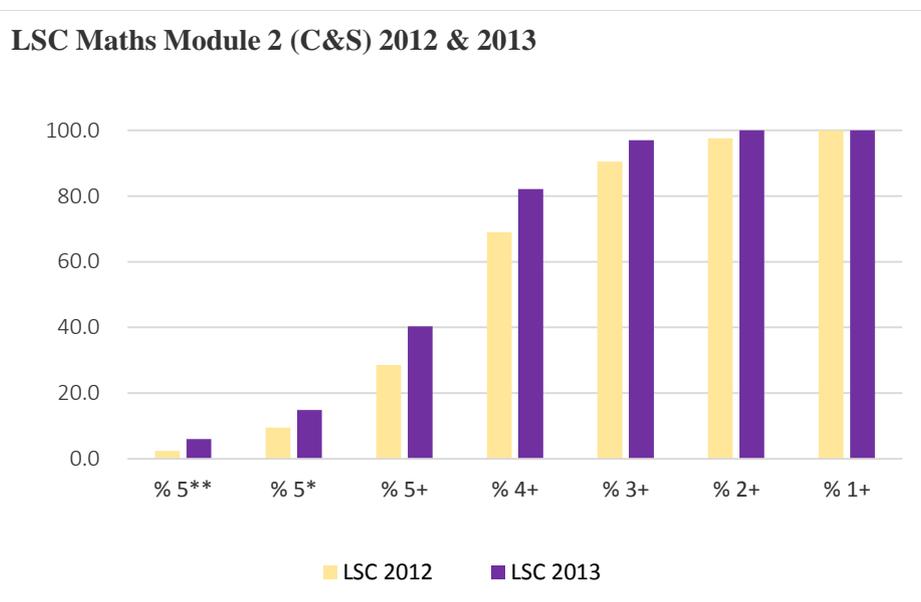
**HKDSE Music**



**HKDSE Math Module 1 (A/C)**

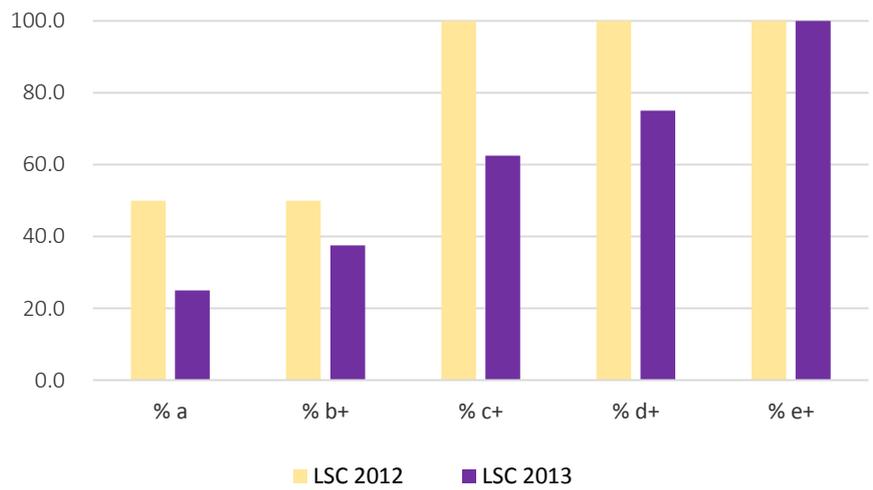


**HKDSE Math Module 2 (C/S)**



**HKDSE French**

**LSC French 2012 & 2013**



## Financial Summary 2012-2013 (ended 31 August 2013)

	Income \$	Expenditure \$	Surplus/ (Deficie) \$
<b>1. Government Funds</b>			
<b>(1) OEBG Grant</b>			
<b>(a) General Domain</b>			
Administration Grant	5,588,394.00	5,240,227.83	348,166.17
School & Class Grant	1,023,444.59	2,127,893.36	(1,104,448.77)
Subject Grants	257,231.09	139,006.75	118,224.34
Other Grants	1,805,914.00	1,180,240.73	625,673.27
Sub-total	<u>8,674,983.68</u>	<u>8,687,368.67</u>	<u>(12,384.99)</u>
<b>(b) Special Domanin</b>			
Capacity Enhancement Grant	516,616.00	555,114.00	(38,498.00)
Other Grants	7,922.00	10,507.90	(2,585.90)
Sub-total	<u>524,538.00</u>	<u>565,621.90</u>	<u>(41,083.90)</u>
<b>(2) Non-OEBG Grant</b>			
(a) Composite Furniture and Equipment Grant	689,430.00	1,221,943.20	(532,513.20)
(b) Other Grants	2,894,868.04	1,863,804.86	1,031,063.18
Sub-total	<u>3,584,298.04</u>	<u>3,085,748.06</u>	<u>498,549.98</u>
Government Funds total	<u>12,783,819.72</u>	<u>12,338,738.63</u>	<u>445,081.09</u>

### II. School Funds (General Funds)

(1) Tong Fai	2,907,070.00	1,404,910.94	1,502,159.06
(2) Donations	588,748.60	237,390.00	351,358.60
(3) Collection of fees for specific purpose	426,900.00	-	426,900.00
(5) School Fund General Account	854,416.71	1,810,529.13	(956,112.42)
(6) Funding from Drama Festival/Life Wide Learning/Cross Boundary Learning Act	42,825.00	29,959.00	12,866.00
(6) Others	1,462,278.50	1,703,609.90	(241,331.40)
School Funds Sub-total	<u>6,282,238.81</u>	<u>5,186,398.97</u>	<u>1,095,839.84</u>

Balance brought forward from last year 31/8/2012	9,640,659.59
Prior year adjustment on provisional items	180,364.07

### Total surplus for the school year

(I) Surplus of Government Funds	445,081.09	
(II) Surplus of School Funds	<u>1,095,839.84</u>	1,540,920.93
Accumulated surplus as at the end of school year		<u><u>11,361,944.59</u></u>

### IT Budget for school year 2013/2014

	\$
1 Salaries of IT technical support staff	154,791.00
3 Broadband Internet service	48,000.00
4 Computer equipment and accessories	37,845.00
5 Maintenance services and reparis	58,500.00
6 Software	125,326.00
7 IT related accessories and consumables	4,000.00
Total	<u><u>428,462.00</u></u>

## Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2013

### 1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	516,616.00
	516,616.00
Less: Amount paid for salaries of teaching assistants	555,114.00
Surplus carried forward to next year	(38,498.00)

### 2. Use of HKJC Life-wide Learning Fund

	\$
Surplus brought forward from previous year	-
Amount received for the year	18,700.00
	18,700.00
Less: Subsidy to students for participation in ICAS examinations/workshop fee/course fee	5,935.00
Surplus carried forward to next year	12,765.00

### 3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	141,057.00
Broadband Internet service	52,791.67
Maintenance services and repairs	43,041.66
IT related accessories and consumables	67,938.40
Total	304,828.73

### 4. Use of Enhanced Senior Secondary Curriculum Support Grant

	\$
Surplus brought forward from previous year	559,979.52
Amount received for the year	-
Less: Salaries of contract teachers ofr educational enhancement	585,900.00
Deficit for the year	(25,920.48)

### 5. Use of Senior Secondary Curriculum Support Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	998,928.00
	998,928.00
Less: 1 year Contract Teacher Salary and MPF ER contribution	170,365.00
Surplus carried forward to next year	828,563.00

## Reporting on Annual Plan 2012-2013

### 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.

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	<ol style="list-style-type: none"> <li>To have a banner put up in the College at least twice a year with a Lasallian/Christian message.</li> <li>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.</li> <li>A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.</li> </ol>	<p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>RS Panel Head</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Done for Christmas, Easter, Founders Week 2012/13</p> <p>Not done in 2012/13</p> <p>Done in 2012/13</p>
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	<ol style="list-style-type: none"> <li>A <i>Health Promoting School Programme</i> 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]</li> </ol>	Principal	2011/annually	Done in 2012/13
1.1.3 All teachers are to integrate values into their teaching programmes	<ol style="list-style-type: none"> <li>All teachers are to identify in their Unit Plans the values embedded in each unit taught</li> </ol>	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	<ol style="list-style-type: none"> <li>To develop a staff service programme to the underprivileged community once a year.</li> </ol>	Pastoral Assistant	2011/annually	Staff engaged in a number of projects themselves
1.2.2 For all staff to have an on-going understanding of Lasallian charism	<ol style="list-style-type: none"> <li>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.</li> <li>At least one Staff Development Day a year be allocated to Lasallian formation.</li> </ol>	Principal	2011/annually	Principal did this at each meeting
1.2.3 To develop Lasallian leadership among staff & students	<ol style="list-style-type: none"> <li>LYM leaders are to participate in Lasallian Leadership training.</li> </ol>	LYM & LC	2011/annually	Done in 2012/13
	<ol style="list-style-type: none"> <li>The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events.</li> </ol>	LYM & LC	2011/annually	Done in 2012/13
	<ol style="list-style-type: none"> <li>To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College.</li> </ol>	Principal	2011	Coordinator but Formation Plan not yet done as of 2013
	<ol style="list-style-type: none"> <li>To develop a Lasallian Formation Plan 2011-2016.</li> </ol>	LC	2012	Not done 2012/13.
	<ol style="list-style-type: none"> <li>To identify external Lasallian formation opportunities for staff at all levels and to have 1 staff member attend a</li> </ol>	Principal & LC	2011/annually	HK Teachers Induction 2012/13

Target	Action	Who	When	Reporting
	Lasallian formation programme annually.			
1.2.4 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	<ol style="list-style-type: none"> <li>LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year.</li> <li>To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year.</li> </ol>	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.	<ol style="list-style-type: none"> <li>To speak about the vocation of Brother and priest at each monthly mass.</li> <li>To pray for vocations at appropriate opportunities.</li> </ol>	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	<ol style="list-style-type: none"> <li>Coordinate with the LEAD District to provide social justice exposure opportunity for students each year.</li> </ol>	Pastoral Assistant	2012 onwards	Done in HK and Meizhou but not in other LEAD countries
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	<ol style="list-style-type: none"> <li>Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers.</li> <li>All students are to participate in a service of the poor activity each year including:               <ul style="list-style-type: none"> <li>- F1 at home service (RS Panel)</li> <li>- F2 Service Learning Programme (RS Panel)</li> <li>- F3 Service Programme (RS Panel)</li> <li>- F4-F6 Voluntary Service activity</li> </ul> </li> </ol>	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	<ol style="list-style-type: none"> <li>At least once a year initiation programmes into the sacraments of baptism, reconciliation and Eucharist will be offered.</li> <li>A survey and invitation to receive the sacraments will be conducted by the Pastoral Assistant in Sept each year.</li> <li>Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class each year.</li> <li>Liaising between parishes and students interested in joining Parish Catechumenate classes.</li> <li>Catholic Society hosting Bible and Bible sharing.</li> </ol>	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 ???

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.2 To increase student participation and engagement in the traditions and practices of both the Lasallian tradition and the Catholic Church	<ol style="list-style-type: none"> <li>All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year.</li> <li>Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following: <ul style="list-style-type: none"> <li>- Opening Mass</li> <li>- La Salle Day</li> <li>- Ash Wednesday</li> <li>- Assembly prayer</li> <li>- Lasallian prayer</li> <li>- Assumption Day</li> <li>- All Saints and All Souls day</li> <li>- Advent/Christmas</li> <li>- Lasallian Saints</li> <li>- Marian devotions in May, October</li> </ul> </li> <li>Promotion of Lenten fast and abstinence regulations.</li> <li>Students able to compose and use suitable prayers.</li> <li>Joint Liturgy Committee formed from CathSoc and LYM for Founders Day mass.</li> </ol>	<p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>Pastoral Assistant</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011 annually</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Done in 2012/13</p>
1.4.3 To increase awareness of and promote the Catholic faith among staff and students	<ol style="list-style-type: none"> <li>To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints.</li> <li>To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith.</li> <li>Develop Catholic symbols and images throughout the College.</li> </ol>	<p>CathSoc</p> <p>Principal</p> <p>Principal/PastAsst</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011 onwards</p>	<p>Not done in 2012/13</p> <p>Not exactly done. Br Jeff did do Lasallian spirituality</p> <p>Not done in 2012/13</p>
1.4.4 All staff and students experience good liturgy and the sacraments	<ol style="list-style-type: none"> <li>Mass for all catholic and one Form compulsory the first Wednesday of each month.</li> <li>Students participate in all parts of the mass including Ministers of Eucharist.</li> <li>All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See1.4.2 -1].</li> </ol>	<p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>Pastoral Assistant</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Done in 012/13</p> <p>Participation growing but not yet Ministers</p> <p>Done in 2012/13</p>
1.4.5 Non-Catholic faiths are recognized	<ol style="list-style-type: none"> <li>Significant Non-Catholic religious festivals are recognised in some way in the College.</li> </ol>	<p>Principal / Pastoral Assistant</p>	<p>2011/annually</p>	<p>Not done in 2012/13</p>

## Teaching & Learning

### 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.	Panel Heads	2012 onwards	Done 2012/13
	2. Markers Reports are to include a statement on open ended questions.	Panel Heads	2012 onwards	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.	VP Academic / English Panel	2011/annually	Not done in 2012/13
	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	2012 onwards	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.	VP Academic/ Form Teachers/	2011/annually	Done. Aprox 10% of boys subscribed to a paper
	2. The News Headlines Boards are promoted.	Eng Panel Head	2011/annually	Not done in 2012/13
	3. The News Headlines Boards are updated weekly.	Eng Panel Head	2011/annually	Not done weekly in 2012/13

### Goal 2.2

To enhance student language proficiency

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.	English Panel H & SEN	2011/annually	Done in 2012/13
	2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class.	English Panel H & SEN	2011/annually	Not done in 2012/13
	3. Mid and End year exam data used to track weaker students and modify split/remedial classes in English.	English Panel H & SEN	2011/annually	Done in 2012/13
	4. Engage TSA and HKDSE Reports in Panel Planning.	English Panel H	2011/annually	Done in 2012/13
	5. Apply TSA and HKDSE type questions in internal examinations.	English Panel H	2011/annually	Done in 2012/13
2.2.3 100% of students pass Chinese in TSA and	1. P6 and LSPS data is used to identify weaker students to form the split class	Chinese Panel H & SEN	2011/annually	Done in 2012/13

Target/Goal	Action/Strategy	Who	When	Reporting
HKDSE	<p>and enhancement class.</p> <p>2. Split classes use diagnostic test and modified curriculum to catch up and return student to main class.</p> <p>3. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese.</p> <p>4. Provide monthly practice on Reading, Writing, Listening and Speaking.</p> <p>5. Engage TSA and HKDSE Reports in Panel Planning.</p> <p>6. Apply TSA and HKDSE type questions in internal examinations.</p>	<p>Chinese Panel H &amp; SEN</p> <p>Chinese Panel H &amp; SEN</p> <p>Chinese Panel H</p> <p>Chinese Panel H</p> <p>Chinese Panel H</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Not done in 2012/13</p> <p>Done in 2012/13</p> <p>Done in 2012/13</p> <p>Done in 2012/13</p> <p>Done in 2012/13</p>
2.2.5 To cultivate a Reading habit / environment	<p>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.</p> <p>2. SSR to be monitored by VP's and guidelines set re Eng vs. Chin</p> <p>3. All students to maintain a reading log with a critical reflection after each text.</p> <p>4. All boys to target reading at least 4 English novels per year.</p> <p>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.</p> <p>6. The borrowing rate in the library to increase by 10% each year.</p>	<p>English Panel H</p> <p>2 x VP's</p> <p>2 x VP's</p> <p>2 x VP's</p> <p>Librarian</p> <p>Librarian</p>	<p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Students were given the reading list but not parents.</p> <p>SSR monitored by Principal.</p> <p>Coordinator yet to develop promotions</p> <p>Not done in 2012/13</p> <p>Not done in 2012/13</p> <p>Av. number of books borrowed/student 14.4 in 2011/12, 14.6 in 2012/13. The rate of borrowing rose from 80.56 to 86.23</p>

### 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	<p>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.</p> <p>2. Provide Professional Development for use of CAL.</p> <p>3. Provide Professional Development for full use of e-class.</p>	<p>Principal VP Academic</p> <p>Principal</p> <p>Principal</p>	<p>2012 onwards</p> <p>2011/annually</p> <p>2011/annually</p>	<p>Not done in 2012/13</p> <p>Not done in 2012/13</p> <p>Done in 2012/13</p>
2.3.2 To develop research skills	<p>1. All F1 boys to be taught research skills in F1 library time and in classes including e.g. e-books, online research etc.</p>	<p>Librarian</p>	<p>2011/annually</p>	<p>Done in 2012/13</p>

## 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 leadership of teachers in the use of data to improve teaching	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
	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.

Target/Goal	Action/Strategy	Who	When	Reporting
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. 2. Teachers prepare 1 lesson each on a differentiated strategy to be shared among colleagues.	VP Academic Subject Teachers	2011/annually 2012 onwards	Promoted but not taken up by Panels or teachers. 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 long term 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 <i>Induction Programme</i> 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

## Student Performance

### 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]	Principal	2011/annually	Done in 2012/13
	2. Include in the Health Promoting School campaign a zero tolerance of vulgar language.	Principal	2011/annually	Done in 2012/13
	3. Form Captains to set up a roster system to clean the classroom after-school every last Friday of the month.	Form Teacher	2011/annually	Not done in 2012/13

### Goal 3.3

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

Target/Goal	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.	ECA Coordinator	2011/annually	Done in 2012/13
	2. Sports Clubs to provide one active session for members each week.	Sports Master	2011/annually	
3.3.3. All students have access to resilience training and stress management	1. Provide Outward Bound or Outward Bound type experiences to students as needed. 2. The College Moral & Civic Education	VP Pastoral	2012 onwards	Not done in 2012/13 Done in 2012/13

training	programme covers topics on resilience and stress management.	VP Pastoral	2011/annually	
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### 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.	VP Pastoral	2011/annually	Done in 2012/13 but e-Attendance needed Partial implementation in 2012/13
	2. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral	2011/annually	
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).	Principal	2011	Done in 2011
	2. Implement an assessment tool to identify gifted and talented students.	GTC	2011 onwards	Done in 2011
	3. Develop a Gifted & Talented Development Plan.	GTC	2011	Done in 2011
	4. Develop ILP's for all identified gifted & talented students.	GTC	2011 onwards	In progress in 2012/13

## Student Support

### 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.	Form Teacher	2011/annually	Some but not all Form Teachers
	2. Dean to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.	Dean	2011/annually	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.	Principal / SENCO	2011/annually	Done in 2012/13
	2. The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support	SENCO	2011/annually	Done in 2012/13

	<p>Programme' Form 1-6 using TA's and other in-school and external resources to improve learning outcomes for SEN students.</p> <p>3. The SENCO will advise further professional development programmes for teachers.</p>	SENCO	2011/annually	Not done in 2012/13
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### 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.	Careers Coordinator (CC)	2012	In process 2012/13
	2. Implement career education programmes in each Form as per the Careers Plan.	CC	2012/annually	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.	CC	2012 onwards	Done in 2012/13. 40%? of F5 had completed a job shadowing programme. Not done in 2012/13
	2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing.	CC	2012 onwards	
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]	CC	2012 onwards	In process in 2012/13
	2. Provide a careers talk for all students F3 – F6 each year.	CC	2012 onwards	Not done in 2012/13
	3. Engage Old Boys in provision of work experience, practice interviews, and careers talks.	CC	2011/annually	Done in 2012/13
	4. Provide F3 with the EDB Work Choice programme for use from F3 to F6.	CC	2011/annually	Done in 2012/13
	5. Provide Skill Assessment for all F6 to determine their suitable careers.	CC	2011/annually	Done in 2012/13
	6. Develop an onsite Careers/Tertiary Expo every two years.	Principal / VP/CC	2012, /14, /16	Not done in 2012/13
	7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.	CC	2011/annually	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 completed an exchange programme	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
	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 3 <sup>rd</sup> 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.	ECAC	2011/annually	Done in 2012/13
	2. Develop new ECA activities from time to time to meet student needs.	VP Pastoral	2012 onwards	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
4.4.3 To engage all teachers in the implementation of the College student	1. To design and implement professional development workshops for teachers to identify student's pastoral needs,	Principal / VP Pastoral	2011/annually	Done in 2012/13

Target/Goal	Action/Strategy	Who	When	Reporting
discipline and pastoral care programme	and the appropriate skills to respond to student needs. 2. To design and implement professional development workshops on classroom management.	Principal / VP Pastoral	2011/annually	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

## Management & Organization

### 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	1. Every teacher and Admin staff will	Principal	2011	Done in 2012/13

teacher workstations for all teachers and Admin staff.	have a workstation with access to a computer, internet, and storage spaces.			
5.1.5 To provide facilities for effective delivery of the curriculum	1. Implement the 10 Year Maintenance Plan so as to be able to provide good facilities for changing curriculum needs. 2. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal  Principal	2011/annually  2011	In progress. Plan not yet complete  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. 2. Audit and update the inventory lists of IT facilities and software. 3. Upgrade the ICT infrastructure. 4. Increase student computer ratio from 1:7 to 1:3. 5. Equip each classroom with Wi-Fi. 6. Equip each classroom with internet access for all students. 7. Equip each classroom with a ceiling mounted HD data projector and sound system with microphone capability. 8. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources. 9. Develop an IT Maintenance Plan.	Principal  IT Technician  Principal  Principal  Principal  Principal  Panel Head  Panel Head	2011  2011  2012  2012  2012  2012  2011  2011	Not done yet  Done in 2012/13  In process – hardware needs urgent Not done in 2012/13 Done in 2012/13 Done in 2012/13. Wi-Fi Done in 2012/13  Done in 2012/13  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. 2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal  principal	2012  2012	Done in 2012/13  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. 2. Review and upgrade the College website. (5.3.3) 3. Improve Remote access facilities for staff and students.	Principal  Principal  Principal	2012  2011  2012	Not done yet  Done in 2012/13  Not done yet
5.3.2 To develop digital based	1. All Panel Schemes will incorporate IT	VP Academic	2012	Not done yet

Target	Action	Who	When	Reporting
units of work and curriculum materials suitable for student use	based Units of work.			
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 e-Class

### 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	<ol style="list-style-type: none"> <li>10 and 20 Year College Development Plan. (see 5.1.1)</li> <li>10 Year Maintenance Plan. (see 5.1.2)</li> <li>IT Development Plan. (see 5.2.1)</li> <li>Develop a Cultural Development Plan.</li> </ol>	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)	<ol style="list-style-type: none"> <li>Develop JD and KPI.</li> <li>Develop an appraisal document.</li> <li>Implement appraisal of all non-teaching staff.</li> </ol>	Principal Principal Principal	2011 2011 2011	Not done yet Done in 2011 Not done yet
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	<ol style="list-style-type: none"> <li>Review Office Staff JD's.</li> <li>Advertise, short list, interview and appointment a PA.</li> </ol>	Principal Principal	2010 2010	Not done yet Done in 2010
5.6.1 To refurbish the Office Administration	<ol style="list-style-type: none"> <li>Set a scope brief.</li> <li>Assign work to the Steering Committee of the Maintenance Plan.</li> <li>Implement office refurbishment.</li> </ol>	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.	Principal	2011	Not done yet
	2. To develop a 5-10 Year Personnel Plan.	Principal	2011	Not done yet
	3. Elect a Teacher Manager and Alternate to the IMC.	IMC	2011	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.	Principal	2010	Done in 2010
	2. Principal to develop a daily Announcements bulletin to staff/students.	Principal	2010	Done in 2010
	3. Principal to meet with SA twice a term.	Principal	2010	Not done in 2012/13
	4. Once a term, the Principal to invite from staff & students input via a 'Suggestion Box'.	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

## School Annual Plan 2013-2014

In this Strategic Plan the College has chosen to use the four Domains of the Education Bureaus Performance Indicator Framework (PIF) plus a fifth, Catholic & Lasallian Character, where Goals for the period 2010 - 2020 are identified and targets with associated expected outcomes set. These targets, it is believed, will deliver the outcomes necessary for the College to deliver its mission and vision for the boys in its care.

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. 2.8. To develop a writing strategy for academic writing frames across the curriculum
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 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

## 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.

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	<ol style="list-style-type: none"> <li>To have a banner put up in the College at least twice a year with a Lasallian/ Christian message.</li> <li>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.</li> <li>A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.</li> </ol>	<p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>RS Panel Head</p>	<p>2 x per year</p> <p>As appropriate each year</p> <p>2013/14</p>	
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	<ol style="list-style-type: none"> <li>A <i>Health Promoting School Programme</i> 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]</li> </ol>	Principal	Sept 2013	
1.1.3 All teachers are to integrate values into their teaching programmes	<ol style="list-style-type: none"> <li>All teachers are to identify in their Unit Plans the values embedded in each unit taught</li> </ol>	All teachers	Throughout the year.	

### 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	<ol style="list-style-type: none"> <li>To develop a staff service programme to the underprivileged community once a year.</li> </ol>	Pastoral Assistant	2013/14	
1.2.2 For all staff to have an on-going understanding of Lasallian charism	<ol style="list-style-type: none"> <li>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.</li> <li>At least one Staff Development Day a year be allocated to Lasallian formation.</li> </ol>	<p>Principal</p> <p>Principal &amp; LC</p>	<p>Every Staff Meeting</p> <p>Founders Week</p>	
1.2.3 To develop Lasallian leadership among staff & students	<ol style="list-style-type: none"> <li>LYM leaders are to participate in Lasallian Leadership training.</li> <li>The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events.</li> <li>To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College.</li> <li>To develop a Lasallian Formation Plan 2011-2016.</li> <li>To identify external formation opportunities for staff at all levels and to have 1 staff member attend at Lasallian formation programme annually.</li> </ol>	<p>LYM &amp; LC</p> <p>LYM &amp; LC</p> <p>Principal</p> <p>LC</p> <p>Principal &amp; LC</p>	<p>2013/14</p> <p>Sept 2013</p> <p>2011</p> <p>Sept 2013</p> <p>Sept 2013</p>	- Done 2011
1.2.4 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	<ol style="list-style-type: none"> <li>LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year.</li> <li>To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools</li> </ol>	<p>Pastoral Assistant, LYM, LC &amp; CathSoc</p> <p>LC &amp; Exchange Prog Team</p>	<p>2013/14</p> <p>2013/14</p>	

Target	Action	Who	When	Reporting
	worldwide once a year.			
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	Monthly 13/14 2013/14	

### 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	2013/14	
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	1. Arouse students' awareness of livelihood issues around the 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:	Pastoral Assistant Pastoral Assistant & RS Panel Head	2013/14 2013/14	
1.3.2 Cont'd	<ul style="list-style-type: none"> <li>- F1 at home service (RS Panel)</li> <li>- F2 Service Learning Programme (RS Panel)</li> <li>- F3 Service Programme (RS Panel)</li> <li>- F4-F6 Voluntary Service activity</li> </ul>			

### 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	2013/14 Sept 2013 July 2013 Sept 2013 2013/14	
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:	Pastoral Assistant Pastoral Assistant	Advent & Lent 2013/14	
	<ul style="list-style-type: none"> <li>- Opening Mass</li> <li>- La Salle Day</li> <li>- Ash Wednesday</li> <li>- Assembly prayer</li> <li>- Lasallian prayer</li> <li>- Assumption Day</li> <li>- All Saints and All Souls day</li> <li>- Advent/Christmas</li> </ul>			

Target/Goal	Action/Strategy	Who	When	Reporting
	<ul style="list-style-type: none"> <li>- Lasallian Saints</li> <li>- Marian devotions in May, October</li> </ul> 3. Promotion of Lenten fast and abstinence regulations. 4. Students able to compose and use suitable prayers. 5. Joint Liturgy Committee formed from CathSoc and LYM for Founders day mass.	Pastoral Assistant Pastoral Assistant Pastoral Assistant	Lent 2014 2013/14 Sept 2013	
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. 2. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith. 3. Develop Catholic symbols and images throughout the College.	CathSoc Principal Principal/PastAsst	Once every two months 2013/14 2013/14	
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. 2. Students participate in all parts of the mass including Ministers of Eucharist. 3. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See 1.4.2 -1]	Pastoral Assistant Pastoral Assistant Pastoral Assistant	Monthly 13/14 Monthly 13/14 Advent/Lent	
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	2013/14	

## Teaching & Learning

### 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	2013/14 2013/14	
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	2013/14 2013/14	
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. 2. The College to appoint coaches to assist teachers in their professional development in regards strategies to differentiated learners, and strategies developing critical thinking etc	Principal Principal	2013/14 2013/14	
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	Sept 2013 2013/14 2013/14	

## Goal 2.2

To enhance student language proficiency

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	203/14	
2.2.2 100% of students pass English in TSA and HKDSE	<ol style="list-style-type: none"> <li>P6 and LSPS data is used to identify weaker students to form the split class and enhancement class.</li> <li>Split classes use diagnostic tests and modified curriculum to catch up and return student to main class.</li> <li>Mid and End year exam data used to track weaker students and modify split/remedial classes in English.</li> <li>Engage TSA and HKDSE Reports in Panel Planning.</li> <li>Apply TSA and HKDSE type questions in internal examinations.</li> </ol>	English Panel H & SEN  English Panel H & SEN  English Panel H & SEN  English Panel H  English Panel H	2013/14  2013/14  2013/14  2013/14  2013/14	
2.2.3 100% of students pass Chinese in TSA and HKDSE	<ol style="list-style-type: none"> <li>P6 and LSPS data is used to identify weaker students to form the split class and enhancement class.</li> <li>Split classes use diagnostic test and modified curriculum to catch up and return student to main class.</li> <li>Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese.</li> <li>Provide monthly practice Reading, Writing, Listening, Speaking.</li> <li>Engage TSA and HKDSE Reports in Panel Planning.</li> <li>Apply TSA and HKDSE type questions in internal examinations.</li> </ol>	Chinese Panel H & SEN  Chinese Panel H & SEN  Chinese Panel H & SEN  Chinese Panel H  Chinese Panel H  Chinese Panel H	2013/14  2013/14  2013/14  2013/14  2013/14  2013/14	
2.2.5 To cultivate a Reading habit / environment	<ol style="list-style-type: none"> <li>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.</li> <li>SSR to be monitored by VP's and guidelines set re Eng vs. Chin</li> <li>All students to maintain a reading log with a critical reflection after each text.</li> <li>All boys to target reading at least 4 English novels per year.</li> <li>Improve access via library and Form Room to authentic Reading materials using a 'rainbow' approach to identify high/average/easier category texts for boys.</li> <li>The borrowing rate in the library to increase by 10% each year.</li> </ol>	English Panel H  2 x VP's  2 x VP's  2 x VP's  Librarian  Librarian	Sept 2013  2013/14  2013/14  2013/14  2013/14  2013/14	

### 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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Provide Professional Development for use of CAL.</li> <li>3. Provide Professional Development for full use of e-class.</li> </ol>	Principal VP Academic	2013/14	
2.3.2 To develop research skills	<ol style="list-style-type: none"> <li>1. All F1 boys to be taught research skills in F1 library time and in classes including eg ebooks, online research etc.</li> </ol>	Librarian	2013/14	

### 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	<ol style="list-style-type: none"> <li>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 <ul style="list-style-type: none"> <li>- LSPS F6 Rank and End of Year Assessment</li> <li>- F6 Attainment Test Scores</li> <li>- F1-F3 NSWUN exam Scores</li> <li>- F3 TSA</li> <li>- F6 HKDSE</li> </ul> </li> <li>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]</li> </ol>	Principal / VP Academic		Done 2012/13
2.4.2 To provide Panel Heads with AfoL skills to improve their leadership of teachers in the use of data to improve teaching	<ol style="list-style-type: none"> <li>1. Panel Heads formed as a pilot group for AfoL(Assessment for Learning) training to become trainers.</li> <li>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.</li> <li>3. To evaluate the role of CA and assessment and to revise the College Assessment policy accordingly.</li> </ol>	Principal / VP Academic	Sept 2013	
2.4.3 To develop a comprehensive study of markers reports	<ol style="list-style-type: none"> <li>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.</li> </ol>	All Panel Heads	Sept 2013	

## 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	<ol style="list-style-type: none"> <li>1. Provide professional development for teachers on scaffolds, modelling text types, writing frameworks.</li> <li>2. Provide professional development for use of differentiated learning strategies.</li> <li>3. To re-write Unit Lesson Plans for differentiated instruction.</li> <li>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.</li> <li>5. Provide split classes for F1-F3 English, Math, and Chinese.</li> <li>6. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal.</li> </ol>	Principal Principal Panel Staff Panel Heads Principal Principal	2013/14 2013/14 2013/14 2013/14 2013/14 2013/14	
2.5.2 To Stream Subjects	<ol style="list-style-type: none"> <li>1. To investigate broad streaming in 3 core subjects into 3 bands based on the different ability levels.</li> </ol>	Principal	July 2013	
2.5.3 To develop teacher competency in differentiated teaching	<ol style="list-style-type: none"> <li>1. Promote peer observation and random sampling lesson observation.</li> <li>2. Teachers prepare 1 lesson each on a differentiated strategy to be shared among colleagues.</li> </ol>	VP Academic Subject teachers	2013/14 2013/14	

## 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	<ol style="list-style-type: none"> <li>1. IT professional development needs will be identified and appropriate PD and on-going support for using IT in Curriculum and Administration areas offered.</li> </ol>	VP Academic	2013/14	
2.6.2 To participate in IT Conferences and Seminars	<ol style="list-style-type: none"> <li>1. Staff will attend relevant Conferences and seminars and share information with appropriate people.</li> </ol>	VP Academic	2013/14	

## 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	<ol style="list-style-type: none"> <li>1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.</li> </ol>	Principal	2013/14	
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff	<ol style="list-style-type: none"> <li>1. An annual Appraisal process, requirements, and associated documentation formulated.</li> <li>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</li> </ol>	Principal Principal	2013/14	Done 2010

including improved teaching and learning strategies of teaching staff	checks in consultation with appraiser.	Principal	2013/14	Done 2010
	3. Appraisal process and documents to include established compliance expectations.	Principal		
	4. Appraisal process to include self and student evaluations.	Principal		Done 2010
2.7.4 To develop a systematic Staff Induction Programme in the College Professional Development Plan	5. Appraisal process and documentation clearly communicated to staff.	Principal	2013/14	
	1. An <i>Induction Programme</i> 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	2013/14	

## Goal 2.8

To develop a writing strategy for academic writing frames across the curriculum

Target/Goal	Action/Strategy	Who	When	Reporting
2.8.1 To develop a "Writing Across the Curriculum" Plan	1. Identify a team, the text-types to focus on, and a plan for training staff across all subjects F1-F6	Principal	2013	
2.8.2 To develop work-shops for all staff for academic writing training.	1. Provide all staff workshops and Panel workshops in the text-types to be taught	Academic Writing Team	2013	
2.8.3 To teach the text-types in all subjects across all levels	1. The writing team work with each Panel in 2013/14 to continually develop the training needs for each Panel in the teaching of academic writing.	Academic Writing Team	2013/14	
2.8.4 To appraise the teaching of writing frames and text-types by all teachers in all subjects.	1. Teaching of text-types as scaffolds for writing to be appraised by Panel Heads, VP, and Principal as a school wide goal for 2013/14	Principal	2013/14	

## Student Performance

### 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 Coordinator 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	2013/14	Done 2011
	2. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference.	VP Pastoral		
	3. Provide student recognition including: <ul style="list-style-type: none"> <li>- Good Student Award</li> <li>- Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service</li> <li>- Certificates of Merit given at Form Assemblies</li> <li>- Most Improved Student Awards at Annual Prize-giving</li> </ul>	Principal / VP Pastoral VP Academic	2013/14	

### 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		Done 2011
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	Sept 2013 Sept 2013 Sept 2013	

### Goal 3.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
3.3.1. <i>To develop a systematic assessment and monitoring of student support services for student health and well being</i>	1. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	Sept 2013	
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	Sept 2013 Sept 2013	
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	2013/14	Done 2011

### Goal 3.4

To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting
3.4.1. <i>To attain a 100% attendance/explained attendance rate</i>	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	Sept 2013 2013/14	
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	2013/14 2013/14	

### 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.	<ol style="list-style-type: none"> <li>1. Appoint a Gifted &amp; Talented Coordinator (GTC).</li> <li>2. Implement an assessment tool to identify gifted and talented students.</li> <li>3. Develop a Gifted &amp; Talented Development Plan.</li> <li>4. Develop ILP's for all identified gifted &amp; talented students.</li> </ol>	Principal GTC  GTC GTC	2013/14  Sept 2013 2013/14	Done 2011

## Student Support

### Goal 4.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To inform teachers of student learning needs based on data	<ol style="list-style-type: none"> <li>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]</li> </ol>	Principal / VP Academic	Sept 2013	
4.1.2 To develop individual learning plans based on realistic goals, student aspirations, and careers guidance programmes	<ol style="list-style-type: none"> <li>1. Form Teachers have students write goals in their diary at the beginning of each term and review by signing.</li> <li>2. Form Dean to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.</li> </ol>	Form Teacher  Form Dean	Sept 2014  Jan 2014 2013/14	
4.1.3 To develop a coordinated Learning Support Plan	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. The SENCO will advise further professional development programmes for teachers.</li> </ol>	Principal / SENCO  SENCO  SENCO	Sept 2013  Sept 2013  Sept 2013	

### 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	<ol style="list-style-type: none"> <li>1. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level.</li> <li>2. Implement career education programmes in each Form as per the Careers Plan.</li> </ol>	Careers Coordinator (CC)  CC	Sept 2013  2013/14	
4.2.2 To have 80% of students complete a job shadowing experience by the end of F5	<ol style="list-style-type: none"> <li>1. To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5.</li> <li>2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing.</li> </ol>	CC	2013/14  Feb 2014	
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]	CC	2013/14	
	2. Provide a careers talk for all students F3 – F6 each year.	CC	2013/14	
	3. Engage Old Boys in provision of work experience, practice interviews, and careers talks.	CC	2013/14	
	4. Provide F3 with the EDB Work Choice programme for use from F3 to F6.	CC	2013	
	5. Provide Skill Assessment for all F6 to determine their suitable careers.	CC	2014	
	6. Develop an onsite Careers/Tertiary Expo every two years.	Principal / CC	2012, /14, /16	
	7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.	CC	2013/14	

### 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 completed an exchange programme	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.	Exchange Prog Coordinator EPC	2013/14	
	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	2013/14	
	3. Develop a register to record student attendance of exchange programmes conducted by the College or others.	EPC	Sept 2013	
	4. 30% of students to have taken part in a 3 <sup>rd</sup> world exposure by the time they leave school.	EPC	2013/14	
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	Sept 2013	
	2. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme.	ECAC VP Pastoral	2013/14	
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.	ECAC	Sept 2013 &14	
	2. Develop new ECA activities from time to time to meet student needs.	VP Pastoral	2013/14	

### 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		Done 2011
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	Sept 2013	
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	2013/14  Sept 2013	

### 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	Sept 2013  Sept 2013	
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	Sept 2013	
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	Sept 2013	
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	Sept 2013	

## Management & Organization

### 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 2011
5.1.2 To develop a 10 Year	1. Develop a 10 Year College Maintenance Plan and	Principal	2011	Done 2011

College Maintenance Plan	funding needs. 2. Develop a maintenance programme for the track & fields.	Principal	2011	Done 2011
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 Sept 2013	Done 2011
5.1.2 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 2013
5.1.3 To provide facilities for effective delivery of the curriculum	1. Implement the 10 Year maintenance plan so as to be able to provide good facilities for changing curriculum needs. 2. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal Principal	2013/14 2013/14	

### 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. 2. Audit and update the inventory lists of IT facilities and software. 3. Upgrade the ICT infrastructure. 4. Increase student computer ratio from 1:7 to 1:3. 5. Equip each classroom with Wi-Fi. 6. Equip each classroom with internet access for all students. 7. Equip each classroom with a ceiling mounted HD data projector and sound system with microphone capability. 8. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources. 9. Develop an IT Maintenance Plan.	Principal IT Technician Principal Principal Principal Principal IT Panel Head IT Panel Head	2011 2013/14 2013/14 2013/14 2012 2012 2012 2013/14 2013/14	Done 2012   Done 2012 Done 2012 Done 2012
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. 2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal Principal	2012 2013/14	Done 2012

### 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	<ol style="list-style-type: none"> <li>Design and implement a document management system for the College Intranet to help design and store relevant forms.</li> <li>Review and upgrade the College website. (5.3.3)</li> <li>Improve Remote access facilities for staff and students.</li> </ol>	Principal  Principal Principal	2013/14  2011 2013/14	Done 2012
5.3.2 To develop digital based units of work and curriculum materials suitable for student use	<ol style="list-style-type: none"> <li>All Panel Schemes will incorporate IT based Units of work.</li> </ol>	VP Academic	2013/14	
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	<ol style="list-style-type: none"> <li>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)</li> </ol>	Principal	2011	Done 2012

### 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	<ol style="list-style-type: none"> <li>10 and 20 Year College Development Plan. (see 5.1.1)</li> <li>10 Year Maintenance Plan. (see 5.1.2)</li> <li>IT Development Plan. (see 5.2.1)</li> <li>Develop a Cultural Development Plan.</li> </ol>	Principal  Principal Principal Principal	2011  2011 2011 2013/14	Done 2011  Done 2011 Done 2012

### 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	<ol style="list-style-type: none"> <li>Draft, consult and implement the following Manuals: <ul style="list-style-type: none"> <li>Office Administration Manual</li> <li>College Policies</li> <li>IMC Manual</li> </ul> </li> </ol>	Principal	2011	Done 2013
5.5.2 To develop Job Descriptions, KPI and Appraisal for all non-teaching staff (excl janitors)	<ol style="list-style-type: none"> <li>Develop JD and KPI.</li> <li>Develop an appraisal document.</li> <li>Implement appraisal of all non-teaching staff.</li> </ol>	Principal Principal Principal	2013/14 2011 2013/14	Done 2011
5.5.3 To promote on-going professional development of non-teaching staff	<ol style="list-style-type: none"> <li>Appraisal to include professional development goals for all non-teaching staff.</li> </ol>	Principal	2013/14	

### 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	<ol style="list-style-type: none"> <li>1. Review Office Staff JD's.</li> <li>2. Advertise, short list, interview and appointment a PA.</li> </ol>	Principal Principal	2013/14 2010	Done 2010
5.6.1 To refurbish the Office Administration	<ol style="list-style-type: none"> <li>1. Set a scope brief.</li> <li>2. Assign work to the Steering Committee of the Maintenance Plan.</li> <li>3. Implement office refurbishment.</li> </ol>	Principal Principal Principal / Mr Pau	2011 2011 2011	Done 2011 Done 2011 Done 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	<ol style="list-style-type: none"> <li>1. To develop Job descriptions and KPI's for all functional and academic administrative posts to be used for appraisal purposes.</li> <li>2. To develop a 5-10 Year Personnel Plan.</li> <li>3. Elect a Teacher Manager and Alternate to the IMC.</li> </ol>	Principal Principal SMC/IMC	2013/14 2013/14 2013	

### 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	<ol style="list-style-type: none"> <li>1. Principal to develop a Weekly circular to staff.</li> <li>2. Principal to develop a daily Announcements bulletin to staff/students.</li> <li>3. Principal to meet with SA twice a term.</li> <li>4. Once a term, the Principal to invite from staff &amp; students input via a 'Suggestion Box'.</li> <li>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.</li> </ol>	Principal Principal Principal Principal Panel & teacher	2010 2010 2013/14 2013/14 2013/14	Done 2010 Done 2010

