



# **St. Joseph's College**

**Annual School Plan  
2014/2015**

# St. Joseph's College

## Annual School Plan 2014/2015

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## **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: Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People responsible</b>	<b>Resources required</b>
1. Developing a management and organisation system for coordinating health matters	<p>1.1 Further develop the Healthy School Committee (with members from Counselling Team, Discipline Board, MCE Team, PTA, Careers Team, SEN, OLE and Old Boys) responsible for the overall health issues within the school. Besides the medical consultant, a legal advisor will be invited to serve on the committee.</p> <p>1.2 Refine the school-based healthy school policy (by identifying the needs of students and school's focus)</p> <p>1.3 Refine the referral system and procedures for identifying and handling needy students</p>	<ul style="list-style-type: none"> <li>The Healthy School Committee is well developed with the roles and responsibilities of all functional teams are clearly defined</li> <li>Healthy school policy is well formulated</li> <li>Check lists for identification of needy students successfully reviewed</li> <li>Plan for provision of follow-up support to the needy students is well developed</li> <li>Cooperation and collaboration among different pastoral care teams is strengthened</li> <li>Positive feedback from 60% teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Feedback from parents</li> <li>Review of meeting documents</li> <li>Stakeholders' Survey</li> </ul>	<ul style="list-style-type: none"> <li>Sept- Oct 2014</li> <li>Sept- Oct 2014</li> <li>Sept 2014</li> </ul>	<ul style="list-style-type: none"> <li>Healthy School Committee members</li> <li>Survey Team</li> </ul>	<ul style="list-style-type: none"> <li>Support from external organisations such as: Department of Health, Hong Kong Family Welfare Society, Old Boys</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>2. Fostering a healthy school environment to promote and maintain the physical and psychological well-being of students</p>	<p>2.1 Provide a healthy school environment for students (promoting a clean and inviting school campus, improving the school facilities such as the washrooms, implementing environment protection projects)</p> <p>(a) Expand the ‘Clean School Campaign’ and refine the reward and punishment system.</p> <p>(b) Collect students’ opinion regarding how to improve school environment</p> <p>(c) Help students establish healthy eating habits.</p> <p>(d) Recommend books and other information concerning personal health to students</p> <p>2.2 Encourage students to actively participate in students’ health service provided by the Health Department to ensure the physical and mental well-being of students</p> <p>2.3 Adopt a whole school approach to guidance and discipline so as to foster caring and supportive school ethos:</p> <p>(a) Encourage teachers to attend discipline/ counselling/ Integrated Education/ MCE/ Health</p>	<ul style="list-style-type: none"> <li>• A healthy school environment is well established</li> <li>• Successful implementation of activities like Clean School Campaign, Healthy Information Centre, Healthy School Programme, Anti-Drug Campaign</li> <li>• SJC is above average in its students’ participation rate in health service</li> <li>• All teachers attend at least 1 discipline/ counselling/ Integrated Education/ MCE/ Health Education seminar</li> <li>• Positive feedback from 60% teachers</li> <li>• Positive feedback from 60% students</li> <li>• Positive feedback from 60% parents</li> <li>• 10% more parent helpers are involved in the MCE activities</li> <li>• 100% of teachers receive “automated external defibrillator” training</li> <li>• Success in accreditation as a healthy school</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ survey</li> <li>• Teachers’ survey</li> <li>• Feedback from parents</li> <li>• Stakeholders’ Survey</li> <li>• APASO</li> <li>• Teachers’ Continuous Professional Development (CDP) records</li> <li>• Review of meeting documents of pastoral care teams</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2014 &amp; May 2015</li> <li>• Oct 2014 &amp; Feb 2015</li> <li>• Sept 2014- June 2015</li> <li>• Jan- Apr 2015</li> <li>• Sept 2014- June 2015</li> <li>• Sept 2014-</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy School Committee members</li> <li>• Survey Team</li> <li>• Laboratory Safety Committee</li> <li>• Form Teachers</li> <li>• Service Training</li> </ul>	<ul style="list-style-type: none"> <li>• Support from external organisations such as: Department of Health, Education Bureau, CUHK and old boys.</li> <li>• Financial Support from Guidance Program Fund and Suppl’mentary Fund (CUHK QE Fund)</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>Education seminars (e.g. form teacher skills)</p> <p>(b) Ensure teachers and students understand and actively follow the procedures in handling students with discipline and counselling issues</p> <p>(c) Ensure teachers to receive first aid training to cater for students' needs.</p> <p>2.4 Provide continuous professional development for teachers</p> <p>(a) Continue to take part in the CUHK Healthy School Programme and apply for accreditation as a healthy school in Hong Kong</p> <p>(b) Train up discipline and counselling teachers in anti-drug campaign by enrolling them in a 2-day advanced training program</p> <p>2.5 Strengthen relationships with parents and the community in order to solicit their support for SJC's healthy school policy.</p>			<p>June 2015</p> <ul style="list-style-type: none"> <li>• Sept 2014- June 2015</li> <li>• June - Aug 2015</li> <li>• Sept 2014- June 2015</li> </ul>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>3. Developing students' healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity</p>	<p>3.1 Ensure skills and attitude of healthy lifestyle are adequately covered:            (a) Check students' blood pressure and raise their awareness in hypertension and obesity            (b) Provide emotion and stress management skills in MCE lessons and seminars            (c) Promote honest and proper use of the web as well as awareness of pornographic material on the internet</p> <p>3.2 Encourage students to participate in life-wide learning along with adequate training            (a) Require each student to enrol in at least one ECA club            (b) Require each student to participate in at least one sports activity or competition            (c) Provide training on service learning for students</p> <p>3.3 Make use of specific educational programmes provided by various organizations to give anti-drug education, sex education, etc. to students</p> <p>3.4 Strengthen cooperation and collaboration with parents:</p>	<ul style="list-style-type: none"> <li>• Knowledge, skills and attitude of the healthy life style are adequately covered in the curriculum</li> <li>• Students actively participate in ECA clubs and other activities as required</li> <li>• The percentage of overweight students is below the Hong Kong average level</li> <li>• At least 10 specific educational programmes for the designated health issues are organized</li> <li>• Students enjoy the life-wide learning experience</li> <li>• Students successfully understood the meaning of serving their community from service learning</li> <li>• Resource kits are well distributed to Parents</li> <li>• Parents are well informed of the healthy school policies</li> <li>• Parents are satisfied with the parenting skill workshops</li> <li>• Positive feedback from 60% teachers</li> <li>• Positive feedback from 60% students</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' survey</li> <li>• Students' survey</li> <li>• Feedback from parents</li> <li>• Stakeholders' Survey</li> <li>• APASO</li> <li>• Review of meeting documents</li> <li>• Electronic Platform for School Development and Accountability (ESDA Platform)</li> <li>• WebSAMS records</li> </ul>	<ul style="list-style-type: none"> <li>• Nov 2014-May 2015</li> <li>• Sept 2014-May 2015</li> <li>• Sept 2014-June 2015</li> <li>• Sept 2014-June 2015</li> <li>• Sept 2014-June 2015</li> <li>• Sept 2014-June 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy school committee members</li> <li>• Survey team</li> <li>• School's Uniform Groups</li> <li>• Form Teachers</li> <li>• MCE Team</li> <li>• Red Cross</li> <li>• ECA teams</li> <li>• PTA</li> <li>• Mr Hung Steve</li> </ul>	<ul style="list-style-type: none"> <li>• Support from External Organisations such as: Department of Health, Education Bureau, Old Boys Association, CUHK and HKU</li> <li>• Financial Support from Guidance Program Fund, Suppl'mentary Fund and CUHK QE Fund</li> <li>• Resource Kits from the EDB</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	(a) Hold S2,S4 parents' meetings (b) Invite parent volunteers to assist the school in matters related to health education. 3.5 Promote parent-child communication with the use of resource kits and the "healthy school website"	<ul style="list-style-type: none"> <li>• Positive feedback from 60% parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2014- June 2015</li> </ul>		

## Major Concern 2: Further exploring and implementing strategies to cater for learner diversity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1 Further developing and improving student support and enhancement programs	<p>1.1 Develop tailor-made materials that are of a variety of flexible options through which students can demonstrate their competence</p> <p>1.2 Refine self-directed programs (supplementary classes for weaker students, enhancement programme for elite students, opportunities for less active students ... )</p> <p>1.3 Further develop students' metacognitive skills through training exercises like connecting new information to prior knowledge</p> <p>1.4 Assist the CLP counselor in promoting careers and life planning education</p>	<ul style="list-style-type: none"> <li>Tailor-made materials are well prepared by subject departments</li> <li>Each subject department further develops and implements its own remedial support at least at three levels</li> <li>Students have developed metacognitive skills</li> <li>Students show improvement in both internal assessments and public exams</li> <li>At least 80% of the teachers attend talks or seminars related to careers and life planning</li> <li>At least 10% teachers help run programmes organized by CLP counselor</li> </ul>	<ul style="list-style-type: none"> <li>Inspection of tailor-made graded materials of each subject department</li> <li>Inspection of students' work</li> <li>Observation of Students' performance in lessons and assessments</li> <li>Comparison of examination results in the same and different academic years</li> <li>Inspection of documents</li> <li>CPD hours</li> </ul>	<ul style="list-style-type: none"> <li>Sept, 2014 – July, 2015</li> </ul>	<ul style="list-style-type: none"> <li>Subject heads and teachers</li> <li>I.T. Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> </ul>
2 Improving teachers' pedagogical strategies for handling learner diversity through professional training	<p>2.1 Encourage teachers to cater for students' diverse learning needs through consistent application of a wide range of teaching strategies, such as:</p> <p>(a) Effective questioning techniques</p> <p>(b) Small class teaching strategies</p> <p>(c) Co-operative learning</p> <p>(d) Interactive activity approach</p> <p>(e) Enquiry study approach</p> <p>(f) Lesson study</p> <p>(g) E-Learning</p> <p>2.2 Further reinforce collaborative lesson planning to cater for</p>	<ul style="list-style-type: none"> <li>Various teaching strategies are employed to cater for students' diverse learning needs</li> <li>Each subject department produces materials through collaborative lesson planning at least at two levels</li> <li>At least 30% more collaboration and professional sharing among teachers.</li> <li>Students demonstrate progress in both internal</li> </ul>	<ul style="list-style-type: none"> <li>SHS results</li> <li>Homework Inspection</li> <li>Documented teaching materials of each subject department</li> <li>Inspection of meeting minutes and lesson observation records</li> <li>Comparison of students' progress between terms</li> </ul>	<ul style="list-style-type: none"> <li>Sept, 2014 – July, 2015</li> </ul>	<ul style="list-style-type: none"> <li>Subject heads and teachers</li> <li>Survey team</li> <li>I.T. Team</li> </ul>	<ul style="list-style-type: none"> <li>Workshops/ Courses provided by the school, EDB and other institutes</li> <li>Manpower</li> <li>Quest'nnaires</li> <li>e-Class</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	handling learner diversity	assessments and public exams				
3 Enhancing students' learning efficiency and effectiveness through good teaching practices	<p>3.1 Encourage teachers to give more attention to assessment for learning and to conduct professional-exchange to identify students' strengths and weaknesses</p> <p>3.2 Implement good L&amp;T practices, such as:</p> <p>(a) Asking students challenging and thought-provoking questions to encourage them to tap into their existing mental models and build cognition upon previous knowledge</p> <p>(b) Including more open-ended questions in homework, tests and exams</p> <p>(c) Giving more specific remarks and action points to help students identify areas of improvement for themselves</p> <p>3.3 Share good teaching practices (within the same department and across departments)</p> <p>3.4 Encourage teachers to incorporate High Order Thinking skills into the curriculum (by panel heads)</p> <p>3.5 Reinforce cooperation among departments by organizing cross-curricular activities</p>	<ul style="list-style-type: none"> <li>• At least 50% teachers agree that:</li> <li>✓ Teachers become more alert of the needs of students</li> <li>✓ More open-ended questions to elicit discussion, brainstorm solutions to a problem and/or create opportunities for students to think outside the box</li> <li>✓ More peer interaction to facilitate collaborative learning</li> <li>✓ Teachers give clear and precise comments and responses to students' work and answers</li> <li>✓ More lesson demonstrations and peer lesson observations</li> <li>✓ Students show more interest in learning</li> <li>✓ Improvement in students' performance in both internal assessments and public exams is shown</li> <li>• Discussion on how to improve High Order Thinking Skills is conducted in one of the panel meetings</li> <li>• All subjects tried out high order thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection of homework, tests and examinations of subject departments through homework inspection</li> <li>• Peer lesson observation by panel members.</li> <li>• Teachers' feedback</li> <li>• Video-taped lessons</li> <li>• SHS results</li> <li>• Longitudinal comparison of internal and public examination results</li> <li>• Panel meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Sept, 2014– July, 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Panel heads and teachers</li> <li>• Survey team</li> <li>• I.T. Team</li> <li>• Campus TV</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• SHS</li> <li>• IT equipment</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
		skills during lessons <ul style="list-style-type: none"> <li>• At least one cross-curricular activity is arranged for each subject</li> <li>• Sharing of good teaching practice on one Staff Development Day</li> </ul>				

### Major concern 3: Reviewing and Strengthening the Senior Secondary Academic System

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<b>Curriculum</b>						
1. Reviewing / refining the curriculum plan	1.1 Review the school curriculum 1.2 Review the subject curriculum in recognition of the cognitive development of students and the balance in content between “breath” and “depth” 1.3 Subject departments revise their implementation plans for junior and senior levels in response to the fine tuning of the DSE syllabus. 1.4 Refine the timetable and class arrangement to improve effectiveness and efficiency in learning and teaching	<ul style="list-style-type: none"> <li>• Improvement in students’ performance in both internal and public examinations, in which students acquiring a 4 or above in HKDSE is increased by 5 % and the average mark in internal exam is increased by 2%</li> <li>• 90% department heads agree that:               <ul style="list-style-type: none"> <li>✓ Subject curriculum plans are implemented smoothly in junior and senior levels</li> <li>✓ Smoother implementation of SBA in different subjects</li> <li>✓ Teachers and students find the timetable and class arrangement being able to facilitate learning and teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students’ performance (e.g. internal assessment, SBA and public exams)</li> <li>• Teachers’ and Students’ feedback on class structure and size</li> <li>• Feedback from individual subject departments</li> <li>• Surveys of SS curriculum and subjects</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• Panel Heads</li> <li>• Survey Team</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Survey</li> </ul>
2. Enhancing the interface between junior (S1-3) forms and senior (S4-6)	2.1 Review the current bridging arrangements between junior levels and senior levels in the core	<ul style="list-style-type: none"> <li>• 90% department heads agree that:               <ul style="list-style-type: none"> <li>✓ More departmental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students’ performance in exams, tests and assignments</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
forms	subjects 2.2 Strengthen the collaboration among all subjects in the same KLA to enhance the coherent and smooth transition between junior and senior levels	collaboration in curriculum planning and design ✓ bridging between junior and senior levels is improved ✓ Teachers and students adapt to the L&T environment of Senior Secondary Curriculum readily ✓ The Senior secondary curriculum is implemented successfully ✓ Teachers can finish the required syllabus with less extra lesson time	<ul style="list-style-type: none"> <li>• Teachers can finish the required syllabus with less extra lesson time</li> <li>• Scrutiny of documents of related committees</li> <li>• Feedback from students and teachers</li> <li>• Scrutiny of the documents of panel head meetings</li> </ul>			
3. Reviewing the current OLE arrangement	3.1 Promote service learning programs in whole school. 3.2 Refine the arrangement for AE in response to the fine-tuning of the EDB requirements	<ul style="list-style-type: none"> <li>• A whole-school service learning plan is developed and conducted for students</li> <li>• The participation of students in service learning is boosted by 5%</li> <li>• Positive feedback is elicited from participants</li> <li>• Good performance of</li> </ul>	<ul style="list-style-type: none"> <li>• SLP and OLE records</li> <li>• Relevant documents on OLE committee</li> <li>• Teachers' feedback</li> <li>• Observation of students' work</li> <li>• Students' reflection feedback on OLE</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• OLE Committee</li> <li>• TIC of Social service group</li> <li>• Survey team</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Funding</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
		students is observed in AE courses <ul style="list-style-type: none"> <li>• AE courses are smoothly run in the new condition</li> <li>• Students' works of high quality is found in AE courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>			
<b>Administration</b>						
4. To review the arrangement of class and electives	4.1 Review and refine the policies governing students' taking ApL / extra subjects, or switching classes / electives 4.2 Review the SBA appeals policy	<ul style="list-style-type: none"> <li>• Precise policies are reviewed and informed to all stakeholders; the system runs smoothly</li> <li>• Stakeholders are informed of the appeal policy</li> <li>• SBA appeal system running smoothly</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, teachers and parents</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• CD committee</li> <li>• Subject heads and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> </ul>
<b>Resources</b>						
5. To review the (internal) manpower available for supporting the CD committee works	5.1 Review the planning of AE programs 5.2 Review the arrangement for the MCE and self-reading lessons	<ul style="list-style-type: none"> <li>• Sufficient resources are provided for running the AE course smoothly</li> <li>• MCE programs and self-reading lessons running smoothly</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of students' work in AE courses</li> <li>• Scrutiny of records and documents for the AE program development</li> <li>• Feedback from students and teachers.</li> <li>• Scrutiny of records and documents of</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• CD committee</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Funding</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
			MCE			
6. To explore better utilization of rooms and facilities in school premises	6.1 Explore the possibility of upgrading / refurbishing the laboratories / classrooms / campus TV / distance learning room 6.2 Facilitate L&T by improving school facilities	<ul style="list-style-type: none"> <li>• Various learning activities can be carried out smoothly in all venues on school premises</li> <li>• Proper facilities are equipped for e-learning on school premises.</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of the utilization records and related documents</li> </ul>	Sept, 2014 – July 2015	<ul style="list-style-type: none"> <li>• CD committee</li> <li>• Vice principals</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the sixth cohort of senior secondary students (from 2014/15 to 2016/17 school year)**

DLG funded Program(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of program(s) / course(s) and provider(s)	Duration of the Program / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2014/2015	2015/2016	2016/2017		
Other Languages	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	2	2	2	Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	French teacher
Other Programs	Give students a chance to develop their talents and interests in different areas	Music	3 years	S4-6 students of this cohort of students	10	10	10	Students' achievements in the HKDSE Examination	Music teacher
	Provide gifted programs to help gifted students to develop their talents	Programs in humanities, mathematics, science and leadership	2 years	S4-S5 Elite students	20	20	0	Evaluation by course providers	Integrated Education teacher
	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 debate and public speaking	Tutor from other organization