

# Annual School Plan 2021 - 2022



**CHAN SUI KI (LA SALLE) COLLEGE**

## School Vision

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

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

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

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

## School Mission

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

## School Motto

*Laus Deo Semper* which means Praise be to God always.

## School Goals

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

Our goals are successful when our staff and our students:

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

## **Major Concerns (in order of priority)**

1. To enhance teaching and learning effectiveness
2. To promote a positive school culture
3. To cope with COVID-19

## Major Concern 1: To enhance teaching and learning effectiveness

Targets	Strategies	Success Indicator	Method of Evaluation	Time Scale	People in charge	Resources required
1.1 Students' attitude and motivation are enhanced	1.1.1 Adopt a whole school approach to help students set, revise and work towards their goals <ul style="list-style-type: none"> <li>• Enhance students' career and life planning skills               <ul style="list-style-type: none"> <li>- help students set goals for academic achievements and develop career aspirations, promoting the notion of life planning</li> </ul> </li> <li>• Help students reflect on themselves, improving their studies               <ul style="list-style-type: none"> <li>- instruct students to reflect on their academic performance after each uniform test or examination, and to improve their learning strategies</li> <li>- help students build confidence, believing themselves</li> </ul> </li> </ul>	Students actively participate in class activities and show initiative	Observation  Minutes and reports of Career and Life Planning Section and Form Coordination Team	Sept, 2021 to May, 2022	Career and Life Planning Section  Form Teachers & Assistant Form Teachers	Career and Life Planning Grant  Human resources
	1.1.2 Adopt more student-centred, interactive and self-directed activities in classroom <ul style="list-style-type: none"> <li>• Encourage the use of e-resources               <ul style="list-style-type: none"> <li>- adopt the use of e-resources as a deliberate strategy to promote student engagement</li> </ul> </li> <li>• Enhance questioning skills               <ul style="list-style-type: none"> <li>- adopt the use of questions as a deliberate strategy to promote student engagement</li> </ul> </li> </ul>	Teachers adopt resources to stimulate students' interests and to facilitate understanding  Teachers ask a range of questions to encourage inquiry and to provoke thinking	Observation  Stakeholder survey  Minutes and reports of subject departments	Sept, 2021 to May, 2022	Vice Principal (Academic)  Subject Heads	Financial support

1.2 Teaching organisation and process are enhanced	1.2.1 Enhance teacher professional development, focusing on curriculum development and pedagogical changes ( <i>use of e-resources, questioning skills, strategies for catering for learner diversity</i> ) <ul style="list-style-type: none"> <li>• Encourage teachers to attend professional development activities</li> <li>• Enhance collaborative lesson planning</li> <li>• Arrange more professional sharing</li> </ul>	Teachers attend professional development activities with focuses on use of e-resources, questioning skills and strategies for catering for learner diversity  Subjects/ teachers share and promulgate good practices  Teachers adapt and apply what they have learnt in the classroom	CPD records of teachers  Minutes and reports of subject departments	Sept, 2021 to May, 2022	Vice Principal (Academic)  Head of Staff Professional Development and Lasallian Formation Team  Subject Heads	Financial support  Timetabling arrangement
	1.2.2 Enhance strategies for catering for learner diversity <ul style="list-style-type: none"> <li>• Differentiate the curriculum and learning tasks <ul style="list-style-type: none"> <li>- grade and tailor teaching materials in line with the streaming and split class arrangement</li> </ul> </li> <li>• Adjust pedagogy and diversify strategies <ul style="list-style-type: none"> <li>- differentiate process/ learning activities in response to student readiness, interest and learning profile</li> </ul> </li> </ul>	Teachers adopt diversified strategies to cater for different learning styles and needs  Teachers provide opportunities for different learners to participate  Teachers give challenging tasks to stretch the potential of students	Observation  Stakeholder Survey  Minutes and records of subject departments	Sept, 2021 to May, 2022	Vice Principal (Academic)  Subject Heads	Human resources

	1.2.3 Enforce the use of English as the MOI in all EMI-subjects to facilitate student learning	Students, especially those in junior forms, are capable and confident of using English for learning and communication both inside and outside the classroom	Observation  Minutes and records of subject departments	Sept, 2021 to May, 2022	Subject Heads of EMI-Subjects	Human resources
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**Major concern 2: To promote a positive school culture**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources required</b>
2.1 Students are self-disciplined and responsible, respecting themselves	2.1.1 Design the curriculum of life education for junior forms <ul style="list-style-type: none"> <li>• Leverage collaboration among functional groups under the Pastoral Division</li> <li>• Infuse respect and responsibility in the curriculum</li> <li>• Strengthen the role of Form Teachers and Assistant Form Teachers</li> </ul>	The curriculum of life education for junior forms is developed	Minutes and records of functional committees	Sept, 2021 to April, 2022	Vice Principal (Pastoral)  Life Education Team	Financial support  Human resources
	2.1.2 Adopt a comprehensive approach to life education <ul style="list-style-type: none"> <li>• Discuss and study values, virtues and desirable behaviours inside and outside classrooms</li> <li>• Develop a list of maxims that promote value-based behaviours</li> <li>• Encourage teachers to attend professional development activities that enhance their ability to support students such as fostering class spirit, emotional support and conflict resolution skills</li> </ul>	The curriculum of life education is implemented effectively.	Observation  Minutes and reports of Form Co-ordination and subject departments	Oct, 2021 to May, 2022	Vice Principal (Pastoral) Head of Form Co-ordination Subject Heads Head of Discipline Section	Human resources

<p>2.2 Students respect and show care for all school members</p>	<p>2.2.1 Create a moral community, building respectful relationships</p> <ul style="list-style-type: none"> <li>Promote the practice of maintaining good manners</li> <li>Value achievements in the widest sense</li> <li>Have teachers act as moral models and moral mentors</li> <li>Engineer a positive peer culture</li> <li>Enhance parent education</li> </ul>	<p>Good qualities and behaviours are recognized.</p> <p>Achievements are rightly praised.</p> <p>A caring and harmonious campus is created.</p> <p>Parents benefit from talks on issues such as parenting</p>	<p>Observation</p> <p>APASO Survey</p> <p>Minutes and reports of functional committees</p>	<p>Sept, 2021 to May, 2022</p>	<p>Vice Principal (Pastoral)</p> <p>Section Heads of Pastoral Division</p>	<p>Financial support</p> <p>Human resources</p>
<p>2.3 Students are conscious of their roles in society</p>	<p>2.3.1 Empower students</p> <ul style="list-style-type: none"> <li>Encourage students to take up responsible posts at school and outside school</li> <li>Support students in exploring the local and world community</li> <li>Encourage students to participate in voluntary service</li> </ul>	<p>Students gain more exposure and their horizons are broadened</p> <p>Students engage in voluntary service to a greater extent</p>	<p>Observation</p> <p>APASO Survey</p> <p>Minutes and reports of functional committees</p>	<p>Sept, 2021 to May, 2022</p>	<p>Vice Principal (Pastoral)</p> <p>Head of Extra-curricular Activities Section</p>	<p>Financial support</p> <p>Human resources</p>



### Major concern 3: To cope with the COVID-19

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources required
3.1 Student learning is continued	3.1.1 Enhance remote online learning <ul style="list-style-type: none"> <li>• Adapt classroom resources for online learning               <ul style="list-style-type: none"> <li>- Digitize existing teaching materials so that students can easily access them at home</li> <li>- Organise lessons with a mix of strategies to cater for the learning needs of students</li> </ul> </li> <li>• Create a positive learning environment, engaging with students online (Along with Strategies 1.1.2 and 1.2.2 of Major Concern 1)</li> </ul>	Resources are adapted for online learning  Online lessons are organised with different strategies  There is a positive online learning environment	Minutes and records of subject departments	Sept, 2021 to June, 2022	Subject Heads	Financial support  Human resources
3.2 Students re-adjust to school life in face of COVID-19	3.2.1 Help students cope with the changes that arise from the epidemic <ul style="list-style-type: none"> <li>• Help students rebuild connectedness with school during class suspension and after class resumption               <ul style="list-style-type: none"> <li>- Stay connected to students, maintain positive student-teacher relationships</li> </ul> </li> <li>• Urge students to maintain personal hygiene</li> <li>• Ensure cleanliness and hygiene of the school               <ul style="list-style-type: none"> <li>- Step up precautionary measures to prevent COVID-19</li> </ul> </li> </ul>	Students are connected with each other and with teachers  The school environment is kept clean and hygienic to safeguard the health of all school members	Minutes and records of subject departments and functional committees	Sept. 2021 To June, 2022	Subject Heads  Section Heads of Pastoral Division  General Office	Financial support  Human resources

## Appendix: School Development Plan 2018/19 – 2020/21 (extended to 2021/22 due to COVID-19)

### Major concern 1: To enhance teaching and learning effectiveness

Targets	Time Scale				A General Outline of Strategies
	2018/19	2019/20	2020/21	2021/22	
1.1 Students' attitude and motivation are enhanced	✓	✓	✓	✓	<ol style="list-style-type: none"> <li>1. Adopt a whole school approach to help students set, revise and work towards their goals</li> <li>2. Adopt more student-centred, interactive and self-directed activities in classroom</li> </ol>
1.2 Teaching organisation and process are enhanced	✓	✓	✓	✓	<ol style="list-style-type: none"> <li>1. Enhance teacher professional development, focusing on curriculum development and pedagogical changes</li> <li>2. Enhance strategies for catering for learner diversity</li> <li>3. Enforce the use of English as the MOI in all EMI-subjects to facilitate student learning</li> </ol>

### Major concern 2: To promote a positive school culture

Targets	Time Scale				A General Outline of Strategies
	2018/19	2019/20	2020/21	2021/22	
2.1 Students are self-disciplined and responsible, respecting themselves	✓	✓	✓	✓	<ol style="list-style-type: none"> <li>1. Design the curriculum of life education for junior forms</li> <li>2. Adopt a comprehensive approach to life education</li> </ol>
2.2 Students respect and show care for all school members	✓	✓	✓	✓	<ol style="list-style-type: none"> <li>1. Create a moral community, building respectful relationships</li> </ol>
2.3 Students are conscious of their roles in society	✓	✓	✓	✓	<ol style="list-style-type: none"> <li>1. Empower students <ul style="list-style-type: none"> <li>- Encourage students to take up responsible posts at school and outside school</li> <li>- Support students in exploring the local and world community</li> <li>- Encourage students to participate in voluntary service</li> </ul> </li> </ol>

**Major concern 3: To cope with COVID-19**

Targets	Time Scale				A General Outline of Strategies
	2018/19	2019/20	2020/21	2021/22	
3.1 Student learning is continued	N/A	N/A	✓	✓	1. Enhance remote online learning <ul style="list-style-type: none"> <li>- Adapt classroom resources for online learning</li> <li>- Create a positive learning environment, engaging with students online</li> </ul>
3.2 Students re-adjust to school life in face of COVID-19	N/A	N/A	✓	✓	2. Help students cope with the changes that arise from the epidemic