

Annual School Plan 2015 - 2016



CHAN SUI KI (LA SALLE) COLLEGE

School Vision

The vision of the school is to teach minds, touch hearts and transform lives. The school believes that every student is capable of developing his potential to the full through the Lasallian Spirit of Faith, Zeal and Community.

The spirit of faith: We propose Jesus Christ as “the way, the truth and the life” while respecting other spiritual traditions. We respect each of our students as made in the image and likeness of God.

The spirit of zeal: We are to teach the children with diligence, enthusiasm and dedication. We are to take care of the students both inside and outside the classroom. We are to be role-models, practising what we preach.

The spirit of community: We are to be like older brothers and sisters to our pupils. We are to promote unity and harmony and avoid division and intolerance within our school community. In touching the hearts of our students, we are to behave in a way both firm but kind.

School Mission

The mission of the school is to provide a human and Christian education for the young. The school is committed to forming a community which puts the highest human and Christian values within reach of students so that they can become people with integrity and with an eagerness to serve others.

School Motto

Laus Deo Semper which means Praise be to God always.

School Goals

To achieve our mission, we set for ourselves three specific goals, namely “Learning Community”, “Serving People” and “Acquiring Knowledge”, which in short can be easily memorized by three letters, CSK, the name of our school. Our effort is to form a learning community to help students to acquire knowledge and to nurture among students a strong commitment to serving people.

Our goals are successful when our staff and our students:

- (1) Respect and care for each other.
- (2) Work together in facing changes and challenges.
- (3) Develop a love of learning, life-long and life-wide.
- (4) Develop a sense of responsibility for the good of the local and world community.
- (5) Lead a healthy lifestyle mentally and physically.
- (6) Have a sense of belonging to their school and to the wider Lasallian Family.

Major Concerns (in order of priority)

1. To Enhance Students' Motivation and Learning Atmosphere
2. To Enhance Students' Chinese and English Abilities

Major Concern 1: To Enhance Students' Motivation and Learning Atmosphere

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
1.1 Develop a caring school environment	1.1.1 Enhance teacher-student relationships and relationships among students. <ul style="list-style-type: none"> - make this target a shared vision to staff, parents and students, and appeal for their contribution - assign assistant form teachers to share the pastoral duties with form teachers, taking care of half of the class - arrange S1 Assistant Form Teacher periods after school to help S1 students develop good study habits - help students form study groups with mixed abilities to promote support and caring among them - organise inter-class activities and competitions to promote class spirit 	Warm and supportive relationships are formed with students and among students	Observation Stakeholder survey	Sept, 2015 to June, 2016	Vice Principal (Academic)	Human resources
	1.1.2 Adopt a whole school approach to create a positive class environment <ul style="list-style-type: none"> - set up class rules for junior forms and hold campaigns to promote these rules - ask senior students to set up their own class rules as pledges to create a good learning atmosphere - give positive reinforcements to students e.g. praising students for their good performance - establish and enforce classroom procedures e.g. routine for homework collection, floating class, etc. 	A positive class environment is established	Observation Stakeholder survey Reports of Form Coordinators	Sept, 2015 to June, 2016	Vice Principal (Pastoral)	Financial support

	<p>1.1.3 Encourage functional committees and subject departments to organize activities for staff and students e.g. inter-class debate, slogan design, essay competition, notice board design competition, speech contest, sharing in morning assembly</p>	A caring school environment is developed	Minutes and reports of functional committees and subject departments	Sept, 2015 to May, 2016	Vice Principals	Financial support
<p>1.2 Make students become self-regulated learners</p>	<p>1.2.1 Adjust pedagogy and engage students in class</p> <ul style="list-style-type: none"> - make clear the learning objectives at the beginning and at the end of each lesson - recap what students have learnt at the beginning of each lesson e.g. Q&A, quiz - encourage class participation and group activities - keep high expectations of students - give positive reinforcements in a timely manner e.g. praising students for good performance verbally or in written form - instruct students to prepare for lessons and take initiative 	<p>Teachers are ready to share good practices</p> <p>Students are more self-regulated in learning</p>	Minutes and reports of subject departments and the Academic Division	Sept, 2015 to June, 2016	<p>Panel chairs of subject departments</p> <p>Vice Principal (Academic)</p>	
	<p>1.2.2 Enhance students' career and life planning skills</p> <ul style="list-style-type: none"> - help students set goals for academic achievements and develop career aspirations, promoting the notion of life planning - arrange programmes to prepare students with the qualities and mindset for pursuing and achieving their goals - invite Old Boys to share their experiences in making their studies/ career a success - hold talks on career and life planning for parents and students 	Students set their goals and make progress in achieving them	Minutes and reports of the Career Counselling Section	Sept, 2015 to June, 2016	Career Mistress	Career & Life Planning Grant

	<p>1.2.3 Organise talks and workshops to help students realise the importance of intrinsic motivation, taking initiative and being inquisitive, and how to become a self-regulated learner</p>	Students find the talks and workshops useful	<p>Questionnaire</p> <p>Minutes and reports of the Academic Division</p>	Sept, 2015 to April, 2016	Vice Principal (Academic)	Financial support
	<p>1.2.4 Help students reflect on themselves, improving their studies</p> <ul style="list-style-type: none"> - instruct students to reflect on their academic performance after each uniform test or examination, and to improve their learning strategies - help students build confidence, believing themselves 	Students reflect on their performance in test/exam	Reflection record forms		Vice Principal (Academic)	
	<p>1.2.5 Enhance students' study skills and competence</p> <ul style="list-style-type: none"> - instruct students to prepare for lesson, develop note jotting skills and skills in associate new concepts and ideas with prior ones - hold workshops on study skills and examination skills for students 	Students demonstrate skills and competence in self-regulated learning	<p>Observation</p> <p>Minutes and reports of the Academic Division</p>	Sept, 2015 to June, 2016	Vice Principal (Academic)	Financial support
<p>1.3 Differentiate curriculum to cater for learner diversity</p>	<p>1.3.1 Arrange streaming of students and split classes to enable small class teaching, catering for learner diversity</p> <ul style="list-style-type: none"> - arrange split classes for S1 English Language, elite classes and remedial classes for junior core subjects - arrange split classes for senior English Language and Liberal Studies 	Streaming and split classes are arranged	Minutes and reports of subject departments and the Academic Division	Sept, 2015 to June, 2016	Vice Principal (Academic)	Human resources

	<p>1.3.2 Review and refine the curriculum, teaching strategies, assignments and assessments to cater for learner diversity</p> <ul style="list-style-type: none"> - define core syllabus for all students and extended one for more capable students - set assignments of different levels of difficulty - set test/exam papers with a mix of basic and challenging tasks - allot an extra 5% for more challenging tasks (value-added questions) in S1-S3 test/exam papers 	<p>Curriculum is differentiated to cater for learner diversity</p> <p>Students of different abilities show improvement in academic performance</p>	<p>Minutes and reports of subject departments</p> <p>Evaluation of test/exam results</p>	<p>Sept, 2015 to June, 2016</p>	<p>Panel chairs of subject departments</p>	
	<p>1.3.3 Enhance curriculum leadership and encourage professional sharing</p> <ul style="list-style-type: none"> - encourage teachers to attend relevant courses, workshops and seminars, and arrange sharing of good practices among teachers - practice collaborative lesson planning 	<p>Teachers are ready to share good practices and take part in collaborative lesson planning</p>	<p>Minutes and reports of subject departments</p>	<p>Sept, 2015 to June, 2016</p>	<p>Panel chairs of subject departments Vice Principal (Academic)</p>	
	<p>1.3.4 Arrange pull-out programmes for high achievers, low achievers and students in need</p> <ul style="list-style-type: none"> - arrange subject-based pull-out programmes for high achievers and low achievers - hold workshops on learning skills for S3-S5 high achievers - hold gifted programmes for high achievers - arrange after-school support programmes for students who are academically at risk and economically disadvantaged - provide a Chinese support programme for non-Chinese speaking students - hire a student counselor and a teacher assistant to support the learning of students with special educational needs 	<p>Students find the pull-out or support programmes useful and show improvement in academic performance</p>	<p>Minutes and reports of subject departments and the Guidance and Counselling Section</p>	<p>Sept, 2015 to June, 2016</p>	<p>Panel chairs of subject departments Vice Principal (Academic)</p>	<p>Financial support Learning Support Grant</p>

	<p>1.3.5 Arrange an after-school study class for low achievers and students in need</p> <ul style="list-style-type: none"> - request low achievers to attend the After-school Study Class - encourage students in need to attend the After-school Study Class and seek help from teachers-in-charge 	Students find the After-school Study Class useful and show improvement in academic performance	Reports of the Pastoral Division	Sept, 2015 to June, 2016	Vice Principal (Pastoral)	Human resources
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Major Concern 2: To Enhance Students' Chinese and English Abilities

Targets	Strategies	Success Criteria	Methods of Evaluation		People in charge	Resources required
2.1 Refine curriculum and pedagogy to enhance students' language abilities	2.1.1 Review and refine the curriculum, teaching strategies, assignments and assessments of Chinese Language to enhance students' abilities <ul style="list-style-type: none"> - enhance junior students' skills in Chinese reading, writing, listening and speaking - make senior students understand the knowledge and skill requirements for different Chinese Language papers, and enhance students' knowledge and skills accordingly 	Students show improvement in Chinese Language	Minutes and reports of Chinese Department Evaluation of tests/ exams	Sept, 2015 to June, 2016	Panel chair of Chinese Department	Financial support
	2.1.2 Review and refine the curriculum, teaching strategies, assignments and assessments of English Language to enhance students' abilities <ul style="list-style-type: none"> - enhance the spelling skills and comprehension skills of S1 students - enrich the vocabulary knowledge of S1 students - consolidate S1 students' knowledge of phonics and engage them more in using the language for communication in authentic situations - grade, tailor and trim textbook and other teaching materials in line with the streaming and split class arrangement to cater for learner diversity - adopt a task-based/ theme-based approach, emphasizing on the use of authentic materials and contextualized teaching 	Students show improvement in English Language	Minutes and reports of English Department Evaluation of tests/ exams	Sept, 2015 to June, 2016	Panel chair of English Department	Financial support

	<p>2.1.3 Adopt an LAC approach to improve students' language proficiency and understanding of subject content</p> <ul style="list-style-type: none"> - enforce using English as the medium of instruction in content subjects - address students' needs in using English to acquire the subject knowledge e.g. subject specific vocabulary, subject specific word formation, form of expression, specific text types, etc. 	<p>MOI policy is well observed</p> <p>Students show improvement in learning content subjects in English</p>	<p>Minutes and reports of subject departments</p> <p>Evaluation of tests/ exams</p>	<p>Sept, 2015 to June, 2016</p>	<p>Panel chairs of subject departments</p> <p>Chair of LAC Committee</p> <p>Vice Principal (Academic)</p>	
<p>2.2 Provide more opportunities for students improve Chinese and English</p>	<p>2.2.1 Encourage students to participate in language related activities and competitions</p> <ul style="list-style-type: none"> - hold Speak English Week and Chinese Cultural Week to develop students' interest in languages and promote language proficiency - arrange sharing session in the morning assembly - broadcast English and Chinese programs during lunch time or after school - encourage students to make use of internet and TV programmes to learn Chinese and English e.g. learning English through the BBC on-line learning resources - encourage students to take part in inter-school and inter-class competitions e.g. debate, speech festival, writing contest, etc. 	<p>Students actively participate in language related activities and competitions</p>	<p>Minutes and reports of Chinese and English departments</p>	<p>Sept, 2015 to April, 2016</p>	<p>Panel chairs of Chinese and English departments</p> <p>Vice Principal (Academic)</p>	<p>Financial support</p>

<p>2.3 Develop students' reading habits</p>	<p>2.3.1 Promote reading and cultivate a love of reading in students</p> <ul style="list-style-type: none"> - implement DEAR (drop everything and read) period after handling classroom routine in the form teacher period - implement reading scheme with specific requirements in junior forms - arrange book sharing in the morning assembly - hold reading activities and programmes for students - organise book fair in school - broadcast reading promotion programmes during lunch time 	<p>A reading culture is fostered in school</p>	<p>Observation Minutes and reports of Reading Promotion Committee and Library</p>	<p>Sept, 2015 to June, 2016</p>	<p>Chair of Reading Promotion Committee Teacher librarian</p>	<p>Financial support</p>
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Appendix: School Development Plan 2015/16 – 2017/18

Major concern 1

To enhance students' motivation and learning atmosphere

Targets	Time Scale			A General Outline of Strategies
	2015/16	2016/17	2017/18	
1.1 A caring school environment is developed	✓	✓	✓	<ol style="list-style-type: none"> 1. Enhance teacher-student relationships and relationships among students 2. Adopt a whole school approach to create a positive class environment 3. Encourage functional committees and subject departments to organize activities for staff and students
1.2 Students are motivated to become self-regulated learners	✓	✓	✓	<ol style="list-style-type: none"> 1. Adjust pedagogy and engage students in class 2. Enhance students' career and life planning skills 3. Organise talks and workshops to help students realise the importance of intrinsic motivation 4. Help students reflect on themselves, improving their studies 5. Enhance students' study skills and competence
1.3 Curriculum differentiation is implemented to cater for learner diversity	✓	✓	✓	<ol style="list-style-type: none"> 1. Arrange streaming of students and split classes to enable small class teaching, catering for learner diversity 2. Review and refine the curriculum, teaching strategies, assignments and assessments to cater for learner diversity 3. Enhance curriculum leadership and encourage professional sharing 4. Arrange pull-out programmes for high achievers, low achievers and students in need 5. Arrange an after-school study class for low achievers and students in need

Major concern 2

To enhance students' Chinese and English abilities

Targets	Time Scale			A General Outline of Strategies
	2015/16	2016/17	2017/18	
2.1 Curriculum and pedagogy are adjusted to enhance students' language abilities	✓	✓	✓	<ol style="list-style-type: none"> 1. Review and refine the curriculum, teaching strategies, assignments and assessments of Chinese Language to enhance students' abilities 2. Review and refine the curriculum, teaching strategies, assignments and assessments of English Language to enhance students' abilities 3. Adopt an LAC approach to improve students' language proficiency and understanding of subject content
2.2 Students are given more opportunities to improve Chinese and English	✓	✓	✓	<ol style="list-style-type: none"> 1. Encourage students to participate in language related activities and competitions
2.3 Students develop good reading habits	✓	✓	✓	<ol style="list-style-type: none"> 1. Promote reading and cultivate a love of reading in students