



La Salle
College



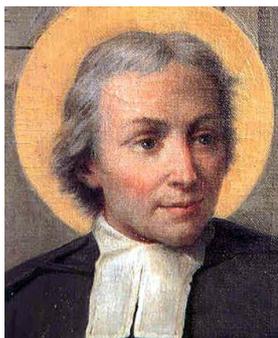
Strive to be the best you can be

Annual Report 2014-2015

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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 centres, and boarding schools.

John Baptist de La Salle was an educational innovator both in the development of teacher training programmes and in his curricular and pedagogical practices. De La Salle recognized that teachers have a providential, grace-filled, and pivotal role in the actions and achievements of students. Because of this pivotal role, De La Salle provided teachers

with extensive pedagogical preparation and on-going supervision in order to fulfil their God-given ministry. In consultation with his teachers, De La Salle designed a curriculum and wrote practical and effective textbooks infused with gospel values. The Christian schools were primarily for the poor, yet all socio-economic levels were welcomed. Social segregation, which was the practice of the day, was not permitted in the Christian Schools. All students were treated with the same dignity and respect.

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

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

Theme for 2014/2015

Strive to be the best you can be.



School History



In the beginning

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

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

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

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

War-Time and Exodus

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

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

Post-War Recovery

Br. Cassian, OBE, energetically undertook restoration of the College after the war in 1946. Soon the College made a remarkable recovery and had about 600 pupils on its roll. The British Military Authorities, however, once again requisitioned the College in 1949 and it was turned into the 33rd General Hospital. Under the directorship of Brother Patrick Toner, the school was moved to

temporary buildings on Perth Street, Homantin. Despite the considerable difficulties, few school activities suffered by this change. Br. Felix was appointed Director of the School in 1956 and with untiring efforts, re-acquired the College buildings from the Military Authorities on 1st August 1959. Eleven years of forced exile had come to an end. Student numbers grew steadily and this in turn led to a separation of primary and secondary divisions. La Salle Primary School commenced classes in 1957 and Br. Henry was appointed Headmaster.

The Modern La Salle

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

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

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

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

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

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

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

Vision Statement

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

Mission Statement

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

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



Values

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

Motto

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

Competencies

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

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

Guiding Principles

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

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



Learning Goals

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

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

Curriculum Aims

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

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



Teaching and Learning 2014-2015

Academic Achievement

Panels made use of the relevant data gathered from the previous 3 HKDSE examinations to inform better planning for teaching and learning for the 2014-2015 cohort. Strengths and weaknesses of students were analysed so that changes in pedagogy and in teaching materials could be made. Public examination results were compared with internal assessment results to guide teaching of this 4th HKDSE cohort. In addition, the College paid much effort in taking care of less able students. Using the data from internal assessments, less able students were identified and subject teachers gave corresponding enhancement to these students in an attempt to lift their performance. The HKDSE results in 2014-2015 were the best HKDSE results in the 4 years of this new exam curriculum. Approximately 55% of all grades were 5 or better. 85% attaining 3 or above in Chinese, 100% 3 or above for English, 100% 2 or above for Math, and 99% 2 or above for Liberal Studies. In addition 65% attained entry into the top 3 universities in Hong Kong, with 70 boys (35%) gaining entry to HKU.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, and Informatics indicate that the top students are doing even better than last year. Results in the HKDSE and international assessments such as PISA, the Australian Mathematics Exam or the NSW ICAS Assessment indicate that our top math students are doing better even than last year.

Professional Development

Professional Development continued to be aligned to the College Strategic Plan addressing the use of technology, differentiated learning, and data to inform teaching and learning. In addition to focusing on 'Writing across the Curriculum', the College designed a two year strategy to develop Unit and lesson plans in all subjects. The College continued to administer professional development each fortnight alternating between school workshops on up-skilling in specific areas of IT in teaching such as the use of Microsoft Office, Windows 8, YouTube, eClass, Google Classroom, and on teaching writing in all subjects. Teachers shared among themselves strategies so as to better design their lessons to give more individual support to students. Not only the less able students, high achievers were also given more support to further enhance their abilities. In addition, students were given more opportunities in authentic learning. More gifted programmes and exchange programmes were organized so that students were given the chance to challenge themselves and to participate in overseas exchanges.

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

performance etc., teachers had more information to plan their lessons.

In addition Panel Heads were given 5-8 periods per cycle to have more lesson observation time in their Panels so that professional development could be enhanced. Panel Heads held 'walk-throughs' during the year and had professional dialogue with their members afterwards. Data was collected during the walk-throughs and thus better planning and teaching strategies were shared among teachers.

Review of the Small Class Teaching for Weaker Students

The split class provision was examined again to see if it was appropriated correctly. The review again gave no evidence that split classes improved student performance or added value as there were too many uncontrollable variables. The one controllable significant variable factor however was the teacher – the performance of weaker students improved in either a full class or a small class depending on the skills of the teacher and the relationship with the students.

The review on the use of resources for enhancement would continue in 2015-2016. The data collected would continue to inform the College in terms of a better deployment of resources in regard to helping less able students improve their academic achievement.

Learning Support Programmes

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

SEN students, although only 3 in number, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

As a self-improving school the College focused on 'Writing Across the Curriculum' i.e. academic writing for exam situations, in 2014-2015. In addition the IT/BYOD Planning and Implementation Team continued in its work to prepare staff and students for BYOD in September 2015. The Team gained IMC approval for BYOD to begin in 2015-2016, and for Pilot activities to be implemented throughout 2014-15. All teachers were given a MacBook Air in 2014-15, classes were set up with AppleTV and the Multi-Media centre upgraded as a Multi-Media Mac Lab. The College completed its infrastructure work, ready for 2015-16 BYOD, from the \$600,000 awarded by the EDB for the eLearning Pilot Programme funding.

Support for Student Development 2014-2015

Through a whole school approach to 'Student Support', all teachers were engaged in a minimum of three student support duties resulting in an extensive range of support programmes and opportunities for the students of La Salle College. Some of the major programmes in 2014-15 have been identified and briefly commented upon in the following.

Moral and Civic Education

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

Service Learning

All students were involved in service learning in 2014-2015. All Form 2 students participated in a service programme called *'From La Salle with Love'* in November – reaching out to different elderly homes, orphanages, and mentally disabled centres. Supported by the Parents-Teachers Association, the College hosted two underprivileged primary schools and treated them with a 'Fun Day'. Other service programmes included programmes offered by the 5 uniform groups - Scouts 17th Group, Red Cross, St. John Ambulance Brigade, HK Air Cadet Corps, and Police Cadet Corps; and the Community Youth Club, UNICEF, HK Award for Young People. Other regular service activities were organized by religious groups such as the Lasallian Youth Movement, Legion of Mary, Catholic Society, Outreach service Team, Learning Support Services Team, and Gifted Education Team.

Aesthetics

Aesthetics Assemblies and Workshops were held for Form 4 and Form 5 students. In addition a variety of activities including music performances, workshops on drama, dance and visual arts, speech and public speaking demonstrations were provided for students who enrolled according to their aptitude and interest. Students also had the opportunity to participate in various lunchtime Art workshops, Music Corner, and the College's very successful music teams – the Wind Orchestra, Chinese Orchestra, Symphony Orchestra, and Choirs. Once again the Annual Concert was a wonderful school celebration of music talent in the College enjoyed by the participants as much as the audience.



Discipline and Counselling

With an integrated approach to guidance and discipline, the College paid special attention to training programmes in resilience, self-esteem, and confidence. Through the Big Brothers Mentoring Scheme, Form 4 and 5 students coach Form 2 and 3 students, an enhanced camaraderie and a special Lasallian bond was cemented among the senior and junior students.

Careers Education

A structured career education curriculum was implemented during the Form Teachers' Period, Form 1-6, in a sequential and systematic manner. Special information sessions were tailored for Form 3 and Form 6 students and parents about advice on Form 4 streaming and university application. The Careers Department was adept at fully engaging the expertise of alumni in programmes like the Careers Day, 'Talks', Form 5-6 Interview Workshop, and the Job Shadowing Programme. In the latter, more than 100 places were secured in different companies, lasting from 1 to 3 days during the last summer vacation. The Careers Department also worked closely with external organizations like the Junior Achievement, Education Bureau Business-School Partnership Programme, Careers and Guidance Master/Mistress Association, and The Hong Kong Federation of Youth Groups. A Career and Life Planning Activity for Form 4 was organized in January engaging the Service of Hong Kong Federation of Youth Groups.

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

Extra-Curricular Activities

The forty six (46) school clubs and societies provided every student an opportunity to stretch their potential in cultural, services, interest, sports, religious, and foreign language arenas. A two-day Extra Curricular Activity (ECA) Promotion Fair was held for Form 1-4 classes where all Form 1 students successfully enrolled in three or more ECA's – at least one

from each of, Cultural, Sports, and Service clubs/societies, while more than 90% of Form 2 students enrolled in three ECA's. A rigorous evaluation system by students, teachers, and the Student Association was employed to gauge participants' feedback to the quality of the club activities as well as suggesting areas for improvement. The Thumb-up Scheme and Penalty Scheme were enforced to give the club leaders more incentive to improve. With the ample opportunities of leadership, 70% of Form 5 students have been leaders at some level in the school and 40% of students have been office bearers of the Student Association/Clubs/Teams by the end of Form 6.



Exchange Programmes and Study Tours

Twelve Exchange Programmes and Study Tours, lasting from 3 to 16 days, were organized in 2014-2015 to Singapore, Beijing, Taiwan, Malaysia, the UK, France, Australia, New Zealand, Shanghai, Ningbo, Zhongshan, Taiwan, U.K. and Heyuan engaging about 300 students. The school also played host to a number of overseas schools including those from Singapore, Beijing, Shanghai, Zhongshan, Ningbo, Australia, New Zealand, and Malaysia. The Civic Education Team organized a study tour to Shan Dong. Both the Choir and Squash Team organized visits to Singapore as well.

The Student Association

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

Learning Support Services

To render special support to the less able students, Enhancement Programmes were provided for Form 1-5

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

Integrated Planning of Student Support Service Programme

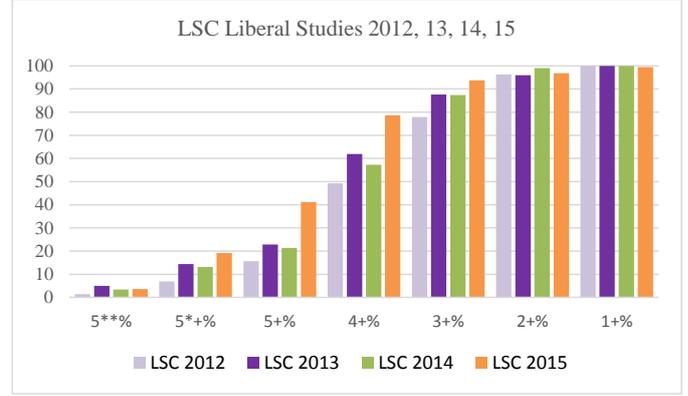
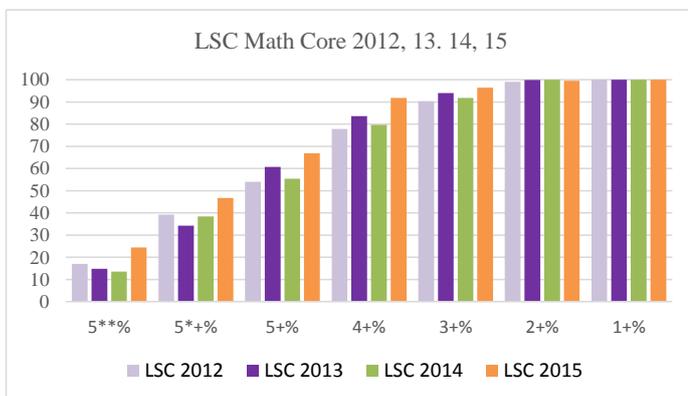
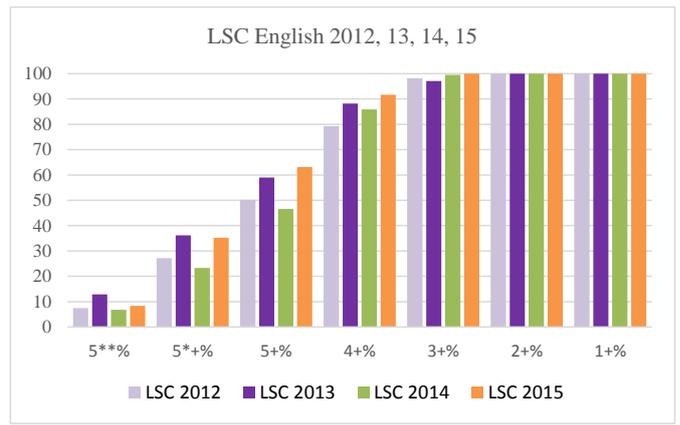
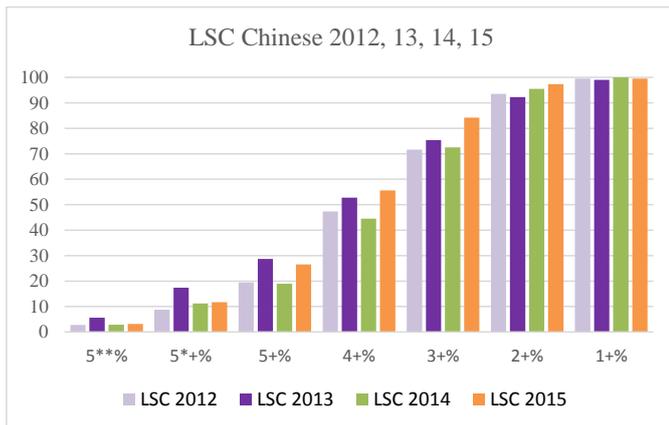
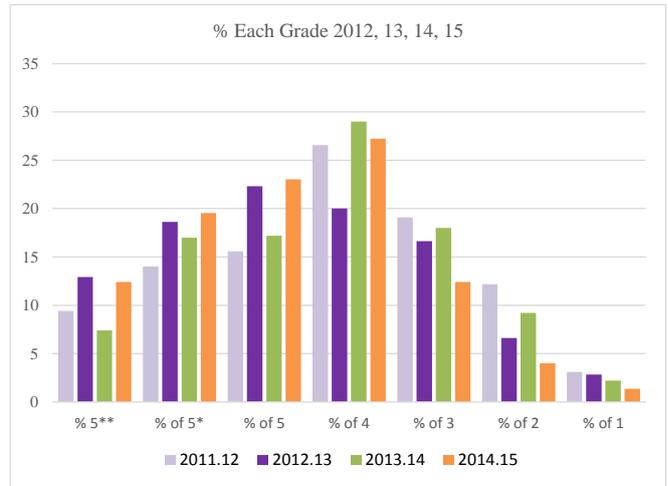
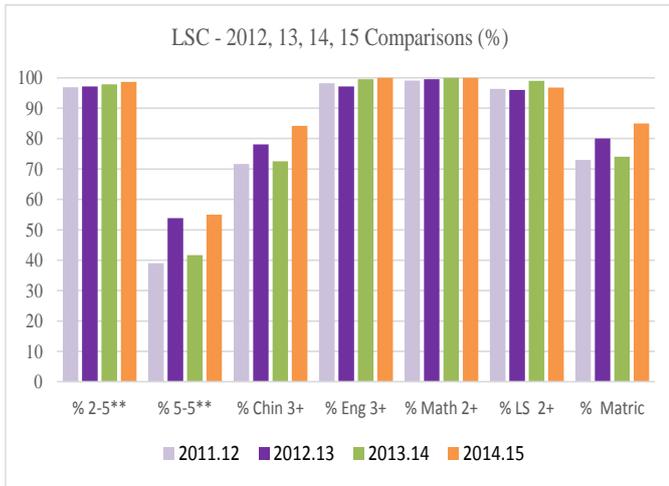
During 2012-13 the College mapped the various EDB curriculum and/or curriculum statements with the various support programmes in the College ensuring compliance with EDB mandatory curriculum. The modules set out in the following curriculum are covered in the various student support services programmes; Careers Education, Health Curriculum, Sexuality Curriculum, Life & Society Curriculum, Civics Education Curriculum, and the PSHE curriculum. In 2014-15 the College revised its Careers programme in light of the extra funding provided by the HK SAR Chief executive. The Careers Plan is published on the College website - Administration: Planning & Reporting.

Conclusion

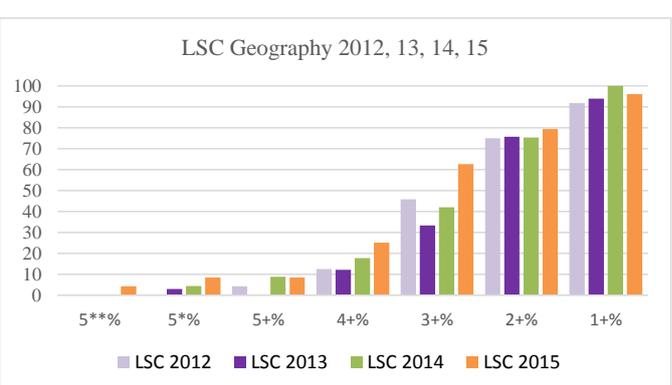
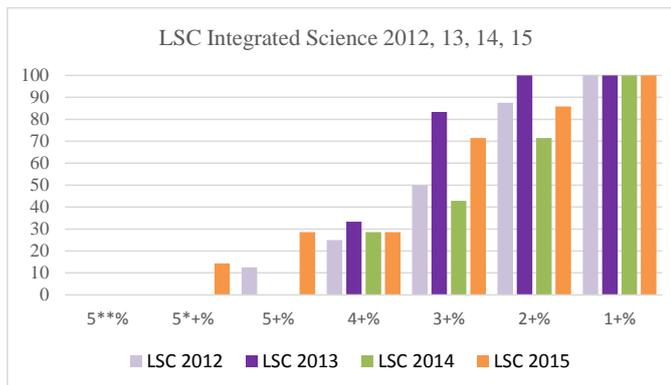
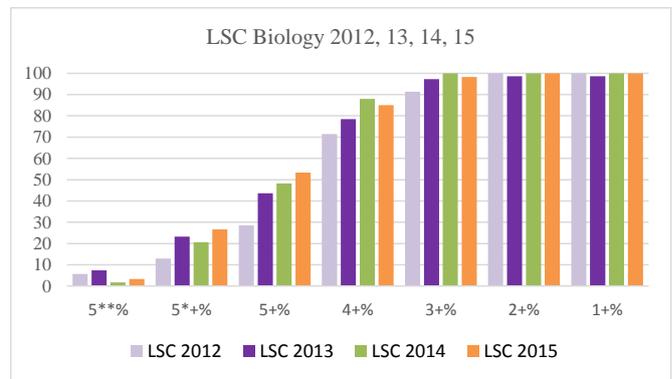
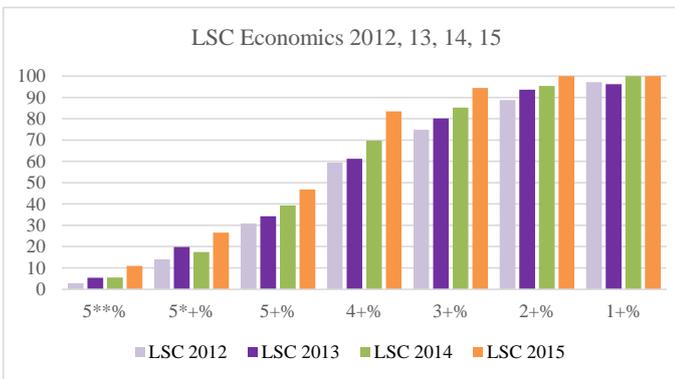
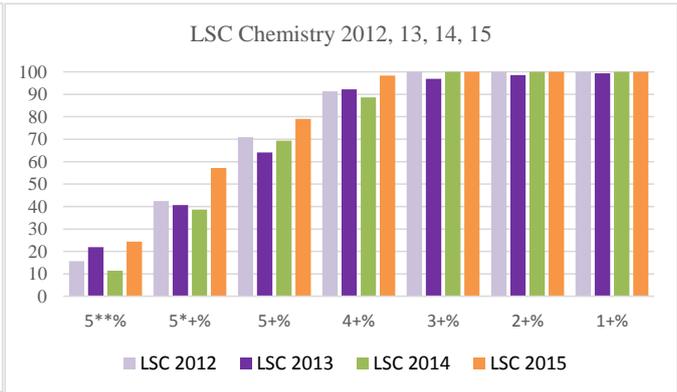
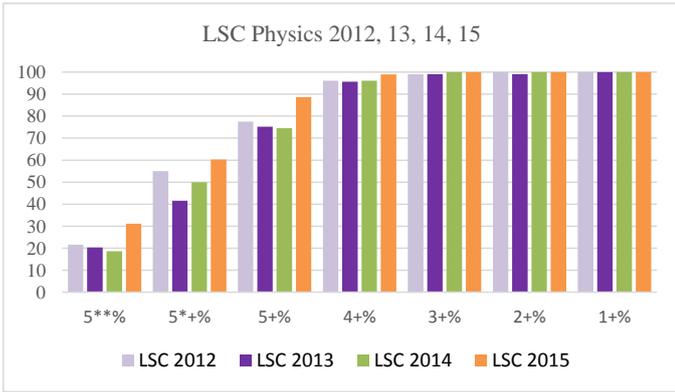
It is the aim of the school to nurture students to be healthy, honest, law-abiding, civic young men who believe in serving and caring for the community and people around them. It is expected that La Salle College students will exhibit an avid sense of civic and national awareness, high moral standards,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



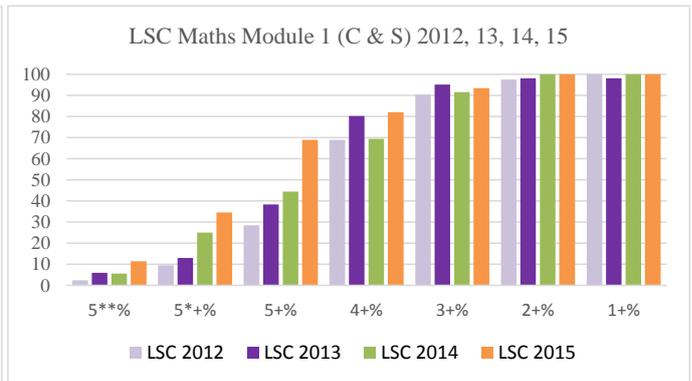
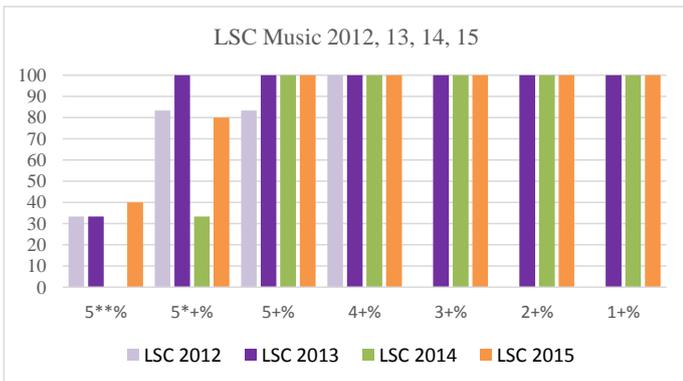
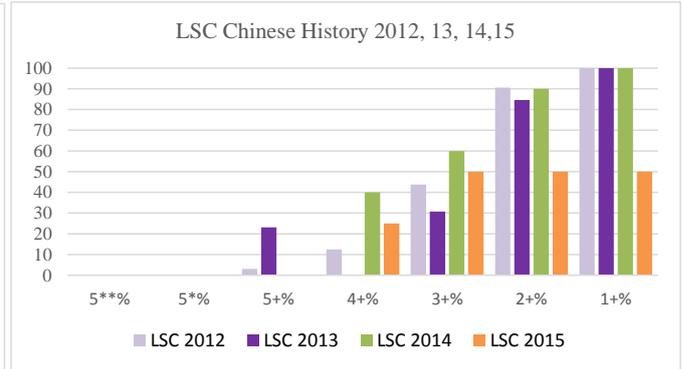
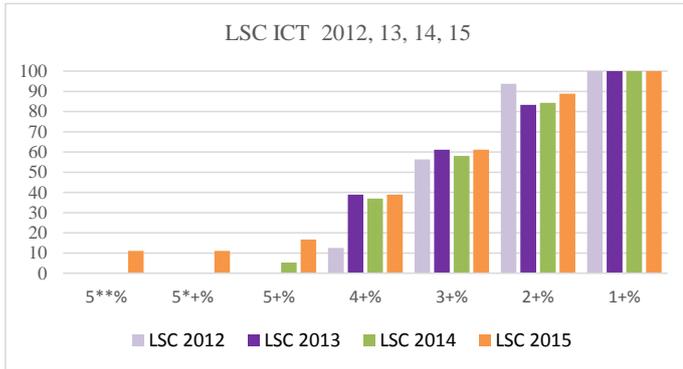
Student Performance 2014-2015



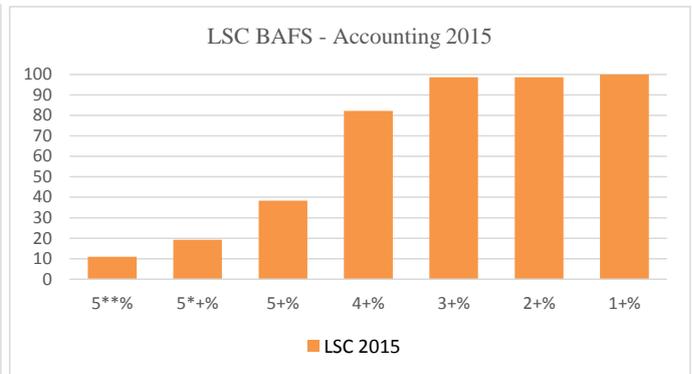
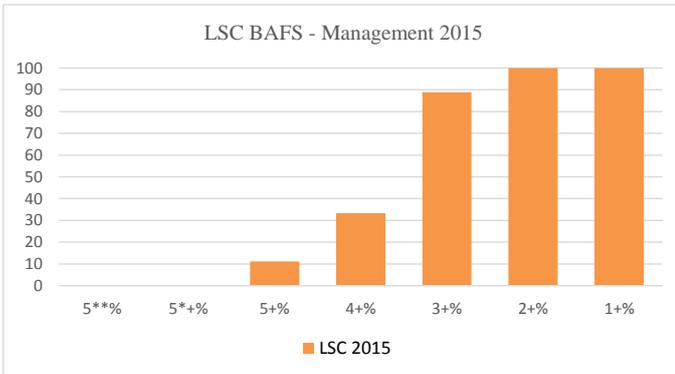
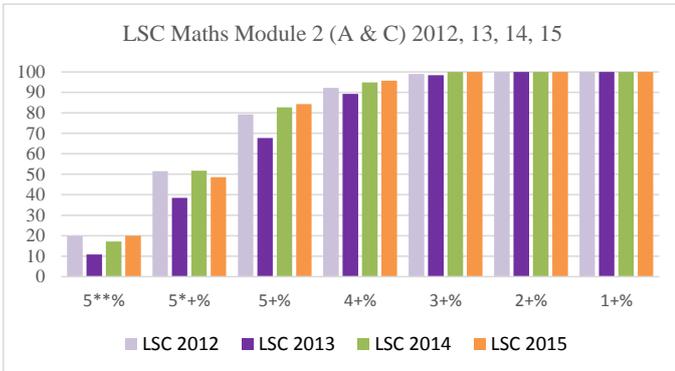
Student Performance 2014-2015



Student Performance 2014-2015



Student Performance 2014-2015



Financial Summary 2013 – 2014 (ended 31 August 2014)

Financial Summary for the year ended 31 August 2014

	Income \$	Expenditure \$	Surplus/ (Deficie) \$
1. Government Funds			
(1) EOEBG Basline Reference	2,629,990.62	2,714,663.27	(84,672.65)
(2) School Specific Grant			
Administration Grant	5,648,004.00	5,530,755.00	117,249.00
Noise Abatement Grant	957,714.00	631,152.00	326,562.00
Composite Information Technology Grant	523,764.00	307,983.53	215,780.47
Capacity Enhancement Grant	537,792.00	583,777.48	(45,985.48)
Sub-total	<u>10,297,264.62</u>	<u>9,768,331.28</u>	<u>528,933.34</u>
(3) Non-EOEBG Funds	Sub-total	<u>3,077,238.00</u>	<u>1,653,080.80</u>
Government Funds total	<u>13,374,502.62</u>	<u>11,421,412.08</u>	<u>1,953,090.54</u>
II. School Funds			
(1) Tong Fai	2,880,370.00	2,662,522.05	217,847.95
(2) Donations	1,053,508.74	46,244.00	1,007,264.74
(3) Collection of fees for specific purpose	425,400.00	-	425,400.00
(5) School Fund General Account	628,842.99	1,191,411.15	(562,568.16)
(6) Funding from Drama Festival/Life Wide Learning/Cross Boundary Learning Act	45,650.00	433,305.22	(387,655.22)
(8) Scholarship/Prize/Award/Sponsorship	193,422.00	105,054.40	88,367.60
School Funds Sub-total	<u>5,227,193.73</u>	<u>4,438,536.82</u>	<u>788,656.91</u>
Balance brought forward from last year 31/8/2013			10,039,383.59
Prior year adjustment on provisional items			42,230.80
Total surplus for the school year			
(I) Surplus of Government Funds		1,953,090.54	
(II) Surplus of School Funds		<u>788,656.91</u>	2,741,747.45
Accumulated surplus as at the end of school year			<u><u>12,823,361.84</u></u>

Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2014

1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	537,792.00
	<u>537,792.00</u>
Less: Amount paid for salaries of teaching assistants	583,777.48
Surplus carried forward to next year	<u>(45,985.48)</u>

2. Use of HKJC Life-wide Learning Fund

	\$
Surplus brought forward from previous year	-
Amount received for the year	22,000.00
	<u>22,000.00</u>
Less: Subsidy to students for participation in ICAS examinations/workshop fee/course fee	5,750.00
Surplus carried forward to next year	<u>16,250.00</u>

3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	154,791.00
Broadband Internet service	35,777.00
Maintenance services and repairs	6,770.00
IT related accessories and consumables	110,645.53
Total	<u>307,983.53</u>

4. Use of Senior Secondary Curriculum Support Grant

Surplus brought forward from previous year	828,563.00
Amount received for the year	1,038,114.00
	<u>1,866,677.00</u>
Less: 1 year Contract Teacher Salary and MPF ER contribution	1,008,175.09
Surplus carried forward to next year	<u>858,501.91</u>

IT Budget to be reflected in Annual School Plan 2014 – 2015

IT Budget for school year 2014/2015

		\$
1	Salaries of IT technical support staff	170,654.40
3	Broadband Internet service	40,000.00
4	Computer equipment and accessories	50,148.00
5	Maintenance services and repairs	10,250.00
6	Software	61,500.00
7	IT related accessories and consumables	37,500.00
	Total	<u><u>370,052.40</u></u>

School Annual Plan 2014-2015

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 - 2016 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. The following Annual Plan records the College's plans for 2014/15 to achieve these goals.

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

Strategic Strand	Goals
1. Catholic & Lasallian Character	1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect. 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students. 1.3. To foster the gospel value of service to others, and civic responsibilities. 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community, while accepting all beliefs.
2. Teaching & Learning	2.1. To develop students' critical and creative thinking skills. 2.2. To enhance student language proficiency. 2.3. To foster a self-directed learning culture; a learning to learn culture. 2.4. To develop the use of data to inform teaching practice. 2.5. To ensure differentiated learning strategies are used in all classes. 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies. 2.7. To develop professional development that is linked to individual improvement plans. 2.8. To develop a writing strategy for academic writing frames across the curriculum
3. Student Performance	3.1. To foster students' self-awareness and an awareness, respect for, and tolerance of difference. 3.2. To help students establish and maintain positive relationships with peers and acquire appropriate social skills. 3.3. To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress. 3.4. To nurture a positive learning attitude among students. 3.5. To stretch the potential of gifted and talented students.
4. Student Support	4.1. To identify each individual students' learning needs and develop a comprehensive leaning support plan. 4.2. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices. 4.3. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them. 4.4. To nurture integrity, self-discipline, empathy, kindness, and interpersonal skills. 4.5. To promote and develop student leadership.
5. Management & Organisation	5.1. To ensure the physical facilities are at a high standard to support curriculum objectives and priorities. 5.2. To upgrade the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs. 5.3. To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration. 5.4. To develop a 10 Year Maintenance Plan, a Long Term Maintenance Plan, and an IT Development Plan. 5.5. To develop an Office Administrations Manual, a College Policies Manual, and IMC Procedures Manual. 5.6. To develop office administration systems, refurbish the administration and employ a Principal's PA. 5.7. To develop a 5-10 Year Personnel Plan. 5.8. To improve communication and develop transparent systems at all levels within the school.

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

Catholic & Lasallian Character

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

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>	<p>Done 2010, 2011, 2012, 2013, 2014</p> <p>Done 2010, 2011, 2012, 2013, 2014 but more could be done.</p> <p>Done 2011, 2012, 2013, 2014</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	A school theme has been chosen each year but no HPSP programme yet. This is to be taken up by the Pastoral Exec Plan in 2015/16.
1.1.3 All teachers are to integrate values into their teaching programmes	<ol style="list-style-type: none"> All teachers are to identify in their Unit Plans the values embedded in each unit taught 	All teachers	2012 onwards	Not yet done.

Goal 1.2

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

Target	Action	Who	When	Reporting
1.2.1 To develop a staff exposure/service programme	<ol style="list-style-type: none"> To develop a staff service programme to the underprivileged community once a year. 	Pastoral Assistant	2011 onwards	Many staff are involved in service programmes for functional teams but there is not a LSC Staff service programme yet.
1.2.2 For all staff to have an on-going understanding of Lasallian charism	<ol style="list-style-type: none"> 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. 	Principal Principal & LC	Every Staff Meeting	Done 2010, 2011. 2012, 2013, not done in 2014

Target	Action	Who	When	Reporting
	2. At least one Staff Development Day a year be allocated to Lasallian formation.		2011 onwards	Done 2010, 2011, 2012, 2013, 2014
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	Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, 2014 Coordinator in 2011 but plan not yet developed. Not yet done. Done in 2013, 2014 Mr Peter Leung – Rome Ms Tang – Philippines Mr Tong – Perth Mr Ho - Perth
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 & Exchange Prog Team	2011 onwards 2011 onwards	Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013 with SJC Singapore and also LSC Perth, LSC Paris, and LSC Auckland in 2013 & 2014
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	Done 2011, 2012, 2013, 2014 by Br Jeffrey at each mass Done 2011, 2012, 2013, 2014

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	Some students help at the LC in China each summer.
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	Assembly talk for Nepal, and LEC Mission Fund Done 2011, 2012, 2013, 14
1.3.2 Cont'd		Pastoral Assistant & RS Panel Head	2011 onwards	Done 2011, 2012, 2013, 14

Target/Goal	Action/Strategy	Who	When	Reporting
	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 			Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14

Goal 1.4

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

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.1 To provide sacramental programmes each year for baptism, reconciliation and Eucharist	1. At least once a year initiation programmes into the sacraments of baptism, reconciliation and Eucharist will be offered. 2. A survey and invitation to receive the sacraments will be conducted by the Pastoral Assistant in Sept each year. 3. Promote the catechumenate in the acceptance of enrolment process and follow up in school for a catechumenate class each year. 4. Liaising between parishes and students interested in joining Parish Catechumenate classes. 5. Catholic Society hosting Bible and Bible sharing.	Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant	2011 onwards Sept annually Sept annually Sept annually Sept annually	Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14
1.4.2 To increase student participation and engagement in the traditions and practices of both the Lasallian tradition and the Catholic Church	1. All Catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year. 2. Greater participation and engagement through better attendance, singing, and more boys doing things in each of the following: <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 3. Promotion of Lenten fast and abstinence regulations. 4. Students able to compose and use suitable prayers. 5. Joint Liturgy Committee formed from CathSoc and LYM for Founders day mass.	Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant Pastoral Assistant	Advent & Lent 2011 onwards 2011 annually 2011 2011	Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, ----- Done 2011, 2012, 2013, 2014 Not yet done Not yet done Not yet done Done 2011, 2012, 2013, 14 Not yet done Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 14 Done 2014
1.4.3		CathSoc		Not yet done

Target/Goal	Action/Strategy	Who	When	Reporting
To increase awareness of and promote the Catholic faith among staff and students	<ol style="list-style-type: none"> To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith. Develop Catholic symbols and images throughout the College. 	<p>Principal</p> <p>Principal/PastAsst</p>	<p>Once every two months Sept-2011 onwards Sept-2011</p>	<p>Done 2011, 2012, 2013</p> <p>Done 2011</p>
1.4.4 All staff and students experience good liturgy and the sacraments	<ol style="list-style-type: none"> Mass for all catholic and one Form compulsory the first Wednesday of each month. Students participate in all parts of the mass including Ministers of Eucharist. 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</p> <p>Pastoral Assistant</p> <p>Pastoral Assistant</p>	<p>Monthly</p> <p>Monthly</p> <p>Advent/Lent</p>	<p>Done 2011, 2012, 2013, 2014</p> <p>Done 2011, 2012, 2013, 2014 except Eucharistic Minister</p> <p>Done 2011, 2012, 2013, 2014</p>
1.4.5 Non-Catholic faiths are recognized	<ol style="list-style-type: none"> Significant Non-Catholic religious festivals are recognised in some way in the College. 	Principal / Pastoral Assistant	Annually	Not yet done

Teaching & Learning

- Goal 2.1. To develop students critical and creative thinking skills
- Goal 2.2. To enhance student language proficiency
- Goal 2.3. To foster a self-directed learning culture; a learning to learn culture
- Goal 2.4. To 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 2.8 To develop a writing strategy for academic writing frames across the curriculum. [Added 2013/14]
- Goal 2.9 To design and implement the College IT eLearning Implementation Plan for BYOD and eLearning. [Added 2014/15]
- Goal 2.10. To design and implement the writing of Unit and lesson plans for shared and reflective practice to improve teaching and learning. [2014/15]
- Goal 2.11. To design and implement an enhanced Chinese Language teaching and learning curriculum based on the Chinese Language Curriculum Second Language Learning Framework

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	<ol style="list-style-type: none"> 20-30% of exam questions where applicable are to be designated to open-ended questions. Markers Reports are to include a statement on open ended questions. 	Panel Heads Panel Heads	2012 onwards 2012 onwards	Done 2012, 2013, 2014 Done 2012, 2013, 2014
2.1.2 All F1-F3 students develop critical creative thinking	<ol style="list-style-type: none"> All F1-F3 students are to maintain a Journal of newspaper cuttings with comments. 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	Done 2011, 2012, 2013, 2014 Done 2012, 2013, 2014
2.1.3 Staff to implement higher level thinking strategies in their classes	<ol style="list-style-type: none"> The College to implement professional development workshops on higher order thinking and questioning skills. 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 –	Implicit in writing and IT project and PD Plan 2015/16 Not yet done.
2.1.4 ALL students are encouraged to read the newspaper daily	<ol style="list-style-type: none"> Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service. The News Headlines Boards are promoted. The News Headlines Boards are updated weekly. 	VP Academic/ Form Teachers/ Eng Panel Head Eng Panel Head	2011 onwards 2011 onwards 2011 onwards	Done 2011, 2012, 2013, 2014 (Subscription rate: 16% 2013, 10% 2014) Not done in 2014/15 Not done in 2014/15

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	<ol style="list-style-type: none"> Develop a Language Policy which is to include an English Language Development Plan, Chinese Language Development Plan, 	VP Academic	2011onwards	Decided not an issue as the College is governed by EDB

English, Chinese, and Putonghua fluently	and Putonghua Language Development Plan 2011-2016 identifying programmes and activities to be implemented each year to improve language competency.			Mol Language Policy plus Chinese, NCS Chinese, English, Putonghua, French all have their Panel Plans aligned with the College Annual Plan and 6 Year Strategic Plan
2.2.2 100% of students pass English in TSA and HKDSE	<ol style="list-style-type: none"> 1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in English. 4. Engage TSA and HKDSE Reports in Panel Planning. 5. Apply TSA and HKDSE type questions in internal examinations. 	<p>English Panel H & SEN</p> <p>English Panel H & SEN</p> <p>English Panel H & SEN</p> <p>English Panel H</p> <p>English Panel H</p>	<p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p>	<p>Done 2011, 2012, 2013, 14</p> <p>Not yet done.</p> <p>Done 2011, 2012, 2013, 14</p> <p>Done 2012, 2013, 2014</p> <p>Done 2012, 2013, 2014</p>
2.2.3 100% of students pass Chinese in TSA and HKDSE	<ol style="list-style-type: none"> 1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic test and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese. 4. Provide monthly practice Reading, Writing, Listening, Speaking. 5. Engage TSA and HKDSE Reports in Panel Planning. 6. Apply TSA and HKDSE type questions in internal examinations. 	<p>Chinese Panel H & SEN</p> <p>Chinese Panel H & SEN</p> <p>Chinese Panel H & SEN</p> <p>Chinese Panel H</p> <p>Chinese Panel H</p> <p>Chinese Panel H</p>	<p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p>	<p>Done 2011, 2012, 2013, 2014</p> <p>English partially in 2014/15, to be done in 2015/16</p> <p>Done 2011, 2012, 2013, 14</p> <p>Done 2013, 2014</p> <p>Done 2012, 2013, 2014</p> <p>Done 2012, 2013, 2014</p>
2.2.5 To cultivate a Reading habit / environment	<ol style="list-style-type: none"> 1. All students are to be provided a Recommended reading lists at the beginning of the year with a copy available to parents via e-class. 2. SSR to be monitored by VP's and guidelines set re Eng vs. Chin 3. All students to maintain a reading log with a critical reflection after each text. 4. All boys to target reading at least 4 English novels per year. 5. Improve access via library and Form Room to authentic Reading materials using a 'rainbow' approach to identify high/average/easier category texts for boys. 6. The borrowing rate in the library to increase by 10% each year. 	<p>English Panel H</p> <p>2 x VP's</p> <p>2 x VP's</p> <p>2 x VP's</p> <p>Librarian</p> <p>Librarian</p>	<p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p> <p>2011 onwards</p>	<p>Done 2013, 2014</p> <p>Done 2011, 2012, 2013, 14</p> <p>Done 2011, 2012, 2013, 14</p> <p>Done 2011, 2012, 2013, 14</p> <p>Not yet done.</p> <p>Borrowing rate 2013 - 85% (14.8 books/student)</p> <p>Borrowing rate 2014 - 84%</p>

				(15.2 books/student)
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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"> 1. Develop and implement computer assisted learning (CAL) capability for teachers to use for on-line learning at students own pace, instant feedback, and teacher monitoring. 2. Provide Professional Development for use of CAL. 3. Provide Professional Development for full use of e-class. 	Principal VP Academic Principal Principal	2012 onwards 2011 onwards 2011 onwards	Not yet done. A trial in 2013/14. NCS Chinese and Scholastic Reading in 2014 Done 2014 Done 2012, 2013, 2014
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	Done 2011, 2012, 2013, 14 (Library Lesson + LS/Hist F3)

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"> 1. Achievement data is gathered, stored, archived, and analysed in a way that is accessible and used to influence teaching and learning by identifying which data is to be collected, how it is to be collated and to whom it is to be distributed <ul style="list-style-type: none"> - LSPS F6 Rank and End of Year Assessment - F6 Attainment Test Scores - F1-F3 NSWUN exam Scores - F3 TSA - F6 HKDSE 2. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class. [See 4.1.1] 	Principal / VP Academic Principal / VP Academic	2012 onwards 2011 onwards	Done 2012, 2013, 2014 Done 2012, 2013, 2014
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"> 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	Decided not to pursue due to many other major initiatives. Beginning to happen in some Panels. Assessment Regulations reviewed in 2011. HKEAA QAMS Certified.
2.4.3				

Target/Goal	Action/Strategy	Who	When	Reporting
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	Done 2012, 2013, 2014

Goal 2.5

To ensure differentiated learning strategies are used in all classes

Target/Goal	Action/Strategy	Who	When	Reporting
2.5.1 To ensure all students have access to learning regardless of ability	<ol style="list-style-type: none"> 1. Provide professional development for teachers on scaffolds, modelling text types, writing frameworks. 2. Provide professional development for use of differentiated learning strategies. 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	Done 2013, 2014 Done 2011, 2012, 2013, 2014 In progress in 2014/15 Done 2012, 2013, 2014 Done 2011, 2012, 2013, 2014 In the appraisal since 2012 but monitoring could improve.
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	Reviewed in 2014/15 but rejected for fair of labelling
2.5.3 To develop teacher competency in differentiated teaching	<ol style="list-style-type: none"> 1. Promote peer observation and random sampling lesson observation. 2. Teachers prepare 1 lesson each on a differentiated strategy to be shared among colleagues. 	VP Academic Subject teachers	2011 onwards 2012 onwards	Not yet done Not yet done

Goal 2.6

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

Target/Goal	Action/Strategy	Who	When	Reporting
2.6.1 To identify IT professional development needs and offer appropriate opportunity	1. IT professional development needs will be identified and appropriate PD and on-going support for using IT in Curriculum and Administration areas offered.	VP Academic	2012 onwards	Done 2012, 2013, 2014
2.6.2 To participate in IT Conferences and Seminars	1. Staff will attend relevant Conferences and seminars and share information with appropriate people.	VP Academic	2012 onwards	Done 2012, 2013, 2014

Goal 2.7

To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting
2.7.1				

Target/Goal	Action/Strategy	Who	When	Reporting
To develop a school wide Professional Development Plan 2011-2016	1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.	Principal	2011	Done 2012, 2013, 2014
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	Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013, 2014. Done 2013, 2014 for all non-teaching staff Done 2011, 2012, 2013, 14 Done 2011, 2012, 2013 Done 2011, 2012, 2013, 14
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	Done 2012, 2013, 2014 but mentoring not routinized

Goal 2.8

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

Target/Goal	Action/Strategy	Who	When	Reporting
2.8.1 To develop a "Writing Across the Curriculum" Plan	1. Identify a team, the text-types to focus on, and a plan for training staff across all subjects F1-F6	Principal	2013	Done 2013, 2014
2.8.2 To develop work-shops for all staff for academic writing training.	1. Provide all staff workshops and Panel workshops in the text-types to be taught	Academic Writing Team	2013/14	Done 2013, 2014
2.8.3 To teach the text-types in all subjects across all levels	1. The writing team work with each Panel in 2013/14 to continually develop the training needs for each Panel in the teaching of academic writing.	Academic Writing Team	2013/14	Done 2013, 2014
2.8.4 To appraise the teaching of writing frames and text-types by all teachers in all subjects.	1. Teaching of text-types as scaffolds for writing to be appraised by Panel Heads, VP, and Principal as a school wide goal for 2013/14	Principal	2013/14	Done 2013, 2014

Goal 2.9

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2013/14
2.9.1 To design the College IT eLearning Implementation Plan	1. Design the IT Implementation Plan for BYOD and eLearning 2. Decide on student device specification	Principal & eLIPC	2013 2013	Done 2013, 2014 Done 2013

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2013/14
	<ol style="list-style-type: none"> Decide on teacher device and funding Develop a LMS that integrates Google Docs with eClass Develop school wide protocols and policies on the use of devices by teachers and students Appoint an IT eLearning Implementation Coordinator 	Principal & eLIPC Principal & eLIPC ITeLI Coordinator ITeLI Coordinator Principal	2013 2014 2013 2013	Done 2013 Investigation continues. Done 2013 Done 2013
2.9.2 To implement a PD Plan to enhance teacher competence in eLearning and move teachers through phases: adoption, adaption, creation	<ol style="list-style-type: none"> Identify the eLearning platform and organize whole staff training Panel Heads appoint an IT Leader in each Year Level of each Course Panel Heads make use of Panel PD to develop and share resources and strategies that use eLearning tools Panel Heads organize visits to other schools and develop network sharing 	Principal & eLIPC Panel Head Panel head Panel Head	2014 2014 2014 2014	Done 2014 Done 2014 Done 2014 Done by some not all 2014
2.9.3 To modify curriculum planning for incorporation of eLearning	<ol style="list-style-type: none"> Panel Heads appoint a Year Level Leader to coordinate Unit and Lesson plans that incorporate were appropriate eLearning tools. 	Panel Head	2014	Done 2014
2.9.4 To inform and engage stakeholders	<ol style="list-style-type: none"> Design and implement with the PTA and OBA information sharing and education session(s) for parents Provide parent seminars with e.g. HKIEd or EdCity on good digital citizenship enhancing parents understanding of eLearning Provide ongoing PD for staff See 2.9.2 	Principal & eLIPC Principal & eLIPC Principal & eLIPC	2013 onwards 2013 onwards	Done 2013, 2014 Done 2013, 2014 Done 2014
2.9.5 To develop the eLearning infrastructure and environment	<ol style="list-style-type: none"> Develop school wide protocols and policies on the use of devices by teachers and students. See 2.9.1 Have students bring devices as per the College stipulated specification 	ITeLI Coordinator Principal	2014 2015	Done 2014 Planning completed 2014

Goal 2.10

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2013/14
2.10.1 To develop Unit and Lesson Plans	<ol style="list-style-type: none"> Design a standard template that each Panel can modify for the writing of Unit and Lesson Plans Panel Heads to appoint a Year Level Coordinator for each Course taught to coordinate the writing of Unit and Lesson plans Course Year Level Coordinators to coordinate shared and reflective 	Principal Panel Heads Year Level Coordinators	2013 2014 onwards 2014 onwards	Done 2013. Implementation 2014/15 and 2015/16 Done 2014 Done 2014

	practice in the writing of Unit and Lesson Plans			
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Goal 2.11

To design and implement an enhanced Chinese Language teaching and learning curriculum based on the Chinese Language Curriculum Second Language Learning Framework. [Added 2014]

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2013/14
2.11.1 To design and implement a Chinese Language curriculum for the NCS students based on the CLCSLLF	<ol style="list-style-type: none"> 1. Assign a dedicated teacher to coordinate the Chinese Language curriculum for the NCS students based on the CLCSLLF. 2. Design a Chinese Language curriculum for the NCS students based on the CLCSLLF. 3. Set learning targets using the Chinese Language Assessment Tool 4. Employ a TA to develop resources and support NCS student learning 	Principal NCS Chinese Language Coord NCS CLC Principal	2013 2014 2014 2013	Done 2013 Done 2014 Done 2014 Done 2013, 2014
2.11.2 To strengthen NCS student support across all subjects	<ol style="list-style-type: none"> 1. Provide subject/pastoral support for NCS students 2. Assist with resources, funding and the NCS Examination subsidy for GCSE IGCSE AS and A-level Examinations 	NCS CLC NCS CLC	2014 2014	Done 2014 Done 2014
2.11.3 To inform and engage stakeholders	<ol style="list-style-type: none"> 1. Develop communication/seminars with/for NCS student parents 2. Report to EDB on student performance using the Chinese language Assessment Tool in November each year 	NCS CLC Principal / NCS CLC	2014 2014	Done 2014 Done 2014

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.	VP Pastoral	2011 onwards	Done in Form Assemblies 2014
	2. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference.	VP Pastoral	2011 onwards	Done 2011, 2012, 2013, 2014
	3. Provide student recognition including:	Principal /	2011 onwards	Done 2011, 2012, 2013, 2014
	- 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 Academic		

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	Done 2011, 2012, 2013, 2014
3.2.2 To develop a student led 'Clean-school' campaign	1. See 'Health Promoting School Plan'. [See 1.1.2]	Principal	2011 onwards	See 1.1.2 Not yet done in HPS but part of Pastoral Exec Plan 2015 Not done in 2014/15
	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. <i>To develop a systematic assessment and monitoring of student support services for student health and well being</i>	1. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	2011 onwards	Done 2013, refined 2014
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	Done 2012, 2013, 2014 Not yet done 2013, 2014 but ECA Coordinator keeps trying
3.3.3. All students have access to resilience training and stress management training	1. Provide Outward Bound or Outward Bound type experiences to students as needed. 2. The College Moral & Civic Education programme covers topics on resilience and stress management.	VP Pastoral VP Pastoral	2012 onwards 2011 onwards	Done 2011, 2012, 2013 Done 2011, 2012, 2013, 2014

Goal 3.4

To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting
3.4.1. <i>To attain a 100% attendance/explained attendance rate</i>	1. Develop a systematic process for checking, tracking and reporting attendance between home and school. 2. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral VP Pastoral	2011 onwards 2011 onwards	Daily manual calls Not yet automated
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	See 2.1.3 and 2.5.1 Not yet done

Goal 3.5

To stretch the potential of gifted and talented students

Target / Goal	Action / Strategy	Who	When	Reporting
3.5.1 All gifted and talented students are identified and opportunities for enhancement provided.	1. 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	Done 2012, 2013, 2014 Done 2014 Done 2012, 2013, 2014 Not yet done in 2014

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 life planning education and career guidance assistance for each student during F1 – F6 to identify goals and interests so as to optimize higher education and career choices.[Edited 2014: EBC 6/2014]
- 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	Done 2012, 2013, 2014 See 2.4.1
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 Dean 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	Partially done in 2012, 2013, 2014 To be taken up by Dean and Pastoral Exec in 2015/16
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	Done 2013, 2014 Partially done through SLLS Programmes Done 2014 but limited suitable programmes

Goal 4.2

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 To develop a comprehensive F1-F6 Careers Plan	1. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level.	Careers Coordinator (CC)	2011 onwards 2011 onwards	Done 2012, 2013, 2014

Target/Goal	Action/Strategy	Who	When	Reporting
	2. Implement career education programmes in each Form as per the Careers Plan.	CC CC Principal CC	2014 onwards 2014 onwards 204 onwards	Done 2012, 2013, 2014 Done 2014 Done 2014 Done 2014
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	Done 2012, 2013, 2014 Not yet done 2013, 2014 but planned for 2015/16
4.2.3 To provide students with a wide breadth of career and tertiary options	1. Implement the career education programme in each Form as per the Careers Plan. [see 4.2.1] 2. Provide a careers talk for all students F3 – F6 each year. 3. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 4. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 5. Provide Skill Assessment for all F6 to determine their suitable careers. 6. Develop an onsite Careers/Tertiary Expo every two years. 7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.	CC CC CC CC Principal / CC CC	2012 onwards 2012 onwards 2011 onwards 2011 onwards 2012, /14, /16 2011 onwards	Done 2012, 2013, 2014 See 4.2.1 Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, 2014 Done 2014 Done 2013 Done 2011, 2012, 2013, 2014

Goal 4.3

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

Target/Goal	Action/Strategy	Who	When	Reporting
4.3.1 To provide exchange opportunities so that at least 50% of boys by the end of F5 have completed an exchange programme	1. To provide school based and to promote government based exchange/tour programmes so that 30% of F1-F3 will have had an opportunity of an international exchange programme by the end of F3. 2. To provide school based and to promote government based exchange/tour programmes so that	Exchange Prog Coordinator EPC EPC	2012 onwards 2012 onwards	Done 2012, in 2013 (19%), in 2014 (26.32%) Done 2012, in 2013 (30%), in 2014 (31.49%) Done 2013, 2014

Target/Goal	Action/Strategy	Who	When	Reporting
	<p>50% of F5 will have had an opportunity of an international exchange programme by the end of F5.</p> <p>3. Develop a register to record student attendance of exchange programmes conducted by the College or others.</p> <p>4. 30% of students to have taken part in a 3rd world exposure by the time they leave school.</p>	EPC EPC	2011 onwards 2012 onwards	Done 2013, in 2014 (2.27%)
4.3.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	<p>1. Develop a register to record student attendance at an outdoor education/adventure programme.</p> <p>2. 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	2011 onwards 2012 onwards	Done 2011, 2012, 2013 Done 2011, 2012, 2013
4.3.3 To provide a comprehensive and divers ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation	<p>1. Review ECA programmes annually in light of target/goal.</p> <p>2. Develop new ECA activities from time to time to meet student needs.</p>	ECAC VP Pastoral	2011 onwards 2012 onwards	Done 2011, 2012, 2013, 2014 Done 2011, 2012, 2013, 2014

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	Done 2011, 2012, 2013, 2014
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	Done 2011, 2012, 2013, 2014
4.4.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	<p>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.</p> <p>2. To design and implement professional development workshops on classroom management.</p>	Principal / VP Pastoral Principal / VP Pastoral	2011 onwards 2011 onwards	Done 2011, 2012, 2013, 2014 Not yet done 2013. Pastoral Exec Plan for 2015/16

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.	<ol style="list-style-type: none"> Co-ordinate the recruitment policies of SA and clubs/teams to avoid overlapping of personnel as office bearers. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly. 	<p>ECAC</p> <p>VP Pastoral / ECAC</p>	<p>2011 onwards</p> <p>2011 onwards</p>	<p>Done 2012, 2013, 2014</p> <p>Done 2012, 2013 (55%), 2014 (55%)</p>
4.5.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc	<ol style="list-style-type: none"> 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	Done 2012, 2013, 2014
4.5.3 70% of F5 students are to have been leaders at some level in the school	<ol style="list-style-type: none"> 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	Done 2012, in 2013 (84%), 2014 (70%)
4.5.4 To provide all F4 students with leadership training	<ol style="list-style-type: none"> Organise a leadership seminar for all F4 at the beginning of the year. 	VP Pastoral	2012 onwards	Done 2013, 2014

Management & Organization

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

Goal 5.1

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

Target	Action / Strategy	Who	When	Reporting
5.1.1 To develop a 10 & 20 year College Development Plan	1. Develop a 10 and 20 Year College Development Plan and proposed funding needs.	Principal	2011	Done 2011, 2012, 2013, 2014 for 2020 only
5.1.2 To develop a 10 Year College Maintenance Plan	1. Develop a 10 Year College Maintenance Plan and funding needs.	Principal	2011	Not yet complete
	2. Develop a maintenance programme for the track & fields.	Principal	2011	Not yet complete
5.1.3 To provide the efficient storage and availability of all learning, teaching administration resources.	1. Teaching Schemes, units of work, assessment tasks, past Exam papers and other learning resources stored efficiently and readily accessible by all teachers. 2. Central Archiving systems, policy, procedures and hardware developed to store all College documentation – including digital, video, and hardcopy texts.	Principal	2011 onwards	Not yet in place
		Principal	2012 onwards	Not yet in place
5.1.2 To provide high quality teacher workstations for all teachers and Admin staff.	1. Every teacher and Admin staff will have a workstation with access to a computer, internet, and storage, spaces.	Principal	2011	Done 2012, 2013, 2014
5.1.3 To provide facilities for effective delivery of the curriculum	1. Implement the 10 Year maintenance plan so as to be able to provide good facilities for changing curriculum needs. 2. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal	2011 onwards	In progress
		Principal	2011	SENCO has a specialist office/counselling space

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	1. Develop and implement a 5-10 year IT Development Plan	Principal	2011	Done 2012, 2013, 2014

To develop and implement an IT Development Plan	including proposed professional development needs and funding needs.	IT Technician	2011	Done 2013, 2014
	2. Audit and update the inventory lists of IT facilities and software.	Principal	2012	Done 2012
	3. Upgrade the ICT infrastructure.	Principal	2012	1:1 BYOD in 2015/16
	4. Increase student computer ratio from 1:7 to 1:3.	Principal	2012	Done 2012
	5. Equip each classroom with Wi-Fi.	Principal	2012	Done 2012
	6. Equip each classroom with internet access for all students.	Principal	2012	Done 2012
	7. Equip each classroom with a ceiling mounted HD data projector and sound system with microphone capability.	IT Panel Head	2011	Done 2012
	8. Develop appropriate IT Policies that include the efficient and effective sharing and utilization of school resources.	IT Panel Head	2011	Done 2012
	9. Develop an IT Maintenance Plan.			
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as "Information Learning Centres" from 8:00am to 4:30pm. 2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal Principal	2012 2012	Done 2012 Partially done via the intranet (eClass) and Goggle Classroom, Drop Box etc.

Goal 5.3

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

Target	Action	Who	When	Reporting
5.3.1 To expand the present Intranet / Internet / Extranet to make more effective use of IT systems and resources	1. Design and implement a document management system for the College Intranet to help design and store relevant forms. 2. Review and upgrade the College website. (5.3.3) 3. Improve Remote access facilities for staff and students.	Principal Principal Principal	2012 2011 2012	Partially done via eClass, Goggle Classroom, Drop Box Done 2012 Not yet done.
5.3.2 To develop digital based units of work and curriculum materials suitable for student use	1. All Panel Schemes will incorporate IT based Units of work.	VP Academic	2012	In progress 2014; to continue 2015/16
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	1. Research best practice in terms of web sites as web portals for e-learning and communication between teacher, student, and parent and between the College and home. (5.3.1)	Principal	2011	IT and eLearning committee reviewing various LMS for 2015/16

Goal 5.4

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

Target	Action	Who	When	Reporting
5.4.1				

To develop and maintain a 10 and 20 Year College Development Plan; a 10 Year Maintenance Plan; an IT Development Plan; a Cultural Development Plan	1. 10 and 20 Year College Development Plan. (see 5.1.1)	Principal	2011	See 5.1.1
	2. 10 Year Maintenance Plan. (see 5.1.2)	Principal	2011	See 5.1.2
	3. IT Development Plan. (see 5.2.1)	Principal	2011	See 5.2.1
	4. Develop a Cultural Development Plan.	Principal	2011	IMC approved the Performing Arts Plan and a Board yet to be set up

Goal 5.5

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

Target	Action	Who	When	Reporting
5.5.1 To develop handbooks and Manual	1. Draft, consult and implement the following Manuals: - Office Administration Manual - College Policies - IMC Manual	Principal	2011	Not yet done Done 2013 Not yet done
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	In progress 2013 and 2014 Done 2011, 2012, 2013, 2014 Done 2013, 2014
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	Done 2013, 2014

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	Partially complete Done 2011
5.6.1 To refurbish the Office Administration	1. Set a scope brief. 2. Assign work to the Steering Committee of the Maintenance Plan. 3. Implement office refurbishment.	Principal Principal Principal / Mr Pau	2011 2011 2011	Done 2011 Done 2011 Done 2011

Goal 5.7

To develop a 5-10 Year Personnel Plan

Target	Action	Who	When	Reporting
5.7.1 To develop a 5-10 year Personnel Plan	1. To develop Job descriptions and KPI's for all functional and academic administrative posts to be used for appraisal purposes. 2. To develop a 5-10 Year Personnel Plan. 3. Elect a Teacher Manager and Alternate to the IMC.	Principal Principal SMC/IMC	2011 2011 2011	Done 2014 Not yet done Done 2011, 2012, 2013, 2014

Goal 5.8

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

Target	Action	Who	When	Reporting
5.8.1 To develop transparent communication systems	1. Principal to develop a Weekly circular to staff.	Principal	2010	Done 2011, 2012, 2013, 14
	2. Principal to develop a daily Announcements bulletin to staff/students.	Principal	2010	Done 2011, 2012, 2013, 14
	3. Principal to meet with SA twice a term.	Principal	2010	Not yet done Not yet done
	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	Not yet done



Diversity Learning Grant for the 4th Cohort of NSS Students Other Languages & Other Programmes

Three Year Plan 2012/2013 to 2014/2015

DLG Three-year Plan – 4th Cohort

Programme support to broaden students' choices of elective subjects and provision of gifted education programmes for the fourth cohort of senior secondary students (2012/13 to 2014/15 school year)

Name of School: La Salle College

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

School Code: 0007(Estimated total for three years \$304,500)

School Year: 2012/13 to 2014/15

Project Coordinator: Mr. Mak Kwok Cheung

DLG funded programme	Strategies & Benefits Anticipated	Name of Programme(s) / Course(s) and provider(s)	Duration of the Programme / Course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-Charge
					12/13	13/14	14/15		
Other Languages (OL)	Other languages (OL) To enhance global awareness and competitiveness in the 21 st century and increase the chance for tertiary education.	French / Spanish (Possibility of German / Japanese / based on need)	3 years	Students who have taken respective language in junior form.	15	15	15	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	<i>(Network Programme)</i> In view of small number of students opting for Music, the Music Network Programme will help to cater for music student's needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subject.	10	10	10	Students will take the HKDSE exam.	Jointly organized with other school(s) (pending for reply from EDB)
Other Programmes (OP) (cont)	<i>(Gifted Education)</i> <ul style="list-style-type: none"> • To earn university credits from university programmes. • To strengthen, enrich and extend students' learning capacity in various dimensions such as HOT, Olympic 	HKUST Dual programme – Level 2 (Chem / Life Science / Maths / Physics) HKU, CUHK, HKPolyU etc	3 years	Students who have taken HKUST DP – Level 1 with Grade B or above F4-6 elite students of this cohort	30	30	30	Students will complete the programme offered by HKUST, HKU, CUHK, HKPolyU etc.	LSST

	competition training etc.								
	<ul style="list-style-type: none"> To support registration fee and enrolment in web-based courses (local or overseas) for gifted students. 	Web-based courses (e.g. Johns Hopkins online programme)	3 years	F4-6 elite students in various subjects	10	10	10	Students will complete the web-based course.	LSST
	<ul style="list-style-type: none"> To support exchange programme with network schools in debate, drama etc training for school teams. 	Intensive training for debate, drama	3 years	F4-6 elite students of this cohort	10	10	10	Students will have chance to strengthen their learning capacity by in various skills	LSST and School Teams
	<ul style="list-style-type: none"> To strength students' learning capacity by enhancing Chinese / English standard through provision of Writing Skills Programme etc. 	Advanced Writing Skills	3 months	F4-6 elite students of this cohort	20	20	20	Students will have chance to stretch their potential in language.	LSST / Subject Panels
Other Programmes (OP) (cont)	<ul style="list-style-type: none"> To subsidize registration fees for overseas learning / exchange programmes / overseas competitions. To partially subsidize study tour to Mainland China in gifted programme. 	Overseas learning programmes Exchange programmes	1 month	F4-6 elite students of this cohort	30	30	30	Students will improve their skills e.g. HOT in various subject knowledge, social skills and competitions.	LSST / Subject panels
	<ul style="list-style-type: none"> To provide academic remedial programme to students gifted in sports but lagged behind academically. 	Academic enhancement programmes	3 years	F4-6 elite students (sports) of this cohort	15	15	15	Students will make use of the remedial programme to enhance academic performance.	LSST / Subject panels
	<ul style="list-style-type: none"> To provide local transportation for school teams (pull-out programme). 	Various school teams and training programmes	3 years	F4-6 elite students of this cohort	100	100	100	Students can attend various training, network programme and competitions for school teams.	LSST and School Teams
	<ul style="list-style-type: none"> To purchase reference books, journals and magazines for LSST. 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will be better equipped with theories, examples and practices in programming.	LSST

*LSST – Learning and Support Service Team

Diversity Learning Grant for the 5th Cohort of NSS Students Other Languages & Other Programmes

Three Year Plan 2013/2014 to 2015/2016

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the fifth cohort of senior secondary students (2013/14 to 2015/16 school year)

Name of School: LA SALLE COLLEGE

Estimated grand total: \$3,500*10 (OL) + \$7,000*7 (OP) = \$84,000 per year

School Code: 0007 (Estimated total for three years \$252,000)

School Year: 2013/14 to 2015/16

Project Coordinator: Mr Mak Kwok Cheung

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					13/14	14/15	15/16		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / German / Japanese / Spanish	3 years	Students who have taken respective language in junior form.	10	10	10	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	<i>(Network Programme)</i> In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subject.	10	10	10	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	<i>(Gifted Education)</i> <ul style="list-style-type: none"> • To earn university credits from university programme. • To strength, enrich and extend students’ learning capacity in various dimensions such 	HKUST Dual programme – Level 2 (Chem / Life Science / Maths / Physics) HKU, CUHK, HKPolyU etc	3 years	Students who have taken HKUST DP – Level 1 with grade B or above F4-6 elite students of this cohort	30	30	30	Students will complete the programme offered by HKUST, HKU, CUHK, HKPolyU etc.	LSST

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					13/14	14/15	15/16		
	as HOT, Oly competition training								
	<ul style="list-style-type: none"> To support registration fee and enrolment in web-based courses (local or overseas) for gifted students. 	Web-based courses (e.g. Johns Hopkins online programme)	3 years	F4-6 elite students in various subjects	10	10	10	Students will complete the web-based course.	LSST
	<ul style="list-style-type: none"> To subsidize registration fee for overseas learning / exchange programme / overseas competitions. To partially subsidize study tour to Mainland China in gifted programme. 	Overseas learning programme Exchange programme	1 month	F4-6 elite students of this cohort	30	30	30	Students will improve their skills e.g. HOT in various subject knowledge, social skills and competitions.	LSST / Exchange Programme Team
	<ul style="list-style-type: none"> To support exchange programme with network schools in debate, drama, writing workshops etc training for school teams. 	Advanced programme	3 years	F4-6 elite students of this cohort	10	10	10	Students will have chance to strengthen their learning capacity by in various skills	LSST / School Teams
	<ul style="list-style-type: none"> To provide academic remedial programme to students gifted in sports but lagged behind academically. 	Academic enhancement programme	3 years	F4-6 elite students (sports)	15	15	15	Students will make use of the remedial programme to enhance academic performance.	LSST / Subject panels
	<ul style="list-style-type: none"> To purchase reference books, 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will better	LSST

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					13/14	14/15	15/16		
	journals and magazines for LSST.							equipped with theories, examples and practices in programming.	

*LSST – Learning and Support Service Team

Diversity Learning Grant for the 6th Cohort of NSS Students Other Languages & Other Programmes

Three Year Plan 2014/2015 to 2016/2017

Three-Year Plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the sixth cohort of senior secondary students (2014/15 to 2016/17 school year)

Name of School: LA SALLE COLLEGE

School Code: 0007

School Year: 2014/15 to 2016/17

Project Coordinator: Mr Mak Kwok Cheung

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					14/15	15/16	16/17		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / German / Japanese / Spanish	3 years	Students who have taken respective language in junior form.	10	10	10	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	<i>(Network Programme)</i> In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subject.	10	10	10	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	<i>(Gifted Education)</i> <ul style="list-style-type: none"> • To earn university credits from university programme. • To strength, enrich 	HKUST Dual programme – Level 2 (Chem / Life Science / Maths / Physics) HKU, CUHK, HKPolyU etc	3 years	Students who have taken HKUST DP - Level 1 or Pre-stage with grade B or above F4-6 elite students of this cohort	30	30	30	Students will complete the programme offered by HKUST, HKU, CUHK, HKPolyU etc.	LSST

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					14/15	15/16	16/17		
	and extend students' learning capacity in various dimensions such as HOT, Oly competition training etc.								
	<ul style="list-style-type: none"> To support registration fee and enrolment in web-based courses (local or overseas) for gifted students. 	Web-based courses (e.g. Johns Hopkins online programme)	3 years	F4-6 elite students in various subjects	10	10	10	Students will complete the web-based course.	LSST
	<ul style="list-style-type: none"> To support registration fee and enrolment in competitions for gifted students. 	Local competitions (e.g. HK Bio Oly)	3 years	F4-6 elite students in various subjects	50	50	50	Students will complete the relevant school-based training.	LSST
	<ul style="list-style-type: none"> To subsidize registration fee for overseas learning / exchange programme / overseas competitions. To partially subsidize study tour to Mainland China in gifted programme. 	Overseas learning programme Exchange programme	1 month	F4-6 elite students of this cohort	30	30	30	Students will improve their skills e.g. HOT in various subject knowledge, social skills and competitions.	LSST / Exchange Programme Team
	<ul style="list-style-type: none"> To support exchange programme with network schools in 	Advanced programme	3 years	F4-6 elite students of this cohort	10	10	10	Students will have chance to strengthen their learning	LSST / School Teams

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					14/15	15/16	16/17		
	debate, drama, writing workshops etc training for school teams.							capacity by in various skills	
	<ul style="list-style-type: none"> To provide academic remedial programme to students gifted in sports but lagged behind academically. 	Academic enhancement programme	3 years	F4-6 elite students (sports)	15	15	15	Students will make use of the remedial programme to enhance academic performance.	LSST / Subject panels
	<ul style="list-style-type: none"> To purchase reference books, journals and magazines for LSST. 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will be better equipped with theories, examples and practices in programming.	LSST

*LSST – Learning and Support Service Team

School-based After-school Learning and Support Programme 2014/15 School-based Grant - Programme Plan

Name of School: La Salle College
 Project Coordinator: Br Steve Contact Telephone No: +852 2387171

A. The estimated number of students (count by heads) benefitted under this Programme is (including A. ___ CSSA recipients, B. ___ SFAS full-grant recipients and C. ___ under school's discretionary quota).

B. Information on Activities subsidized 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 eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
<i>Support for equipment e.g. sports, instruments etc.</i>	To provide students in need with equipment needs for after-school learning.	Equipment purchased and used	Verbal & visual reporting	Academic year				\$10,000.00	
<i>Tuition</i>	Academic support for needy students who are involved in elite training.	Grades improve/better than expected.	Test result/Report Card	Academic year				\$11,600.00	
								\$21,600.00	
Total No. of activities:				@No. of man-times					
Two types of activities				**Total no. of man-times					

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.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged

Career Guidance and Life Planning Education 2014-15

Goal

1. Enrich the content and expand the scope of the existing career guidance service
2. Integrate effective life planning education into school's curriculum and other learning activities
3. Guide and assist students to make wise informed choice with reference to students' interests, abilities and orientations
4. Connect students' career and academic aspiration with life-long learning

Allocation of Career and Life Planning Grant Proposal

To employ a new teacher with experience in career guidance to take up duties of Career Assistant (CA)

To choose and use services provided by NGOs

Major Concern 1: Students' achievement of their academic potential to formulate further study plan

Target: To guide HKDSE students to make an optimal choice in JUPAS on the strength of their abilities & interests

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>1.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> • to provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, • to facilitate students in the application process, guide them to make optimal and sensible choices. 	Sep 2014	<ul style="list-style-type: none"> • Students have full understanding of JUPAS operation. • Students submit JUPAS application and relevant documents on time. 	<ul style="list-style-type: none"> • Statistics on JUPAS application 	<ul style="list-style-type: none"> • Careers Coordinator (CC) • F.6 Form Teachers 	<ul style="list-style-type: none"> • Students were informed about: <ul style="list-style-type: none"> - admission requirements of JUPAS institutions. - were aware of the schedule of JUPAS application. - understood operations of the JUPAS online system. • All students submitted their application before the school internal deadline. Only one student did not submit additional information before school deadline.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>1.2 Individual Counselling for F.6 students</p> <ul style="list-style-type: none"> • To guide students to make optimal and sensible choices, • to give individual counseling to all F.6 students on their JUPAS choices with reference to their career plan, • to coach students on time management and goal-setting based on their exploration result in Career Mapping. 	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Students are able to make informed choice about their tertiary study programmes. • Students have adequate self-understanding to make their choice of tertiary study in relevance to their ability, interest, character and potential. • Students are able to construct their own revision timetable for HKDSE, striking a good balance between work and relaxation. 	<ul style="list-style-type: none"> • Success rate of JUPAS admission • Success rate of candidates receiving Band A offer. • Survey on students' satisfaction about their JUPAS offers 	<ul style="list-style-type: none"> • CC/ Career Assistant (CA) • Career Teachers (CT) 	<ul style="list-style-type: none"> • Most students consulted Form Teachers and subject teachers about their programme choices. • About 50% of the students asked for the advice of career teachers.

Major Concern 1: Students' achievement of their academic potential to formulate further study plan

Target 2: To meet students' needs for further education, applying for scholarships/awards etc.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>1.3 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information, individual and group counselling, arranging talks by overseas institute alumni and representatives, and invite Old Boys who are studying/have graduated from overseas institute to be contact persons/mentors for students who are planning to study in these schools. To give support to teachers who are required to give academic reference for students in the process of their applications. 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the experience of Old Boys who are graduates/ undergraduates of overseas high schools/tertiary institutes. Students can benefit from talks given by visiting guests who impart first-hand experience & 	<ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> CC & CA 	<ul style="list-style-type: none"> Students were fully informed about the procedures, requirements, and the deadlines in the application process. Ben Allen '12 came to share tips on writing personal statement and essay for U.S. common application. Students got insights on how to write UK personal statements but found the tips given by the old boy too general. They would prefer more experience sharing. <p>A total of 12 foreign universities admission talks were carried out on campus, and a total of 89 students and 34 parents People</p> <ul style="list-style-type: none"> Responsible attended the talks. Students and parents were highly

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
		<p>information of studying abroad.</p> <ul style="list-style-type: none"> • Increased rate of successful overseas studies application • To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 			<p>involved. They actively asked questions concerning application and admission.</p>

Major Concern 2: Students' learning and development of life skills for being a life-long learner

Target 1: To organize students to join workshops held by NGOs and business sector.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>2.1 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> • To participate in the Success Skills Workshop organized by JAHK • To participate in Job Shadowing organized by JAHK • To Participate in 'It's My Business' organized by JAHK • To provide support to BAFS Panel in the participation of JA Company Programme in view of developing students' skills in running a business. 	<ul style="list-style-type: none"> • Throughout the year, subject to organizer's offer 	<ul style="list-style-type: none"> • Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. • Students appreciate the importance of life skills which are necessary in any situation. • Students are interested to discuss business dilemmas and ethical solutions. • 80% participation rate 	<ul style="list-style-type: none"> • Evaluation Form • Feedback & reflection through personal contact 	<ul style="list-style-type: none"> • CA 	<ul style="list-style-type: none"> • A total of 22 F4 and F5 students joined the Success Skills Workshop. They gave positive feedback to the workshop, agreed that the workshop objectives were achieved, and liked the mock interviews and the comprehensive and learning materials provided. • JAHK did not offer us Job Shadowing but offered the Personal Finance Workshop. A total of 10 F4 and F5 students joined the activity and the feedback was positive.

Major Concern 3: Students' learning and development of career and life planning

Target 1: To organize students to join activities for the development of career and life planning skills

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>3.1 Workshop on Career and Life Planning for Form 4</p> <ul style="list-style-type: none"> To learn about the concept 'career and life planning' To experience different stages in life and learn about factors affecting one's planning 	Jan 2015	<ul style="list-style-type: none"> Students recognize the importance to set objectives in life Students recognize the factors which affect their planning Students learn the skills to maximize the chance of achieving objectives in life 	<ul style="list-style-type: none"> Questionnaires Students' and teachers' feedback Students' subsequent academic performance 	<ul style="list-style-type: none"> CC & CA 	<ul style="list-style-type: none"> Students were motivated in the activity since the format and design truthfully simulated real life. Students reflected that they are now aware of those different concerns they have to take into account in planning their future.
<p>3.2 Guidance Programme for Low Motivated Students in Form 5 & 6</p> <ul style="list-style-type: none"> To help students recognize their academic and career development needs To help students align career dream with academic performance and personal background To help students formulate a workable plan to realize their career dreams 	<p>1st Term for Form 6</p> <p>2nd Term for Form 5</p>	<ul style="list-style-type: none"> Students recognize their academic and career development needs Students are able to make career or further study choices that fit their personal circumstances Students learn the ways to gather information and work out a plan for themselves 	<ul style="list-style-type: none"> Questionnaires Students' secured path after DSE Students' level of satisfaction for the path secured 	<ul style="list-style-type: none"> CA 	<ul style="list-style-type: none"> For F6, Students were: <ul style="list-style-type: none"> aware of their needs in academic and career development, and their interest and abilities. They recognized the various factors affecting their career choice, and learned to assess whether a study

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
					<p>program is suitable.</p> <ul style="list-style-type: none"> - They learned various further studies choices besides JUPAS. - They learned the skills to understand the labour market. • For F5, Students: <ul style="list-style-type: none"> - understood their strengths and weaknesses in terms of academic and career development. - They knew how to choose university programs which suit their expected HKDSE results. - They understood their interest, abilities, and various factors affecting their career choice - They knew how to choose careers and university programs

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
					<p>which suit their interests and ability.</p> <ul style="list-style-type: none"> - They learned the skills to prepare themselves for job searching upon graduation.
<p>3.3 Careers and Further Studies Interest Assessment for Form 6</p> <ul style="list-style-type: none"> • To understand careers and further studies interests through the use of professional assessment tools 	Jan 2015	<ul style="list-style-type: none"> • Students recognize their careers and further studies interest in a systematic way • Students find the assessment results useful for making careers and further studies choice 	<ul style="list-style-type: none"> • Questionnaires 	<ul style="list-style-type: none"> • CC & CA 	<ul style="list-style-type: none"> • Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the assessment results and introduced to them an online tool, O*NET, for searching and learning about different occupations and the relevant training
<p>3.4 Speaking & Presentation Skill Workshop for F.5</p> <ul style="list-style-type: none"> • To understand the importance of speaking & presentation skills in career development • To acquire the skills of a good speaker 	<ul style="list-style-type: none"> • Sep 2014 	<ul style="list-style-type: none"> • 80% attendance 	<ul style="list-style-type: none"> • Survey on students' feedback • Students' response in the workshop 	<ul style="list-style-type: none"> • Alumni • Teacher Adviser of Speech Team 	<ul style="list-style-type: none"> • Most students were highly attentive during the talk and were given chances to practice. They enjoyed the interaction with the speaker.

Major Concern 4: Students' ownership of their career planning and exploration of their personality traits

Target 1: To help each student to set life goals, study targets and initial tertiary study or career plan with feelings of confidence, success, and self-worth.

Target 2: To assist Junior Form Students on understanding self and the world of work.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>4.1 Career Education Curriculum in Form Teacher Periods</p> <ul style="list-style-type: none"> To prepare career education lesson plans in Form Teacher Periods for all Forms. To review and revise lesson plans from feedbacks of students and Form Teachers. 	<ul style="list-style-type: none"> Per Form Teachers' Periods Schedule 	<ul style="list-style-type: none"> Form Teachers are able to complete 80% of the lessons Students understand their academic interests, abilities and learning style Students understand more about their own personality and that of other people Students feel interested in class activities. Students understand the meaning of work, the skills required and working conditions of different jobs. Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> CA CC Form Teachers Career Teachers 	<ul style="list-style-type: none"> Form Teachers were able to cover all the topics. Students were engaged in the lessons
<p>4.2 NSS Electives Fair for F.3 students</p> <ul style="list-style-type: none"> Help students to know the curriculum, coursework and assessment of the NSS electives 	<p>Jan 2015</p>	<ul style="list-style-type: none"> 60% of F.3 students have visited the fair. Students visiting the fair think that the information provided help them to understand the NSS electives. 	<ul style="list-style-type: none"> Questionnaires. 	<ul style="list-style-type: none"> CC & CA Subject teachers 	<ul style="list-style-type: none"> About 30% of F3 students have visited the fair. In-class promotion by F5 students should be done next year to encourage more F3 students to join. F5 subject representatives effectively shared their experience with their F3 schoolmates.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
					<ul style="list-style-type: none"> The F.3 participants actively asked questions about the DSE electives as well as other concerns in subject choice.
4.3 F.4 Placement Talk for F.3 students and parents <ul style="list-style-type: none"> working in conjunction with the Home-School Cooperation Team aims at helping students how to best match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future academic/career options with their choice of subjects. 	Early March	<ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject combination. Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. Parents are well informed of school policy and understand their role in providing support to their son 	<ul style="list-style-type: none"> Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping subject in F.4/5 	<ul style="list-style-type: none"> CC F.3 Form teachers Home-school Cooperation Team Subject Panels 	<ul style="list-style-type: none"> All F.3 parents and students attended the talk. They were well informed of school policy and subject combination. They were clear about the requirements of core subjects and elective subjects which were explained by Panel Heads.
4.4 Support for NCS students <ul style="list-style-type: none"> To organize workshops for NCS students 	Throughout the term	<ul style="list-style-type: none"> Participants understand their situation and are motivated to set clear targets NCS students are clear about their future opportunities 	<ul style="list-style-type: none"> Questionnaires Casual conversations with students Feedback from Form teachers 	<ul style="list-style-type: none"> CC & CA 	<ul style="list-style-type: none"> All F.3 parents and students attended the talk. They were well informed of school policy and subject combination. They were clear about the requirements of core subjects and elective subjects which were explained by Panel Heads.

Major Concern 5: To provide assistance to F.6 students to identify goals and interests so as to optimize higher education and career choices

Target 1: To advice students in the process of choosing NSS elective subjects

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>5.1 Workshop on Interview Skills</p> <ul style="list-style-type: none"> To give a general presentation on interview skills & etiquette To conduct individual mock interview exercise 	Nov 2014	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. Students who have made plans for overseas studies and work can also benefit. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. 	<ul style="list-style-type: none"> Evaluation forms by interviewers and interviewees Students' feedback through causal talk 	<ul style="list-style-type: none"> CC & CA OBA representative 	<ul style="list-style-type: none"> The activity was cancelled due to small number of participants. Students were aware that except Business and Medicine programmes, interview is generally not required in JUPAS application. It is suggested that future interview workshops should only focus on business and medicine.
<p>5.2 Medicine Career Workshop & Interview Practice</p> <ul style="list-style-type: none"> To give an overview of careers in medical related field To prepare students to pursue tertiary education in medicine To conduct mock interview practice 	Nov 2014	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession 	<ul style="list-style-type: none"> Students' feedback through causal talk Success rate in JUPAS admission 	<ul style="list-style-type: none"> CC Dr Roger Wong (Old boy) 	<ul style="list-style-type: none"> Medicine Career Workshop cum Interview Practice was carried out on 21st Nov 2014. 16 F6 students, 14 F5 students & 18 F4 students joined the activity. Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training. Students found the

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
					<p>interview practice very useful and knew how to prepare themselves in the interview.</p> <ul style="list-style-type: none"> • A second Medicine Interview Workshop was carried out on 22nd May 2015. • 23 F6 students (in which a few were not applying for a medicine programme) and 3 F5 students joined the activity. • Students participated actively in the event. • The Form 6 students have prepared very good self-introduction before attending the event. • Almost all the participants were making note of comments and advice from the speakers after the mock interviews.

Major Concern 6: To provide career assistance to students to identify goals and interests so as to optimize higher education and career choices

Target 1: To provide students with a wide breadth of career and tertiary options

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
<p>6.1 Job Shadowing Programme</p> <ul style="list-style-type: none"> To coordinate with OBA to organize job shadowing programme for F.5 students. 	<p>Jul Aug 2015</p>	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. 	<ul style="list-style-type: none"> Tracking of students' performance in the workplace Reports and reflection written by students Feedback from mentors and OBA 	<ul style="list-style-type: none"> CC & CA OBA "Student Affairs Concern Group" 	<ul style="list-style-type: none"> 111 students enrolled to join the programme and 78 students were selected. A total of 87 job shadowing posts were provided by 15 organizations.
<p>6.2 Career visits</p> <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations. 	<ul style="list-style-type: none"> Open, subject to suitability of time & people. Throughout the year. 	<ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in a company or firm. 	<ul style="list-style-type: none"> Questionnaires filled up by students Casual conversations with students 	<ul style="list-style-type: none"> CA 	<ul style="list-style-type: none"> A visit to the High Court was carried out on 14th Nov 2014. The visit was started with old boy lawyers introducing the HK legal system, followed by two

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
		<ul style="list-style-type: none"> Students feel interested in the visit and want to know more. Students form the first idea of future career. 			<p>court hearings, and a meeting with Justice Patrick Li (72).</p> <ul style="list-style-type: none"> Justice Li shared his career experience and encouraged students to dream in life and strive to achieve it. Students found the programme very useful and fruitful.
<p>6.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation. To introduce the characteristics of various university programmes. To arouse students' awareness of making necessary preparations for further studies and career planning. 	<p>Late Jun/ Early Jul</p>	<ul style="list-style-type: none"> Students have full understanding the latest admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and 	<ul style="list-style-type: none"> Attendance record Feedback from Parents, Form Teachers and students 	<ul style="list-style-type: none"> CC & CT CA Student helpers Assessment Team 	<ul style="list-style-type: none"> Students responded very positively to the programme content. They agreed that they were clear about the arrangement on Jul 15, understood the HKDSE result appeal procedures, knew where to get information of JUPAS programmes, knew more about non-JUPAS study options, understood the online procedures for the submission of modified JUPAS programme choices, understood what to consider if they need to modify their programme choices, and that the information on using E-App is

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Reporting
		<p>mechanism of modification of Programme Choices.</p> <ul style="list-style-type: none"> • Students know how to e-navigator to search for suitable study programmes with reference to their HKDSE results. 			useful.

	Amount \$
Grant received	517,620.00
Total	517,620.00

Expenses	Amount \$
Employment of Career Assistant	378,000.00
F.4 Career & Life Planning Workshop	24,000.00
Careers Day	935.00
F.6 Career Assessment Test	3852.46
Form Teachers' Period – Career Education	10,513.00
Careers Library resources	1,118.00
Talks – Overseas Universities	72.00
Job Shadowing Programme	1,800.00
Total	420,290.46
Surplus (current year)	97,329.54

La Salle College Careers Programme

Objectives

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

Preamble

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

Programme Outline

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

Level	Programme	Objective	Who	When
	Achievement Hong Kong)	<ol style="list-style-type: none"> To practice various career-preparation activities e.g. resume-writing and mock interviews. To provide students with the opportunity to engage with business professionals and learn from successful role models. 		
	Job Shadowing	<ol style="list-style-type: none"> To introduce the working environment of different professions. To inspire students on choosing their future career. To provide students authentic learning experiences in the real working environment. To encourage rapport between students and old boys and to build up a network. 	CC	Jul-Aug
F5	F.4 – F.6 Career Education	<ol style="list-style-type: none"> To help students identify their interest, aptitude and personalities. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the speakers. To advise students on their choice of further studies and career planning. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. To brief students on the application procedures of UCAS (UK) and Common Application (US). To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Dec / Mar
	Careers Visit	<ol style="list-style-type: none"> To give students an understanding of various industries and the working environment. To provide other learning experiences. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> To appreciate various practical success skills and learn how to apply them in the workplace. To learn to apply interpersonal and teamwork skills in workplace. To practice various career-preparation activities e.g. resume-writing and mock interviews. To provide students with the opportunity to engage with business professionals and learn from successful role models. 	Careers Team member	Oct / Apr
	Job Shadowing	<ol style="list-style-type: none"> To introduce the working environment of different professions. To inspire students on choosing their future career. To provide students authentic learning experiences in the real working environment. To encourage rapport between students and old boys and to build up a network. 	CC	Jul -Aug
F6	F.4 – F.6 Career Education	<ol style="list-style-type: none"> To help students identify their interest, aptitude and personalities. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the speakers. To advise students on their choice of further studies and career planning. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. To brief students on the application procedures of UCAS (UK) and Common Application (US). To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Dec / Mar
	Careers Visit	<ol style="list-style-type: none"> To give students an understanding of various industries and the working environment. To provide other learning experiences. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Individual /group counselling	<ol style="list-style-type: none"> To guide students on their JUPAS application. To advise students on their career planning and JUPAS programmes choices. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result. 	CC & Careers Team Member & Form Teacher	Sep-Dec & 15 Jul

Objectives

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

Preamble

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

Programme Outline

	Programme		Objective	Level	Who	When
1	JUPAS Talk	1.	2. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices. 3. To give individual counseling to students on their JUPAS choices.	F.6	Careers Coordinator or (CC)	Sep
2	Interview Workshop & Medicine Workshop	1.	2. To meet the needs of all students preparing for university interview and to acquire the necessary skills. 3. To give timely feedback on students' performance in order to help them improve their interview skills.	F.6	CC	Nov-Dec
3	Job Shadowing	5.	6. To introduce the working environment of different professions. 7. To inspire students on choosing their future career. 8. To provide students authentic learning experiences in the real working environment. 9. To encourage rapport between students and old boys and to build up a network.	F.6	CC	Jul-Aug
4	Careers Talk	5.	6. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 7. To foster a mentor relationship between students and the speakers. 8. To advise students on their choice of further studies and career planning. 9. To broaden their exposure to the real working world.	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	4.	5. To give students an understanding of various industries and the working environment. 6. To provide other learning experiences. 7. To broaden their exposure to the real working world.	F.4 -F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement Hong Kong)	5.	6. To appreciate various practical success skills and learn how to apply them in the workplace. 7. To learn to apply interpersonal and teamwork skills in workplace. 8. To practice various career-preparation activities e.g. resume-writing and mock interviews.	F.4 – F.5	Careers Team member	Oct / Apr

	Programme		Objective	Level	Who	When
			9. To provide students with the opportunity to engage with business professionals and learn from successful role models.			
7	Overseas Studies Talk	2.	3. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 4. To brief students on the application procedures of UCAS (UK) and Common Application (US). 5. To give useful tips on writing personal statement, choosing programmes and universities.	F.1 – F.6	CC	Dec / Mar/ Jun
8	Talk on F.4 placement	2.	3. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects.	F.3	CC	Mar
9	F.4 – F.6 Career Education	3.	4. To help students identify their interest, aptitude and personalities. 5. To help students explore their career aspiration and to set their career goals.	F.4 – F.6	FT	Feb
10	F.3 Career Education	3.	4. To help students define their goals in senior secondary education. 5. To motivate students to work towards their study goals and other activities that are related to their personal and social development.	S.3	FT	Feb
11	F.2 Career Education	5.	6. To help students understand the technique in decision making 7. To help students discover their preferred lifestyle, work values and interests 8. To help students understand the importance of goal setting 9. To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	5.	6. To help students identify various professions and their characteristics 7. To help students appreciate the contribution of various professions to society 8. To help students understand the importance of early careers planning 9. To help student learn the strategies to make careers plans.	F.1	FT	Feb

To support the implementation of the NCS Programme under the Project

Extra Manpower	Job Description	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Resources Required	Remark
<ul style="list-style-type: none"> NCS Assistant Teacher 	<ul style="list-style-type: none"> Assist in all kinds of programmes and activities for NCS students Assist in the After-school Chinese enhancement class for students who are joining GCE/GCSE Help make NCS Chinese Electronic teaching and assessing resources for each Form <ul style="list-style-type: none"> 12 Reading 24 Listening 12 Writing 12 Speaking 20 Chinese character writing exercises for F.1 & F.2 5 sets of other teaching materials e.g. flashcards 	<ul style="list-style-type: none"> Sept 14 to Jun 15 	<ul style="list-style-type: none"> Help NCS students in learning and adaptation Rated satisfactory or above in performance 	<ul style="list-style-type: none"> Teachers' feedback Performance evaluation 	<ul style="list-style-type: none"> Janet Yuen 	<ul style="list-style-type: none"> Grant for hiring the posts 	Done

Budget

	Item	Details	Budgeted Exp	Actual Exp
1	Hiring a NCS Assistant Teacher	Est. total working hours: 40x13=520hrs 1) After-school Chinese teaching and learning enhancement classes: 2) Lunch time/ recess time vocabularies memorize and writing 3) Teaching/ Assessment Materials preparing 4) Other programmes and activities for NCS students	\$350,000.00	\$216,229.25
2	Study Tour	Shanghai, ZhongShan, Taiwan	\$105,000.00	\$19,565.00
3	Teaching Materials		\$8,000.00	\$4,534.80
4	E-learning Platform		\$10,000.00	\$0.00
5	E-learning devices maintenance		\$20,000.00	\$0.00
6	Intensive Cantonese Course			\$3,600.00
	Total:		\$493,000.00	\$243,999.50