

La Salle College Annual Report 2010 - 2011



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OUR SCHOOL

Preamble



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

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

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

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

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

School History

Simon can you cut and paste from the school diary pg 6-7 including the picts

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
- with its community of parents, friends, and old boys develops a civic, service, and leadership oriented culture

Values

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

Motto

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

REPORTING ON MAJOR CONCERNS

Area of Concern 1: Students Civic and Social Awareness

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

Area of Concern 2: Students Academic Achievement

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

Area of Concern 2: A whole School approach to student Support

Tasks	Strategies	Success Criteria	Evaluation Method	Annual Reporting
3.1 To have all teachers involved in the implementation of the College student discipline and pastoral care programmes	<p>3.1.1 Teachers will be trained to identify and interpret students' pastoral needs, and in the Lasallian philosophy and with professional skills required, to deliver counselling services to students where and when appropriate, and where and when to make referral to professional services</p> <p>3.1.2 Teachers will be provided with more support and resources in classroom management</p>	<p>3.1.1.1 All teachers are engaged in 3 student support duties</p> <p>3.1.1.2 All teachers have a satisfactory appraisal of their duties</p> <p>3.1.1.3 Teachers will familiarize themselves with Lasallian core values and are seen to apply the values in student counselling</p> <p>3.1.2.1 90% of teachers do not exhibit classroom management problems. They are clear about channels to seek help</p>	<p>3.1.1.1 All teachers will undergo appraisal of their duties in alternate year</p> <p>3.1.1.3.1 Teachers' feedback on Lasallian Formation and other counselling workshops and meetings</p> <p>3.1.2.1.1 Principal's observation in his rounds</p>	This target was achieved as the College staff were regularly reminded by the VP and Principal of their role in pastoral care. Success criteria 3.1.1.1 through to 3.1.2.1 were attained and monitored through the Vice Principal appraisal Reports of Functional Heads given to the Principal.
3.2 To promote self-discipline among the students	<p>3.2.1 A specific action plan with identifiable success criteria will be developed in 2010/2011 to identify strategies to promote student's self-discipline through moral education, ECA, classroom activities, and exposure broadening experiences.</p> <p>3.2.2 Enforce the monitoring mechanism on student discipline</p>	<p>3.2.1.1 30-50% of the Moral Education programmes, ECA, classroom activities, and exposure broadening programmes are devoted to training and consolidating students' self-discipline</p> <p>3.2.2.1 Student discipline problems should decrease by at least 10% per year</p>	<p>3.2.1.1.1 Feedback of teachers and students on the attainment of the target in these programmes</p> <p>3.2.2.1.1 Records of discipline cases</p> <p>3.2.2.1.1 Feedback through questionnaire</p>	Self-discipline was promoted via the College Moral & Civic Education programme. Whilst most students could be said to have improved in their self-discipline, the most at risk probably students made little or no improvement and cases relating to these boys increased.
3.3 To train teachers to be able to identify and plan learning experiences for SEN students in the classroom (NB: SEN include students of all abilities – gifted and less able)	<p>3.3.1 The SENCO and school will develop in 2010/2011 a whole school approach to identifying SEN students and their learning needs in the classroom</p> <p>3.3.2 The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support Programme' for F.1-6 using in-school and external resources to improve learning outcomes of SEN students</p>	<p>3.3.1.1 SEN students will be provided appropriate guidance and assistance in learning inside and outside classroom as well as talent development</p> <p>3.3.1.2 Parents are cooperating with the school in a positive way regarding the development of their sons with SEN</p> <p>3.3.2.1 SEN students will elevate themselves in different fronts.</p>	<p>3.3.1.1.1 Feedback from SEN students and their parents</p> <p>3.3.2.1.1 Examination results and other achievements of SEN students</p> <p>3.3.3.1.1 Teachers' feedback</p>	<p>No specific attention was given to the implementation of this target and the College progressed as usual.</p> <p>Target 3.3.2 to 3.3.3 was delayed by the administration until the new College Strategic Plan was to be developed for 2010-2016.</p>

Tasks	Strategies	Success Criteria	Evaluation Method	Annual Reporting
	3.3.3 The SENCO will advise further professional development programmes for teachers	3.3.3.1 Teachers are able to identify SEN students and make necessary referrals 3.3.3.2 10% teachers will enrol in special education programmes.		

TEACHING & LEARNING 2010-2011

STUDENT SUPPORT 2010 - 2011

STUDENT PERFORMANCE 2010-2011

FIANCAIL SUMMAY 2010-2011



La Salle College Annual Plan 2011-2012

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Competencies

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

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

Guiding Principles

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

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

Learning Goals

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

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

Curriculum Aims

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

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

Strategic Planning Strands

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

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

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

1. Catholic & Lasallian Character

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

Goal 1.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	<ol style="list-style-type: none"> To have a banner put up in the College at least twice a year with a Lasallian/ Christian message. 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. A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme. 	<p>Pastoral Assistant</p> <p>Pastoral Assistant</p> <p>RS Panel Head</p>	<p>2 x per year</p> <p>As appropriate each year</p> <p>2011 onwards</p>	
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	<ol style="list-style-type: none"> A <i>Health Promoting School Programme</i> of student led activities is developed to address values such as respect for others, courtesy and other issues identified from time to time. [See 3.3.2] 	Principal	2011 onwards	

Goal 1.2

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

Target	Action	Who	When	Reporting
1.2.1 To develop a staff exposure/service programme	1. To develop a staff service programme to the underprivileged community once a year.	Pastoral Assistant	2011 onwards	
1.2.2 For all staff to have an on-going understanding of Lasallian charism	1. Before the start of every Staff Meeting, the Principal/Lasallian Coordinator (LC) will read something from the Founder's writings related to the schools/ teachers. 2. At least one Staff Development Day a year be allocated to Lasallian formation.	Principal Principal & LC	Every Staff Meeting 2011 onwards	
1.2.3 To develop Lasallian leadership among staff & students	1. LYM leaders are to participate in Lasallian Leadership training. 2. The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events. 3. To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College. 4. To develop a Lasallian Formation Plan 2011-2016. 5. To identify external formation opportunities for staff at all levels and to have 1 staff member attend at Lasallian formation programme annually.	LYM & LC LYM & LC Principal LC Principal & LC	2011 onwards 2011 onwards 2011 2011 2011	
1.2.4 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	1. LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year. 2. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year.	Pastoral Assistant, LYM, LC & CathSoc LC & ExchangeProgTeam	2011 onwards 2011 onwards	
1.2.5 To promote vocations to the Brothers and Priesthood.	1. To speak about the vocation of Brother and priest at each monthly mass. 2. To pray for vocations at appropriate opportunities.	LC Pastoral Assistant	2011 onwards 2011 onwards	

Goal 1.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	1. Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers.	Pastoral Assistant	2011 Onwards	
1.3.2 Cont'd	2. 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 & RS Panel Head	2011 onwards	

Goal 1.4

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.1 To provide sacramental programmes each year for baptism, reconciliation and Eucharist	<ol style="list-style-type: none"> 1. At least once a year initiation programmes into the sacraments of baptism, reconciliation and Eucharist will be offered. 2. A survey and invitation to receive the sacraments will be conducted by the Pastoral Assistant in Sept each year. 3. Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class each year. 4. Liaising between parishes and students interested in joining Parish Catechumenate classes. 5. Catholic Society hosting Bible and Bible sharing. 	Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant	2011 onwards Sept annually Sept annually Sept annually Sept annually	
1.4.2 To increase student participation and engagement in the traditions and practices of both the Lasallian tradition and the Catholic Church	<ol style="list-style-type: none"> 1. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year. 2. Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following: <ul style="list-style-type: none"> - Opening Mass - La Salle Day - Ash Wednesday 	Pastoral Assistant Pastoral Assistant	Advent & Lent 2011 onwards	

	<ul style="list-style-type: none"> - Assembly prayer - Lasallian prayer - Assumption Day - All Saints and All Souls day - Advent/Christmas - Lasallian Saints - Marian devotions in May, October <p>3. Promotion of Lenten fast and abstinence regulations.</p> <p>4. Students able to compose and use suitable prayers.</p> <p>5. Joint Liturgy Committee formed from CathSoc and LYM for Founders day mass.</p>	Pastoral Assistant	2011 annually	
		Pastoral Assistant	2011	
		Pastoral Assistant	2011	
1.4.3 To increase awareness of and promote the Catholic faith among staff and students	<p>1. To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints.</p> <p>2. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith.</p> <p>3. Develop Catholic symbols and images throughout the College.</p>	CathSoc	Once every two months	
		Principal	Sept-2011 onwards	
		Principal/PastAsst	Sept-2011	
1.4.4 All staff and students experience good liturgy and the sacraments	<p>1. Mass for all catholic and one Form compulsory the first Wednesday of each month.</p> <p>2. Students participate in all parts of the mass including Minsters of Eucharist.</p> <p>3. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See 1.4.2 - 1].</p>	Pastoral Assistant	Monthly	
		Pastoral Assistant	Monthly	
		Pastoral Assistant	Advent/Lent	
1.4.5 Non-Catholic faiths are recognized	<p>1. Significant Non-Catholic religious festivals are recognised in some way in the College.</p>	Principal / Pastoral Assistant	Annually	

2. Teaching & Learning

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

Goal 2.1

To develop students critical and creative thinking skills

Target/Goal	Action/Strategy	Who	When	Reporting
2.1.2 All F1-F3 students develop critical creative thinking	1. All F1-F3 students are to maintain a Journal of newspaper cuttings with comments.	VP Academic / English Panel	2011 onwards	
2.1.3 Staff to implement higher level thinking strategies in their classes	1. The College to implement professional development workshops on higher order thinking and questioning skills.	Principal	2011 onwards	
2.1.4 ALL students are encouraged to read the newspaper daily	1. Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service. 2. The News Headlines Boards are promoted. 3. The News Headlines Boards are updated weekly.	VP Academic/ Form Teachers/ Eng Panel Head Eng Panel Head	2011 onwards 2011 onwards 2011 onwards	

Goal 2.2

To enhance student language proficiency

Target/Goal	Action/Strategy	Who	When	Reporting
2.2.1 All students comfortable and competent to speak English, Chinese, and Putonghua fluently	1. Develop a Language Policy which is to include an English Language Development Plan, Chinese Language Development Plan, and Putonghua Language Development Plan 2011-2016 identifying programmes and activities to be implemented each year to improve language competency.	VP Academic	2011 onwards	
2.2.2 100% of students pass	1. P6 and LSPS data is used to identify weaker students to form	English Panel H &	2011 onwards	

English in TSA and HKDSE	<p>the split class and enhancement class.</p> <ol style="list-style-type: none"> Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. Mid and End year exam data used to track weaker students and modify split/remedial classes in English. Engage TSA and HKDSE Reports in Panel Planning. Apply TSA and HKDSE type questions in internal examinations. 	<p>SEN English Panel H & SEN English Panel H & SEN English Panel H English Panel H</p>	<p>2011 onwards 2011 onwards 2011 onwards 2011 onwards</p>	
2.2.3 100% of students pass Chinese in TSA and HKDSE	<ol style="list-style-type: none"> P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. Split classes use diagnostic test and modified curriculum to catch up and return student to main class. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese. Provide monthly practice on Reading, Writing, Listening and Speaking. Engage TSA and HKDSE Reports in Panel Planning. Apply TSA and HKDSE type questions in internal examinations. 	<p>Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H Chinese Panel H Chinese Panel H</p>	<p>2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards</p>	
2.2.5 To cultivate a Reading habit / environment	<ol style="list-style-type: none"> 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. SSR to be monitored by VP's and guidelines set re Eng vs. Chin All students to maintain a reading log with a critical reflection after each text. All boys to target reading at least 4 English novels per year. Improve access via library and Form Room to authentic Reading materials using a 'rainbow' approach to identify high/average/easier category texts for boys. The borrowing rate in the library to increase by 10% each year. 	<p>English Panel H 2 x VP's 2 x VP's 2 x VP's Librarian Librarian</p>	<p>2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards</p>	

Goal 2.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
2.3.1 To develop a self-directed learning culture	<ol style="list-style-type: none"> Provide Professional Development for use of CAL. Provide Professional Development for full use of e-class. 	<p>Principal Principal</p>	<p>2011 onwards 2011 onwards</p>	
2.3.2 To develop research skills	<ol style="list-style-type: none"> All F1 boys to be taught research skills in F1 library time and in classes including eg ebooks, online research etc. 	<p>Librarian</p>	<p>2011 onwards</p>	

Goal 2.4

To develop the use of data to inform teaching practice

Target/Goal	Action/Strategy	Who	When	Reporting
2.4.1 To provide teachers with student achievement data	1. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class. [See 4.1.1]	Principal / VP Academic	2011 onwards	
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. Panel Head use Panel PD time to train teachers in the use of data, and 'learning circle enquiry teaching' discussions for planning writing of Units for differentiated classrooms. 3. To evaluate the role of CA and assessment and to revise the College Assessment policy accordingly.	Principal / VP Academic Principal / VP Academic Principal / VP Academic	2011 onwards 2011 onwards 2011 onwards	
2.4.3 To develop a comprehensive study of markers reports	1. Share TSA and HKDSE examination Markers' Reports among all teachers in each Panel and provide actions to these Reports in a revised Panel Annual Plan for the Principal.	All Panel Heads	2011 onwards	

Goal 2.5

To ensure differentiated learning strategies are used in all classes

Target/Goal	Action/Strategy	Who	When	Reporting
2.5.1 To ensure all students have access to learning regardless of ability	1. Provide professional development for teachers on scaffolds, modelling text types, writing frameworks. 2. Provide professional development for use of differentiated learning. 3. To re-write Unit Lesson Plans for differentiated instruction. 4. To review split classes after mid and end of term exams to ensure students are split based on need and best use of supporting resources. 5. Provide split classes for F1-F3 English, Math, and Chinese. 6. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal.	Principal Principal Panel Staff Panel Heads Principal Principal	2011 onwards 2011 onwards 2012 onwards 2011 onwards 2011 onwards 2011 onwards	
2.5.2 To Stream Subjects	1. To investigate broad streaming in 3 core subjects into 3 bands based on the different ability levels.	Principal	2011	

2.5.3 To develop teacher competency in differentiated teaching	1. Promote peer observation and random sampling lesson observation.	VP Academic	2011 onwards	
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Goal 2.7

To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting
2.7.1 To develop a school wide Professional Development Plan 2011-2016	1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.	Principal	2011	
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff including improved teaching and learning strategies of teaching staff	1. An annual Appraisal process, requirements, and associated documentation formulated. 2. Appraisal process and documentation to include each staff member keeping from year to year a cumulative portfolio of evidence around identified individual needs and compliance checks in consultation with appraiser. 3. Appraisal process and documents to include established compliance expectations. 4. Appraisal process to include self and student evaluations. 5. Appraisal process and documentation clearly communicated to staff.	Principal Principal Principal Principal Principal	2010 2011 2011 2011 2011	

3. Student Performance

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

Goal 3.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
3.1.1 100% of students demonstrate self-awareness and awareness, respect for, and tolerance of difference	1. Form Coordinator and/or College Executive to plan for and monitor Form Assemblies at least twice a term that include formation in awareness of self, others, and respect/tolerance of difference. 2. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference. 3. Provide student recognition including: Good Student Award Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service Certificates of Merit given at Form Assemblies Most Improved Student Awards at Annual Prize-giving	VP Pastoral VP Pastoral Principal / VP Pastoral VP Academic	2011 onwards 2011 onwards 2011 onwards	

Goal 3.2

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

Target/Goal	Action/Strategy	Who	When	Reporting
3.2.1. Students learn etiquette for different occasions	1. The College Moral & Civic Education programme to include topics on social skills.	VP Pastoral	2011 onwards	
3.2.2 To develop a student led	1. See 'Health Promoting School Plan '. [See 1.1.2]	Principal	2011 onwards	

'Clean-school' campaign	2. Include in the Health Promoting School campaign a zero tolerance of vulgar language.	Principal	2010 onwards	
	3. Form Captains to set up a roster system to clean the classroom after-school every last Friday of the month.	Form Teacher	2011 onwards	

Goal 3.3

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

	Action/Strategy	Who	When	Reporting
3.3.1. To develop a systematic assessment and monitoring of student support services for student health and well being	1. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	2011 onwards	
3.3.2. 100% of F1 students engage in at least one sport	1 All Form 1 students take up 1 Sport, 1 Cultural Club and 1 Service Club as an ECA. 2 Sports Clubs to provide one active session for members each week.	ECA Coordinator Sports Master	2011 onwards 2011 onwards	
3.3.3. All students have access to resilience training and stress management training	2. The College Moral & Civic Education programme covers topics on resilience and stress management.	VP Pastoral	2011 onwards	

Goal 3.4

To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting
3.4.1. To attain a 100% attendance/explained attendance rate	1. Develop a systematic process for checking, tracking and reporting attendance between home and school. 2. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral VP Pastoral	2011 onwards 2011 onwards	
3.4.1 100% students motivated to learn actively in class	1 Develop professional development workshops on interactive teaching methods. [See also 2.1.3 and 2.5.1] 2 Assessments to be returned within one cycle where possible.	Principal Subject Teachers	2011 onwards 2011 onwards	

Goal 3.5

To stretch the potential of gifted and talented students

Target / Goal	Action / Strategy	Who	When	Reporting
3.5.1 All gifted and talented students are identified and opportunities for enhancement provided.	<ol style="list-style-type: none">1 Appoint a Gifted & Talented Coordinator (GTC).2 Implement an assessment tool to identify gifted and talented students.3 Develop a Gifted & Talented Development Plan.4 Develop ILP's for all identified gifted & talented students.	Principal GTC GTC GTC	2011 onwards 2011 onwards 2011 onwards 2011 onwards	

4. Student Support

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

Goal 4.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To inform teachers of student learning needs based on data	1. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class [See 2.4.1]	Principal / VP Academic	2011 onwards	
4.1.2 To develop individual learning plans based on realistic goals, student aspirations, and careers guidance programmes	1. Form Teachers have students write goals in their diary at the beginning of each term and review by signing. 2. Form Coordinator (FC) to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.	Form Teacher FC	2011 onwards 2011 onwards	
4.1.3 To develop a coordinated Learning Support Plan	1. The SENCO and Principal will develop a whole school approach to identifying and responding to SEN and remedial/weak students and their learning needs in the classroom. 2. The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support Programme' Form 1-6 using TA's and other in-school and external resources to improve learning outcomes for SEN students. 3. The SENCO will advise further professional development programmes for teachers.	Principal / SENCO SENCO SENCO	2011 onwards 2011 onwards 2011 onwards	

Goal 4.2

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 To develop a comprehensive F1-F6 Careers Plan	<ol style="list-style-type: none"> 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	2011 onwards 2011 onwards	
4.2.3 To provide students with a wide breadth of career and tertiary options	<ol style="list-style-type: none"> 1. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 2. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 3. Provide Skill Assessment for all F6 to determine their suitable careers. 4. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions. 	CC CC CC CC	2011 onwards 2011 onwards 2011 onwards 2011 onwards	

GOAL 4.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.3.1 To provide exchange opportunities so that at least 50% of boys by the end of F5 have completed an exchange programme	<ol style="list-style-type: none"> 1. Develop a register to record student attendance of exchange programmes conducted by the College or others. 	EPC	2011 onwards	
4.3.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	<ol style="list-style-type: none"> 1. Develop a register to record student attendance at an outdoor education/adventure programme. 	ECA Coordinator	2011 onwards	
4.3.3 To provide a	<ol style="list-style-type: none"> 1. Review ECA programmes annually in light of target/goal. 	ECAC	2011 onwards	

comprehensive and diverse ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation				
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Goal 4.4

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.4.1 To develop moral and civic education	1. To develop and implement a Moral & Civic Education Period and Moral & Civic Education curriculum F1 –F6.	VP Pastoral	2011 onwards	
4.4.2 To develop and implement Relationships and Sex Education Programme	1. To develop and implement a F1-F6 Sex Education and Relationships programme to include all aspects of Relationships and Sex Education covered by various school programmes including Religious Studies, Science, Moral & Civic Education and assembly programmes.	VP PASTORAL	2011 onwards	
4.4.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	1. To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. 2. To design and implement professional development workshops on classroom management.	Principal / VP Pastoral Principal / VP Pastoral	2011 onwards 2011 onwards	

Goal 4.5

To promote and develop student leadership

Target/Goal	Action/Strategy	Who	When	Reporting
4.5.1 40% of students have been office bearers of	1. Co-ordinate the recruitment policies of SA and clubs/teams to avoid overlapping of personnel as office bearers. 2. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.	ECAC VP Pastoral / ECAC	2011 onwards 2011 onwards	

SA / Clubs / Teams etc by the end of F6.				
4.5.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc	1. Check registrations to ensure 100% of F1 students have joined at least 3 Clubs/Societies etc and F2-F4 have joined at least 2 ECA clubs/societies/teams etc.	ECAC	2011 onwards	
4.5.3 70% of F5 students are to have been leaders at some level in the school	1. VP Pastoral to collect data from F5 to check that at least 70% of F5 have had leadership responsibility in something at some level and direct boys if needed.	VP Pastoral	2011 onwards	

5. Management & Organization

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

Goal 5.1

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

Target	Action / Strategy	Who	When	Reporting
5.1.1 To develop a 10 & 20 year College Development Plan	1. Develop a 10 and 20 Year College Development Plan and proposed funding needs.	Principal	2011	
5.1.2 To develop a 10 Year College Maintenance Plan	1. Develop a 10 Year College Maintenance Plan and funding needs. 2. Develop a maintenance programme for the track & fields.	Principal Principal	2011 2011	
5.1.3 To provide the efficient storage and availability of all learning, teaching administration resources.	1. Teaching Schemes, units of work, assessment tasks, past Exam papers and other learning resources stored efficiently and readily accessible by all teachers.	Principal	2011 onwards	
5.1.2 To provide high quality teacher workstations for all teachers and Admin staff.	1. Every teacher and Admin staff will have a workstation with access to a computer, internet, and storage, spaces.	Principal	2011	
5.1.3 To provide facilities for effective delivery of the curriculum	3. Implement the 10 Year maintenance plan so as to be able to provide good facilities for changing curriculum needs. 4. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal Principal	2011 onwards 2011	

Goal 5.2

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

Target	Action	Who	When	Reporting
5.2.1 To develop and implement an IT Development Plan	<ol style="list-style-type: none">1. Develop and implement a 5-10 year IT Development Plan including proposed professional development needs and funding needs.2. Audit and update the inventory lists of IT facilities and software.3. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources.4. Develop an IT Maintenance Plan.	Principal IT Technician IT Panel Head IT Panel Head	2011 2011 2011 2011	

Goal 5.3

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

Target	Action	Who	When	Reporting
5.3.1 To expand the present Intranet / Internet / Extranet to make more effective use of IT systems and resources	<ol style="list-style-type: none">1. Review and upgrade the College website. (5.3.3)	Principal	2011	
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	<ol style="list-style-type: none">1. Research best practice in terms of web sites as web portals for e-learning and communication between teacher, student, and parent and between the College and home. (5.3.1)	Principal	2011	

Goal 5.4

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

Target	Action	Who	When	Reporting
5.4.1 To develop and maintain a 10 and 20 Year College Development Plan; a 10	<ol style="list-style-type: none">1. 10 and 20 Year College Development Plan. (see 5.1.1)2. 10 Year Maintenance Plan. (see 5.1.2)3. IT Development Plan. (see 5.2.1)	Principal Principal Principal	2011 2011 2011	

Year Maintenance Plan; an IT Development Plan; a Cultural Development Plan	4. Develop a Cultural Development Plan.	Principal	2011	
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Goal 5.5

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

Target	Action	Who	When	Reporting
5.5.1 To develop handbooks and Manual	1. Draft, consult and implement the following Manuals: <ul style="list-style-type: none"> - Office Administration Manual - College Policies - SMC/IMC Manual 	Principal	2011	
5.5.2 To develop Job Descriptions, KPI and Appraisal for all non-teaching staff (excl janitors)	1. Develop JD and KPI. 2. Develop an appraisal document. 3. Implement appraisal of all non-teaching staff.	Principal Principal Principal	2011 2011 2011	
5.5.3 To promote on-going professional development of non-teaching staff	1. Appraisal to include professional development goals for all non-teaching staff.	Principal	2011	

Goal 5.6

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

Target	Action	Who	When	Reporting
5.6.1 To employ a Principal's PA	1. Review Office Staff JD's. 2. Advertise, short list, interview and appointment a PA.	Principal Principal	2010 2010	
5.6.1 To refurbish the Office Administration	1. Set a scope brief. 2. Assign work to the Steering Committee of the Maintenance Plan. 3. Implement office refurbishment.	Principal Principal Principal / Mr Pau	2011 2011 2011	

Goal 5.7

To develop a 5-10 Year Personnel Plan

Target	Action	Who	When	Reporting
5.7.1 To develop a 5-10 year Personnel Plan	1. To develop Job descriptions and KPI's for all functional and academic administrative posts to be used for appraisal purposes.	Principal	2011	
	2. To develop a 5-10 Year Personnel Plan.	Principal	2011	
	3. Elect a Staff Representative to the SMC.	SMC/IMC	2011	

Goal 5.8

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

Target	Action	Who	When	Reporting
5.8.1 To develop transparent communication systems	1. Principal to develop a Weekly circular to staff.	Principal	2010	
	2. Principal to develop a daily Announcements bulletin to staff/students.	Principal	2010	
	3. Principal to meet with SA twice a term.	Principal	2010	
	4. Once a term, the Principal to invite from staff & students input via a 'Suggestion Box'.	Principal	2011	
	5. Panels and teachers to have student complete a Review/Evaluation sheet after each topic to be used with reviewing teaching and also for appraisal.	Panel & teacher	2010	

Diversity Learning Grant for the Third Cohort of NSS Students

Other Languages & Other Programmes

Three Year Plan 2011/2012 to 2013/2014

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

DLG funded Programme(s) OL and OP	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					11/12	12/13	13/14		
	<p>To enhance students' abilities and competitiveness by developing talent.</p> <p>To increase students' chances for local/overseas tertiary education.</p> <p>To broaden students' learning through the development of the affective domain through music.</p>								
Other Programmes (Gifted education)	<p>To enhance the academic performance of elite athletes to attain entrance into selected universities while maintaining representative sports.</p> <p>To enhance student debating and public speaking skills.</p> <p>To provide opportunities for gifted and talented students to develop innovative skills.</p> <p>To provide opportunities and resources to extend talented musicians, debaters, academic achievers, and sportsmen.</p>	Extension and intensive training programmes for Gifted and Talented Students	3 years	Form 4-6 gifted and talented <ul style="list-style-type: none"> - Sportsmen - Academic Teams - Debaters and Public Speakers - Musicians 	10	10	10	<p>Completion in International and City events.</p> <p>Completion of extension or support programmes entered.</p>	Principal / Vice Principal

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES 2011/2012

School-based Grant - Programme Plan

Name of School: La Salle College

Project Coordinator: Br. Steve _____

Contact Telephone No: 2338 7171

- A. The estimated number of benefitting students under this Programme is ___ (A___CSSA recipients, B ___SFAS recipients, C__ schools)
 B. Information on Activities to be subsidised/complemented by the grant.

*Name/type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating target students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Total no. of activities: _____					@No. of participation counts				
					**Total no. of participation counts				

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 counts: refer to the aggregate no. of benefitted students participating in each activity.

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

#Target students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

School-based After-School Learning and Support Programmes 2011/2012
SCHOOL-BASED GRANT - PROGRAMME REPORT

Name of School: La Salle College

Project Coordinator: Br. Steve _____

Contact Telephone No: 2338 7171

A. The estimated number of benefitting students under this Programme is ___ (A__CSSA recipients, B __SFAS recipients, C__)

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

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Total no. of activities:									
@No. of participation counts					<i>Total Expenses</i>				
**Total no. of participation counts									

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)

Target students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted target students:

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning						
b) Students’ study skills						
c) Students’ academic achievement						
d) Students’ learning experience outside classroom						
e) Your overall view on students’ learning effectiveness						
Personal and Social Development						
f) Students’ self-esteem						
g) Students’ self-management skills						
h) Students’ social skills						
i) Students’ interpersonal skills						
j) Students’ cooperativeness with others						
k) Students’ attitudes toward schooling						
l) Students’ outlook on life						
m) Your overall view on students’ personal and social development						
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						
o) Students’ sense of belonging						
p) Students’ understanding on the community						
q) Your overall view on students’ community involvement						

D. COMMENTS ON THE PROJECT CONDUCTED

*Problems/difficulties encountered when implementing the project
(You may tick more than one box)*

unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);

difficult to decide on the 10% discretionary quota;

target students unwilling to join the programmes;

the quality of service provided by partner/service provider not satisfactory;

tutors inexperienced and student management skills unsatisfactory;

the amount of administrative work leads to apparent increase on teachers' workload;

complicated to fulfil the requirements for handling funds disbursed by EDB;

the reporting requirements too complicated and time-consuming;

Others (Please specify):

E. DO YOU HAVE ANY FEEDBACK FROM STUDENTS AND THEIR PARENTS? ARE THEY SATISFIED WITH THE SERVICE PROVIDED? (OPTIONAL)

La Salle College *Strategic Plan 2010 – 2016*

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Preamble

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

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

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

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

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

Vision Statement

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

Mission Statement

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

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

Values

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

Motto

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

Competencies

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

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

Guiding Principles

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

- (8) Decisions and practices are premised on the beliefs that all students have the ability to learn.
- (9) Students are provided with a wide range of different learning experiences for holistic development.
- (10) Diversified learning, teaching, and assessment are used to suit the different needs, interests, and abilities of students.
- (11) All students are provided with an enabling environment conducive to their development as self-regulated life-long learners.
- (12) 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.
- (13) Due consideration is given to local contexts and needs. Capacity is built up through staged experiential approaches and periodic review.
- (14) The change process is monitored making use of critical milestones and evidence to ensure timely and quality support for teachers.

Learning Goals

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

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

Curriculum Aims

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

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

Strategic Planning Strands

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

Strategic Strand	Goals
4. 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.
5. Teaching & Learning	2.1. To develop students' critical and creative thinking skills. 2.2. To enhance student language proficiency. 2.3. To foster a self-directed learning culture; a learning to learn culture. 2.4. To develop the use of data to inform teaching practice. 2.5. To ensure differentiated learning strategies are used in all classes. 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies. 2.7. To develop professional development that is linked to individual improvement plans.
6. 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.
6. Student Support	6.1. To identify each individual students' learning needs and develop a comprehensive leaning support plan. 6.2. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices. 6.3. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them. 6.4. To nurture integrity, self-discipline, empathy, kindness, and interpersonal skills. 6.5. To promote and develop student leadership.
7. Management & Organisation	5.1. To ensure the physical facilities are at a high standard to support curriculum objectives and priorities. 5.2. To upgrade the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs. 5.3. To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration. 5.4. To develop a 10 Year Maintenance Plan, a Long Term Maintenance Plan, and an IT Development Plan. 5.5. To develop an Office Administrations Manual, a College Policies Manual, and SMC/IMC Procedures Manual. 5.6. To develop office administration systems, refurbish the administration and employ a Principal's PA . 5.7. To develop a 5-10 Year Personnel Plan. 5.8. To improve communication and develop transparent systems at all levels within the school.

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

1. Catholic & Lasallian Character

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

Goal 1.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	4. To have a banner put up in the College at least twice a year with a Lasallian/ Christian message. 5. 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. 6. A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.	Pastoral Assistant Pastoral Assistant RS Panel Head	2 x per year As appropriate each year 2011 onwards	
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	2. A <i>Health Promoting School Programme</i> of student led activities is developed to address values such as respect for others, courtesy and other issues identified from time to time. [See 3.3.2]	Principal	2011 onwards	

<p>1.1.3</p> <p>All teachers are to integrate values into their teaching programmes</p>	<p>1. All teachers are to identify in their Unit Plans the values embedded in each unit taught</p>	<p>All teachers</p>	<p>2012 onwards</p>	
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Goal 1.2

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

Target	Action	Who	When	Reporting
<p>1.2.1</p> <p>To develop a staff exposure/service programme</p>	<p>2. To develop a staff service programme to the underprivileged community once a year.</p>	<p>Pastoral Assistant</p>	<p>2011 onwards</p>	
<p>1.2.2</p> <p>For all staff to have an on-going understanding of Lasallian charism</p>	<p>3. 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.</p> <p>4. At least one Staff Development Day a year be allocated to Lasallian formation.</p>	<p>Principal</p> <p>Principal & LC</p>	<p>Every Staff Meeting</p> <p>2011 onwards</p>	
<p>1.2.3</p> <p>To develop Lasallian leadership among staff & students</p>	<p>6. LYM leaders are to participate in Lasallian Leadership training.</p> <p>7. The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events.</p> <p>8. To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College.</p> <p>9. To develop a Lasallian Formation Plan 2011-2016.</p> <p>10. To identify external formation opportunities for staff at all levels and to have 1 staff member attend at Lasallian formation programme annually.</p>	<p>LYM & LC</p> <p>LYM & LC</p> <p>Principal</p> <p>LC</p> <p>Principal & LC</p>	<p>2011 onwards</p> <p>2011 onwards</p> <p>2011</p> <p>2011</p> <p>2011</p>	
<p>1.2.4</p> <p>To reinforce the sense of</p>	<p>3. LYM and CathSoc to organise a Games Day / Camp with</p>	<p>Pastoral Assistant,</p>	<p>2011 onwards</p>	

belonging to the Lasallian Family, local and worldwide	4. local Brothers' schools once a year. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year.	LYM, LC & CathSoc LC & ExchangeProgTeam	2011 onwards	
1.2.5 To promote vocations to the Brothers and Priesthood.	1. To speak about the vocation of Brother and priest at each monthly mass. 2. To pray for vocations at appropriate opportunities.	LC Pastoral Assistant	2011 onwards 2011 onwards	

Goal 1.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.3.1 To provide social justice exposure opportunities for students	1. Coordinate with the LEAD District to provide social justice exposure opportunity for students each year.	Pastoral Assistant	2012 onwards	
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	3. Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers.	Pastoral Assistant	2011 Onwards	
1.3.2 Cont'd	4. All students are to participate in a service of the poor activity each year including: - F1 at home service (RS Panel) - F2 Service Learning Programme (RS Panel) - F3 Service Programme (RS Panel) - F4-F6 Voluntary Service activity	Pastoral Assistant & RS Panel Head	2011 onwards	

Goal 1.4

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.1 To provide sacramental programmes each year	6. At least once a year initiation programmes into the sacraments of baptism, reconciliation and Eucharist will be offered. 7. A survey and invitation to receive the sacraments will be conducted by the Pastoral Assistant in Sept each year. 8. Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class	Pastoral Assistant Pastoral Assistant Pastoral Assistant	2011 onwards Sept annually Sept annually	

for baptism, reconciliation and Eucharist	<p>each year.</p> <p>9. Liaising between parishes and students interested in joining Parish Catechumenate classes.</p> <p>10. Catholic Society hosting Bible and Bible sharing.</p>	Pastoral Assistant	Sept annually	
		Pastoral Assistant	Sept annually	
1.4.2 To increase student participation and engagement in the traditions and practices of both the Lasallian tradition and the Catholic Church	<p>6. All Catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year.</p> <p>7. Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following:</p> <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 <p>8. Promotion of Lenten fast and abstinence regulations.</p> <p>9. Students able to compose and use suitable prayers.</p> <p>10. Joint Liturgy Committee formed from CathSoc and LYM for Founders day mass.</p>	Pastoral Assistant	Advent & Lent	
		Pastoral Assistant	2011 onwards	
		Pastoral Assistant	2011 annually	
		Pastoral Assistant	2011	
		Pastoral Assistant	2011	
1.4.3 To increase awareness of and promote the Catholic faith among staff and students	<p>4. To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints.</p> <p>5. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith.</p> <p>6. Develop Catholic symbols and images throughout the College.</p>	CathSoc	Once every two months	
		Principal	Sept-2011 onwards	
		Principal/PastAsst	Sept-2011	
1.4.4 All staff and students experience good liturgy and the sacraments	<p>4. Mass for all catholic and one Form compulsory the first Wednesday of each month.</p> <p>5. Students participate in all parts of the mass including Minsters of Eucharist.</p> <p>6. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See 1.4.2 - 1].</p>	Pastoral Assistant	Monthly	
		Pastoral Assistant	Monthly	
		Pastoral Assistant	Advent/Lent	
1.4.5 Non-Catholic faiths are recognized	<p>2. Significant Non-Catholic religious festivals are recognised in some way in the College.</p>	Principal / Pastoral Assistant	Annually	

2. Teaching & Learning

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

Goal 2.1

To develop students critical and creative thinking skills

Target/Goal	Action/Strategy	Who	When	Reporting
2.1.1 All students are able to answer open-ended questions	1. 20-30% of exam questions where applicable are to be designated to open-ended questions. 2. Markers Reports are to include a statement on open ended questions.	Panel Heads Panel Heads	2012 onwards 2012 onwards	
2.1.2 All F1-F3 students develop critical creative thinking	2. All F1-F3 students are to maintain a Journal of newspaper cuttings with comments. 3. All F1-F3 students are to have the opportunity and are to be encouraged to participate in a debate at least once a year.	VP Academic / English Panel VP Academic	2011 onwards 2012 onwards	
2.1.3 Staff to implement higher level thinking strategies in their classes	2. The College to implement professional development workshops on higher order thinking and questioning skills. 3. The College to appoint coaches to assist teachers in their professional development in regards strategies to differentiated learners, and strategies developing critical thinking etc	Principal Principal	2011 onwards 2013 –	
2.1.4 ALL students are encouraged to read the newspaper daily	4. Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service. 5. The News Headlines Boards are promoted. 6. The News Headlines Boards are updated weekly.	VP Academic/ Form Teachers/ Eng Panel Head Eng Panel Head	2011 onwards 2011 onwards 2011 onwards	

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	2. Develop a Language Policy which is to include an English Language Development Plan, Chinese Language Development Plan, and Putonghua Language Development Plan 2011-2016 identifying programmes and activities to be implemented each year to improve language competency.	VP Academic	2011 onwards	
2.2.2 100% of students pass English in TSA and HKDSE	6. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 7. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. 8. Mid and End year exam data used to track weaker students and modify split/remedial classes in English. 9. Engage TSA and HKDSE Reports in Panel Planning. 10. Apply TSA and HKDSE type questions in internal examinations.	English Panel H & SEN English Panel H & SEN English Panel H & SEN English Panel H English Panel H	2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards	
2.2.3 100% of students pass Chinese in TSA and HKDSE	7. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 8. Split classes use diagnostic test and modified curriculum to catch up and return student to main class. 9. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese. 10. Provide monthly practice on Reading, Writing, Listening and Speaking. 11. Engage TSA and HKDSE Reports in Panel Planning. 12. Apply TSA and HKDSE type questions in internal examinations.	Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H Chinese Panel H Chinese Panel H	2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards	
2.2.5 To cultivate a Reading habit / environment	7. 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. 8. SSR to be monitored by VP's and guidelines set re Eng vs. Chin 9. All students to maintain a reading log with a critical reflection after each text. 10. All boys to target reading at least 4 English novels per year. 11. Improve access via library and Form Room to authentic Reading materials using a 'rainbow' approach to identify high/average/easier category texts for boys. 12. The borrowing rate in the library to increase by 10% each year.	English Panel H 2 x VP's 2 x VP's 2 x VP's Librarian Librarian	2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards	

Goal 2.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
2.3.1 To develop a self-directed learning culture	<ol style="list-style-type: none"> 3. Develop and implement computer assisted learning (CAL) capability for teachers to use for on-line learning at students own pace, instant feedback, and teacher monitoring. 4. Provide Professional Development for use of CAL. 5. Provide Professional Development for full use of e-class. 	Principal VP Academic	2012 onwards	
		Principal Principal	2011 onwards 2011 onwards	
2.3.2 To develop research skills	<ol style="list-style-type: none"> 1. All F1 boys to be taught research skills in F1 library time and in classes including eg ebooks, online research etc. 	Librarian	2011 onwards	

Goal 2.4

To develop the use of data to inform teaching practice

Target/Goal	Action/Strategy	Who	When	Reporting
2.4.1 To provide teachers with student achievement data	<ol style="list-style-type: none"> 2. Achievement data is gathered, stored, archived, and analysed in a way that is accessible and used to influence teaching and learning by identify which data is to be collected, how it is to be collated and to whom it is to be distributed <ul style="list-style-type: none"> - LSPS F6 Rank and End of Year Assessment - F6 Attainment Test Scores - F1-F3 NSWUN exam Scores - F3 TSA - F6 HKDSE 3. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class. [See 4.1.1] 	Principal / VP Academic	2012 onwards	
		Principal / VP Academic	2011 onwards	
2.4.2 To provide Panel Heads with AfoL skills to improve their leadership of teachers in the use of data to improve teaching	<ol style="list-style-type: none"> 4. Panel Heads formed as a pilot group for AfoL (Assessment for Learning) training to become trainers. 5. Panel Head use Panel PD time to train teachers in the use of data, and 'learning circle enquiry teaching' discussions for planning writing of Units for differentiated classrooms. 6. To evaluate the role of CA and assessment and to revise the College Assessment policy accordingly. 	Principal / VP Academic	2011 onwards	
		Principal / VP Academic	2011 onwards	
		Principal / VP Academic	2011 onwards	
2.4.3				

To develop a comprehensive study of markers reports	2. Share TSA and HKDSE examination Markers' Reports among all teachers in each Panel and provide actions to these Reports in a revised Panel Annual Plan for the Principal.	All Panel Heads	2011 onwards	
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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	7. Provide professional development for teachers on scaffolds, modelling text types, writing frameworks. 8. Provide professional development for use of differentiated learning. 9. To re-write Unit Lesson Plans for differentiated instruction. 10. 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. 11. Provide split classes for F1-F3 English, Math, and Chinese. 12. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal.	Principal Principal Panel Staff Panel Heads Principal Principal	2011 onwards 2011 onwards 2012 onwards 2011 onwards 2011 onwards 2011 onwards	
2.5.2 To Stream Subjects	2. To investigate broad streaming in 3 core subjects into 3 bands based on the different ability levels.	Principal	2011	
2.5.3 To develop teacher competency in differentiated teaching	2. Promote peer observation and random sampling lesson observation. 3. Teachers prepare 1 lesson each on a differentiated strategy to be shared among colleagues.	VP Academic Subject teachers	2011 onwards 2012 onwards	

Goal 2.6

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

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

Goal 2.7

To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting
2.7.1 To develop a school wide Professional Development Plan 2011-2016	2. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.	Principal	2011	
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff including improved teaching and learning strategies of teaching staff	6. An annual Appraisal process, requirements, and associated documentation formulated. 7. Appraisal process and documentation to include each staff member keeping from year to year a cumulative portfolio of evidence around identified individual needs and compliance checks in consultation with appraiser. 8. Appraisal process and documents to include established compliance expectations. 9. Appraisal process to include self and student evaluations. 10. Appraisal process and documentation clearly communicated to staff.	Principal Principal Principal Principal Principal	2010 2011 2011 2011 2011	
2.7.4 To develop a systematic Staff Induction Programme in the College Professional Development Plan	1. An <i>Induction Programme</i> for new staff be written and implemented which includes a system of mentoring and coaching of new staff as part of the Staff Professional Development Plan 2011-2016.	Principal	2012	

3. Student Performance

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

Goal 3.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
3.1.1 100% of students demonstrate self-awareness and awareness, respect for, and tolerance of difference	4. Form Coordinator and/or College Executive to plan for and monitor Form Assemblies at least twice a term that include formation in awareness of self, others, and respect/tolerance of difference. 5. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference. 6. Provide student recognition including: Good Student Award Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service Certificates of Merit given at Form Assemblies Most Improved Student Awards at Annual Prize-giving	VP Pastoral VP Pastoral Principal / VP Pastoral VP Academic	2011 onwards 2011 onwards 2011 onwards	

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	3. The College Moral & Civic Education programme to include topics on social skills.	VP Pastoral	2011 onwards	
3.2.2 To develop a student led	4. See 'Health Promoting School Plan '. [See 1.1.2]	Principal	2011 onwards	

'Clean-school' campaign	5. Include in the Health Promoting School campaign a zero tolerance of vulgar language.	Principal	2010 onwards	
	6. Form Captains to set up a roster system to clean the classroom after-school every last Friday of the month.	Form Teacher	2011 onwards	

Goal 3.3

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

	Action/Strategy	Who	When	Reporting
3.3.1. To develop a systematic assessment and monitoring of student support services for student health and well being	2. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	2011 onwards	
3.3.2. 100% of F1 students engage in at least one sport	3 All Form 1 students take up 1 Sport, 1 Cultural Club and 1 Service Club as an ECA. 4 Sports Clubs to provide one active session for members each week.	ECA Coordinator Sports Master	2011 onwards 2011 onwards	
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. 4. The College Moral & Civic Education programme covers topics on resilience and stress management.	VP Pastoral VP Pastoral	2012 onwards 2011 onwards	

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	3. Develop a systematic process for checking, tracking and reporting attendance between home and school. 4. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral VP Pastoral	2011 onwards 2011 onwards	
3.4.1 100% students motivated to learn actively in class	3 Develop professional development workshops on interactive teaching methods. [See also 2.1.3 and 2.5.1]	Principal	2011 onwards	

	4 Assessments to be returned within one cycle where possible.	Subject Teachers	2011 onwards	
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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.	5 Appoint a Gifted & Talented Coordinator (GTC). 6 Implement an assessment tool to identify gifted and talented students. 7 Develop a Gifted & Talented Development Plan. 8 Develop ILP's for all identified gifted & talented students.	Principal GTC GTC GTC	2011 onwards 2011 onwards 2011 onwards 2011 onwards	

4. Student Support

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

Goal 4.1

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To inform teachers of student learning needs based on data	2. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class [See 2.4.1]	Principal / VP Academic	2011 onwards	
4.1.2 To develop individual learning plans based on realistic goals, student aspirations, and careers guidance programmes	3. Form Teachers have students write goals in their diary at the beginning of each term and review by signing. 4. Form Coordinator (FC) to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.	Form Teacher FC	2011 onwards 2011 onwards	
4.1.3 To develop a coordinated Learning Support Plan	4. The SENCO and Principal will develop a whole school approach to identifying and responding to SEN and remedial/weak students and their learning needs in the classroom. 5. The SENCO will develop a comprehensive in-class and withdrawal 'Learning Support Programme' Form 1-6 using TA's and other in-school and external resources to improve learning outcomes for SEN students.	Principal / SENCO SENCO	2011 onwards 2011 onwards	

	6. The SENCO will advise further professional development programmes for teachers.	SENCO	2011 onwards	
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Goal 4.2

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 To develop a comprehensive F1-F6 Careers Plan	3. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level. 4. Implement career education programmes in each Form as per the Careers Plan.	Careers Coordinator (CC) CC	2011 onwards 2011 onwards	
4.2.2 To have 80% of students complete a job shadowing experience by the end of F5	1. To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5. 2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing.	CC	2012 onwards	
4.2.3 To provide students with a wide breadth of career and tertiary options	5. Implement the career education programme in each Form as per the Careers Plan. [see 4.2.1] 6. Provide a careers talk for all students F3 – F6 each year. 7. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 8. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 9. Provide Skill Assessment for all F6 to determine their suitable careers. 10. Develop an onsite Careers/Tertiary Expo every two years. 11. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.	CC CC CC Principal / CC CC	2012 onwards 2012 onwards 2011 onwards 2011 onwards 2012, 2014 2016 onwards	

GOAL 4.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.3.1 To provide exchange opportunities so that at least 50% of boys by the end of F5 have 4.3.1 Cont'd completed an exchange programme	<ol style="list-style-type: none"> 2. 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. 3. 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. 4. Develop a register to record student attendance of exchange programmes conducted by the College or others. 5. 30% of students to have taken part in a 3rd world exposure by the time they leave school. 	<p>Exchange Prog Coordinator EPC</p> <p>EPC</p> <p>EPC</p> <p>EPC</p>	<p>2012 onwards</p> <p>2012 onwards</p> <p>2011 onwards</p> <p>2012 onwards</p>	
4.3.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	<ol style="list-style-type: none"> 2. Develop a register to record student attendance at an outdoor education/adventure programme. 3. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme. 	<p>ECA Coordinator ECAC VP Pastoral</p>	<p>2011 onwards</p> <p>2012 onwards</p>	
4.3.3 To provide a comprehensive and divers ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation	<ol style="list-style-type: none"> 2. Review ECA programmes annually in light of target/goal. 3. Develop new ECA activities from time to time to meet student needs. 	<p>ECAC VP Pastoral</p>	<p>2011 onwards</p> <p>2012 onwards</p>	

Goal 4.4

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.4.1 To develop moral and civic education	<ol style="list-style-type: none"> 2. To develop and implement a Moral & Civic Education Period and Moral & Civic Education curriculum F1 –F6. 	<p>VP Pastoral</p>	<p>2011 onwards</p>	

4.4.2 To develop and implement Relationships and Sex Education Programme	2. To develop and implement a F1-F6 Sex Education and Relationships programme to include all aspects of Relationships and Sex Education covered by various school programmes including Religious Studies, Science, Moral & Civic Education and assembly programmes.	VP PASTORAL	2011 onwards	
4.4.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	3. To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. 4. To design and implement professional development workshops on classroom management.	Principal / VP Pastoral Principal / VP Pastoral	2011 onwards 2011 onwards	

Goal 4.5

To promote and develop student leadership

Target/Goal	Action/Strategy	Who	When	Reporting
4.5.1 40% of students have been office bearers of SA / Clubs / Teams etc by the end of F6.	3. Co-ordinate the recruitment policies of SA and clubs/teams to avoid overlapping of personnel as office bearers. 4. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.	ECAC VP Pastoral / ECAC	2011 onwards 2011 onwards	
4.5.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc	2. Check registrations to ensure 100% of F1 students have joined at least 3 Clubs/Societies etc and F2-F4 have joined at least 2 ECA clubs/societies/teams etc.	ECAC	2011 onwards	
4.5.3 70% of F5 students are to have been leaders at some level in the school	2. VP Pastoral to collect data from F5 to check that at least 70% of F5 have had leadership responsibility in something at some level and direct boys if needed.	VP Pastoral	2011 onwards	
4.5.4 To provide all F4 students with leadership training	1. Organise a leadership seminar for all F4 at the beginning of the year.	VP Pastoral	2012 onwards	

5. Management & Organization

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

Goal 5.1

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

Target	Action / Strategy	Who	When	Reporting
5.1.1 To develop a 10 & 20 year College Development Plan	2. Develop a 10 and 20 Year College Development Plan and proposed funding needs.	Principal	2011	
5.1.2 To develop a 10 Year College Maintenance Plan	5. Develop a 10 Year College Maintenance Plan and funding needs. 6. Develop a maintenance programme for the track & fields.	Principal Principal	2011 2011	
5.1.3 To provide the efficient storage and availability of all learning, teaching administration resources.	2. Teaching Schemes, units of work, assessment tasks, past Exam papers and other learning resources stored efficiently and readily accessible by all teachers. 3. Central Archiving systems, policy, procedures and hardware developed to store all College documentation – including digital, video, and hardcopy texts.	Principal Principal	2011 onwards 2012 onwards	
5.1.2 To provide high quality teacher workstations for all teachers and Admin staff.	2. Every teacher and Admin staff will have a workstation with access to a computer, internet, and storage, spaces.	Principal	2011	
5.1.3 To provide facilities for effective delivery of the curriculum	7. Implement the 10 Year maintenance plan so as to be able to provide good facilities for changing curriculum needs. 8. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal Principal	2011 onwards 2011	

Goal 5.2

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

Target	Action	Who	When	Reporting
5.2.1 To develop and implement an IT Development Plan	5. Develop and implement a 5-10 year IT Development Plan including proposed professional development needs and funding needs. 6. Audit and update the inventory lists of IT facilities and software. 7. Upgrade the ICT infrastructure. 8. Increase student computer ratio from 1:7 to 1:3. 9. Equip each classroom with Wi-Fi. 10. Equip each classroom with internet access for all students. 11. Equip each classroom with a ceiling mounted HD data projector and sound system with microphone capability. 12. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources. 13. Develop an IT Maintenance Plan.	Principal IT Technician Principal Principal Principal Principal Principal IT Panel Head IT Panel Head	2011 2011 2012 2012 2012 2012 2012 2011 2011	
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as "Information Learning Centres" from 8:00am to 4:30pm. 2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal principal	2012 2012	

Goal 5.3

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

Target	Action	Who	When	Reporting
5.3.1 To expand the present Intranet / Internet / Extranet to make more effective use of IT systems and resources	2. Design and implement a document management system for the College Intranet to help design and store relevant forms. 3. Review and upgrade the College website. (5.3.3) 4. Improve Remote access facilities for staff and students.	Principal Principal Principal	2012 2011 2012	
5.3.2 To develop digital based units of work and curriculum materials	1. All Panel Schemes will incorporate IT based Units of work.	VP Academic	2012	

suitable for student use				
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	2. Research best practice in terms of web sites as web portals for e-learning and communication between teacher, student, and parent and between the College and home. (5.3.1)	Principal	2011	

Goal 5.4

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

Target	Action	Who	When	Reporting
5.4.1 To develop and maintain a 10 and 20 Year College Development Plan; a 10 Year Maintenance Plan; an IT Development Plan; a Cultural Development Plan	5. 10 and 20 Year College Development Plan. (see 5.1.1) 6. 10 Year Maintenance Plan. (see 5.1.2) 7. IT Development Plan. (see 5.2.1) 8. Develop a Cultural Development Plan.	Principal Principal Principal Principal	2011 2011 2011 2011	

Goal 5.5

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

Target	Action	Who	When	Reporting
5.5.1 To develop handbooks and Manual	2. Draft, consult and implement the following Manuals: - Office Administration Manual - College Policies - SMC/IMC Manual	Principal	2011	
5.5.2 To develop Job Descriptions, KPI and Appraisal for all non-teaching staff (excl janitors)	4. Develop JD and KPI. 5. Develop an appraisal document. 6. Implement appraisal of all non-teaching staff.	Principal Principal Principal	2011 2011 2011	
5.5.3 To promote on-going professional development of non-teaching staff	2. Appraisal to include professional development goals for all non-teaching staff.	Principal	2011	

Goal 5.6

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

Target	Action	Who	When	Reporting
5.6.1 To employ a Principal's PA	3. Review Office Staff JD's. 4. Advertise, short list, interview and appointment a PA.	Principal Principal	2010 2010	
5.6.1 To refurbish the Office Administration	4. Set a scope brief. 5. Assign work to the Steering Committee of the Maintenance Plan. 6. Implement office refurbishment.	Principal Principal Principal / Mr Pau	2011 2011 2011	

Goal 5.7

To develop a 5-10 Year Personnel Plan

Target	Action	Who	When	Reporting
5.7.1 To develop a 5-10 year Personnel Plan	4. To develop Job descriptions and KPI's for all functional and academic administrative posts to be used for appraisal purposes. 5. To develop a 5-10 Year Personnel Plan. 6. Elect a Staff Representative to the SMC.	Principal Principal SMC/IMC	2011 2011 2011	

Goal 5.8

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

Target	Action	Who	When	Reporting
5.8.1 To develop transparent communication systems	6. Principal to develop a Weekly circular to staff. 7. Principal to develop a daily Announcements bulletin to staff/students. 8. Principal to meet with SA twice a term. 9. Once a term, the Principal to invite from staff & students input via a 'Suggestion Box'. 10. Panels and teachers to have student complete a Review/Evaluation sheet after each topic to be used with reviewing teaching and also for appraisal.	Principal Principal Principal Principal Panel & teacher	2010 2010 2010 2011 20100	

Diversity Learning Grant for the Third Cohort of NSS Students

Other Languages & Other Programmes

Three Year Plan 2011/2012 to 2013/2014

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

DLG funded Programme(s) OL and OP	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					11/12	12/13	13/14		
	<p>To enhance students' abilities and competitiveness by developing talent.</p> <p>To increase students' chances for local/overseas tertiary education.</p> <p>To broaden students' learning through the development of the affective domain through music.</p>								
Other Programmes (Gifted education)	<p>To enhance the academic performance of elite athletes to attain entrance into selected universities while maintaining representative sports.</p> <p>To enhance student debating and public speaking skills.</p> <p>To provide opportunities for gifted and talented students to develop innovative skills.</p> <p>To provide opportunities and resources to extend talented musicians, debaters, academic achievers, and sportsmen.</p>	Extension and intensive training programmes for Gifted and Talented Students	3 years	Form 4-6 gifted and talented <ul style="list-style-type: none"> - Sportsmen - Academic Teams - Debaters and Public Speakers - Musicians 	10	10	10	<p>Completion in International and City events.</p> <p>Completion of extension or support programmes entered.</p>	Principal / Vice Principal

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES 2011/2012

School-based Grant - Programme Plan

Name of School: La Salle College

Project Coordinator: Br. Steve _____

Contact Telephone No: 2338 7171

- A. The estimated number of benefitting students under this Programme is ___ (A___CSSA recipients, B ___SFAS recipients, C__ schools)
 B. Information on Activities to be subsidised/complemented by the grant.

*Name/type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating target students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Total no. of activities: _____					@No. of participation counts				
					**Total no. of participation counts				

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 counts: refer to the aggregate no. of benefitted students participating in each activity.

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

#Target students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

School-based After-School Learning and Support Programmes 2011/2012

SCHOOL-BASED GRANT - PROGRAMME REPORT

Name of School: La Salle College

Project Coordinator: Br. Steve _____

Contact Telephone No: 2338 7171

A. The estimated number of benefitting students under this Programme is ___ (A___CSSA recipients, B ___SFAS recipients, C___)

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

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Total no. of activities:									
@No. of participation counts					<i>Total Expenses</i>				
**Total no. of participation counts									

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)

Target students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted target students:

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
r) Students’ motivation for learning						
s) Students’ study skills						
t) Students’ academic achievement						
u) Students’ learning experience outside classroom						
v) Your overall view on students’ learning effectiveness						
Personal and Social Development						
w) Students’ self-esteem						
x) Students’ self-management skills						
y) Students’ social skills						
z) Students’ interpersonal skills						
aa) Students’ cooperativeness with others						
bb) Students’ attitudes toward schooling						
cc) Students’ outlook on life						
dd) Your overall view on students’ personal and social development						
Community Involvement						
ee) Students’ participation in extracurricular and voluntary activities						
ff) Students’ sense of belonging						
gg) Students’ understanding on the community						
hh) Your overall view on students’ community involvement						

D. COMMENTS ON THE PROJECT CONDUCTED

*Problems/difficulties encountered when implementing the project
(You may tick more than one box)*

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfil the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. DO YOU HAVE ANY FEEDBACK FROM STUDENTS AND THEIR PARENTS? ARE THEY SATISFIED WITH THE SERVICE PROVIDED? (OPTIONAL)
