



LA SALLE COLLEGE

Strategic Plan Report 2010-2016



La Salle College

fides et opera

Strategic Plan Report 2010 – 2016

Preamble

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

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

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

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

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

Vision Statement

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

Mission Statement

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

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

Values

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

Motto

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

Competencies

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

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

Guiding Principles

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

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

Learning Goals

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

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

Curriculum Aims

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

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

Strategic Planning Strands

In this Strategic Plan the College has chosen to use the four Domains of the Education Bureaus Performance Indicator Framework (PIF) plus a fifth, Catholic & Lasallian Character, where Goals for the period 2010 - 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. [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 faiths.
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 [Added 2013/14] 2.9. To design and implement the College IT eLearning Implementation Plan for BYOD and eLearning. [Added 2014/15] 2.10. To design and implement the writing of Unit and lesson plans for shared and reflective practice to improve teaching and learning. [Added 2014/15] 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 2014/15]
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 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: New Government initiative EBC 6/2014] 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 to have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems, and services that meet their current and emerging eLearning and eAdministrative needs. 5.3. To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration. 5.4. To develop a 10 Year Maintenance Plan, a Long Term Maintenance Plan, and an IT Development Plan. 5.5. To develop an Office Administrations Manual, a College Policies Manual, and SMC/IMC Procedures Manual. 5.6. To develop office administration systems, refurbish the administration and employ a Principal's PA. 5.7. To develop a 5-10 Year Personnel Plan. 5.8. To improve communication and develop transparent systems at all levels within the school.

1. Catholic & Lasallian Character

- Goal 1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect
 Goal 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students
 Goal 1.3. To foster the gospel value of service to others and civic responsibilities
 Goal 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active vibrant worshipping community accepting of all 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 as at end of 2015/16
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	1. To have a banner put up in the College at least twice a year with a Lasallian/ Christian message. 2. Develop banners, posters, slogans, Brothers' quotations, Brothers' photos, etc. and catchphrases promoting La Salle as a Lasallian school based on values of honesty and respect. 3. A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.	Pastoral Assistant Pastoral Assistant RS Panel Head	2 x per year As appropriate each year 2011 onwards	Done each year 2010-2016 Not done most years. Done each year 2011-2016
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	1. 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 3.2.2]	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 the future
1.1.3 All teachers are to integrate values into their teaching programmes	1. All teachers are to identify in their Unit Plans the values embedded in each unit taught	All teachers	2012 onwards	Done by some Panels but not all

Goal 1.2

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

Target	Action	Who	When	Reporting as at end of 2015/16
1.2.1 To develop a staff exposure/service programme	1. To develop a staff service programme to the underprivileged community once a year.	Pastoral Assistant	2011 onwards	Many staff are involved in service programmes for functional teams but there is

Target	Action	Who	When	Reporting as at end of 2015/16
				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. At least one Staff Development Day a year be allocated to Lasallian formation. 	Principal Principal & LC	Every Staff Meeting 2011 onwards	Done each meeting 2010-2016 Done each year 2011-2016
1.2.3 To develop Lasallian leadership among staff & students	<ol style="list-style-type: none"> LYM leaders are to participate in Lasallian Leadership training. The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events. To appoint a Lasallian Coordinator (LC) to develop a Lasallian Formation Plan at La Salle College. To develop a Lasallian Formation Plan 2011-2016. 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 each year 2011-2016 Done each year 2011-2016 Coordinator in 2011 but plan not yet developed. Not yet done. Done in 2013, 2014, 2015 Mr Peter Leung – Rome, Phil 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	<ol style="list-style-type: none"> LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year. 	Pastoral Assistant, LYM, LC & CathSoc LC & ExchangeProgTeam	2011 onwards 2011 onwards	Done each year 2011-2016 Done each year 2011-2016 and also 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.	<ol style="list-style-type: none"> To speak about the vocation of Brother and priest at each monthly mass. To pray for vocations at appropriate opportunities. 	LC Pastoral Assistant	2011 onwards 2011 onwards	Done 2011, 2012, 2013, 2014 by Br Jeffrey at each mass Done 2011-2016

Goal 1.3

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
1.3.1				

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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 LSSC in China each summer. In 2015 some students assisted programmes in China and the Philippines
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year 1.3.2 Cont'd	1. Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations e.g. lunchtime garden presentation, RS class speakers. 2. All students are to participate in a service of the poor activity each year including: <ul style="list-style-type: none"> - F1 at home service (RS Panel) - F2 Service Learning Programme (RS Panel) - F3 Service Programme (RS Panel) - F4-F6 Voluntary Service activity 	Pastoral Assistant Pastoral Assistant & RS Panel Head	2011 Onwards 2011 onwards	Assembly talk for Nepal (2015), and LEC Mission Fund 2014,15,16. Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16

Goal 1.4

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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	2011 onwards Sept annually Sept annually Sept annually Sept annually	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16
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 	Pastoral Assistant Pastoral Assistant	Advent & Lent 2011 onwards	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
	<ul style="list-style-type: none"> - 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	2011 annually 2011 2011	Done 2011, 12, 13, ----- Not yet done Not yet done Not yet done Not yet done Done 2011, 12, 013, 14 Not yet done Not yet done Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2014, 15/16
1.4.3 To increase awareness of and promote the Catholic faith among staff and students	1. To screen religious movies at lunch time once every two months for the whole school on the Catholic faith / Saints. 2. To have a one-off session each year compulsory for all new staff and others to introduce the Catholic faith. 3. Develop Catholic symbols and images throughout the College.	CathSoc Principal Principal/PastAsst	Once every two months Sept-2011 onwards Sept-2011	Not yet done Done 2011, 2012, 2013 only Done 2011 only
1.4.4 All staff and students experience good liturgy and the sacraments	1. Mass for all catholic and one Form compulsory the first Wednesday of each month. 2. Students participate in all parts of the mass including Minsters of Eucharist. 3. All catholic boys will have the opportunity to participate in the Sacrament of Reconciliation at least once a year [See 1.4.2 1].	Pastoral Assistant Pastoral Assistant Pastoral Assistant	Monthly Monthly Advent/Lent	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 except Eucharistic Minister Done 2011, 12, 13, 14, 15/16
1.4.5 Non-Catholic faiths are recognized	1. Significant Non-Catholic religious festivals are recognised in some way in the College.	Principal / Pastoral Assistant	Annually	Not yet done

2. Teaching & Learning

- Goal 2.1. To develop students critical and creative thinking skills
- Goal 2.2. To enhance student language proficiency
- Goal 2.3. To foster a self-directed learning culture; a learning to learn culture
- Goal 2.4. To develop the use of data to inform teaching practice
- Goal 2.5. To ensure differentiated learning strategies are used in all classes
- Goal 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies
- Goal 2.7. To develop professional development that is linked to individual improvement plans
- Goal 2.8 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 as at end of 2015/16
2.1.1 All students are able to answer open-ended questions	1. 20-30% of exam questions where applicable are to be designated to open-ended questions. 2. Markers Reports are to include a statement on open ended questions.	Panel Heads Panel Heads	2012 onwards 2012 onwards	Done 2012 13, 14, 15/16 Done 2012, 13, 14, 15/16
2.1.2 All F1-F3 students develop critical creative thinking	1. All F1-F3 students are to maintain a Journal of newspaper cuttings with comments. 2. All F1-F3 students are to have the opportunity and are to be encouraged to participate in a debate at least once a year.	VP Academic / English Panel VP Academic	2011 onwards 2012 onwards	Done 2011, 12, 13, 14 only Done 12, 13, 14, 15/16
2.1.3 Staff to implement higher level thinking strategies in their classes	1. The College to implement professional development workshops on higher order thinking and questioning skills. 2. The College to appoint coaches to assist teachers in their professional development in regards strategies to differentiated learners, and strategies developing critical thinking etc.	Principal Principal	2011 onwards 2013 –	Implicit in writing and IT but not explicitly done Not yet done.
2.1.4 ALL students are encouraged to read the newspaper daily	1. Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service. 2. The News Headlines Boards are promoted. 3. The News Headlines Boards are updated weekly.	VP Academic/ Form Teachers/ Eng Panel Head Eng Panel Head	2011 onwards 2011 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 (Subscription rate: 16% 2013, 10% 2014, 8% 2015) Not done in 2014/15, 15/16 Not done in 2014/15, 15/16

Goal 2.2

To enhance student language proficiency

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
2.2.1 All students comfortable and competent to speak English, Chinese, and Putonghua fluently	1. Develop a Language Policy which is to include an English Language Development Plan, Chinese Language Development Plan, and Putonghua Language Development Plan 2011-2016 identifying programmes and activities to be implemented each year to improve language competency.	VP Academic	2011 onwards	Decided not an issue as the College is governed by EDB 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	1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in English. 4. Engage TSA and HKDSE Reports in Panel Planning. 5. Apply TSA and HKDSE type questions in internal examinations.	English Panel H & SEN English Panel H & SEN English Panel H & SEN English Panel H English Panel H	2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 Not yet done. Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16
2.2.3 100% of students pass Chinese in TSA and HKDSE	1. P6 and LSPS data is used to identify weaker students to form the split class and enhancement class. 2. Split classes use diagnostic test and modified curriculum to catch up and return student to main class. 3. Mid and End year exam data used to track weaker students and modify split/remedial classes in Chinese. 4. Provide monthly practice on Reading, Writing, Listening and Speaking. 5. Engage TSA and HKDSE Reports in Panel Planning. 6. Apply TSA and HKDSE type questions in internal examinations.	Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H & SEN Chinese Panel H Chinese Panel H Chinese Panel H	2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16
2.2.5 To cultivate a Reading habit / environment	1. All students are to be provided a Recommended reading lists at the beginning of the year with a copy available to parents via e-class. 2. SSR to be monitored by VP's and guidelines set re Eng vs. Chin 3. All students to maintain a reading log with a critical reflection after each text. 4. All boys to target reading at least 3 English novels per year.	English Panel H 2 x VP's 2 x VP's 2 x VP's	2011 onwards 2011 onwards 2011 onwards 2011 onwards	Done 2013, 2014 only Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 reading log only. Not yet done

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
	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.	Librarian Librarian	2011 onwards 2011 onwards	Not yet done. Borrowing rate 2013 - 85% (14.8 books/student) Borrowing rate 2014 – 84% (15.2 books/student) Borrowing rate 2014 – 85% (14.5 books/student)

Goal 2.3

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
2.3.1 To develop a self-directed learning culture	1. Develop and implement computer assisted learning (CAL) capability for teachers to use for on-line learning at students own pace, instant feedback, and teacher monitoring. 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 only Done 2011, 12, 13, 14, 15/16
2.3.2 To develop research skills	1. All F1 boys to be taught research skills in F1 library time and in classes including e.g. 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 as at end of 2015/16
2.4.1 To provide teachers with student achievement data	1. Achievement data is gathered, stored, archived, and analysed in a way that is accessible and used to influence teaching and learning by identify which data is to be collected, how it is to be collated and to whom it is to be distributed - LSPS F6 Rank and End of Year Assessment - 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	Principal / VP Academic Principal / VP Academic	2012 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
	year to inform practice and assist in identifying student needs differentiation within each class. [See 4.1.1]			
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 SBA 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 To develop a comprehensive study of markers reports	<ol style="list-style-type: none"> 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 2011, 12, 13, 14, 15/16

Goal 2.5

To ensure differentiated learning strategies are used in all classes

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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. 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 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 In progress in 2014/15, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 In the appraisal since 2012 but little evidence in appraisal or practice.
2.5.2 To Stream Subjects	<ol style="list-style-type: none"> 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. 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 as at end of 2015/16
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 2011, 12, 13, 14, 15/16
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 2011, 12, 13, 14, 15/16

Goal 2.7

To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
2.7.1 To develop a school wide Professional Development Plan 2011-2016	1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.	Principal	2011	Done 2012, 13, 14, 15/16
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff including improved teaching and learning strategies of teaching staff	1. An annual Appraisal process, requirements, and associated documentation formulated.	Principal	2010	Done 2011, 12, 13, 14, 15/16
	2. Appraisal process and documentation to include each staff member keeping from year to year a cumulative portfolio of evidence around identified individual needs and compliance checks in consultation with appraiser.	Principal	2011	Done 2011, 12, 13, 14, 15/16 Done 2013, 14, 15/16 for all non-teaching staff
	3. Appraisal process and documents to include established compliance expectations.	Principal	2011	Done 2011, 12, 13, 14, 15/16
	4. Appraisal process to include self and student evaluations. 5. Appraisal process and documentation clearly communicated to staff.	Principal Principal	2011 2011	Not yet done by teachers. Done 2011, 12, 13, 14, 15/16
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 2011, 12, 13, 14, 15/16 but mentoring not routinized

Goal 2.8

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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, 14, 15/16
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, 14, 15/16
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 2013/14 only
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	Not yet appraised or any new initiatives, just reminders.

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 2015/16
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 3. Decide on teacher device and funding 4. Develop a LMS that integrates Google Docs with eClass 5. Develop school wide protocols and policies on the use of devices by teachers and students 6. Appoint an IT eLearning Implementation Coordinator	Principal & eLIPC Principal & eLIPC Principal & eLIPC ITeLI Coordinator ITeLI Coordinator Principal	2013 2013 2013 2014 2013 2013	Done 2013/14, 14/15,15/16 Done 2013/14, 14/15, 15/16 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	1. Identify the eLearning platform and organize whole staff training 2. Panel Heads appoint an IT Leader in each Year Level of each Course 3. Panel Heads make use of Panel PD to develop and share resources and strategies that use eLearning tools	Principal & eLIPC Panel Head Panel head	2014 2014 2014	Done 2014, 15/16 Done 2014, 15/16 Done 2014 variance between Panels from nil to much

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
phases: adoption, adaption, creation	4. Panel Heads organize visits to other schools and develop network sharing	Panel Head	2014	Done by some not all 2014 only
2.9.3 To modify curriculum planning for incorporation of eLearning	1. Panel Heads appoint a Year Level Leader to coordinate Unit and Lesson plans that incorporate were appropriate eLearning tools.	Panel Head	2014	Done 2014/15, 15/16
2.9.4 To inform and engage stakeholders	1. Design and implement with the PTA and OBA information sharing and education session(s) for parents 2. Provide parent seminars with e.g. HKIEd or EdCity on good digital citizenship enhancing parents understanding of eLearning 3. Provide ongoing PD for staff See 2.9.2	Principal & eLIPC Principal & eLIPC Principal & eLIPC	2013 onwards 2013 onwards	Done 2013, 14, 15/16 Done 2013, 2014 Done 2014, 15/16
2.9.5 To develop the eLearning infrastructure and environment	1. Develop school wide protocols and policies on the use of devices by teachers and students. See 2.9.1 2. Have students bring devices as per the College stipulated specification	ITeLI Coordinator Principal	2014 2015	Done 2014, 15/16 Planning completed 2014. Done 2015/16

Goal 2.10

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
2.10.1 To develop Unit and Lesson Plans	1. Design a standard template that each Panel can modify for the writing of Unit and Lesson Plans 2. Panel Heads to appoint a Year Level Coordinator for each Course taught to coordinate the writing of Unit and Lesson plans 3. Course Year Level Coordinators to coordinate shared and reflective practice in the writing of Unit and Lesson Plans	Principal Panel Heads Year Level Coordinators	2013 2014 onwards 2014 onwards	Done 2013. Implementation 2014/15 and 2015/16 Done 2014 Done 2014

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 2015/16
2.11.1 To design and implement a Chinese Language curriculum for the NCS students based on the CLCSLLF	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.	Principal NCS Chinese Language Coord NCS CLC	2013 2014 2014	Done 2013 Done 2014 Done 2014

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
	<ul style="list-style-type: none"> 3. Set learning targets using the Chinese Language Assessment Tool 4. Employ a TA to develop resources and support NCS student learning 	Principal	2013	Done 2013, 2014, 15/16
2.11.2 To strengthen NCS student support across all subjects	<ul 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, 15/16 Done 2014, 15/16
2.11.3 To inform and engage stakeholders	<ul 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, 15/16 Done 2014, 15/16

3. Student Performance

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

Goal 3.1

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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 2014, 15/16
	2. The College Moral & Civic Education programme to include topics on self-awareness, and respect/tolerance of difference.	VP Pastoral	2011 onwards	Done 2011, 12, 13, 14, 15/16
	3. Provide student recognition including: Good Student Award Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service Certificates of Merit given at Form Assemblies Most Improved Student Awards at Annual Prize-giving	Principal / VP Pastoral VP Academic	2011 onwards	Done 2011, 12, 13, 14, 15/16

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 as at end of 2015/16
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, 12, 13, 14, 15/16
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 2015/16 Not yet done.
	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 as at end of 2015/16
3.3.1. To develop a systematic assessment and monitoring of student support services for student health and well being	1. Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.	Principal / SENCO	2011 onwards	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, 13, 14, 15/16 Not yet done. 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	Not yet done Done 2011, 12, 13, 14, 15/16

Goal 3.4

To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting as at end of 2015/16
3.4.1. To attain a 100% attendance/explained attendance rate	1. Develop a systematic process for checking, tracking and reporting attendance between home and school. 2. Use txt, email, phone, and personal visits to improve attendance and home-school communication.	VP Pastoral VP Pastoral	2011 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 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 as at end of 2015/16
3.5.1 All gifted and talented students are identified and opportunities for enhancement provided.	1 Appoint a Gifted & Talented Coordinator (GTC).	Principal	2011 onwards	Done 2011, 12, 13, 14, 15/16
	2 Implement an assessment tool to identify gifted and talented students.	GTC	2011 onwards	Done 2011, 12, 13, 14, 15/16
	3 Develop a Gifted & Talented Development Plan.	GTC	2011 onwards	Done 2011, 12, 13, 14, 15/16
	4 Develop ILP's for all identified gifted & talented students.	GTC	2011 onwards	Not yet done.

4. Student Support

- Goal 4.1. To identify each individual student's learning needs and develop a comprehensive leaning support plan
- Goal 4.2. To provide 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 as at end of 2015/16
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 2011, 12, 13, 14, 15/16 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 Coordinator (FC) to provide an opportunity for at least one motivational speaker to address the Year Level Assembly each term.	Form Teacher FC	2011 onwards 2011 onwards	Done by some Form teachers 2011, 12, 13, 14, 15/16 Not yet done.
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	2011 onwards 2011 onwards 2011 onwards	Partially done 2013, 14, 15/16 but not systematic. Partially done through SLLS Programmes Done since 2014 but limited suitable programmes

Goal 4.2

To provide life planning education and career guidance assistance for each student during F1 – F6 to identify goals and interests so as to optimize higher education and career choices.

[Edited 2014: EBC 6/2014]

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
4.2.1 To develop a comprehensive F1-F6 Careers Plan	<ol style="list-style-type: none"> 1. Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level. 2. Implement career education programmes in each Form as per the Careers Plan. 3. Revise the Career Education Plan to include life planning education and career guidance assistance that addresses each students needs during F1-F6. 4. Appoint a Careers Assistant to assist with programmes, and to follow-up individual student mentoring as directed by the careers team. 5. Employ/Purchase external resources as needed for life-planning and career guidance needs of students. 	Careers Coordinator (CC) CC CC Principal CC	2011 onwards 2011 onwards 2014 onwards 2014 onwards 204 onwards	Done 2011, 12, 13, 14, 15/16 Done 2012, 13, 14, 15/16 Done 2014 Done 2014 Done 2014, 15/16
4.2.2 To have 80% of students complete a job shadowing experience by the end of F5	<ol style="list-style-type: none"> 1. To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5. 2. To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing. 	CC	2012 onwards	Done 2012, 13, 14, 15/16 Not yet done.
4.2.3 To provide students with a wide breadth of career and tertiary options	<ol style="list-style-type: none"> 1. Implement the career education programme in each Form as per the Careers Plan. [see 4.2.1] 2. Provide careers talks for all students F3 – F6 each year. 3. Engage Old Boys in provision of work experience, practice interviews, and careers talks. 4. Provide F3 with the EDB Work Choice programme for use from F3 to F6. 5. Provide Skill Assessment for all F6 to determine their suitable careers. 6. Develop an onsite Careers/Tertiary Expo every two years. 7. Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions. 	CC CC CC CC CC Principal / CC CC	2012 onwards 2012 onwards 2011 onwards 2011 onwards 2011 onwards 2012, /14, /16 2011 onwards	Done 2012, 13, 14, 15/16 See 4.2.1 Done 2012, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Done 2014, 15/16 Done 2013 only Done 2011, 12, 13, 14, 15/16

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 as at end of 2015/16
4.3.1 To provide exchange opportunities so that at least 50% of boys by the end of F5 have 4.3.1 Cont'd completed an exchange programme	1. To provide school based and to promote government based exchange/tour programmes so that 30% of F1-F3 will have had an opportunity of an international exchange programme by the end of F3.	Exchange Prog Coordinator EPC	2012 onwards	Done 2012, 2013 (19%), 2014 (26.32%), 2015 (25.6%)
	2. To provide school based and to promote government based exchange/tour programmes so that 50% of F5 will have had an opportunity of an international exchange programme by the end of F5.	EPC	2012 onwards	Done 2012, 2013 (30%), 2014 (31.49%), 2015 (35.43%)
	3. Develop a register to record student attendance of exchange programmes conducted by the College or others.	EPC	2011 onwards	Done 2013, 2014, 15/16
	4. 30% of students to have taken part in a 3 rd world exposure by the time they leave school.	EPC	2012 onwards	Done 2013, 2014 (2.27%), 2015 (4.69%)
4.3.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	1. Develop a register to record student attendance at an outdoor education/adventure programme.	ECA Coordinator ECAC	2011 onwards	??
	2. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme.	VP Pastoral	2012 onwards	??
4.3.3 To provide a comprehensive and divers ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation	1. Review ECA programmes annually in light of target/goal. 2. Develop new ECA activities from time to time to meet student needs.	ECAC VP Pastoral	2011 onwards 2012 onwards	Done 2011, 12, 13, 14, 15/16 Done 2012, 13, 14, 15/16

Goal 4.4

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

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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, 12, 13, 14, 15/16
4.4.2				

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
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, 12, 13, 14, 15/16
4.4.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	1. To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. 2. To design and implement professional development workshops on classroom management.	Principal / VP Pastoral Principal / VP Pastoral	2011 onwards 2011 onwards	Done 2011, 12, 13, 14, 15/16 Not yet done.

Goal 4.5

To promote and develop student leadership

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2015/16
4.5.1 40% of students have been office bearers of SA / Clubs / Teams etc. by the end of F6.	1. Co-ordinate the recruitment policies of SA and clubs/teams to avoid overlapping of personnel as office bearers. 2. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.	ECAC VP Pastoral / ECAC	2011 onwards 2011 onwards	Done 2012, 13, 14, 15/16 Done 2012, 2013 (55%), 2014 (55%), 2015 (75%)
4.5.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc.	1. Check registrations to ensure 100% of F1 students have joined at least 3 Clubs/Societies etc. and F2-F4 have joined at least 2 ECA clubs/societies/teams etc.	ECAC	2011 onwards	Done 2011, 12, 13, 14, 15/16
4.5.3 70% of F5 students are to have been leaders at some level in the school	1. VP Pastoral to collect data from F5 to check that at least 70% of F5 have had leadership responsibility in something at some level and direct boys if needed.	VP Pastoral	2011 onwards	Done 2012, 2013 (84%), 2014 (70%), 2015 (81%)
4.5.4 To provide all F4 students with leadership training	1. Organise a leadership seminar for all F4 at the beginning of the year.	VP Pastoral	2012 onwards	Done 2013, 2014, 2015/16

5. Management & Organization

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

Goal 5.1

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

Target	Action / Strategy	Who	When	Reporting as at end of 2015/16
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, 12, 13, 14, 15/16 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. 2. Develop a maintenance programme for the track & fields.	Principal Principal	2011 2011	Not yet complete 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 Principal	2011 onwards 2012 onwards	Not yet in place 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
5.1.3 To provide facilities for effective delivery of the curriculum	1. Implement the 10 Year Maintenance Plan so as to be able to provide good facilities for changing curriculum needs. 2. Develop a specialist Learning Support Centre for SENCO and learning support staff/groups.	Principal Principal	2011 onwards 2011	In progress 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 as at end of 2015/16
5.2.1 To develop and implement an IT Development Plan	1. Develop and implement a 5-10 year IT Development Plan including proposed professional development needs and funding needs.	Principal	2011	Done 2011, 12, 13, 14, 15/16
	2. Audit and update the inventory lists of IT facilities and software.	IT Technician	2011	Done 2013, 2014, 15/16
	3. Upgrade the ICT infrastructure.	Principal	2012	Done 2012
	4. Increase student computer ratio from 1:7 to 1:3.	Principal	2012	1:1 BYOD in 2015/16
	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.	Principal	2012	Done 2011
	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.	IT Panel Head	2011	Done 2012
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as "Information Learning Centres" from 8:00am to 4:30pm.	Principal	2012	Done 2012
	2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	principal	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 as at end of 2015/16
5.3.1 To expand the present Intranet / Internet / Extranet to make more effective use of IT systems and resources	1. Design and implement a document management system for the College Intranet to help design and store relevant forms.	Principal	2012	Partially done via eClass, Goggle Classroom, Drop Box
	2. Review and upgrade the College website. (5.3.3)	Principal	2011	Done 2012
	3. Improve Remote access facilities for staff and students.	Principal	2012	Not yet done.
5.3.2 To develop digital based units of work and	1. All Panel Schemes will incorporate IT based Units of work.	VP Academic	2012	Started 2014; continued 2015/16

Target	Action	Who	When	Reporting as at end of 2015/16
curriculum materials suitable for student use				
5.3.3 To re-develop the College website as part of the College e-portal for both learning and communication	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 continued reviewing various LMS – no decision as yet.

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 as at end of 2015/16
5.4.1 To develop and maintain a 10 and 20 Year College Development Plan; a 10 Year Maintenance Plan; an IT Development Plan; a Cultural Development Plan	1. 10 and 20 Year College Development Plan. (see 5.1.1) 2. 10 Year Maintenance Plan. (see 5.1.2) 3. IT Development Plan. (see 5.2.1) 4. Develop a Performing Arts Development Plan.	Principal Principal Principal Principal	2011 2011 2011 2011	See 5.1.1 See 5.1.2 See 5.2.1 IMC approved the Performing Arts Plan

Goal 5.5

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

Target	Action	Who	When	Reporting as at end of 2015/16
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	Started 2013, completed 2015/16 – JD only not KPI's Done 2011, 12, 13, 14, 15/16 Done 2013, 2014, 15/16
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, 2014,15/16

Goal 5.6

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

Target	Action	Who	When	Reporting as at end of 2015/16
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 as at end of 2015/16
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 Staff Representative to the IMC.	Principal Principal SMC/IMC	2011 2011 2011	JD's competed 2015/16 but no KPI's Not yet done Done 2011, 12, 13, 14, 15/16

Goal 5.8

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

Target	Action	Who	When	Reporting as at end of 2015/16
5.8.1 To develop transparent communication systems	1. Principal to develop a Weekly circular to staff. 2. Principal to develop a daily Announcements bulletin to staff/students. 3. Principal to meet with SA twice a term. 4. Once a term, the Principal to invite from staff & students input via a 'Suggestion Box'. 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.	Principal Principal Principal Principal Panel & teacher	2010 2010 2010 2011 2010	Done 2011, 12, 13, 14, 15/16 Done 2011, 12, 13, 14, 15/16 Not yet done Done 2015/16 via meeting of Class Prefects Not yet done