



# **St. Joseph's College**

**Annual School Plan  
2016/2017**

**St. Joseph's College**  
**Annual School Plan 2016/2017**

**Contents**

	<b>Page</b>
<b>I. School Vision &amp; Mission</b> .....	<b>1</b>
<b>II. Major Concerns (in order of priority)</b>	
1. Empower Teachers through Enriching Professional Development .....	<b>3</b>
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 .....	<b>5</b>
3. Empower Learning and teaching via Information TEchnology .....	<b>10</b>
<b>III. Diversity Learning Grant - 3-year Plan</b> .....	<b>12</b>

## **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, crisis management, etc.</p> <p>1.2 Conduct in-house training to further enhance effective communication skills of aspiring middle managers</p> <p>1.3 Encourage aspiring middle managers such as new panel heads and form coordinators in attending workshops and seminars organized by external professional bodies such as EDB, HK Policy Research Institute Limited, etc.</p> <p>1.4 Refine self-evaluation form</p>	<ul style="list-style-type: none"> <li>At least one workshop is conducted on crisis management</li> <li>Over 60% of the aspiring middle managers agree that the in-house training help them to enhance their communication skills</li> <li>Over 60% of the aspiring middle managers attend at least one management workshop or seminar</li> <li>Over 60% of the teachers are satisfied with the new self-evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>Minutes</li> <li>Feedbacks from middle managers, aspiring middle managers and teachers</li> <li>CPD</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2016 – Aug 2017</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Panel heads</li> <li>Staff development team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> <li>Forms and related documents</li> </ul>
2. To enhance new teachers' teaching strategies and classroom management skills for better learning outcome	<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> <p>2.3 Revise lesson observation form to identify areas where new teachers experience difficulties and need additional support</p> <p>2.4 Further strengthen buddy program for new teachers</p>	<ul style="list-style-type: none"> <li>At least one sharing is conducted each term</li> <li>Over 60% of the new teachers agree that the sharing gives them some insight and ideas for classroom management</li> <li>Friendly visits to new teachers' lessons by form coordinators/panel heads in the first two months</li> <li>Over 60% of the new teachers find feedback from observers conducive to their own teaching reflections</li> <li>Over 60% of the new teachers feel supported in their first year in SJC</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from new teachers</li> <li>CPD</li> <li>Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2016 – Aug 2017</li> </ul>	<ul style="list-style-type: none"> <li>Experienced teachers</li> <li>Panel heads</li> <li>Staff development team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> <li>Forms</li> </ul>

<p>3. To empower teachers with professionalism in supporting the school's major concerns</p>	<p>3.1 In-house sharing of new teaching resources and methods</p> <p>3.2 To strengthen teachers' skills in collaboration with the Careers and Life Planning Team in offering individual/group guidance for students' career and life planning</p> <p>3.3 To enhance teachers' competence in using e-learning for better learning in collaboration with the IT Team</p>	<ul style="list-style-type: none"> <li>• Over 60% of subject departments shared new teaching resources and methods through S:Drive, departmental and school meetings.</li> <li>• Over 60% of teachers find sharing sessions are useful in improving the quality of their lessons and student learning effectiveness.</li> <li>• At least one talk/workshop on skills in offering individual/group guidance is organized for one level of form teachers.</li> <li>• Over 60% of teachers make use of the e-learning platform to facilitate student learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers</li> <li>• CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2016 – Aug 2017</li> <li>• Sept 2016 – Aug 2017</li> <li>• Sept 2016 – Aug 2017</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Staff Development Team</li> <li>• CLP Team</li> <li>• IT Team or E-learning Team</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Time</li> <li>• Course providers</li> </ul>
--	--	--	---	--	--	--

**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 Further develop the 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 Further 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 and learning activities to ensure that CLP elements are adequately incorporated.</p>	<ul style="list-style-type: none"> <li>The Career and Life Planning Committee is well-developed with the roles and responsibilities of all functional teams are clearly defined.</li> <li>Career and Life Planning policy is well-formulated.</li> <li>All subject panels are motivated to integrate CLP elements into the curriculum.</li> <li>CLP elements are integrated into 16 subjects. (4/5 of all 20 subjects)</li> <li>Positive feedback from 65% students. (e.g. agree that CLP elements are incorporated in subjects)</li> <li>Positive feedback from 65% teachers. (e.g. agree that CLP elements are incorporated in subjects)</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Feedback from form teachers</li> <li>Review of documents of Student Support Scheme</li> <li>Review of meeting documents</li> </ul>	<ul style="list-style-type: none"> <li>Sept.– Oct. 2016</li> <li>Sept.– Oct. 2016</li> <li>Sept.2016– May 2017</li> </ul>	<ul style="list-style-type: none"> <li>Career and Life Planning Committee members</li> <li>Careers guidance team members</li> <li>Survey team</li> <li>Subject panels</li> <li>School-based Team of CLAP Project sponsored by the HK Jockey Club</li> </ul>	<ul style="list-style-type: none"> <li>CLP Grant</li> <li>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</li> </ul>
2. To assist students to make wise and informed career decisions with reference to their interests, abilities and orientations.	<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 to provide workshops and talk for students on related themes (e.g. emotional management</p>	<ul style="list-style-type: none"> <li>Positive feedback from 65% 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.)</li> <li>Positive feedback from 65% teachers (e.g. agree that it is easy for them to access career information and related</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Feedback from parents</li> <li>APASO</li> </ul>	<ul style="list-style-type: none"> <li>Sept. 2016– Jul. 2017</li> </ul>	<ul style="list-style-type: none"> <li>Career and Life Planning Committee members</li> <li>Careers guidance team members</li> <li>Counseling Team members</li> <li>MCE Team members</li> </ul>	<ul style="list-style-type: none"> <li>CLP Grant</li> <li>Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>skill, stress management, study skill etc.)</p> <p>2.1.2 “Dream Capture Workshop” (2 sessions) for students with low motivation in learning and career-pursuit to enable students to have a clear mind in setting goals, choosing subjects and formulating their career paths in the future.</p> <p>2.1.3 CLP Talks for students in all forms to raise students’ awareness on career planning.</p> <p>2.1.4 To maintain the “Career Guidance Students’ Team” (formed by students). Students can experience the process of programme planning and organization.</p> <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</p>	<p>assistance from the school)</p> <ul style="list-style-type: none"> <li>• Positive feedback from 65% parents (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from school, etc.)</li> <li>• 100% teachers attend workshops related to CLP</li> <li>• Over 65% of teachers finish fundamental professional training on CLP provided by the CLAP Project sponsored by HK Jockey Club</li> </ul>		<ul style="list-style-type: none"> <li>• Sept.2016– Jul. 2017</li> <li>• Sept. 2016– May 2017</li> <li>• Sept. 2016– May 2017</li> <li>• Sept. 2016– May. 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Form teachers</li> <li>• School-based Team of CLAP Project sponsored by the HK Jockey Club</li> </ul>	<p>the Career and Life Adventure Planning (CLAP) for Youth Project</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.3.1 To cooperate with professionals of the CLAP Project sponsored by the HK Jockey Club, to introduce the 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 Booklet are issued to 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</p> <p>2.3.5 S.5 - JUPAS Talk, introducing students the 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>2.3.8 S.3 Soci-Game (模擬選科活動) for students to experience the process of streaming and have a taste of S.4 school life</p>			<ul style="list-style-type: none"> <li>• Sept. 2016– Aug. 2017</li>   <li>• Sept. 2016</li> <li>• Sept. 2016</li>   <li>• Sept. 2016</li> <li>• May. 2016</li>   <li>• Nov. 2016</li>   <li>• Jul. 2017</li> <li>• Jul. 2017</li> </ul>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.4 Assist students on their individual career planning by adopting a holistic approach.</p> <p>2.4.1 Career Counseling Service (individual &amp; group), assisting students to make wise career choices and make individual career plan</p> <p>2.4.2 Students would be encouraged to finish the online career assessment tests (on E-portal of CLAP Project). For S.5 &amp; 6, result data would be discussed in career counseling sessions</p> <p>2.4.3 To organize programmes /services for students with special needs (e.g. SEN, gifted, NCS students, etc.)</p> <p>2.4.4 To maintain the Career and Life Planning Room (for career counseling service)</p> <p>2.4.5 Books or tools related to CLP would be further purchased for students to borrow in the CLP Room</p> <p>2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills and knowledge.</p>			<ul style="list-style-type: none"> <li>• Sept. 2016– Aug. 2017</li> </ul>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>3. To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development.</p>	<p>3.1 Strengthen the collaboration with parents through different means to solicit family support for students on CLP.</p> <p>3.1.1 Sharing sessions for parents giving feedback to the school.</p> <p>3.1.2 Educational talk/workshop for parents 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</p> <p>3.2.2 Inviting old boys to share their experience and career path to students (e.g. S.6 JUPAS Talk, Career Buddies/Advisory Day, etc.)</p> <p>3.2.3 SJCOBA Overseas University Fair</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 Recruiting students to be ambassadors (tour guides) and helpers. After training, students would organize tours in SJC for guests and visitors</p>	<ul style="list-style-type: none"> <li>• Collaboration and relationship with parents, alumni and organizations in the community are strengthened</li> <li>• Positive feedback from 65% students (e.g. agree that the joint programmes motivate them to plan their future career)</li> <li>• Positive feedback from 65% parents (e.g. agree that they will support and assist their sons to make wise career choices)</li> <li>• Positive feedback from 65% mentors (old boys) (e.g. agree that students are willing to learn and experience)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' survey</li> <li>• Teachers' survey</li> <li>• Feedback from students and parents</li> <li>• Feedback from SJCOBA</li> <li>• APASO</li> </ul>	<ul style="list-style-type: none"> <li>• Oct.– Dec. 2016</li> <li>• Mar.–Apr.2017</li> <li>• Oct. 2016– Aug. 2017</li> <li>• Oct.2016 – Apr. 2017</li> <li>• Jun. 2017</li> <li>• Sept. 2016– Jul. 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Career and Life Planning Committee members</li> <li>• Careers guidance team members</li> <li>• TIC of OLE and Service-Learning</li> <li>• SJCOBA</li> <li>• School-based Team of CLAP Project sponsored by the HK Jockey Club</li> </ul>	<ul style="list-style-type: none"> <li>• CLP Grant</li> <li>• Resources and support from stakeholders, e.g. parents (PTA), old boys (OBA)</li> <li>• Support from external organizations, e.g. Education Bureau, experts from the Career and Life Adventure Planning (CLAP) for Youth Project, St. James' Settlement</li> </ul>

### Major Concern 3: Empower Learning and teaching via Information TEchnology

Targets	Strategies	Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
1. To build an efficient e-learning environment in the school	1.1 Create and maintain effective classroom settings for teachers and students to promote interactive mobile learning	<ul style="list-style-type: none"> <li>Teachers and students can freely use the tools and devices for interactive mobile learning</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students by questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and I.T. team</li> </ul>	<ul style="list-style-type: none"> <li>Fund of school and Wi-Fi 900</li> </ul>
	1.2 Ensure students and teachers have enough tools and devices for use in e-learning and m-learning	<ul style="list-style-type: none"> <li>Teachers and students can freely use the tools and devices for e-learning and m-learning</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers and students by questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and I.T. team</li> </ul>	<ul style="list-style-type: none"> <li>Fund of school and Wi-Fi 900</li> </ul>
	1.3 Provide sufficient technical support to maintain the network and support for e-learning and e-communication	<ul style="list-style-type: none"> <li>No more than 5 technical problems in a year</li> </ul>	<ul style="list-style-type: none"> <li>Report from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and I.T. team</li> </ul>	<ul style="list-style-type: none"> <li>Fund of school and Wi-Fi 900</li> </ul>
	1.4 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"> <li>Each department holds at least two learning activities through LMS in each academic year</li> </ul>	<ul style="list-style-type: none"> <li>Relevant records in LMS</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and I.T. team</li> </ul>	<ul style="list-style-type: none"> <li>Fund of school and Wi-Fi 900</li> </ul>
2. To enhance teachers' competence in adopting e-learning for teaching	2.1 Provide training for teachers and ensure them to take an active part in professional development. e.g. using LMS	<ul style="list-style-type: none"> <li>Pilot teachers have at least 8 hours of training, other teachers have at least 3 hours of training</li> </ul>	<ul style="list-style-type: none"> <li>Training records</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and Mr. KB Ching</li> </ul>	<ul style="list-style-type: none"> <li>EDB, I.T. team</li> <li>Supplier of LMS</li> </ul>
	2.2 Encourage teachers to attend IT workshops. e.g. those held by EDB	<ul style="list-style-type: none"> <li>On average, every teacher enrolls for at least one IT course / seminar per academic year</li> </ul>	<ul style="list-style-type: none"> <li>CPD records</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KK Ip and Mr. KB Ching</li> </ul>	<ul style="list-style-type: none"> <li>EDB</li> </ul>
	2.3 Build an "ELITE Pilot Team" to ensure the successful migration to e-learning in school	<ul style="list-style-type: none"> <li>One sharing session should be held in each term. One training session should be held for the ELITE pilot team in each term</li> </ul>	<ul style="list-style-type: none"> <li>Reports from each subject department</li> </ul>	<ul style="list-style-type: none"> <li>(after 1st panel meeting)</li> </ul>	<ul style="list-style-type: none"> <li>Panel Heads</li> </ul>	

Targets	Strategies	Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
	2.4 Encourage teachers to adopt resources and pedagogies relevant to e-learning in their teaching activities.	<ul style="list-style-type: none"> <li>Over 70% of teachers adopt e-learning in their teaching activities</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KB Ching</li> <li>Mr. KK Ip</li> </ul>	
	2.5 Evaluate the effectiveness of adoption of e-learning in learning and teaching regularly	<ul style="list-style-type: none"> <li>Satisfaction rates of teachers (members of pilot teams) no lower than 70%</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers (Questionnaire / Department meeting evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. KB Ching</li> <li>Mr. KK Ip</li> <li>Panel Heads</li> </ul>	
3. To enhance students' skills and competence in e-learning	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	<ul style="list-style-type: none"> <li>S1-3 students can submit assignments / participate in learning activities through LMS.</li> <li>All pilot team members are satisfied with students; ability in using LMS</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>July-Sep 2016</li> </ul>	<ul style="list-style-type: none"> <li>Mr. CK Tse</li> </ul>	<ul style="list-style-type: none"> <li>Publishers' materials</li> </ul>
	3.2 Encourage students to be independent learners (e.g. students can practise self-learning by adopting strategies like flipped classroom)	<ul style="list-style-type: none"> <li>70% of students show improvement in ability for independent learning and thinking</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	
	3.3 Promote and encourage ethical online behaviour and digital citizenship among students	<ul style="list-style-type: none"> <li>One seminar / talk on ethical use of Internet online citizenship organized for S1 and S4 per academic year</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Tony Chan (TIC of MCE)</li> </ul>	<ul style="list-style-type: none"> <li>Relevant NGOs</li> </ul>
4. To enhance learning and teaching with information technology	4.1 Encourage all subjects to build and share e-learning resources for teachers' adoption especially in classroom learning and teaching activities	<ul style="list-style-type: none"> <li>For each subject department, at least 8 e-learning resources for teachers' adoption especially in classroom learning and teaching activities can be found in S-Drive</li> </ul>	<ul style="list-style-type: none"> <li>Annual report</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>Publishers' materials, teachers</li> </ul>
	4.2 Promote the use of information technology for learning, researching and communication through assignments and activities of various	<ul style="list-style-type: none"> <li>At least 5 learning tasks, which require integration of different learning tools, should be designed and accomplished per academic</li> </ul>	<ul style="list-style-type: none"> <li>Reports by subject departments / lesson observation reports</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Panel Heads</li> </ul>	<ul style="list-style-type: none"> <li>YouTube</li> <li>Publishers' materials</li> </ul>

Targets	Strategies	Success Criteria	Method of Evaluation	Time scale	People Responsible	Resources Required
	<p>kinds (e.g. activities involving webpage, video clips, etc.)</p> <p>4.3 Extend learning and teaching beyond classrooms with mobile technology</p>	<p>year (subject to the needs and situations of each department), and uploaded to S Drive</p> <ul style="list-style-type: none"> <li>• Learning activities are planned and conducted outside classrooms with use of mobile technology – at least once per academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Reports by subject departments / lesson observation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Panel Heads</li> </ul>	

**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2016/17 to 2018/19 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
					2016/2017	2017/2018	2018/2019		
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	1	1	1	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	80	80	0	Evaluation by course providers	Mr. Szeto Godwin, Mr. Ching KB
	Enhance students' debating skills, public speaking skills and writing skills	Intensive training course on aspiring debates and writing	2 years	S4-S5 Elite students	40	40	0	Students will improve their skills in debate, public speaking and writing	Ms. Wong YF, Mr. Wong Terence