



St. Joseph's College

**Annual School Plan
2015/2016**

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Contents

| | Page |
|---|-------------|
| I. School Vision & Mission | 1 |
| II. Major Concerns (in order of priority) | |
| 1. Empower Teachers through Enriching Professional Development | 3 |
| 2. Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity on pursuing their life goals and enhancing their life-long developments | 5 |
| 3. Empower Learning and teaching via Information TEchnology | 11 |
| III. Diversity Learning Grant - 3-year Plan | 14 |

School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's College is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

School Goals

SJC will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

St. Joseph's College is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:

Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.

Major Concern 1: Empower Teachers through Enriching Professional Development

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|--|--|---|--|--|---|---|
| 1. To nurture professional leadership of middle managers | <p>1.1 Further equip the middle managers to meet challenges of educational needs such as deployment of staff, development of school development plan, etc.</p> <p>1.2 Conduct in-house training to further enhance the administrative skills of aspiring middle managers.</p> <p>1.3 Encourage aspiring middle managers such as new panel heads and form coordinators to attend workshops and seminars organized by external professional bodies such as EDB, HK Policy Research Institute Limited, etc.</p> <p>1.4 Enhance the staff appraisal system for performance evaluation and staff professional development.</p> <p>1.5 Review and refine the “learning and teaching” related documents to facilitate middle managers in carrying their duties.</p> | <ul style="list-style-type: none"> Principal and Vice Principals have at least one sharing with middle managers Schemes of work are properly reviewed by form coordinators Over 60% of the aspiring middle managers agree that the training programmes help them to enhance their leadership Over 60% of the aspiring middle managers attend at least one management workshop or seminar Over 60% of the teachers are satisfied with the new staff appraisal system and staff appraisal form Over 60% of the teachers agree that the revised homework and test inspection policy can help to improve the quality of learning and teaching | <ul style="list-style-type: none"> Minutes Feedbacks from middle managers aspiring middle managers and teachers CPD | <ul style="list-style-type: none"> Sept 2015 – Aug 2016 Sept 2015 – Aug 2016 Sept 2015 – Aug 2016 Sept 2015 – Aug 2016 Sept 2015 – Aug 2016 | <ul style="list-style-type: none"> Administrators Panel heads Staff development team | <ul style="list-style-type: none"> Manpower Time Forms and related documents |
| 2. To enhance new teachers’ teaching strategies and classroom management skills for better learning outcomes | <p>2.1 Conduct experience sharing of classroom management for new teachers.</p> <p>2.2 Arrange lesson observation of experienced teachers by panel heads for new teachers to enhance their teaching strategies and classroom management skills.</p> | <ul style="list-style-type: none"> At least one sharing is conducted each term Over 60% of the new teachers agree that the sharing gives them some insight and ideas for classroom management Friendly visits to new teachers’ lessons by form coordinators/ panel heads in the first two | <ul style="list-style-type: none"> Feedback from new teachers CPD Minutes | <ul style="list-style-type: none"> Sept 2015 – Aug 2016 Sept 2015 – Aug 2016 Sept 2015 – | <ul style="list-style-type: none"> Experienced teachers Panel heads Staff development team | <ul style="list-style-type: none"> Manpower Time Forms |

| | | | | | | |
|--|--|---|---|--|--|--|
| | <p>2.3 Revise lesson observation form to identify areas where new teachers experience difficulties and need additional support.</p> <p>2.4 Strengthen the buddy program for new teachers.</p> | <p>months</p> <ul style="list-style-type: none"> • Over 60% of the new teachers find feedback from observers conducive to their own teaching reflections • Over 60% of the new teachers feel supported in their first year in SJC | | <p>Aug 2016</p> <ul style="list-style-type: none"> • Sept 2015 – Aug 2016 | | |
| <p>3. To empower teachers through professional development to execute major concerns 2 & 3</p> | <p>3.1 Provide training for teachers in collaboration with the Careers and Life Planning Team to give quality career guidance for students.</p> <p>3.2 Provide training for teachers in collaboration with the IT Team to help teachers integrate modern information technology in teaching.</p> | <ul style="list-style-type: none"> • Over 60% of the teachers agree that their teaching strategies are enhanced • At least one CLP seminar is conducted on a Staff Development Day • Over 80% of the teachers receive at least 6 hours of training in career and life planning • Over 80% of the teachers receive training in the use of information technology | <ul style="list-style-type: none"> • Feedback from teachers • CPD | <ul style="list-style-type: none"> • Sept 2015 – Aug 2016 • Sept 2015 – Aug 2016 • Sept 2015 – Aug 2016 | <ul style="list-style-type: none"> • All teachers • Staff Development Team • CLP Team • IT Team or E-learning Team | <ul style="list-style-type: none"> • Manpower • Time • Course providers |

Major Concern 2: Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---|---|---|---|---|---|--|
| 1 To develop a comprehensive and systemic Career and Life Planning Education framework and policy | <p>1.1 Set up a Career and Life Planning Committee (with members from careers guidance, counseling, MCE, discipline teams, representatives of OBA, PTA, and other related parties) responsible for the overall career and life planning issues.</p> <p>1.2 Identify the needs of students and the school's focus and review and formulate the Career and Life Planning policy.</p> <p>1.3 Review the school curriculum to ensure that CLP elements are adequately incorporated.</p> | <ul style="list-style-type: none"> ● The Career and Life Planning Committee is well-developed with the roles and responsibilities of all functional teams clearly defined ● Career and Life Planning policy is well-formulated ● All subject panels are motivated and start to integrate CLP elements into the curriculum ● CLP elements are integrated into 14 subjects (2/3 of all 20 subjects) ● Positive feedback from 60% students (e.g. agree that CLP elements are incorporated in subjects) ● Positive feedback from 60% teachers (e.g. agree that CLP elements are incorporated in subjects) | <ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from form teachers ● Review of documents of Student Support Scheme ● Review of meeting documents | <ul style="list-style-type: none"> ● Sept. – Oct. 2015 ● Sept. – Oct. 2015 ● Sept. 2015 – May 2016 | <ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● Survey team ● Subject panels ● School-based Team of CLAP Project sponsored by the HK Jockey Club | <ul style="list-style-type: none"> ● CLP Grant ● Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from the Career and Life Adventure Planning (CLAP) for Youth Project |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---|---|---|--|--|--|--|
| <p>2 To assist students to make wise and informed career decisions with reference to their interests, abilities and orientations.</p> | <p>2.1 Enrich the content and expand the scope of CLP-related services and activities by adopting the whole school approach, thereby broaden students' horizons and enhance their skills and awareness of CLP.</p> <p>2.1.1 Cooperate with the Counseling Team in "Goal Setting Project" for S.3 students with low motivation in learning and career-pursuit to enable them to have a clear mind in setting goals, choosing subjects and formulating their career paths in the future.</p> <p>2.1.2 Cooperate with the Counseling Team to provide workshops and talks for students on related themes (e.g. emotional management skill, stress management, study skills, etc.)</p> <p>2.1.3 A CLP Talks (cooperated with HK Jockey Club CLAP Project) for students of all levels to raise students' awareness of career planning.</p> <p>2.1.4 Set up the "Student Career Guidance Team" by students. Students experience the process of programme planning and organizing.</p> <p>2.1.5 "Careers Month / Highlight", a whole-school campaign to raise students' awareness and boost their understanding in CLP through different kinds of activities related to CLP, e.g. talks, exhibition, inter-class competitions, etc.</p> | <ul style="list-style-type: none"> ● Positive feedback from 60% students (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from teachers, counselor, and school website, etc.) ● Positive feedback from 60% teachers (e.g. agree that it is easy to access career information and related assistance from the school) ● Positive feedback from 60% parents (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from school etc.) ● 100% teachers attend workshops related to CLP ● Over 60% of teachers finish fundamental professional training on CLP provided by the CLAP Project sponsored by HK Jockey Club | <ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from parents ● APASO | <ul style="list-style-type: none"> ● Sept. 2015– Jul. 2016 ● Sept. 2015– Jul. 2016 ● Sept. 2015 – Jul. 2016 ● Sept. 2015 ● Oct. – Nov. 2015 | <ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● Counseling Team members ● MCE Team members ● Form teachers ● IT technicians ● School-based Team of CLAP Project sponsored by the HK Jockey Club | <ul style="list-style-type: none"> ● CLP Grant ● Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from the Career and Life Adventure Planning (CLAP) for Youth Project |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---------|---|------------------|-----------------------|--|--------------------|--------------------|
| | <p>2.2 Devise school curriculum and activities/programmes to cultivate and enhance students' awareness of proper work attitude, values and ethics.</p> <p>2.2.1 Cooperate with the MCE Team to organize MCE lessons, talks and activities for S.1 - 6 students on related topics (e.g. Responsibility, Aspiration, Perseverance, humbleness, respect, career exploration, etc.)</p> <p>2.3 Provide students and parents with sufficient information of CLP (e.g. setting up a data bank for students to obtain relevant information).</p> <p>2.3.1 Cooperate with professionals of the CLAP Project sponsored by the HK Jockey Club to introduce a data bank or E-platform in which students and parents can find useful information related to CLP</p> <p>2.3.2 Overseas Studies Talk for students and parents</p> <p>2.3.3 University Visit Booklets are issued for S.5 students who are encouraged to visit local universities during open days</p> <p>2.3.4 JUPAS Talks for S.6 students on relevant topics (e.g. discussing the arrangements for applications to universities under the NSS curriculum, sharing on different JUPAS programmes in local universities, interview skills,</p> | | | <ul style="list-style-type: none"> ● Sept. 2015 – May 2016 ● Sept. 2015– Aug. 2016 ● Sept. 2015 ● Sept. 2015 ● Sept. 2015 – Jul. 2016 | | |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---------|---|------------------|-----------------------|--|--------------------|--------------------|
| | <p>latest information on degree and sub-degree programmes of various institutes in HK, etc.)</p> <p>2.3.5 S.5 - JUPAS Talk, introducing students about JUPAS programmes</p> <p>2.3.6 S.3 NSS Talk I for students and parents, assisting them to choose elective subjects offered by the school</p> <p>2.3.7 S.3 NSS Talk II on S.4 streaming</p> <p>2.4 Assist student on their individual career planning by adopting a holistic approach.</p> <p>2.4.1 Career Counseling Service (individual & group) assisting students to make wise career choices and make individual career plan</p> <p>2.4.2 Cooperate with the HK Jockey Club CLAP Project and related parties to organize CLP programmes/services for students with special needs (e.g. SEN, gifted, NCS students, etc.)</p> <p>2.4.3 Set up a Career and Life Planning Room (for career counseling service)</p> <p>2.4.4 Books or journals related to CLP be purchased for students to borrow in library and in the CLP Room</p> <p>2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills</p> | | | <ul style="list-style-type: none"> ● May 2016 ● Nov. 2015 ● Jul. 2016 ● Sept. 2015–Aug. 2016 ● Sept. 2015–Aug. 2016 ● Sept. 2015–Aug. 2016 ● Sept. 2015–Aug. 2016 ● Sept. 2015–Aug. 2016 | | |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---|---|---|---|--|---|--|
| | and knowledge. | | | | | |
| 3 To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development. | <p>3.1 Strengthen the collaboration with parents through different means to solicit family support on students of CLP.</p> <p>3.1.1 Sharing sessions for parents giving feedback to the school.</p> <p>3.1.2 Parents' talks/workshops on assisting students to make wise career choices.</p> <p>3.2 Foster the cooperation with alumni through various means in order to secure and expand the network of students for their future career.</p> <p>3.2.1 Mentorship Programme co-organized with SJCOBA and/or business partners recommended by the CLAP Project</p> <p>3.2.2 Invite old boys to share their experience and career path with students (talks/workshops/fair day)</p> <p>3.3 Encourage students to participate in career exploration and exposure programmes organized by the school and external organizations to gain first-hand experience, as well as to develop their career aspirations.</p> <p>3.3.1 "Career Live" programme for S.5 students to experience different kinds of jobs.</p> <p>3.3.2 "SJC Tour" (Service-Learning) Programme, cooperating with various parties (e.g. SU, discipline team, etc.) and</p> | <ul style="list-style-type: none"> ● Collaboration and relationship with parents, alumni and organizations in the community are strengthened ● Positive feedback from 60% students (e.g. agree that the joint programmes motivate them to plan their future career) ● Positive feedback from 60% parents (e.g. agree that they will support and assist their sons to make wise career choices) ● Positive feedback from 60% mentors (old boys) (e.g. agree that students are willing to learn and experience) | <ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from students and parents ● Feedback from SJCOBA ● APASO | <ul style="list-style-type: none"> ● Oct. – Dec. 2015 ● Mar. – Apr. 2016 ● Oct. 2015 – Aug. 2016 ● Oct. 2015 – Apr. 2016 ● Nov. 2015 ● Sept. 2015– Jul. 2016 | <ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● TIC of OLE and Service-Learning ● SJCOBA ● School-based Team of CLAP Project sponsored by the HK Jockey Club | <ul style="list-style-type: none"> ● CLP Grant ● Resources and support from stakeholders, e.g. parents (PTA), old boys (OBA) ● Support from external organizations, e.g. Education Bureau, experts from the Career and Life Adventure Planning (CLAP) for Youth Project, St. James' Settlement Club |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---------|---|------------------|-----------------------|------------|--------------------|--------------------|
| | recruiting students to be ambassadors (tour guides) and helpers. After training, students organize tours in SJC for outsiders in the community. | | | | | |

Major Concern 3: Empower Learning and teaching via Information TEchnology

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---|---|---|--|---|--|--|
| 1. To build an efficient e-learning environment in the school | 1.1 Upgrade the existing school server and wired network to accommodate the Wi-Fi network and mobile devices for e-learning and e-communication purposes. | <ul style="list-style-type: none"> The school server and Wi-Fi network can accommodate e-learning and e-communication efficiently | <ul style="list-style-type: none"> Feedback from teachers and students by questionnaire | <ul style="list-style-type: none"> July – Dec, 2015 | <ul style="list-style-type: none"> Mr. KK Ip and I.T. team | <ul style="list-style-type: none"> Fund of school and Wi-Fi 900 |
| | 1.2 Extend the Wi-Fi network to cover the whole school for mobile learning. | <ul style="list-style-type: none"> The Wi-Fi network can cover the whole school for mobile learning | <ul style="list-style-type: none"> Feedback from teachers and students by questionnaire | <ul style="list-style-type: none"> July – Dec, 2015 | <ul style="list-style-type: none"> Mr. KK Ip and I.T. team | <ul style="list-style-type: none"> Fund of school and Wi-Fi 900 |
| | 1.3 Create and maintain warm and effective classroom settings for teachers and students to promote interactive mobile learning. | <ul style="list-style-type: none"> At least 60% of members of pilot teams are satisfied | <ul style="list-style-type: none"> Feedback from teachers and students by questionnaire | <ul style="list-style-type: none"> July – Dec, 2015 | <ul style="list-style-type: none"> Mr. KK Ip and I.T. team | <ul style="list-style-type: none"> Fund of school and Wi-Fi 900 |
| | 1.4 Ensure students and teachers have enough tools and devices for use in e-learning and m-learning. | <ul style="list-style-type: none"> Teachers and students can use tools and devices for e-learning and m-learning freely | <ul style="list-style-type: none"> Feedback from teachers and students by questionnaire | <ul style="list-style-type: none"> Sept. 2015– Aug. 2016 | <ul style="list-style-type: none"> Mr. KK Ip and I.T. team | <ul style="list-style-type: none"> Fund of school and Wi-Fi 900 |
| | 1.5 Provide sufficient technical support to maintain the network and support for e-learning and e-communication. | <ul style="list-style-type: none"> Not more than 5 technical problems in a year | <ul style="list-style-type: none"> Report from teachers | <ul style="list-style-type: none"> Sept. 2015– Aug. 2016 | <ul style="list-style-type: none"> Mr. KK Ip and I.T. team | <ul style="list-style-type: none"> Fund of school and Wi-Fi 900 |
| | 1.6 Digitize learning materials and use a suitable Learning Management System (LMS) to record students' academic performance and evaluate students' progress. | <ul style="list-style-type: none"> An LMS is chosen. Each department holds at least one learning activity through LMS in each academic year | <ul style="list-style-type: none"> Relevant records in LMS | <ul style="list-style-type: none"> Sept. 2015– Aug. 2016 | <ul style="list-style-type: none"> Mr. KK Ip and Mr. KB Ching | <ul style="list-style-type: none"> LMS (proposed to be iclass) |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|--|--|---|--|--|--|--|
| 2. To enhance teachers' competence in adopting e-learning for teaching | <p>2.1 Provide training for teachers and ensure them to take active part in professional development. e.g. using LMS.</p> <p>2.2 Encourage teachers to attend IT workshops, e.g. those held by EDB.</p> <p>2.3 Set up an "e-Learning Pilot Team" in each subject department to ensure the successful migration to e-learning in school.</p> <p>2.4 Encourage teachers to adopt resources and pedagogies relevant to e-learning in their teaching activities.</p> <p>2.5 Evaluate the effectiveness of adoption of e-learning in learning and teaching regularly.</p> | <ul style="list-style-type: none"> Pilot teachers have at least 8 hours of training, other teachers have at least 3 hours of training On average, every teacher enrolls in at least one IT course / seminar per academic year Pilot team member list ready and sent to Mr. KB Ching Over 60% of teachers adopt e-learning in their teaching activities Satisfaction rates of teachers (members of pilot teams) no lower than 60% | <ul style="list-style-type: none"> Check record of training Checking of CPD records Reports from each subject department Questionnaire Feedback from teachers (Questionnaire / Department meeting evaluation) | <ul style="list-style-type: none"> Sept. 2015–Aug. 2016 Sept. 2015–Aug. 2016 From Aug-Sept 2015 (after 1st departmental meeting) Sept. 2015–Aug. 2016 Sept. 2015–Aug. 2016 | <ul style="list-style-type: none"> Mr. KK Ip and Mr. KB Ching Mr. KK Ip and Mr. KB Ching Panel Heads Mr. KB Ching Mr. KK Ip Mr. KB Ching Mr. KK Ip Panel Heads | <ul style="list-style-type: none"> EDB, I.T. team Supplier of LMS EDB |
| 3. To enhance students' skills and competence in e-learning | <p>3.1 Revise the Computer Literacy curriculum (S1-3) to promote e-learning skills by enhancing students' ability to use mobile devices and learning tools such as the LMS.</p> <p>3.2 Encourage students to be independent learners (e.g. students can self-learn through strategies like flipped classroom).</p> | <ul style="list-style-type: none"> S1-3 students can submit assignments / participate in learning activities through LMS. All pilot team members are satisfied with students' ability in using LMS 60% of students show improvement in ability for independent learning and thinking | <ul style="list-style-type: none"> Questionnaire Questionnaire | <ul style="list-style-type: none"> July-Sep 2015 Sept. 2015–Aug. 2016 | <ul style="list-style-type: none"> Mr. CK Tse All teachers | <ul style="list-style-type: none"> Publishers' materials |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People responsible | Resources required |
|---|---|--|---|--|---|---|
| | 3.3 Promote and encourage ethical online behaviours and digital citizenship with young people. | <ul style="list-style-type: none"> One seminar / talk on ethical use of Internet online citizenship) organized for S1 and S4 per academic year | <ul style="list-style-type: none"> Questionnaire | <ul style="list-style-type: none"> Sept. 2015–Aug. 2016 | <ul style="list-style-type: none"> Mr. Tony Chan (TIC of MCE) | <ul style="list-style-type: none"> Relevant NGOs |
| 4. To enhance learning and teaching with information technology | <p>4.1 Encourage all subjects to build and share e-learning resources for teachers' adoption especially in classroom learning and teaching activities.</p> <p>4.2 Promote the use of information technology for learning, researching and communication through assignments and activities of various kinds (e.g. activities involving webpage, video clips, etc.).</p> <p>4.3 Extend learning and teaching beyond classrooms with mobile technology (to be piloted by Mathematics Department).</p> | <ul style="list-style-type: none"> For each subject department, at least 5 sets of e-learning resources for teachers' adoption especially in classroom learning and teaching activities can be found in S-Drive At least one learning task which requires integration of different learning tools designed and used per academic year (subject to the needs and situations of each department) and uploaded to S Drive Learning activities are planned and conducted outside classrooms with the use of mobile technology – at least once per academic year | <ul style="list-style-type: none"> Check annual report Reports by subject departments / lesson observation reports Reports by subject departments / lesson observation reports | <ul style="list-style-type: none"> Sept. 2015–Aug. 2016 Sept. 2015–Aug. 2016 Sept. 2015–Aug. 2016 | <ul style="list-style-type: none"> Panel Heads Panel Heads Mr. KB Ching (Math. Panel) and Math. teachers | <ul style="list-style-type: none"> Publishers' materials, teachers YouTube Publishers' materials |

Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2015/16 to 2017/18 cohort of senior secondary students

| DLG funded Programme (s) | Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for) | Name of programme(s) / course(s) and provider(s) | Duration of the Programme / course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|--------------------------|--|---|------------------------------------|--|--|-----------|-----------|--|--------------------------------|
| | | | | | 2015/2016 | 2016/2017 | 2017/2018 | | |
| Other Languages | To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education | French | 3 years | Students who have taken French in junior forms | 0 | 0 | 0 | Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher |
| Other Programmes | To provide gifted programmes to help gifted students to develop their talents | Programmes in humanities, mathematics, science and leadership | 2 years | S4-S5 Elite students | 40 | 40 | 0 | Evaluation by course providers | Mr. Szeto Godwin, Mr. Ching KB |
| | Enhance students' debating skills and public speaking skills | Intensive training course for aspiring debates | 2 years | S4-S5 Elite students in the debating team | 20 | 20 | 0 | Students will improve their skills in debating and public speaking | Ms. Wong YF Ms. Lai Julia, |