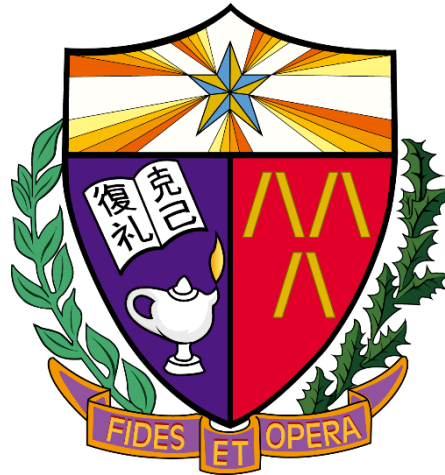


# LA SALLE PRIMARY SCHOOL



## Annual School Plan 2017 – 2018

# La Salle Primary School

## 1. **Vision**

By touching the minds and hearts of the children confided to our care, and by providing the highest quality of education, we aspire to be the best primary school in Hong Kong.

## 2. **Mission**

To give a human and Christian education to the young, paying particular attention to the needy.

## 3. **School Motto**

Fides et Opera

## 4. **Educational Characteristics**

- ◆ To recognise the importance of biblical teachings - commitments to Christian spiritual values.
- ◆ To strengthen the teaching and learning of English - enhancement of students' biliterate and trilingual abilities.
- ◆ To motivate self-learning
- ◆ To encourage respect for individuals
- ◆ To encourage participation in extra-curricular activities
- ◆ To enhance IT knowledge
- ◆ To attain a good understanding of China

# **La Salle Primary School**

## **Annual School Plan**

**2017-2018**

1. To enable students to acquire 21st century skills and develop a passion for life-long learning
2. To establish professional learning communities to enhance educational leadership
3. To nurture our boys in becoming Lasallian gentlemen

**1. Major Concern: To enable students to acquire 21<sup>st</sup> century skills and develop a passion for life-long learning**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
1.1 To infuse inquiry based learning skills into the school curriculum	1.1.1 To write up the IBL skills in curriculum documents and infuse the skills into the cross-curricular curriculum	70% of teachers agree that the IBL skills can be infused into the cross-curricular curriculum to enhance learning and teaching	<ul style="list-style-type: none"> <li>- Discussions in Curriculum Development Team meetings</li> <li>- Evaluations in the Annual School Plan meeting</li> </ul>	Oct 2017– July 2018	PSMCD and Department Heads of different subjects	Resources of cross-curricular activities
1.2 To promote STEM education into the Mathematics and Science curriculum	1.2.1 To encourage Maths and Science teachers to attend workshops / seminars related to STEM education	70% of Maths and Science teachers agree that they have a deeper understanding of STEM education and have more confidence in carrying out activities related to it	<ul style="list-style-type: none"> <li>- Oral feedback and discussions in Maths and Science Panel meetings</li> </ul>	Sept 2017 – July 2018	PSMCD, Department Head of Maths & Department Head of Science	Training Information of EDB and other organisations

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
	1.2.2 To foster students' innovative thinking by providing students with STEM-related learning activities in and outside the classroom	70% of Maths and Science teachers agree that students learn how to use the skills to tackle the technical problems while carrying out the activities	- Oral feedback and discussions in the mid-term and year end Maths and Science panel meetings	Sept 2017 – July 2018	PSMCD, Department Head of Maths & Department Head of Science	Resources of STEM-related learning activities
1.3 To have student-centred classrooms that promote life-long learning	1.3.1 To further promote self-directed learning through the development of note taking skills	70% of teachers agree that the mastering of note taking skills help students to become self-directed learners	- Oral feedback and discussions in different panel meetings - Evaluations in the Annual School Plan meeting	Sept 2017 – July 2018	PSMCD and Department Heads of different subjects	Notebooks

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
1.4 To further enhance IT in Education	1.4.1 To make use of various IT tools to supplement teaching in the classroom	70% of teachers agree that the use of different IT tools can enhance the learning and teaching efficacy	<ul style="list-style-type: none"> <li>- Discussions in Curriculum Team meetings and e-learning meetings</li> <li>- Evaluations in the Annual School Plan meeting</li> </ul>	Sept 2017 – July 2018	PSMCD and Department Heads of different subjects	Technical Support Services

## 2. Major Concern: To establish professional learning communities to enhance educational leadership

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To strive for continuous improvement in teaching pedagogy, enhance collective responsibility and to have goal alignment to ensure that students are given high expectations for achievement	2.1.1 To share good teaching practices through collaborative lesson planning and informal lesson observations	70% of teachers agree that collaborative lesson planning, lesson observations and sharing sessions for different subjects can enhance learning and teaching efficacy	<ul style="list-style-type: none"> <li>- Teachers' observations of students' performance in the lessons</li> <li>- Evaluations in the Annual School Plan meeting</li> </ul>	Sept 2017 – July 2018	Vice Principal (Staff) & PSMCD	Time for co-planning and lesson observations
	2.1.2 To use a wide variety of assessment data to ensure collective goals are being met	70% of teachers agree that the use of different assessment data can help teachers to have a better understanding of the students and cater for their needs	<ul style="list-style-type: none"> <li>- Discussions in panel meetings</li> <li>- Evaluations in the Annual School Plan meeting</li> </ul>	Sept 2017 – July 2018	PSMCD	Different assessment data

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
2.2 To strengthen the school culture by modifying the organisational structure and building collaborative processes to sustain the performance of school administrators, teachers, and students	2.2.1 To establish various PLC groups of administrators and teachers for both administrative and curriculum purposes	<ul style="list-style-type: none"> <li>- 70% of school administrators agree that the PLC of the Senior Teachers monthly meetings can enhance the collaborative processes</li> <li>- 70% of teachers agree that the active participation in PLC groups help to strengthen the tie among teachers and ensure them to work for excellence</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluations in the Annual School Plan meeting</li> <li>- Oral feedback and discussions in the senior teacher and staff meetings</li> </ul>	Sept 2017 – July 2018	Principal	



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.2.2 To modify the existing school organisational structure to support student learning	<ul style="list-style-type: none"> <li>- Most teachers agree that the modification of the school organisational structure facilitate the administration of the School</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluations in the Annual School Plan meeting</li> <li>- Oral feedback and discussions in the staff meetings</li> </ul>	Sept 2017 – July 2018	Principal	

**3. Major Concern: To nurture our boys in becoming Lasallian gentlemen**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
3.1 To reinforce the Lasallian spirit by building up positive moral values, by showing love and care from self to others and to act with good manners	3.1.1 To encourage P.1-P.2 students to join the service learning activities on a voluntary basis and provide training sessions for P.3-P.6 students before implementing service learning	70% of students agree that service learning is meaningful and helps them to understand the needs of the needy	- Feedback from students - Teachers' observations - Questionnaire	Sept 2017 – July 2018	Student Guidance Personnel	Student Guidance Service Grant and NGOs
	3.1.2 To let students learn the virtues of different Saints through the R.K. school-based curriculum	Students show better understanding of the virtues of the Saints and have good practice in daily life	- Evaluations at Religious Knowledge Panel meetings - Teachers' Observations	Sept 2017 – July 2018	Religious Knowledge Panel Chairs	

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
	3.1.3 To nurture students' positive values and attitudes through assemblies, Personal Growth Education lessons, seminars and workshops	Students have greater awareness of positive values and attitudes	<ul style="list-style-type: none"> <li>- Teachers' observations of students' responses in the activities</li> <li>- Evaluations in staff meetings</li> </ul>	Sept 2017 – July 2018	Principal, Vice Principals, Discipline Master and Student Guidance Personnel	Student Guidance Service Grant and NGOs
	3.1.4 To encourage students to love one another through cross-curricular activities held in November	Students have greater awareness of showing love and care	<ul style="list-style-type: none"> <li>- Evaluations at Curriculum Development Team meetings</li> </ul>	Nov 2017	Subject Panels and PSM(CD)	
	3.1.5 To organise school-based whole school programmes to develop mutual respect, humility and compassion among students	Students show respect to each other and become more humble and compassionate	<ul style="list-style-type: none"> <li>- Feedback from students and parents</li> <li>- Oral feedback and discussions in the staff meetings</li> </ul>	Sept 2017 – July 2018	Vice Principal (Student), Student Guidance Team Leader and Discipline Team	Student Guidance Service Grant and Understanding Adolescents Project Grant

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
	3.1.6 To put emphasis on good manners at school by launching an award scheme	Over 70% of students meet the criteria set for the award scheme	<ul style="list-style-type: none"> <li>- Statistics of the award scheme</li> <li>- Records of students' performance in the Good Student Booklets</li> </ul>	Sept 2017 – July 2018	Student Guidance Personnel	Student Guidance Service Grant, Good Student Booklets & Certificates
	3.1.7 To raise standards of manners by encouraging students to practise basic courtesy at school persistently	Students behave well and are courteous and respectful towards others	<ul style="list-style-type: none"> <li>- Evaluations at Student Guidance Team and Discipline Team meetings</li> </ul>	Sept 2017 – July 2018	Student Guidance Team and Discipline Team	

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)  
School-based Implementation Plan**

**School Name:** LA SALLE PRIMARY SCHOOL (English)

**Application No.:** A 097 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 24

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	6	6	6	6	6	6	36

3. No. of operating classes in the 2016/17 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
NIL	NIL	NIL	NIL

**(B) SWOT Analysis related to the learning and teaching of English:**

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. Both teachers and most of students' English standards are above average.</li><li>2. Students have more exposure to English-speaking environment.</li><li>3. English curriculum is well structured and developed.</li></ol>	<ol style="list-style-type: none"><li>1. A broader curriculum needs to be developed to cope with individual differences.</li><li>2. More extracurricular activities can be organised for the students to arouse their interests in learning English.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students' individual differences are obvious.</li><li>2. Some students do not have sufficient home support.</li></ol>	<ol style="list-style-type: none"><li>1. There is an increasing number of SEN students.</li></ol>

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

**(More rows can be added if needed.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Restructuring and refining a holistic writing curriculum in the form of "Writing Tasks"	Hiring professional services with relevant expertise to plan and conduct holistic writing activities in collaboration with English teachers.	P.1 – P.6

**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- <del>developing more quality English language learning resources for students*</del></li> </ul> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

**(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?**

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
(1) Employing a part-time teacher who is proficient in English to promote reading across the curriculum, provide students with more opportunities to use English in authentic context and to stimulate students' creative and literary imagination and to develop their appreciation of literature					
<p><b>Objectives</b></p> <p>The proposed initiative meets the objectives of the Scheme. The target levels are P.1 and P.6. Students will have more opportunities to communicate with the native speaker and they will be benefited from the proposed initiative. Their reading standard will be raised and effective English language learning can enhance the smooth transition between different key stages of English learning.</p> <p><b>Implementation details</b></p> <ul style="list-style-type: none"> <li>- A part-time teacher with native speaker competence, teaching training and experience in teaching primary students is to be hired.</li> <li>- The part-time teacher will have one lesson with each P.1 and P.6 class (a total of 12 lessons) every week. He/She will carry out different reading activities to arouse students' interests in reading across the curriculum. Big books including narrative, information and procedural texts will be introduced to P.1 students. Different types of set books such as narrative, information, explanatory and literary texts will be taught in P.6 classes.</li> <li>- The part-time teacher will have 12 lessons (one lesson for</li> </ul>	<p>P.1 &amp; P.6</p> <p>Promote Reading Across the Curriculum</p> <p>P.5 &amp; P.6</p> <p>Drama Activities</p>	<p>From Feb 2018 to Jan 2020</p> <p>Co-planning meetings</p> <p>From Feb 2018 to Jan 2020</p> <p>Co-teaching</p> <p>From Feb 2018 to Jan 2020</p> <p>Evaluation meetings</p> <p>From Feb 2018 to Jan 2020</p> <p>ECA Training</p>	<p>-16 lesson plans, and learning tasks/ activities will be developed for P.1 and P.6 students each term.</p> <p>-A set of worksheets will be developed to enrich the English language environment.</p> <p>-90% of students will complete 100% of the developed materials per year.</p> <p>- 80% of P.1 and P.6 students' confidence and skills in reading and speaking will be</p>	<p>-After completion of the project, P.1 and P.6 teachers will apply the strategies that they have developed in their lessons.</p> <p>-Teachers of the same level will have co-planning lessons twice a month to update the plans and materials to cater for the needs of the</p>	<p>-Records of the co-planning meetings will be kept for future reference.</p> <p>-Lesson observations will be arranged so that teachers of other levels will gain insights of the learning and teaching strategies.</p> <p>-Evaluation of the students' performance will be carried out in the co-planning meetings. Teachers</p>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

<sup>2</sup> Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

<sup>3</sup> Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.



Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>each class) every week. He/She will co-teach with the English teachers and co-develop all the lesson plans and teaching materials for the lessons.</p> <ul style="list-style-type: none"> <li>- For P.1, the part-time teacher and LETs will carry out shared reading and story-telling sessions using big books. The P.1 students will learn different reading skills such as using knowledge of basic letter-sound relationships to read out simple words, guessing the meaning of unknown words using pictorial and contextual clues.</li> <li>- For P.6, the part-time teacher and LETs will teach the structures and the metaphors or the underlying meanings of the stories. Students learn to identify onomatopoeia, alliteration and similes in continuous prose, understand persuasive language and use literary devices in their own work. P.6 students will learn to appreciate literature. By reading different literary texts such as poems, biographies, myths and legends, students can learn different vocabulary items, writing styles and literary devices so as to stimulate their creativity and imagination.</li> <li>- The part-time teacher will assist in all classroom activities such as role plays, discussions, pair work etc., and he/she will take up half of the teaching in the lesson.</li> <li>- It is hoped that students' interests in reading across the curriculum will be aroused and they will borrow more books from the library.</li> <li>- The English panel chairs and twelve P.1 and P.6 English teachers of the target levels will be the core team members. They will have co-planning lessons with the part-time teacher once a week. Evaluation will be conducted during the meetings. They can adjust the teaching strategies, update lesson plans and have professional sharing.</li> </ul>			<p>enhanced per year.</p> <ul style="list-style-type: none"> <li>-50% of students from P.1, P.5 and P.6 participate in the speech festival, debating, and drama activities per year.</li> <li>- 50% of the existing English teachers will acquire knowledge of teaching reading across the curriculum and conducting language activities per year.</li> <li>-50% of the existing English teachers will apply teaching strategies in facilitating students to use appropriate reading strategies on promoting reading across the curriculum and conduct language activities in teaching P.1 and P.6 English</li> </ul>	<p>students.</p> <ul style="list-style-type: none"> <li>-There will be sharing sessions during the English panel meetings. All the teachers of the target levels will continue to apply the knowledge acquired in their lessons after completion of the project. Some of them will be assigned to teach other levels so as to achieve sustainable effects of the project.</li> </ul>	<p>will collect feedback from students so as to improve the planning of the lessons.</p> <ul style="list-style-type: none"> <li>-There will be video-taping for four lessons. The records will be used for sharing and evaluation in the three panel meetings.</li> </ul>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<ul style="list-style-type: none"> <li>- With exposure to various text-types, students can widen their scope of learning English. Language activities such as role play can give students opportunities to understand more about the characters and learn the moral values at the same time. English teachers will have lessons with the part-time teacher and they will work together to carry out the lessons.</li> <li>- The part-time teacher will also help develop students' talents in drama activities during the Extra-curricular Activities (ECA) periods. There is one ECA period on Friday. He/She will assist in training the P.5 and P.6 drama boys. Around 100 students will be trained. An audition will be held to choose the potential students. He/She will work with the teacher-in-charge of the English activities. They will work together to arrange the training for the students. They will discuss the content of the training so as to develop students' talents in the drama show. The students will perform during the post exam activities. This can help them develop better confidence in communicating with others in English.</li> </ul>			per year.		
(2) Purchasing printed books to promote reading across the curriculum for P.1 and P.6					
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>- Big books and literature set books, alongside with books of different text types on different subject contents will be used to facilitate students' learning.</li> </ul> <p><b>Implementation details</b></p> <ul style="list-style-type: none"> <li>- The part-time teacher will make use of the resources proposed to be purchased to carry out reading activities to promote reading across the curriculum in class. The purchased resources would facilitate the implementation of</li> </ul>	P.1, P.6	2/2018 - 1/2020  Feb 2018 to May 2018  Contact publishers, conduct procurement	<ul style="list-style-type: none"> <li>- Unit plans will be developed to show the use of resources in class teaching.</li> <li>-Number of titles: P.1: 20 P.6: 12 Number of copies: 5 for each level</li> </ul>	-The books will be used for all P.1 and P.6 students in future.	<ul style="list-style-type: none"> <li>-Lesson observations will be conducted to see how the resources are used to develop students' interests in reading.</li> <li>-Surveys will be carried out to collect feedback</li> </ul>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> <i>(preferably measurable)</i>	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>the initiative.</p> <p>-P. 1 20 titles x 5 copies (big books): narrative texts, information texts, procedural texts</p> <p>-P. 6 12 titles x 5 copies (set books): narrative texts, information texts and explanatory texts fables, poems, biographies, classics and fictions</p> <p>- Teachers will discuss with the part-time teacher types of books that are suitable for the students. Big books and literature set books alongside with books of different text types on different subject contents will be included.</p> <p>- The resources will be purchased after proper procurement exercise.</p>		and purchase books	<p>Number of grade levels: P.1, P.6</p> <p>- 100% of students at P.1 read 20 big books and those of P.6 read at least 12 set books of narrative texts, information texts and explanatory texts per year.</p> <p>-100% of the existing English teachers use the resources at P.1 and P.6 each year.</p>		<p>from students.</p> <p>-The panel chairs will study the collected data and ensure that teachers can make good use of the resources to enhance learning and teaching.</p>