



# **St. Joseph's College**

**Annual School Plan  
2013/2014**

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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

| Targets  | Strategies   | Success Criteria  | Methods of Evaluation   | Time Scale  | People responsible   | Resources required  |
|--|--|---|---|---|--|---|
| 1. Developing a management and organisation system for coordinating health matters                                       | <p>1.1 To 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</p> <p>1.2 To review the school-based healthy school policy (by identifying the needs of students and school's focus)</p> <p>1.3 To review the referral system and refine the procedures for identifying and handling needy students</p> | <ul style="list-style-type: none"> <li>The Healthy School Committee well developed with the roles and responsibilities of all functional teams 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 teachers</li> <li>Positive feedback from students</li> <li>Positive feedback from parents</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>Stakeholder Survey</li> </ul>  | <ul style="list-style-type: none"> <li>Sept- Oct 2013</li> <li>Sept- Oct 2013</li> <li>Sept 2013</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 organisation such as: Department of Health, Hong Kong Family Welfare Society</li> </ul>                      |
| 2. Fostering a healthy school environment to promote and maintain the physical and psychological well-beings of students | <p><b>2.1</b> To provide a healthy school environment for students (promoting a clean and inviting school campus, improving the school facilities such as the washrooms, implement environment protection projects)</p> <p>(a) To continue and expand the 'Clean School Campaign'</p> <p>(b) To collect students' opinion regarding how to improve</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> </ul>  | <ul style="list-style-type: none"> <li>Students' survey</li> <li>Teachers' survey</li> <li>Feedback from parents</li> <li>Stakeholder Survey</li> <li>APASO</li> <li>Teachers' Continuous Professional Development (CDP) records</li> </ul> | <ul style="list-style-type: none"> <li>Nov 2013 &amp; May 2014</li> <li>Oct 2013 &amp; Feb 2014</li> </ul>  | <ul style="list-style-type: none"> <li>Healthy school committee members</li> <li>Survey team</li> <li>Laboratory Safety Committee</li> </ul> | <ul style="list-style-type: none"> <li>Support from External organisation such as: Department of Health, Education Bureau, CUHK and SJCOBA.</li> <li>Financial</li> </ul> |

| Targets | Strategies   | Success Criteria  | Methods of Evaluation  | Time Scale   | People responsible | Resources required  |
|---------|--|---|--|--|--------------------|---|
|         | <p>school environment<br/>(c) To create a “Healthy Information Corner”, organize and sort out related materials for students and teachers to refer to</p> <p><b>2.2</b> To encourage students to actively participate in students’ health service provided by the Health Department to ensure the physical and mental well-beings of students</p> <p><b>2.3</b> To adopt a whole school approach to guidance and discipline to foster care and promote supportive school ethos.<br/>(a) To encourage teachers to attend discipline/ counselling/ Integrated Education/ MCE/ Health Education seminars (e.g. form teacher skills)<br/>(b) To ensure teachers and students understand and actively follow the procedures in handling students with discipline and counselling issues</p> <p><b>2.4</b> To provide continuous professional development to teachers<br/>(a) To continue to take part in the CUHK healthy school programme<br/>(b) To train up discipline and counselling teachers in anti-drug campaign by enrolling them in a 2-day advanced training program</p> | <ul style="list-style-type: none"> <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 teachers</li> <li>• Positive feedback from students</li> <li>• Positive feedback from parents</li> <li>• More parent helpers are involved in the MCE activities</li> </ul> | <ul style="list-style-type: none"> <li>• Review of meeting documents of pastoral care teams</li> </ul> | <ul style="list-style-type: none"> <li>• Sept 2013- June 2014</li> <li>• Jan- Apr 2014</li> <li>• Sept 2013- June 2014</li> <li>• Sept 2013- June 2014</li> <li>• Sept 2013- June 2014</li> <li>• June - Aug 2014</li> <li>• Sept 2013-</li> </ul> |                    | <p>Support from Guidance Program Fund and Supplementary Fund (CUHK QE Fund)</p> |

| Targets  | Strategies   | Success Criteria   | Methods of Evaluation   | Time Scale   | People responsible  | Resources required  |
|--|--|--|---|--|---|---|
|  | 2.5 To strengthen relation with parents and the community in order to solicit their support to SJC's healthy school policy. For instance to strengthen PTA's participation and support   |  |   | June 2014  |   |   |
| 3. Developing students' healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity | <p>3.1 To review the school curriculum to ensure the necessary knowledge, skills and attitude of healthy lifestyle are adequately covered.</p> <p>(a) To check students' blood pressure and raise their awareness in hypertension and overweight</p> <p>(b) To provide emotion and stress management skills in MCE lessons and seminars</p> <p>(c) To promote students' awareness in honesty, courtesy and appropriate use of Internet</p> <p>3.2 To provide adequate training and encourage students to participate in life-wide learning</p> <p>(a) To require each student to enrol in at least one ECA club</p> <p>(b) To require each student to participate in at least one sports activities or competition</p> <p>(c) To provide training on service learning for students.</p> <p>3.3 To arrange specific educational programmes organised by various social organizations to enhance students' knowledge on health issues such as : Anti-drug education, Sex education</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 decreased to lower than the average level among Hong Kong students according to the information provided by the Department of Health</li> <li>The number of latecomers is decreased by 20%</li> <li>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> </ul> | <ul style="list-style-type: none"> <li>Parents' survey</li> <li>Students' survey</li> <li>Feedback from parents</li> <li>Stakeholder Survey</li> <li>APASO</li> <li>Review of meeting documents</li> <li>Electronic Platform for School Development and Accountability (ESDA Platform)</li> <li>WebSAMS record</li> </ul> | <ul style="list-style-type: none"> <li>Nov 2013- May2014</li> <li>Sept 2013- May 2014</li> <li>Sept 2013- June 2014</li> <li>Sept 2013- June 2014</li> <li>Sept 2013- June 2014</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> </ul> | <ul style="list-style-type: none"> <li>Support from External organisation such as: Department of Health, Education Bureau, Old Boys Association, CUHK and HKU</li> <li>Financial Support from Guidance Program Fund, Supplementary 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 |
|---------|---|---|-----------------------|--|--------------------|--------------------|
|         | 3.4 To strengthen cooperation and collaboration with parents through various means including providing training to parents on parenting skills.<br>(a) To provide resource kits to parents<br>(b) To strengthen connection with parents | <ul style="list-style-type: none"> <li>• Resource kits are well distributed to Parents</li> <li>• Parents are well informed of the healthy school policies</li> <li>• Positive feedback from students</li> <li>• Positive feedback from teachers</li> <li>• Positive feedback from parents</li> </ul> |                       | <ul style="list-style-type: none"> <li>• Sept 2013- June 2014</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 To develop tailor-made materials that are of a variety of flexible options through which students can demonstrate their competence</p> <p>1.2 To implement self-directed programs (supplementary classes for weaker students, enhancement programme for elite students, opportunities for less active students ... )</p> <p>1.3 To develop metacognitive skills by encouraging students to undertake pre-lesson preparation</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 to at least two levels</li> <li>Students have developed metacognitive skills</li> <li>Students show improvement in both internal assessments and public exams</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> </ul> | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</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 To 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<br/>           (b) Small class teaching strategies<br/>           (c) Co-operative learning<br/>           (d) Interactive activity approach<br/>           (e) Enquiry study approach<br/>           (f) Lesson study<br/>           (g) E-Learning</p> <p>2.2 To further reinforce collaborative lesson planning in handling learner diversity</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 to at least two levels</li> <li>Greater collaboration and professional sharing among teachers.</li> <li>Students demonstrate progress in both internal assessments and public exams</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 minutes and lesson observation records</li> <li>Comparison of students' progress between terms</li> </ul>  | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</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>Questionnaires</li> <li>e-Class</li> </ul> |

| Targets  | Strategies   | Success Criteria  | Methods of Evaluation   | Time Scale  | People responsible  | Resources required  |
|--|--|---|---|---|---|---|
| <p>3 Enhancing students' learning efficiency and effectiveness through good teaching practices</p> | <p>3.1 To 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 To implement good L&amp;T practices, such as:</p> <p>(a) Asking students challenging and thought provoking questions to encourage students to tap their existing mental models and build upon previous knowledge</p> <p>(b) Including more open-ended questions in homework, tests and exam</p> <p>(c) Giving more specific remarks and action points to help students identify their areas of improvement</p> <p>3.3 To share good teaching practices (within the same department and across different departments)</p> <p>3.4 To encourage teachers to incorporate High Order Thinking skills into the curriculum (by panel heads)</p> | <ul style="list-style-type: none"> <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 thinking outside the box</li> <li>• More peer interaction to facilitate collaborative learning</li> <li>• Teachers give clear and precise comments on students' work and answers</li> <li>• More lesson demonstrations and peer lesson observations</li> <li>• Students show more interest in learning</li> <li>• Students show improvement in both internal assessments and public exams</li> <li>• Discussion on improving High Order Thinking Skills is discussed in one of the panel meetings</li> <li>• At least one class in each subject tried out high order thinking skills during lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Inspection of homework, tests and examinations of subject department through homework inspection</li> <li>• Lesson observation by panel members.</li> <li>• Teachers' feedback</li> <li>• Video-taped lessons</li> <li>• SHS results</li> <li>• Comparison of Examination results in different terms and years</li> <li>• Panel meeting minutes</li> </ul> | <ul style="list-style-type: none"> <li>• Sept, 2013 – July, 2014</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> |

### 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. Review / refine the curriculum plan                                    | 1.1 Review the school curriculum<br>1.2 Review the subject curriculum in views of cognitive development of students and the balance between “breath” and “depth” of content<br>1.3 In response to the fine tuning of the DSE syllabus subject departments revise implementation plans for junior and senior levels.<br>1.4 Refine the timetable and class arrangement for better effectiveness and efficiency in learning and teaching | <ul style="list-style-type: none"> <li>The school curriculum and delivery of individual subjects promote students’ performance</li> <li>Subject curriculum plans implement smoothly in junior and senior levels</li> <li>Smoothen implementation of SBA of different subjects</li> <li>The class size, teaching schedule and class structure can facilitate learning and teaching</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>  | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <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> </ul> |
| 2. Enhancing bridging between junior (S1-3) forms and senior (S4-6) forms | 2.1 Review the current bridging arrangements in core subjects between junior levels and senior levels<br>2.2 Strengthen collaborative works among related subjects of the same KLA to enhance the coherence and smooth transition between junior and senior levels   | <ul style="list-style-type: none"> <li>More collaboration between related subjects in areas of curriculum planning and design</li> <li>bridging between junior and senior levels is improved</li> <li>Teachers and students adapt to the L&amp;T environment of Senior Secondary Curriculum easily</li> <li>The SSC is implemented successfully (e.g. good teaching progress)</li> </ul>     | <ul style="list-style-type: none"> <li>Students’ performance in exams, tests and assignments</li> <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 meetings with panel heads</li> </ul> | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <ul style="list-style-type: none"> <li>Panel Heads</li> <li>KLA Committees</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  |
|---|--|---|---|---|---|---|
| 3. Reviewing the current OLE arrangement  | 3.1 Develop service learning program in whole school.<br>3.2 Refine the arrangement (e.g. timetable) for AE                                  | <ul style="list-style-type: none"> <li>Whole school service learning plan is developed and conducted for students</li> <li>The participation of students (frequency and number) in service learning is boosted</li> <li>Positive feedback is elicited from participants</li> <li>Good performance of students is observed in AE courses</li> <li>AE courses are smoothly run</li> <li>High qualities of students' works are found in AE courses.</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> <li>Survey</li> </ul> | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <ul style="list-style-type: none"> <li>OLE Committee</li> <li>TIC of Social service group</li> <li>KLA Committees</li> <li>Survey team</li> </ul> | <ul style="list-style-type: none"> <li>Manpower</li> <li>Funding</li> </ul> |
| <b>Administration</b>   |  |   |   |   |   |   |
| 4. To review the arrangement of class and electives                                 | 4.1 Review and refine the policies of students taking ApL / extra subjects, or switching classes / electives<br>4.2 Review SBA appeal policy | <ul style="list-style-type: none"> <li>Precise policies reviewed with all stakeholders informed; system running 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>  | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <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 SS committee works | 5.1 Review the planning of AE courses<br>5.2 Review the arrangement for the MCE and self-reading lessons                                     | <ul style="list-style-type: none"> <li>Sufficient resources for running 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</li> </ul>  | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <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  |
|--|---|--|---|---|---|---|
|  |   |  | <ul style="list-style-type: none"> <li>development</li> <li>Feedback from students and teachers.</li> <li>Scrutiny of records and documents for the implementation plan of MCE</li> </ul> |   |   |   |
| 6 To explore better utilization of rooms and facilities in school premises | <p>6.1 To explore the possibility of upgrading / refurbishing the laboratories / classrooms / campus TV / distance learning room</p> <p>6.2 To facilitate L&amp;T by improving school facilities (e.g.. Lecture room )</p>              | <ul style="list-style-type: none"> <li>Various learning activities can be carried out smoothly in relevant place in the school premises</li> <li>Lecture rooms or other facilities enhance different subject departments for relevant L&amp;T activities</li> <li>Computers in ITLC and MMLC are renewed.</li> </ul> | <ul style="list-style-type: none"> <li>Scrutiny of records and documents for the utilization of the relevant place in school premises (e.g. Lecture rooms, lab)</li> </ul>                | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <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> |
| 7 Establishment of IMC   | <p>7.1 Review the differentiation of School Funds and Assets sourced from the sponsoring body of the school, the school and the government.</p> <p>7.2 Review inventory record system.</p> <p>7.3 Review existing accounting system</p> | <ul style="list-style-type: none"> <li>Assets are correctly differentiated</li> <li>Assets records are correctly input to the e-Class inventory system</li> <li>Accounting system is reviewed and functioning smoothly.</li> </ul>   | <ul style="list-style-type: none"> <li>Feedback from staff</li> <li>Feedback from auditor</li> </ul>  | <ul style="list-style-type: none"> <li>Sept, 2013 – July, 2014</li> </ul> | <ul style="list-style-type: none"> <li>IMC change over team</li> <li>Office</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 2013/14 to 2015/16 cohort of senior secondary students**

| 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             |
|-----------------------|--|---|----------------------------------|--|--|-----------|-----------|--|-------------------------------|
|                       |  |   |                                  |  | 2013/2014  | 2014/2015 | 2015/2016 |  |                               |
| 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 | 3  | 3         | 3         | Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher                |
| Other Programs        | To 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                 |
|                       | To 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  |
|                       | To enhance students debating skills and public speaking skills.  | Intensive training course for aspiring debates              | 2 years                          | S4-S5 Elite students in the debating team      | 10   | 10        | 0         | Students will improve their skills in debate and public speaking   | Tutor from other organization |