



La Salle
College



Annual Report 2016-2017

Never stand still

Contents

Our School	2
Preamble	2
Vision Statement	4
Mission Statement	4
Values	4
Motto	4
Competencies	4
Guiding Principles	4
Learning Goals	5
Curriculum Aims	5
Teaching and Learning 2016-2017	6
Academic Achievement	6
Professional Development	6
Review of the Small Class Teaching for Weaker Students	6
Learning Support Programmes	6
Support for Student Development 2016-2017	7
Moral and Civic Education	7
Service Learning	7
Aesthetics	7
Discipline and Counselling	7
Careers Education	7
Extra-Curricular Activities	8
Exchange Programmes and Study Tours	8
The Student Association	8
Learning Support Services	8
Integrated Planning of Student Support Service Programme	8
Conclusion	8
Student Performance 2016-2017	9
Financial Summary 2016 – 2017 (ended 31 August 2017)	13
Financial Summary for the year ended 31 August 2017	13
Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2017	14
IT Budget to be reflected in Annual School Plan 2016 – 2017	15
School Annual Plan 2016-2017	16
Catholic & Lasallian Character	17
Teaching & Learning	20
Student Performance	25
Student Support	27
Management & Organization	30
Diversity Learning Grant for the 7 th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2015/2016 to 2017/2018	32
Diversity Learning Grant for the 8 th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2016/2017 to 2018/2019	34
School-based After-School Learning and Support Programmes 2016/2017 School-based Grant - Programme Report	36
Career Guidance and Life Planning Education Report 2016-17	37
Extended Chinese Language Learning Programme for Non-Chinese Students (NCS)	54

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 centres, and boarding schools.

John Baptist de La Salle was an educational innovator both in the development of teacher training programmes 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 fulfil 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.

Theme for 2016/2017

Never stand still



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. Br. Steve concluded six years as Principal of La Salle College in August 2016 and was reappointed to Oakhill College, Sydney.

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 one's 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 2016-2017

Academic Achievement

Making use of both external data and internal data, 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 of this 6th HKDSE cohort. Teachers were required to give positive encouragement to students with the aim that students could excel themselves in examination. 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 2016-2017 were pleasing. Approximately 50% of grades were 5 or better compared, while 80% were 4 or better. Around 80% attained 3 or above in Chinese, 99% 3 or above for English, 100% 2 or above for Math, and 99% 2 or above for Liberal Studies. In addition 60% attained entry into the top 3 universities in Hong Kong, with approximately 30% students gaining entry to HKU.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, and Informatics indicate that the top students are doing as well as last year.

Professional Development

Professional Development continued to be aligned to the College Strategic Plan addressing the use of technology, learning beyond classroom, differentiated learning, and using data to inform teaching and learning. In addition to focusing on 'Writing across the Curriculum', the College designed a two year strategy to develop Unit and Lesson Plans in all subjects. The College continued to administer professional development each fortnight alternating between school workshops on up-skilling in specific areas of IT in teaching, incorporating e-Learning resources in classroom and on teaching writing in all subjects. 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. 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.

As in the past few 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. Trend of students' performance in any two consecutive examinations was identified so that teachers could grasp a deeper understanding of their students. 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.

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 dialogue 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 again to see if it was appropriated correctly. The review again gave no evidence that split classes improved student performance or added value 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 2017-2018. 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 students gain scholarships for the JHU Talent Search Summer School. SEN students, although only a very small number, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

As a self-improving school the College focused on 'Writing Across the Curriculum' i.e. academic writing for exam situations. In addition, with the IT/BYOD programme and improvement of the IT infrastructure, with collaboration and sharing amongst teachers, learning could be extended beyond classroom and it was witnessed there had been a pedagogical change. It is expected that students can be grown up as life-long learners under this environment.

Support for Student Development 2016-2017

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 2016-17 have been identified and briefly commented upon in the following.

Moral and 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, Career Education, Relationship and Sex Education; in F4-5, the topics included Understanding Self, Leadership Skills, Setback & Stress Management, Career Planning Competencies – Writing Personal Statements, Relationship & Responsibility, Etiquette, 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. On top of the above, the College also organised exchange programmes to enhance understanding of the Mainland for our students.

Service Learning

All students were involved in service learning in 2016-2017. All Form 2 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 three underprivileged primary schools and treated them with a 'Fun Day'. Other service programmes included programmes offered by the 5 uniform groups - Scouts 17th 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. Service for NCS students nearby was also organised with the help of Caritas.

Aesthetics

Aesthetics Assemblies and Workshops were held for Form 4 and Form 5 students. In addition 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. Students also had the opportunity to participate in various lunchtime Art workshops, Film Shows, Music Corner, and the Colleges very successful music teams – the Wind Orchestra, Chinese Orchestra, Symphony and String Orchestras, and Choirs. In 2016-17 the College music teams had their most successful year yet winning most of their competitions and following on from their success in 2015-16,

have been growing in membership. Winning the second place in the Music Festival 2017 had won the Symphony Orchestra the chance to have a practice session with the famous conductor Mr Gustavo Dudamel at Cultural Centre in November 2017. Once again the Annual Concert was a wonderful school celebration of music talent in the College enjoyed by the participants as much as the audience.



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, with all teachers playing a role in discipline counselling. Through the Big Brothers Mentoring Scheme, Form 4 and 5 students coach Form 2 and 3 students, an enhanced camaraderie and a special Lasallian bond was cemented among the senior and junior students. A leadership camp was especially organized for the Discipline Board members.

Careers Education

A structured career education curriculum was implemented during the Form Teachers' Period, Form 1-6, in a sequential and systematic manner. Special information sessions were tailored for Form 3 and Form 6 students and parents about advice on Form 4 streaming and university application. The Careers Department was adept at fully engaging the expertise of alumni in programmes like the Careers Day, Overseas Education Talks, Form 5-6 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. A Career and Life Planning Activity for Form 4 was organized in January engaging the Service of Hong Kong Federation of Youth Groups. A CLP Activity was also organized for Form 2 in April and June.

Special counselling was provided for Form 6 students on JUPAS where one career teacher was assigned to look after one Form 6 class each throughout the year.

Extra-Curricular Activities

The forty six 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, 80% of Form 5 students have been leaders at some level in the school and 75% of students have been office bearers of the Student Association/Clubs/Teams by the end of Form 6.



Exchange Programmes and Study Tours

Twelve Exchange Programmes and Study Tours, lasting from 3 to 16 days, were organized in 2016-2017 to Singapore, Malaysia, France, the Netherlands, the UK, Australia, New Zealand, Beijing Shanghai, Ningbo, Zhongshan, Wuhan and Yunnan engaging about 300 students. The school also played host to a number of overseas schools including those from Paris, Buenos Aires, Singapore, the Netherlands, Australia, New Zealand, Beijing, Shanghai, Zhongshan, and Ningbo. The Chinese Orchestra had tours to Singapore while the Volleyball team held a training camp in Thailand.

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. A special Editorial Board essentially of Form 5 students took full responsibility for the production of the School Year Book.

Learning Support Services

To render special support to the less able students, Enhancement Programmes were provided for Form 1-5 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 a STEM programme organised by MIT in Hong Kong, the informatics programme with the Federal Institute of Technology in Switzerland, 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

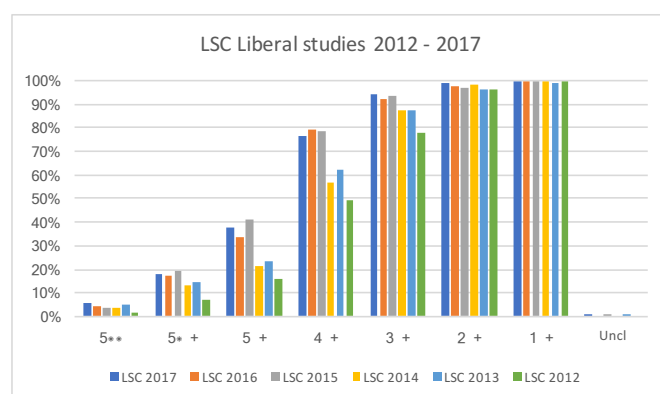
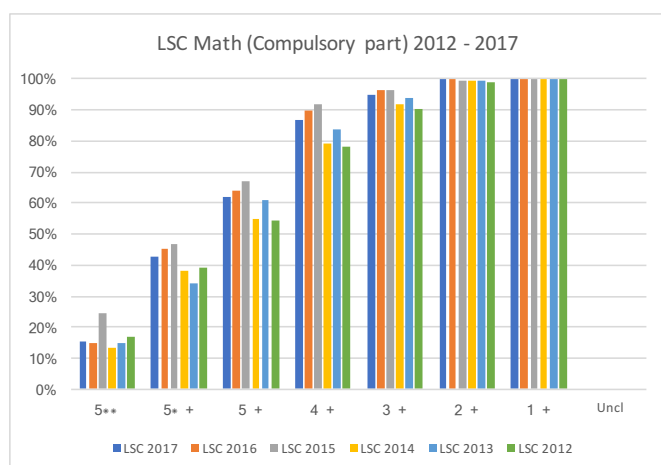
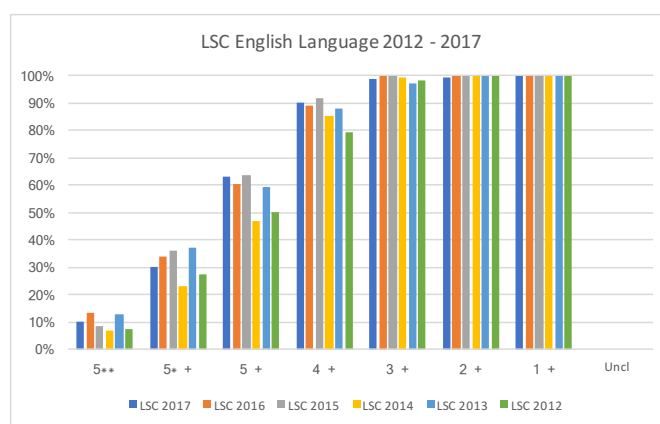
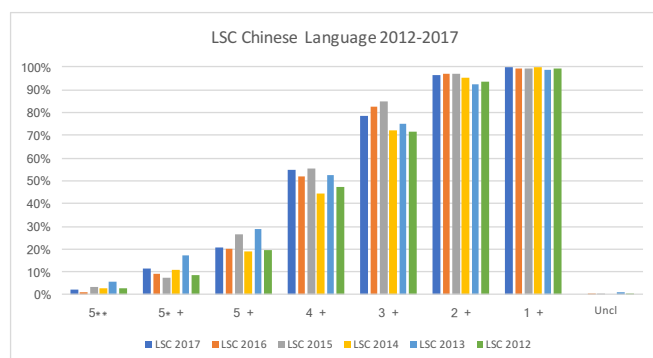
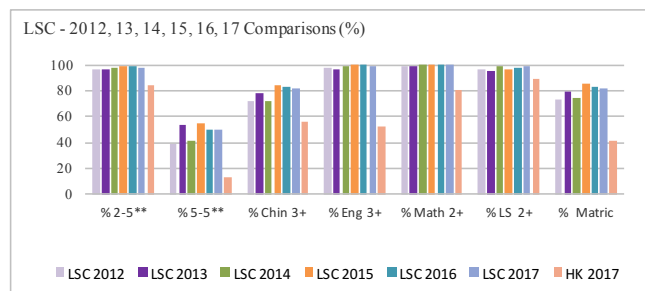
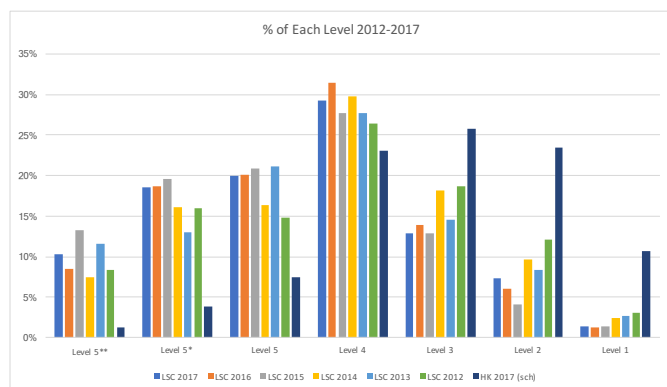
During 2012-13 the College mapped the various EDB moral, civic, health, and other student support curriculum and/or curriculum statements with the various support programmes in the College ensuring compliance with the EDB mandatory curriculum. The modules in the following curriculum and student support services programmes cover the mandatory curriculum and/or course statements of the EDB: Career Guidance & Life Planning Education, Health Curriculum, Sexuality Curriculum, Life & Society Curriculum, Civics Education Curriculum, and the PSHE curriculum. In 2016-17 the College revised its Career Guidance & Life Planning Education Programme in light of the extra funding provided by the HK SAR Chief executive. The Career Guidance & Life Planning Education Plan & is published on the College website - Administration: Planning & Reporting.

Conclusion

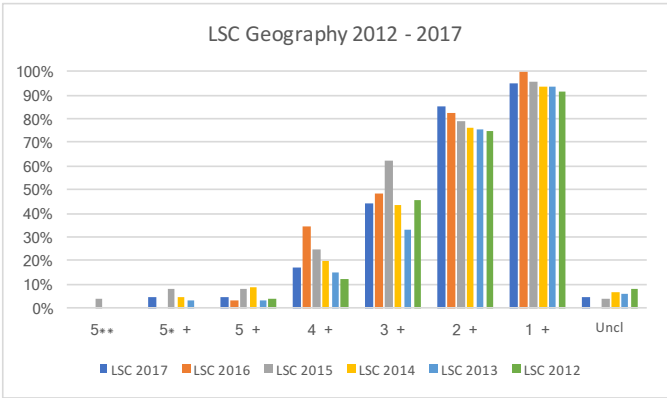
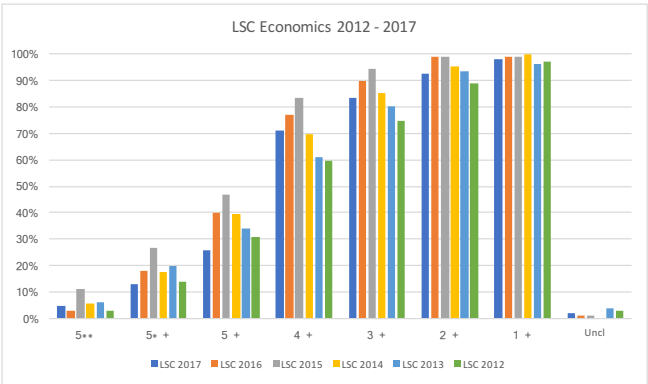
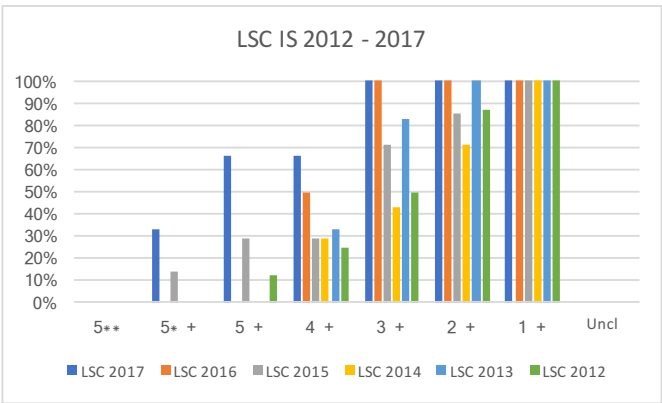
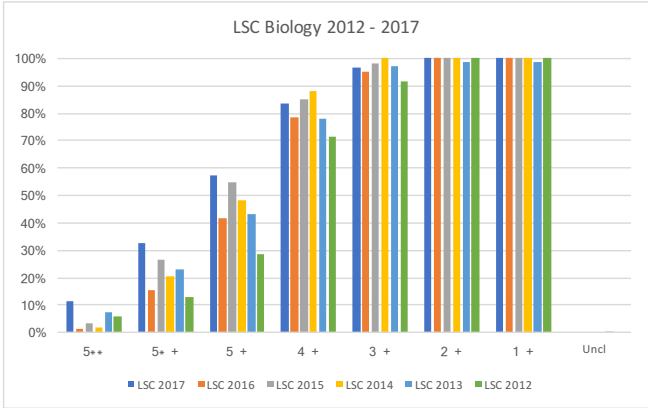
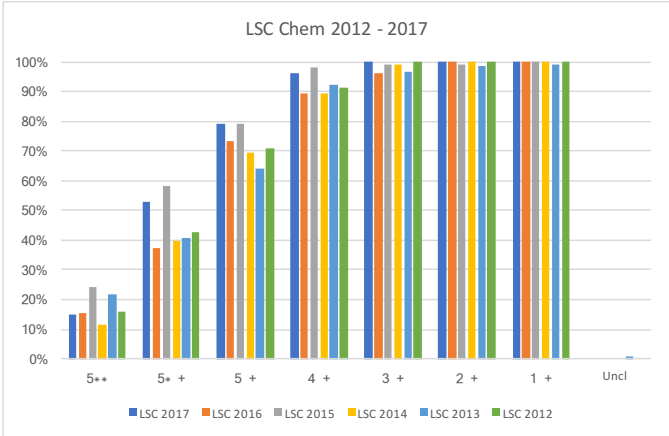
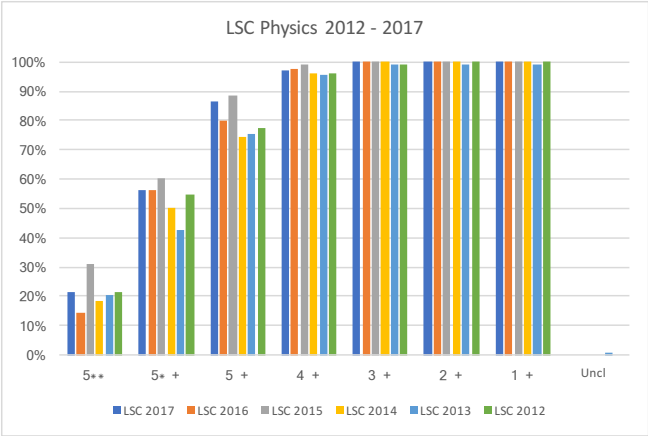
It is the aim of the school to nurture students to be healthy, honest, law-abiding, civic young men who believe in serving and caring for the community and people around them. It is expected that La Salle College students will exhibit an avid sense of civic and national awareness, high moral standards, 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 2016-2017

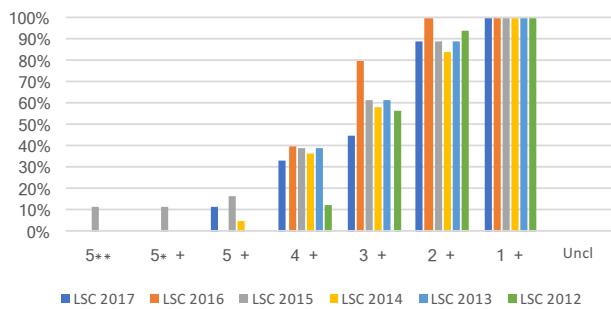


Student Performance 2016-2017

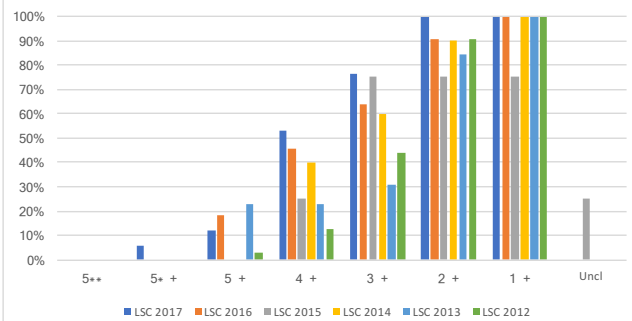


Student Performance 2016-2017

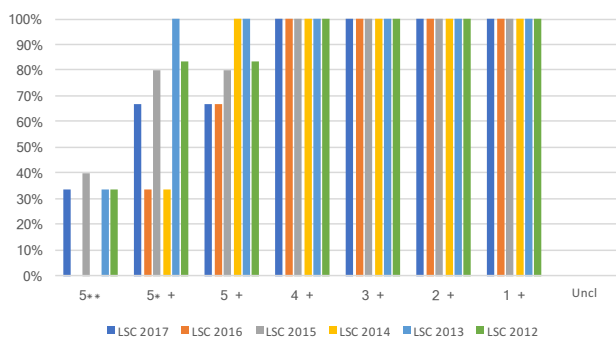
LSC ICT 2012 - 2017



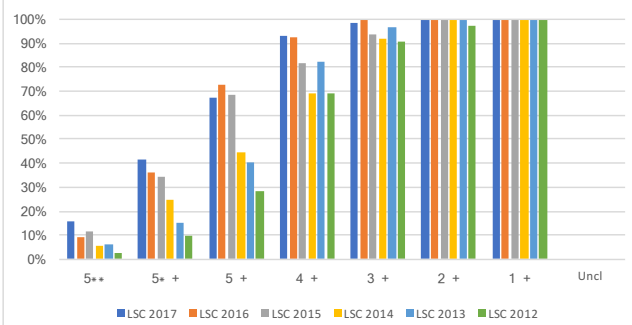
LSC Chin History 2012 - 2017



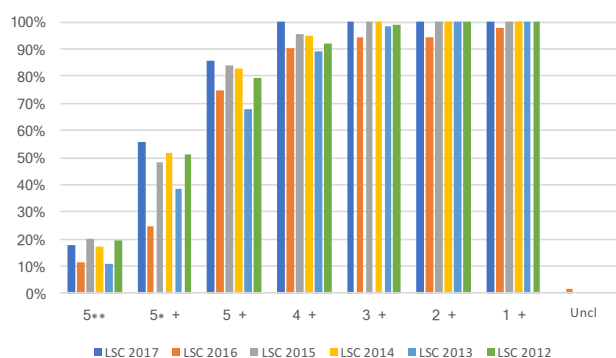
LSC Music 2012 - 2017



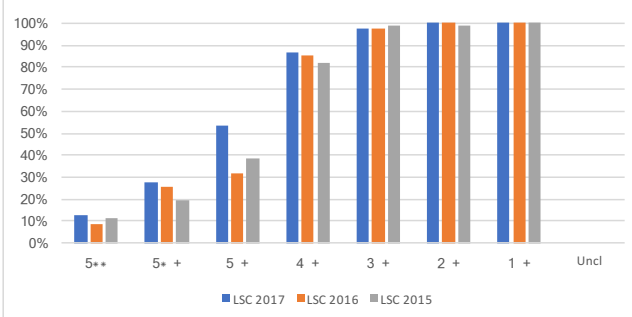
LSC Math (M1, Calculus & Statistics) 2012 - 2017



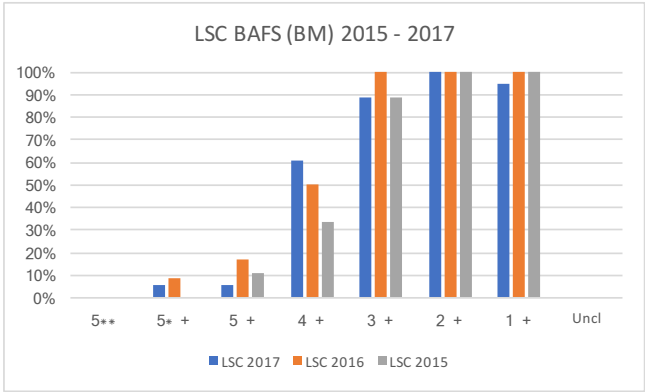
LSC Math (M2 Algebra & Calculus) 2012 - 2017



LSC BAFS(ACC) 2015 - 2017



Student Performance 2016-2017



Financial Summary 2016 – 2017 (ended 31 August 2017)

Financial Summary for the year ended 31 August 2017

	Income \$	Expenditure \$
<i>I. Government Funds</i>		
(1) EOEBG Baseline Reference	2,335,710.72	2,335,710.72
(2) School Specific Grant		
Administration Grant	6,177,696.00	6,177,696.00
Noise Abatement Grant	724,077.00	724,077.00
Composite Information Technology Grant	402,548.11	402,548.11
Capacity Enhancement Grant	588,202.00	588,202.00
Control Account	711,345.43	334,826.70
Sub-total	<u>10,939,579.26</u>	<u>10,563,060.53</u>
(3) Non-EOEBG Funds	Sub-total	<u>7,620,245.68</u>
		<u>7,071,853.75</u>
Government Funds total	<u>18,559,824.94</u>	<u>17,634,914.28</u>
<i>II. School Funds</i>		
(1) Tong Fai	3,795,140.00	3,983,019.55
(3) Donations	983,215.20	1,388,020.00
(4) Collection of fees for specific purpose	420,000.00	-
(5) School Fund General Account	729,263.12	1,234,016.54
(6) Scholarship/Prize/Award/Sponsorship	324,912.89	198,984.80
(7) Others	140,123.40	126,380.90
School Funds Sub-total	<u>6,392,654.61</u>	<u>6,930,421.79</u>
(I) Surplus of Government Funds		924,910.66
(II) Surplus of School Funds		<u>(537,767.18)</u>
Total surplus for the school year		<u><u>387,143.48</u></u>

Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2017

1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	588,202.00
	<u>588,202.00</u>
Less: Amount paid for salaries of teaching assistants	630,079.77
Deficit absorbed by EOEBG	<u>(41,877.77)</u>

2. Use of HKJC Life-wide Learning Fund

	\$
Surplus brought forward from previous year	-
Amount received for the year	24,938.00
	<u>24,938.00</u>
Less: Subsidy to students for participation in ICAS examinations/workshop fee/course fee	24,393.00
Surplus carried forward to next year	<u>545.00</u>

3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	205,632.00
Broadband Internet service	39,850.00
Maintenance services and repairs	33,175.00
IT related equipment	122,799.11
IT related accessories and consumables	1,092.00
Total	<u>402,548.11</u>

4. Use of Senior Secondary Curriculum Support Grant

Surplus brought forward from previous year	925,156.91
Amount received for the year	1,190,448.00
	<u>2,115,604.91</u>
Less: 1 year Contract Teacher Salary and MPF ER contribution	1,175,860.00
Surplus carried forward to next year	<u>939,744.91</u>

IT Budget to be reflected in Annual School Plan 2016 – 2017

1) Composite IT Grant Budget for school year 2017/2018

		\$
1	Salaries of IT technical support staff	221,256.00
2	Broadband Internet service	36,000.00
3	Computer equipment	89,000.00
4	Maintenance services and reparis	62,000.00
5	Software	68,000.00
6	IT related accessories and consumables	
	Total	<u>476,256.00</u>

2) IT Staffing Support Grant

		\$
1	Salaries of IT technical support staff	230,038.20
	Total	<u>230,038.20</u>

School Annual Plan 2016-2017

Strategic Planning Strands

In this Strategic Plan the College has chosen to use the four Domains of the Education Bureau's Performance Indicator Framework (PIF) plus a fifth, Catholic & Lasallian Character, where Goals for the period 2016 - 2022 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 strengthen practices at both whole school and class teacher level in 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 enhance the reading and writing strategy for academic writing frames across the curriculum 2.9. To design and implement Phase Two of the College IT eLearning Implementation Plan for BYOD and eLearning. 2.10 To review the curriculum in both junior and senior forms to better align with school needs.
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 provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices. 4.2. 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. 4.3. To nurture integrity, self-discipline, empathy, kindness, and interpersonal skills. 4.4. 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 maintain 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 2016-2026. 5.5. To develop office administration systems. 5.6. To develop a Personnel Plan 2016-2022

NB: Dates in this Plan are recorded as academic years e.g. 2016 refers to the end of the 2016/17 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
- Goal 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students
- Goal 1.3. To foster the gospel value of service to others and civic responsibilities
- Goal 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community accepting of all beliefs

Goal 1.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	1. 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. 2. A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.	Pastoral Assistant RS Panel Head	As appropriate each year 2016 onwards	Done Done
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	1. <i>A 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]	Principal & Health & Environmental Promotion Team	2016 onwards	Partially done

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 For all staff to have an on-going understanding of Lasallian charism	1. Before the start of every Staff Meeting, the Principal/Lasallian Coordinator (LC) will read something from the Founder's writings related to the schools/ teachers. 2. At least one Staff Development Day a year be allocated to Lasallian formation.	Principal & LC Principal & LC	Every Staff Meeting 2016 onwards	Done Done
1.2.2 To develop Lasallian leadership among staff & students	1. LYM leaders are to participate in Lasallian Leadership training. 2. The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events. 3. To develop a Lasallian Formation Plan 2016-2022. 4. To identify external formation opportunities for staff at all levels and to have 1 staff member attend at Lasallian formation programme annually.	LYM & LC LYM & LC LC Principal & LC	2016 onwards 2016 onwards 2016 2016	Done Done Not done Done

Target	Action	Who	When	Reporting
1.2.3 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	<ol style="list-style-type: none"> LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year. 	Pastoral Assistant, LYM, LC & CathSoc LC & ExchangeProgTeam	2016 onwards 2016 onwards	Done Done
1.2.4 To promote vocations to the Brothers and Priesthood.	<ol style="list-style-type: none"> To speak about the vocation of Brother and priest at each monthly mass. To pray for vocations at appropriate opportunities. 	LC Pastoral Assistant	2016 onwards 2016 onwards	Done Done

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"> Coordinate with the LEAD District to provide social justice exposure opportunity for students each year. 	Pastoral Assistant	2016 onwards	Done
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	<ol style="list-style-type: none"> Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers. All students are to participate in a service of the poor activity each year including: <ul style="list-style-type: none"> F1 at home service (RS Panel) F2 Service Learning Programme (RS Panel) F3 Service Programme (RS Panel) F4-F6 Voluntary Service activity 	Pastoral Assistant Pastoral Assistant & RS Panel Head	2016 onwards 2016 onwards	Done Done

Goal 1.4

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

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"> In Sept each year students are surveyed and invited to join a sacraments of initiation programme. Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class each year. 	Pastoral Assistant Pastoral Assistant	2016 onwards Sept annually	Done Done but no class this year
1.4.2 To increase student participation and engagement in the traditions and practices of	<ol style="list-style-type: none"> All Catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year. 	Pastoral Assistant	Advent & Lent	Done

Target/Goal	Action/Strategy	Who	When	Reporting
both the Lasallian tradition and the Catholic Church	2. All Catholic boys (and one whole Form) will have the opportunity to attend a monthly mass.	Pastoral Assistant	2016 onwards	Done
	3. All Catholic boys are required to attend the Catholic Boys Retreat once a year	Pastoral Assistant	2016 annually	Done
	4. Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following: <ul style="list-style-type: none"> - Opening Mass - La Salle Day - Ash Wednesday - Assembly prayer - Lasallian prayer - Assumption Day - All Saints and All Souls day - Advent/Christmas - Lasallian Saints - Marian devotions in May, October 	Pastoral Assistant	2016 annually	Done
	5. Promotion of Lenten fast and abstinence regulations.	Pastoral Assistant	2016 annually	Done
	6. Students able to compose and use suitable prayers.	Pastoral Assistant	2016 annually	Done
	7. Joint Liturgy Committee formed from CathSoc and LYM for Founders Day mass.	Pastoral Assistant	2016 annually	Done
1.4.3 To increase awareness of and promote the Catholic faith among staff	1. To have a one-off session each year compulsory for all new staff to introduce the Catholic faith. 2. Develop Catholic symbols and images throughout the College. 3. To provide a Retreat for Catholic staff and others once a year	Principal Principal/PastAsst Principal/PastAsst	Sept-2016 2016 onwards 2016 annually	Done Done Done
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	Annually	Done

Teaching & Learning

- Goal 2.1. To develop students' critical and creative thinking skills.
- Goal 2.2. To enhance student language proficiency.
- Goal 2.3. To foster a self-directed learning culture; a learning to learn culture.
- Goal 2.4. To strengthen practices at both whole school and class teacher level in the use of data to inform teaching practice.
- Goal 2.5. To ensure differentiated learning strategies are used in all classes.
- Goal 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies.
- Goal 2.7. To develop professional development that is linked to individual improvement plans.
- Goal 2.8. To enhance the reading and writing strategy for academic writing frames across the curriculum
- Goal 2.9. To design and implement Phase Two of the College IT eLearning Implementation Plan for BYOD and eLearning.
- Goal 2.10 To review the curriculum in both junior and senior forms to better align with school needs.

Goal 2.1

To develop students critical and creative thinking skills

Target/Goal	Action/Strategy	Who	When	Reporting
2.1.1 Staff to implement higher level thinking strategies in their classes	<ol style="list-style-type: none"> 1. The College to implement professional development workshops on higher order thinking and questioning skills 2. Exam questions where applicable are to be designated to open-ended questions (approx. 20-30% of marks). 3. Markers Reports are to include a comments on the open ended questions. 	<p>Principal</p> <p>Panel Heads</p> <p>Panel Heads</p>	<p>2016 onwards</p> <p>2016 onwards</p> <p>2016 onwards</p>	<p>Done</p> <p>Done</p> <p>Done</p>
2.1.4 ALL students are encouraged to read the newspaper daily	<ol style="list-style-type: none"> 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 and updated weekly. 	<p>VP Academic/ Form Teachers/</p> <p>Eng Panel Head</p>	<p>2016 onwards</p> <p>2016 onwards</p>	<p>Done, needs to improve</p> <p>Not done</p>

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	<ol style="list-style-type: none"> 1. Identifying programmes and activities to be implemented each year to improve language competency. 	VP Academic	2016 onwards	Done
2.2.2 100% of students pass English & Chinese in the TSA and HKDSE	<ol style="list-style-type: none"> 1. LSPS P6 and LSC TSA, HKDSE and exam data and markers reports is used to identify and track weaker students and to form the split class, enhancement class and differentiated strategies. 2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. 3. Apply TSA and HKDSE type questions in internal examinations. 	<p>Panel H & SEN</p> <p>Panel H & SEN</p> <p>Panel H</p>	<p>2016 onwards</p> <p>2016 onwards</p> <p>2016 onwards</p>	<p>Done</p> <p>Done</p> <p>Done</p>

Target/Goal	Action/Strategy	Who	When	Reporting
2.2.3 To cultivate a Reading habit / environment	1. All students are to be provided a Recommended Reading List at the beginning of the year with a copy available to parents via e-class. 2. SSR to be monitored by VP's and guidelines set 3. All students to maintain a reading log with a critical reflection after each text.	English Panel H VP's Librarian	2016 onwards 2016 onwards 2016 onwards	Done Done Done, needs to improve

Goal 2.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
2.3.1 To develop a self-directed learning culture	1. Provide Professional Development for full use of the LMS.	Principal VP Academic	2016 onwards	Done
2.3.2 To develop research skills	1. All boys to be taught research skills in F1 library time and in subject classes including e.g. ebooks, online research etc.	Librarian & Teachers	2016 onwards	Done

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 inform teaching and learning by identifying what 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 - F6 Attainment Test Scores - F1-F3 UNSWICAS Scores - F3 TSA - F6 HKDSE 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.	Principal / VP Academic Principal / VP Academic	2016 onwards 2016 onwards	Done, stored in S Drive, teachers reminded Done
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. 2. To evaluate the role of CA and assessment and to revise the College Assessment Policy accordingly.	Principal / VP Academic Principal / VP Academic	2016 onwards 2016 onwards	Partially done, needs to improve Done

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"> 1. Provide professional development for teachers on differentiated learning including scaffolds, modelling text types, writing frameworks. 2. To annually edit Unit Lesson Plans in all courses for differentiated instruction. 3. 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. 4. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal. 	Principal Principal Panel Staff Principal	2016 onwards 2016 onwards 2016 onwards 2016onwards	Done Ongoing Done Partially done
2.5.2 To develop teacher competency in differentiated teaching	<ol style="list-style-type: none"> 1. Promote peer observation and random sampling lesson observation. 2. Provide school wide professional development on differentiated learning and appraisal targets 	VP Academic VP Academic	2016 onwards 2016 onwards	Done Done
2.5.3 To design and implement a Chinese Language curriculum for the NCS students based on the CLCSLLF	<ol style="list-style-type: none"> 1. Continually revise the Chinese Language curriculum for the NCS students based on the CLCSLLF. 2. Set learning targets using the Chinese Language Assessment Tool 	NCS Chinese Language Coord NCS CLC	2016 2016	ongoing ongoing

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"> 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	2016 onwards	ongoing

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 2016-2022	<ol style="list-style-type: none"> 1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes. 	Principal	2016	Not yet done
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved	<ol style="list-style-type: none"> 1. 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 	Principal	2016	Done

Target/Goal	Action/Strategy	Who	When	Reporting
performance outcomes from all staff including improved teaching and learning strategies of teaching staff	checks in consultation with appraiser. 2. Appraisal process and documents to include established compliance and school based expectations. 3. Appraisal process to include self and student evaluations.	Principal Principal	2016 2016	Done Partially done
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 2016-22.	Principal	2016	ongoing

Goal 2.8

To develop a writing strategy for academic writing frames across the curriculum. [Added 2013]

Target/Goal	Action/Strategy	Who	When	Reporting
2.8.1 To develop a 'Reading & Writing Across the Curriculum' Plan	1. Identify a team, the text-types to focus on, and a plan for continued develop of reading and writing professional development across all subjects F1-F6	Principal	2016	Done
2.8.2 To teach the text-types in all subjects across all levels	1. The writing team work with each Panel to continually develop the training needs for each Panel in the teaching of academic writing.	Academic Writing Team	2016	ongoing
2.8.3 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 each year	Principal	2016	Partially done

Goal 2.9

To design and implement the College IT eLearning Implementation Plan for BYOD and eLearning. [Added 2014]

Target/Goal	Action/Strategy	Who	When	Reporting
2.9.1 To design the College IT eLearning Implementation Plan 2016-2022	1. Design the IT Implementation Plan for BYOD and eLearning	Principal & eLIPC	2016	Done
2.9.2 To implement a PD Plan to enhance teacher competence in eLearning and move teachers through phases: adoption, adaption, creation	1. Identify the LMS platform and organize whole staff training 2. Panel Heads make use of Panel PD to develop and share resources and strategies that use eLearning tools 3. Panel Heads organize visits to other schools and develop network sharing	Principal & eLIPC Panel Head Panel Head	2016 2016 2016	Ongoing Done Partially done

Goal 2.10

To design and implement the writing of Unit and lesson plans for shared and reflective practice to improve teaching and learning. [Added 2014]

Target/Goal	Action/Strategy	Who	When	Reporting
2.10.1 To review the curriculum in the light of the implementation of DSE examinations	1. Identify the needs of the students through surveys 2. To review the course structure in both junior and senior forms to suit school-based needs	Principal & Academic Council	2016	Done Done

Student Performance

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

Goal 3.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
3.1.1 All students demonstrate self-awareness and awareness, respect for, and tolerance of difference	<ol style="list-style-type: none"> Deans and/or College SMT plan for and monitor fortnightly Form Assemblies that include formation in awareness of self, others, and respect/tolerance of difference. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference. Provide student recognition including: <ul style="list-style-type: none"> 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 	VP Pastoral VP Pastoral Principal / VP Pastoral VP Academic	2016 onwards 2016 onwards 2016 onwards	Done Done Done Good Student Award changed to Good Lasallian Award

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	<ol style="list-style-type: none"> The College Moral & Civic Education programme to include topics on social skills. 	VP Pastoral	2016 onwards	done
3.2.2 To develop a student led initiatives	<ol style="list-style-type: none"> See '<i>Health Promoting School Plan</i>'. [See 1.1.2] Include in the Health Promoting School campaign a zero tolerance of vulgar language. 	Principal Principal	2016 onwards 2016 onwards	Not done Partially done, needs improvements

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	2016 onwards	Done, Client Review Team meeting every week
3.3.2. All 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 month (approx. 7-8 per year).	ECA Coordinator Sports Master	2016 onwards 2016 onwards	Done Partially done
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	2016 onwards 2016 onwards	Partially done done

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	2016 onwards	Done –Attendance on eClass
3.4.1 All 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]	Principal	2016 onwards	Done

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. Develop a Gifted & Talented Development Plan 2016-2022. 2. Develop ILP's for all identified gifted & talented students.	GTC GTC	2016 onwards 2016 onwards	Not yet done Done

Student Support

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

Goal 4.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To develop a comprehensive F1-F6 Careers Plan	<ol style="list-style-type: none"> 1. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level. 2. Implement career education programmes in each Form as per the Careers Plan. 	Careers Coordinator (CC) CC	2016 onwards 2016 onwards	Done Done
4.1.2 To have 80% of students complete a job shadowing experience by the end of F5	<ol style="list-style-type: none"> 1. To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5. 2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing. 	CC CC	2016 onwards 2016 onwards	Done Not yet done
4.1.3 To provide students with a wide breadth of career and tertiary options	<ol style="list-style-type: none"> 1. Implement the career education programme in each Form as per the Careers Plan. [see 4.1.1] 2. Provide a careers talk for all students F3 – F6 each year. 3. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 4. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 5. Provide Skill Assessment for all F6 to determine their suitable careers. 6. Develop an onsite Careers/Tertiary Expo every two years. 7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions. 	CC CC CC CC Principal / CC CC	2016 onwards 2016 onwards 2016 onwards 2016 onwards 2018, 20 2016 onwards	Done Done Done Done not yet done Done
4.1.4 To strengthen NCS student support across all subjects	<ol style="list-style-type: none"> 1. Provide subject/pastoral support for NCS students 2. Assist with resources, funding and the NCS Examination subsidy for GCSE IGCSE AS and A-level Examinations 	NCS CLC / GC GC/NCS CLC	2016 onwards 2016	Done Done

Goal 4.2

To provide life planning education and career guidance assistance for each student during F1 – F6 to identify goals and interests so as to optimize higher education and career choices. [Edited 2014: EBC 6/2014]

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 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 Programme Coordinator EPC	2016 onwards	Partially done, ongoing
	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	2016 onwards	Partially done, ongoing
	3. Develop a register to record student attendance of exchange programmes conducted by the College or others.	EPC	2016 onwards	Not yet done
	4. 30% of students to have taken part in a 3 rd world exposure by the time they leave school.	EPC	2016 onwards	Not yet done
4.2.2 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 ECAC	2016 onwards	Done
	2. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme.	VP Pastoral	2016 onwards	Not yet done
4.2.3 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	2016 onwards	Done
	2. Develop new ECA activities from time to time to meet student needs.	VP Pastoral	2016 onwards	Done

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 develop moral and civic education	To review and implement the Moral & Civic Education Period and Moral & Civic Education curriculum F1 –F6.	VP Pastoral	2016 onwards	Done
4.3.2 To develop and implement Relationships and Sex Education Programme	To review and implement the 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	2016 onwards	Done
4.3.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	<ol style="list-style-type: none"> To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. To review and implement professional development workshops on classroom management. 	Principal / VP Pastoral Principal / VP Pastoral	2016 onwards 2016 onwards	Done-talk by Ed Psy Done-Lasallian ways to discipline and guidance

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 40% of students have been office bearers of SA / Clubs / Teams etc. by the end of F6.	Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.	VP Pastoral / ECAC	2016 onwards	Partially done
4.4.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc.	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	2016 onwards	Done
4.4.3 70% of F5 students are to have been leaders at some level in the school	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	2016 onwards	Partially done
4.4.4 To provide all F4 with leadership training	Organise a leadership seminar for all F4 at the beginning of the year.	VP Pastoral	2016 onwards	Partially done, form assesmbly talk

Management & Organization

- Goal 5.1: To ensure the physical facilities are at a high standard to support curriculum objectives and priorities
- Goal 5.2: To maintain the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs
- Goal 5.3: To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration.
- Goal 5.4 To develop a 10 Year Maintenance Plan 2016-2026
- Goal 5.5 To develop office administration systems.
- Goal 5.6 To develop a Personnel Plan 2016-2022

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 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.	Principal	2016 onwards	Ongoing
	2. Central Archiving systems, policy, procedures and hardware developed to store all College documentation – including digital, video, and hardcopy texts.	Principal	2016 onwards	Ongoing

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 and eLearning Implementation Plan	1. Develop and implement a 5-10 year IT and eLearning Implementation Plan including proposed equipment upgrades and professional development needs and funding	IT & eLearning Coordinator	2016	Done, ongoing
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as 'Learning Centres' from 8:00am to 4:30pm.	Principal	2016	Done
	2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal	2016	Not yet done

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 make more effective use of IT systems and resources	1. Design and implement a LMS 2. Improve Remote access facilities for staff and students.	IT and eLearning Coordinator	2016	Ongoing
5.3.2 To develop digital based units of work and curriculum materials	1. All Unit & Lesson Plans will incorporate IT and eLearning	VP Academic	2016	Done, ongoing

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 Year Maintenance Plan	1. Develop a 10 Year Maintenance Plan 2016-2016	Principal	2016	Partially done, ongoing

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 office administration systems and associated policies and documentation	1. Design and implement office administration systems including: - Office Administration Manual - Policies - JD and KPI - Appraisal system	Principal	2016	Partially done

Goal 5.6

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

Target	Action	Who	When	Reporting
5.7.1 To develop a Personnel Plan	1. To develop a 5-10 Year Personnel Plan.	Principal	2016	ongoing

Diversity Learning Grant for the 7th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2015/2016 to 2017/2018

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes

Name of School: LA SALLE COLLEGE
School Code: 0007
School year: 2015/16 to 2017/18
Project coordinator: Mr Mak Kwok Cheung

DLG funded programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					15/16	16/17	17/18		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / German / Japanese / Spanish	3 years	Students who have taken respective language in junior form.	10	10	10	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	(<i>Network Programme</i>) In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subject.	10	10	10	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	(<i>Gifted Education</i>) • To earn university credits from university programme. • To strength, enrich and extend students’ learning capacity in various dimensions such as HOT, Oly competition training etc.	HKUST Dual programme – Level 2 (Chem / Life Science / Maths / Physics) HKU, CUHK, HKPolyU etc	3 years	Students who have taken HKUST DP - Level 1 or Pre-stage with grade B or above F4-6 elite students of this cohort	30	30	30	Students will complete the programme offered by HKUST, HKU, CUHK, HKPolyU etc.	LSST
	• To support registration	Web-based courses (e.g.	3 years	F4-6 elite students in various subjects	10	10	10	Students will complete the	LSST

DLG funded programme (s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					15/16	16/17	17/18		
	fee and enrolment in web-based courses (local or overseas) for gifted students.	Johns Hopkins online programme)						web-based course.	
	<ul style="list-style-type: none"> • To support registration fee and enrolment in competitions for gifted students. 	Local competitions and summer programmes (e.g. HK Bio Oly / CUHK credit-bearing summer programme)	3 years	F4-6 elite students in various subjects	50	50	50	Students will complete the relevant school-based training.	LSST
	<ul style="list-style-type: none"> • To subsidize registration fee for overseas learning / exchange programme / overseas competitions. • To partially subsidize study tour to Mainland China in gifted programme. 	Overseas learning programme Exchange programme	1 month	F4-6 elite students of this cohort	30	30	30	Students will improve their skills e.g. HOT in various subject knowledge, social skills and competitions.	LSST / Exchange Programme Team
	<ul style="list-style-type: none"> • To support exchange programme with network schools in debate, drama, writing workshops etc training for school teams. 	Advanced programme	3 years	F4-6 elite students of this cohort	10	10	10	Students will have chance to strengthen their learning capacity by in various skills	LSST / School Teams
	<ul style="list-style-type: none"> • To purchase reference books, journals and magazines for LSST. 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will better equipped with theories, examples and practices in programming.	LSST

*LSST – Learning and Support Service Team

Diversity Learning Grant for the 8th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2016/2017 to 2018/2019

Three-year plan – Measure to broaden students' choices of elective subjects and provision of gifted education programmes

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2017/18 to 2019/20

Project coordinator : Mr Hui Wai Keung / Mr Mak Kwok Cheung

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					17/18	18/19	19/20		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / Japanese	3 years	Students who have taken respective language in junior form.	28 (Fr) 0 (Jap)	28 (Fr) 1 (Jap)	28 (Fr) 0 (Jap)	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	(<i>Network Programme</i>) In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subjects.	14	14	14	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	(<i>Gifted Education</i>) <ul style="list-style-type: none"> To earn university credits from university programme. To strength, enrich and extend students' learning capacity in various dimensions such as HOT, Oly competition training etc. 	HKUST Dual programme, HKU Academy for Gifted, CUHK Science Academy for Talented, HKBU, HKPolyU etc	3 years	F4-6 elite students of this cohort	50	50	20	Students will complete the programme offered by HKUST, HKU, CUHK, HKBU, HKPolyU, CityU etc.	LSST
	<ul style="list-style-type: none"> To support registration fee and enrolment in courses / competitions (local or 	Oly style competitions.	3 years	F4-6 elite students in various subjects	100	100	40	Students will complete the web-based course / training for competitions.	LSST

	overseas).								
	<ul style="list-style-type: none"> To purchase reference books, journals and magazines, materials for team training. 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will be better equipped with theories, examples and practices in various programme.	LSST and Teacher Advisors

*LSST – Learning and Support Service Team

School-based After-School Learning and Support Programmes 2016/2017

School-based Grant - Programme Report

Name of School: La Salle College
Project Coordinator: Tong Wun Sing
Contact Telephone No: 2338 7171

A. The estimated number of benefitting students under this Programme is 14 (A=CSSA recipients, B=SFAS recipients, C=0)

B. Information on Activities to be subsidised/complemented by the grant.

*Name/type of activity	Estimated no. of participating Target students #			Date of Activity	Purpose of Activity	Standard of Measurement	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Estimated expenses (\$)
	A	B	C						
<i>School based tutorials</i>	0	5	2	2-3 times per week during second term	Help with home work	Participation rate	Attendance Record	n/a	\$6,600.00
<i>Language training</i>	0	5	2	2-3 times per week during second term	Learn language	Participation rate	Attendance Record	University students	\$5,700.00
Total no. of activities: ___2___									\$12,300
@No. of participation counts		14							
**Total no. of participation counts	14								

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Evaluation by Teacher-in-charge

Group interviews were conducted with students taking part in the enhancement programme on the last lesson of the programme. The results were encouraging. All students have reported they are willing to take part in the enhancement programme in the coming year. Over 80% of the students attending the course have improvement in the marks of the continuous assessment of the second term compared to the first term. One student in particular has improved the score of the English listening Test from 10% to 50% in the final examination.

Both instructors have reported the boys have shown improvement in their learning attitude during the course, with an average attendance of 80%. Students were absent from the course due to clash with overseas competition or tutorial/ quiz session with other teachers only. Students were able to complete the assignments given during the tutorial classes at home to make the teaching and learning more effective in the lesson.

Given the feedback of the students and instructors, the after school learning support programme is strongly recommended to be held in the coming scholastic year.



Career Guidance and Life Planning Education Report 2016-17



La Salle College

Goals

1. Develop students' ownership of their career and life planning through school's curriculum and other learning activities
2. Integrate effective life planning education into school's curriculum and other learning activities
3. Guide and assist students to make wise informed choice with reference to students' interests, abilities and orientations
4. Connect students' career and academic aspiration with life-long learning

Target 1: To develop students' ownership of their career and life planning

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
1.1 Career Education Curriculum in Form Teacher Lessons <ul style="list-style-type: none"> To prepare career education lesson plans in Form Teacher Lessons for all Forms To review and revise lesson plans from feedbacks of students and Form Teachers 	<ul style="list-style-type: none"> Form Teachers are able to complete 80% of the lessons. Students understand their academic interests, abilities and learning style. Students understand more about their own personality and that of other people. Students feel interested in class activities. Students understand the meaning of work, the skills required and working conditions of different jobs. Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> Form Teachers were able to cover all the topics. Students were engaged in the lessons. Amount spent: \$11,029
1.2 Career and Life Planning Talk for Junior Forms <ul style="list-style-type: none"> To introduce the importance of career and life planning To help students understand their skills and abilities, strengths and weaknesses 	<ul style="list-style-type: none"> Students are aware of their tasks in the stage as a junior form student in terms of their future career plan. Students are motivated to set goals and study plans for their secondary school life. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> CLP Engineer in School Programme was held instead. A career talk about engineering was given to Form 2. Board Display with quiz game was provided by CLP. Students were engaged in the talk and many joined the quiz game.
1.3 Career and Life Planning Talk for Senior Forms <ul style="list-style-type: none"> To equip students the skills to do their career and life planning 	<ul style="list-style-type: none"> Students learn the skills to do their career and life planning. Students are able to formulate personal plan to workable for achieving his career aspiration. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> A group of 6 Form 4-6 students joined the Career Talk: Prospect of the Surveying Profession, organized by the Hong Kong Institute of Surveyors and the Education Bureau. Personal Statement Writing

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
			<p>Workshop for US and UK University Applications was organized.</p> <ul style="list-style-type: none"> Students found the talks inspiring and informative. Amount spent: \$700
<p>1.4 Career and Life Planning Activity for Junior Forms</p> <ul style="list-style-type: none"> To help students develop an accurate account of their own personality traits and understand its influence to personal development. 	<ul style="list-style-type: none"> Students are able to describe his personality accurately. Students are aware of the influence of their personality in terms of personal and career development. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> The workshop – Discovery Life, partnered with Stewards, was given to Form 2 students. Students were motivated in the workshop and were inspired to reflect on their personal qualities and interests. Feedback from students was positive. The debriefing by social workers at the end was well received. Amount spent: \$18,000 12 Form 2-3 joined JA Engineering Discovery Day at HKUST to explore career opportunities of the engineering profession.
<p>1.5 Career and Life Planning Activity for Form 4</p> <ul style="list-style-type: none"> To learn about the concept in career and life planning To experience different stages in life and learn about factors affecting one's planning 	<ul style="list-style-type: none"> Students recognize the importance to set objectives in life. Students recognize the factors which affect their planning. Students learn the skills to maximize the chance of achieving objectives in life. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> Students were motivated in the activity since the format and design truthfully simulated real life. Students were aware of the different concerns they need to consider in future planning. Amount spent: \$28,000
<p>1.6 Guidance Programme for Low Motivated Students in Form 5 & 6</p> <ul style="list-style-type: none"> To help students recognize their academic and career development needs To help students align career dream with academic performance and personal background To help students formulate a workable plan to realize their career dreams 	<ul style="list-style-type: none"> Students recognize their academic and career development needs. Students are able to make career or further study choices that fit their personal circumstances. Students learn the ways to gather information and work out a plan for themselves. 	<ul style="list-style-type: none"> Questionnaires Students' secured path after DSE Students' level of satisfaction for the path secured 	<p>For F6</p> <ul style="list-style-type: none"> Students learned the strategies to form their JUPAS programme choices, draft their personal statement, and select relevant content for their OEA record. They were also aware of other schemes which enhance the chance of admission. Students learned that there were choices of self-financing degree and sub-

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
			<p>degree programmes through iPASS and E-APP, and the financial assistance schemes available.</p> <ul style="list-style-type: none"> Students were aware of the channels for applying for overseas studies. <p>For F5</p> <ul style="list-style-type: none"> Students knew more about their interest and abilities, and the various factors which may affect their career choice. Students learned how to choose careers and university programmes which suit their interest, abilities, and other personal circumstances. Students were aware of their strengths and weaknesses in terms of their academic progress, and knew how to choose university programmes which suit their expected HKDSE results.
<p>1.7 Careers and Further Studies Interest Assessment for Form 5</p> <ul style="list-style-type: none"> To understand careers and further studies interest through the use of professional assessment tools 	<ul style="list-style-type: none"> Students recognize their careers and further studies interest in a systematic way. Students find the assessment results useful for making careers and further studies choice. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the assessment results and introduced to them an online tool, O*NET, for searching and learning about different occupations and the relevant training. Amount spent: \$3,210.06
<p>1.8 Leadership Programme for F.4-F.5 students</p> <ul style="list-style-type: none"> To help students discover their inner strengths in self-leadership and team-leadership. To help students identify personal improvement areas in leadership. discover their inner strengths To help students create plans to improve leadership 	<ul style="list-style-type: none"> Students recognize their leadership potential. Students create plans to develop and improve their leadership skills. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Life Buddies – School-based Mentoring Scheme with Lands Department was organized. 35 Form 4-5 students joined the programme. A total of 8 events were organized. The programme provided students exposure to different careers options. Students developed a vision for their future and were inspired by the work attitudes of the mentors. Students who participated in

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
skills.			the activities were highly engaged. • Amount spent: \$6,000.
1.9 Support for NCS students <ul style="list-style-type: none"> To organize activity for NCS students in order to support their development of career and life planning in the local context. 	<ul style="list-style-type: none"> Participants understand their situation and are motivated to set clear targets NCS students are clear about their future opportunities 	<ul style="list-style-type: none"> Questionnaires Casual conversations with student Feedback from Form teachers 	<ul style="list-style-type: none"> No special programme was organized for this purpose. Regular support was provided including application for further studies and communication assistance during workshops conducted in Cantonese.

Target 2: To help students implement their career and study plan

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
2.1 F.6 JUPAS Talk <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement To facilitate students in the application process, guide them to make optimal and sensible choices 	<ul style="list-style-type: none"> Students have full understanding of JUPAS operation. Students submit JUPAS application and relevant documents on time. 	<ul style="list-style-type: none"> Statistics on JUPAS application 	<ul style="list-style-type: none"> Students were informed about admission requirements of JUPAS institutions. They were aware of the schedule of JUPAS application. They understood operations of the JUPAS online system. All students submitted their application before the school internal deadline. Amount spent: \$120
2.2 Individual Counselling for F.6 students <ul style="list-style-type: none"> To guide students to make optimal and appropriate choices To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan To coach students on time management and goal-setting based on their exploration result in Career Mapping 	<ul style="list-style-type: none"> Students are able to make informed choice of the tertiary study programmes. Students have adequate self-understanding to make their choice of tertiary study in relevance to their ability, interest, character and potential. Students are able to construct their own revision time-table for HKDSE, striking a good balance between work and relaxation. 	<ul style="list-style-type: none"> Success rate of JUPAS admission Success rate of candidates receiving Band A offer Survey on students' satisfaction about their JUPAS offers 	<ul style="list-style-type: none"> Most students consulted Form Teachers and subject teachers about their programme choices. About 50% of the students asked for the advice of career teachers. Students were ready to consult career teachers after the release of HKDSE results.
2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways <ul style="list-style-type: none"> To provide information about HKDSE result release 	<ul style="list-style-type: none"> Students have full understanding the latest admission arrangement of various institutions. Students are able to 	<ul style="list-style-type: none"> Attendance record Feedback from Parents, Form Teachers and students 	<ul style="list-style-type: none"> 40% of students and parents attended. Students and parents responded very positively to the programme content.

<p>day operation</p> <ul style="list-style-type: none"> To introduce the characteristics of various university programmes To introduce the multiple study pathways in addition to JUPAS and overseas studies To arouse students' awareness of making necessary preparations for further studies and career planning 	<p>review their plan for further studies with reference to their performance in HKDSE.</p> <ul style="list-style-type: none"> Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of Programme Choices. 		<p>They had a clear idea about the arrangement on Jul 12, understood the HKDSE result appeal procedures, knew where to get information of JUPAS programmes, knew more about non-JUPAS study options, understood the online procedures for the submission of modified JUPAS programme choices, and understood what to consider if they need to modify their programme choices.</p> <ul style="list-style-type: none"> Amount spent: \$120
<p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities To give support to teachers who are required to give academic reference for students in the process of their applications 	<ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 	<ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> Students were fully informed about the procedures, requirements, and the deadlines in the application process. A total of 13 foreign universities admission talks were carried out on campus, and a total of 121 students and 27 parents attended the talks. Students and parents were highly involved. Universities from non-English-Speaking countries such as France and Japan were also invited. This provided students some non-conventional options. Students were invited to attend overseas university fairs hosted by Maryknoll Convent School in Sep 2016 and Heep Yunn School in Apr 2017. Students' HKDSE predicted grades were given to reference writing teachers so that they may comment the applicants appropriately and fulfilled the university application requirement.
<p>2.5 NSS Electives Fair for F.3 students</p>	<ul style="list-style-type: none"> 60% of F.3 students have visited the fair. 	<ul style="list-style-type: none"> Observation of the event implementation 	<ul style="list-style-type: none"> In addition to the NSS Electives Fair, Q&A Sessions

<ul style="list-style-type: none"> To help students know the curriculum, coursework and assessment of the elective subjects 	<ul style="list-style-type: none"> Students visiting the fair thinks that the information provided help them to understand the elective subjects. 	<ul style="list-style-type: none"> Casual conversations with students 	<p>were also organized. Subject representatives from Form 5 held Q&A sessions in all the Form 3 classes in Form Teacher Lessons, introduced the NSS electives and answered students' question about subject choice.</p> <ul style="list-style-type: none"> About 40% of F3 students have visited the fair. F5 student representatives effectively shared their experience.
<p>2.6 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> To work in conjunction with Home-School Cooperation Team Help students best match their interest & ability with their choice of study To inform students and parents opportunities of tertiary studies & future academic/career options with their choice of subjects 	<ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject combination. Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. Parents are well informed of school policy and understand their role in providing support to their son. 	<ul style="list-style-type: none"> Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping subject in F.4/5 	<ul style="list-style-type: none"> All F.3 parents and students attended the talk. They were informed of the appropriate attitudes and values necessary for a successful senior form study. They were informed of entrance requirements of local universities. Strategies and advice about subject choice were given. Form 6 graduates shared their experience of a successful senior form study. Amount spent: \$1020

Target 3: To equip students with careers and life planning skills.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>3.1 Speaking & Presentation Skill Workshop for F.5</p> <ul style="list-style-type: none"> To understand the importance of speaking & presentation skills in career development To acquire the skills of a good speaker 	<ul style="list-style-type: none"> Students are actively involved in the workshop. 	<ul style="list-style-type: none"> Survey on students' feedback Students' response in the workshop 	<ul style="list-style-type: none"> A talk was jointly organized with speech team. An old boy was invited as a guest speaker. About 80 F.5 students attended. A Personal Statement Writing Workshop for US University application was organized.
<p>3.2 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> To participate Success Skills Workshop organized by JAHK 	<ul style="list-style-type: none"> Students acquire the communication and teamwork skills that help them to excel in school, careers and the 	<ul style="list-style-type: none"> Evaluation Form Feedback & reflection through personal contact 	<ul style="list-style-type: none"> A total of 35 F4 and F5 students joined the Success Skills Workshop, Personal Finance Workshop, and the International Trade

<ul style="list-style-type: none"> To participate Job Shadowing organized by JAHK To Participate It's My Business organized by JAHK To provide support to BAFS Panel in the participation of JA Company Program in view of developing students' skills in running a business 	<ul style="list-style-type: none"> community. Students appreciate the importance of life skills which are necessary in any situation. Students are interested to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students is expected. 		<p>Workshop. They gave positive feedback to the workshops, agreed that the workshop objectives were achieved.</p> <ul style="list-style-type: none"> JAHK did not provided any job shadowing programme this year. Due to unpopularity of the programme in the last year, we did not arrange students to join the It's My Business programme this year.
3.3 Workshop on Interview Skills <ul style="list-style-type: none"> To give a general presentation on interview skills & etiquette To conduct individual mock interview exercise 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. Students who have made plans for overseas studies and work can also benefit. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. 	<ul style="list-style-type: none"> Evaluation forms by interviewers and interviewees Students' feedback through causal talk 	<ul style="list-style-type: none"> Since the response from past years was low. Students were encouraged to attend workshops organized by NGO instead. Individual students were referred to past graduates admitted to related programmes. Handouts and tips on interview skill were given and discussed during Form Teacher Lessons.
3.4 Medicine Career Workshop & Interview Practice <ul style="list-style-type: none"> To give an overview of careers in medical related field To prepare students to pursue tertiary education in medicine To conduct mock interview practice 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession. 	<ul style="list-style-type: none"> Students' feedback through causal talk Success rate in JUPAS admission 	<ul style="list-style-type: none"> Medicine Career Workshop cum Interview Practice was carried out on 3rd Feb 2017. 57 F.4-6 students joined the workshop. Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training. Students found the interview practice very useful and knew how to prepare themselves for the interview. Amount spent: \$84

Target 4: To enrich students' exposure to the world of work.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
4.1 Job Shadowing Programme <ul style="list-style-type: none"> To coordinate with OBA to 	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. 	<ul style="list-style-type: none"> Tracking of students' performance in the workplace 	<ul style="list-style-type: none"> A total of 120 job shadowing posts were provided by 21 organizations with 22

<p>organize job shadowing programme for F.5 students</p> <ul style="list-style-type: none"> To coordinate with NGOs to provide job shadowing opportunities 	<ul style="list-style-type: none"> Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. 	<ul style="list-style-type: none"> Reports and reflection written by students Feedback from mentors and OBA Feedback from mentors and companies 	<p>programmes.</p> <ul style="list-style-type: none"> More than 50% of F.5 students enrolled in the programme. Feedback from students was very positive. "Life Buddies" Workplace Exposure Programme offered 10 job tasting posts to F.4-5 students in Jul. Amount spent: \$426.
<p>4.2 Careers Day</p> <ul style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each To foster a mentor relationship between students and the Old Boys To advise students on their choice of further studies and career planning To give students pictures of real-life work field 	<ul style="list-style-type: none"> Students find the information useful for their choice of career. Students find the information useful for their career and study plan. Students can make connections with the old boys. 	<ul style="list-style-type: none"> Questionnaire Feedback of the old boys Observation of the discussions 	<ul style="list-style-type: none"> Talks on 11 different industries or sectors were held. 26 old boys helped in this event. 128 F.4 & 5 students attended. Many students found the information very useful and informative. Amount spent: \$642.7
<p>4.3 Career visits</p> <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations 	<ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in a company or firm. Students feel interested in the visit and want to know more. Students form the first idea of future career. 	<ul style="list-style-type: none"> Questionnaires Casual conversations with students 	<ul style="list-style-type: none"> 29 Form 5 students visited the High Court and met Justice Patrick Li (72') and Judge David Lok (84'). 13 Form 5 students visited AMTD, and investment bank. 7 Form 4-6 students visited HKU School of Chinese Medicine. 18 Form 4-5 students visited 24 the departments providing health sciences programmes at PolyU. 23 Form 4-5 students visited HKUST to learn about the International Research Enrichment programme. Form 4 students visited PCCW organized by HKACMGM. 2 Form 5 students joined the Engineering Hands-on

			<p>programme organized by Hong Kong Institution of Engineers.</p> <ul style="list-style-type: none"> Form 5-6 students joined the CUHK Professional Accountancy Forum. Amount spent: \$2,600
<p>4.4 Visit to the Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone</p> <ul style="list-style-type: none"> To introduce to students economic development and government policy of the Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone To let students aware of the possible careers opportunities for Hong Kong young people in Mainland China 	<ul style="list-style-type: none"> Participants are aware of the latest economic development and government policy of Qianhai. Participants are aware of the careers opportunities for Hong Kong young people in Mainland China. 	<ul style="list-style-type: none"> Questionnaires Participants' report of the visit 	<ul style="list-style-type: none"> 26 students and 4 teachers visited Qianhai Shenzhen-Hong Kong Modern Service Industry Cooperation Zone, including the Exhibition Hall, Qianhai Shenzhen-Hong Kong Youth Innovation and Entrepreneur Hub, Chow Tai Fook Hong Kong Goods Centre, and Hang Sang Qianhai Fund Management. Students were highly involved in the visit. Amount spent: \$7,557.10

Target 5: To empower teachers' participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>5.1 Teachers' Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> To equip teachers the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage 	<ul style="list-style-type: none"> Teachers understand the concepts of careers and life planning. Teachers are aware of the careers and life planning needs of their students. Form teachers are more confident in implementing the career education curriculum in their class. 	<ul style="list-style-type: none"> Questionnaires Teachers' feedback 	<ul style="list-style-type: none"> Informal discussion with F.6 Form teachers was carried out throughout the year. Useful resources and materials were shared to all teachers using school intranet.

Career and Life Planning Grant Financial Report

Income	Amount (\$)
Balance b/f from 2015-16	106,790.14
Grant for 2015-16	566,880.00
Total income	673,670.14

Expenses		Amount \$
Teaching Assistants Salary		443,940.00
Teaching Assistants ER MPF contribution		22,197.00
Services provided by NGOs	F.4 Career & Life Planning Workshop	28,000.00
	F.2 Career & Life Planning Workshop	18,000.00
	Sub-Total	46,000.00
HKACMGM membership fee		400.00
Career education materials F.1 – F.6		23,299.06
Careers Talks and Careers Day		726.70
Parent Seminars		900.00
Life Buddies Programme		6,000.00
Visits to local universities and organisations		2,750.00
Career visit to mainland China		7, 557.10
Job Shadowing Programme		426.00
University talks and representation – projector in Career Office		13602.00
Careers Office expenses		11004.80
Total		578,802.66
Surplus (current year)		94,867.48

La Salle College Careers Programme by Form

Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

Programme Outline by Form

Level	Programme	Objective	Who	When
F1	F.1 Career Education	<ol style="list-style-type: none"> 1. To help students identify various professions and their characteristics 2. To help students appreciate the contribution of various professions to society 3. To help students understand the importance of early careers planning 4. To help student learn the strategies to make careers plans. 	Form Teacher	Feb
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	Careers Coordinator (CC)	Dec/ Mar
F2	F.2 Career Education	<ol style="list-style-type: none"> 1.To help students understand the technique in decision making. 2. To help students discover their preferred lifestyle, work values and interests 3.To help students understand the importance of goal setting 4.To provide students guidance in setting learning educational and career goals 	Form Teacher	Feb
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	CC	Dec/ Mar
F3	F.3 Career Education	<ol style="list-style-type: none"> 1.To help students define their goals in senior secondary education. 2.To motivate students to work towards their study goals and other activities that are related to their personal and social development. 	Form Teacher	Feb
	Talk on F.4 placement	1. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects.	CC	Mar
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	CC	Dec/ Mar
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning.\ 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
F4	F.4 – F.6 Career Education	<ol style="list-style-type: none"> 1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common 	CC	Dec/ Mar

Career Guidance and Life Planning Education Report 2016-17

Level	Programme	Objective	Who	When
		Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.		
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement Hong Kong)	1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.	Careers Team Member	Oct & Apr
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jul-Aug
F5	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.	CC	Dec / Mar
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.	Careers Team member	Oct / Apr
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jul -Aug
F6	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	CC	Dec / Mar

Level	Programme	Objective	Who	When
		2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.		
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Individual /group counselling	1. To guide students on their JUPAS application. 2. To advise students on their career planning and JUPAS programmes choices. 3. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result.	CC & Careers Team Member & Form Teacher	Sep-Dec & 15 Jul

La Salle College Careers Programme by Programme

Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

Programme Outline by Programme

	Programme	Objective	Level	Who	When
1	JUPAS Talk	1. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices. 2. To give individual counseling to students on their JUPAS choices.	F.6	Careers Coordinator (CC)	Sep
2	Interview Workshop & Medicine Workshop	1. To meet the needs of all students preparing for university interview and to acquire the necessary skills. 2. To give timely feedback on students' performance in order to help them improve their interview skills.	F.6	CC	Nov-Dec
3	Job Shadowing	5. To introduce the working environment of different professions. 6. To inspire students on choosing their future career. 7. To provide students authentic learning experiences in the real working environment. 8. To encourage rapport between students and old boys and to build up a network.	F.6	CC	Jul-Aug
4	Careers Talk	5. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 6. To foster a mentor relationship between students and the speakers. 7. To advise students on their choice of further studies and career planning. 8. To broaden their exposure to the real working world.	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	4. To give students an understanding of various industries and the working environment. 5. To provide other learning experiences. 6. To broaden their exposure to the real working world.	F.4 -F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement Hong Kong)	5. To appreciate various practical success skills and learn how to apply them in the workplace. 6. To learn to apply interpersonal and teamwork skills in workplace. 7. To practice various career-preparation activities e.g. resume-writing and mock interviews. 8. To provide students with the opportunity to engage with business professionals and learn from successful role models.	F.4 – F.5	Careers Team member	Oct / Apr
7	Oversea Studies Talk	2. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 3. To brief students on the application procedures of UCAS (UK) and Common Application (US). 4. To give useful tips on writing personal statement, choosing programmes and universities.	F.1 – F.6	CC	Dec / Mar/ Jun

	Programme	Objective	Level	Who	When
8	Talk on F.4 placement	2. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects.	F.3	CC	Mar
9	F.4 – F.6 Career Education	3. To help students identify their interest, aptitude and personalities. 4. To help students explore their career aspiration and to set their career goals.	F.4 – F.6	FT	Feb
10	F.3 Career Education	1.To help students define their goals in senior secondary education. 2.To motivate students to work towards their study goals and other activities that are related to their personal and social development.	S.3	FT	Feb
11	F.2 Career Education	1.To help students understand the technique in decision making 2.To help students discover their preferred lifestyle, work values and interests 3.To help students understand the importance of goal setting 4.To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	5. To help students identify various professions and their characteristics 6. To help students appreciate the contribution of various professions to society 7. To help students understand the importance of early careers planning 8. To help student learn the strategies to make careers plans.	F.1	FT	Feb



LA SALLE COLLEGE

**Extended Chinese
Language Learning
Programme for Non-
Chinese Language
Students (NCS)
Annual Report
2016-2017**

Extended Chinese Language Learning Programme for Non-Chinese Students (NCS)

No.	Program	Implementation Methods	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required	Remark
1	After-school tutorial sessions	Weekly tutorials for revision and consolidation Chinese learning activities	Sept 16 to June 17	Students' Chinese marks improve in the final examination. Over 70 % attendance rate Students think the tutorials are useful	Teachers' observation Questionnaire Feedback from students Worksheets	Janet Yuen Kita Chan	Teaching & learning material Chinese teachers of NCS classes	Done
2	Chinese Books Reading Scheme	Students have to read a designated Chinese Book per month with local students Students finish a book report per month	Oct 16 to June 17	Students can summarize 3 books in their own words. Students think reading Chinese storybooks is interesting	Observation Feedback from students	Janet Yuen Kita Chan Local students	Chinese teachers of NCS classes Local volunteers Books	Only 1 session carried due to crashing time slot and insufficient manpower
3	Study Tour related to Chinese culture F.1 and F.5 Taiwan Service Programme F.3 Shanghai Study Tour F.2 ZhongShan Study Tour Hosting exchange students	Have lessons in a local school Visit Chinese cultural attractions in Chinese cities Outdoor activities and exercises to enhance students Chinese speaking skills	Zhongshan: Nov 16 Shanghai: Apr 17 Taiwan service programme Dec 16 Other programmes	Students can finish the exercises and activities Students are interested in Chinese culture.	Projects Presentation	Janet Yuen Kita Chan Exchange team	Chinese teachers of NCS classes Activity materials	Zhongshan and Shanghai trip held. Taiwan trip postponed.
4	NCS Chinese e-Learning Scheme	Introduce e-learning in order to take care of student diversity Revise the curriculum to encourage more able students Weekly tutorials to revise and consolidate the learning of Chinese with electronic resources	Sept 17 to June 17	80% of students agree e-learning platform can help improve their Chinese Students hand-in at least 10 CA tasks through e-platform Students think the online resources are useful	Teachers' observation Questionnaire Feedback from students	Janet Yuen Chinese teachers of NCS classes	Electronic devices Chinese Learning Apps Chinese teachers of NCS classes	Done. Feedbacks from students are positive.
5	Emotional consciousness scheme	Invite tutors from CUHK Institute of Educational Research Help students be conscious about their physical and mental needs through	Oct 16 Dec 16 Feb 17 Apr 17(tbc)	Students' behaviour improve in class Students become more concentrated and calm during lessons	Teachers' observation Questionnaire Feedback from students	Janet Yuen	HK\$24,000 (materials, tutorial and administration) Yoga mat for each student	Done. Feedbacks from students are positive.

		understanding their emotions Teach students to manage emotions through proven methods						
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To support the implementation of the NCS Programme under the Project -

Extra Manpower	Job Description	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Resources Required	Remark
<ul style="list-style-type: none"> Teacher for NCS Chinese 	<ul style="list-style-type: none"> Assists in all kinds of programmes and activities for NCS students Assists in the After-school Chinese enhancement class for students who are joining GCE/GCSE Helps prepare NCS Chinese Electronic teaching and assessing resources for each Form <ul style="list-style-type: none"> Chinese character writing exercises for F.1 & F.2 Other teaching materials e.g. flashcards 	<ul style="list-style-type: none"> Sept 16 to Jun 17 	<ul style="list-style-type: none"> Helps NCS students in learning and adaptation Being rated satisfactory or above in performance 	<ul style="list-style-type: none"> Teachers' feedback Performance evaluation 	<ul style="list-style-type: none"> Janet Yuen 	<ul style="list-style-type: none"> Grant for hiring the posts 	