

LA SALLE PRIMARY SCHOOL



Annual School Plan 2018 – 2019

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

2018-2019

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 21st century skills and develop a passion for life-long learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To infuse inquiry based learning skills into the school curriculum	1.1.1 To have an IBL project week so that students can make use of co-operative learning and critical thinking strategies to learn better	70% of teachers agree that the IBL project week allows students to work together to accomplish shared goals and students are equipped with the competencies of self-directed learning	<ul style="list-style-type: none"> - Discussions in Curriculum Development Team meetings - Evaluations in the Annual School Plan meeting 	Sept 2018 – July 2019	PSMCD and Department Heads of different subjects	Resources of IBL project week
1.2 To promote STEM education into the Mathematics and Science curriculum	1.2.1 To foster students' innovative thinking by providing students with STEM-related learning activities in and outside the classroom and during the ECA periods	70% of Maths and Science teachers agree that those activities strengthen students' ability to integrate and apply knowledge and skills related to creativity and innovation	<ul style="list-style-type: none"> - Oral feedback and discussions in the mid-term and year end Maths and Science panel meetings 	Sept 2018 – July 2019	PSMCD, Department Heads of Maths & Science	Resources of STEM-related learning activities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.3 To have student-centred classrooms that promote life-long learning	1.3.1 To further develop the whole school approach to helping SEN and gifted students	70% of teachers agree that the whole school approach is efficient in catering for learner differences	<ul style="list-style-type: none"> - Oral feedback and discussions in different panel meetings - Evaluations in the Annual School Plan meeting 	Sept 2018 – July 2019	PSMCD and Department Heads of different subjects	Learning materials of different subjects
1.4 To further enhance IT in Education	1.4.1 To ensure students are technology competent by using apps or programmes that are suitable for primary students	70% of teachers agree that the use of different apps and programmes can motivate students to learn by themselves and enhance the learning and teaching efficacy	<ul style="list-style-type: none"> - Discussions in Curriculum Team meetings and e-learning meetings - Evaluations in the Annual School Plan meeting 	Sept 2018 – July 2019	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 improve the teaching standard and learning effectiveness	<ul style="list-style-type: none"> - Teachers' observations of students' performance in the lessons - Evaluations in the Annual School Plan meeting 	Sept 2018 – July 2019	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"> - Discussions in panel meetings - Evaluations in the Annual School Plan meeting 	Sept 2018 – July 2019	PSMCD	Various assessment data

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 continue to fine-tune the existing school organisational structure to support student learning	- Most teachers agree that the modification of the school organisational structure can provide a high quality learning environment for students	- Evaluations in the Annual School Plan meeting - Oral feedback and discussions in the staff meetings	Sept 2018 – July 2019	Principal	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.2.2 To further enhance existing appraisal system to encourage the development of quality teaching	<ul style="list-style-type: none"> - Most teachers agree that the appraisal system can identify and evaluate the performance of teachers and ensure that teachers are committed to using effective teaching pedagogy 	<ul style="list-style-type: none"> - Evaluations in the Annual School Plan meeting - Oral feedback and discussions in the staff meetings 	Sept 2018 – July 2019	Principal and Vice Principal (Staff)	

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 nurture students with a passion to serve others by joining different service training programmes and activities	70% of students agree that the training programmes have fostered greater understanding on the needs of the underprivileged	- Feedback from students - Teachers' observations - Questionnaire	Sept 2018 – July 2019	Student Guidance Personnel	Student Guidance Service Grant and NGOs
	3.1.2 To let P.4 students understand the life of St. John Baptist De La Salle by joining an online quiz through the Google Classroom	Students show a deeper understanding of the good deeds of St. John Baptist De La Salle and treat him as a role model	- Evaluations at Religious Knowledge Panel meetings - Teachers' Observations	Feb 2018 – May 2019	Religious Knowledge Panel Chairs	Google Classroom online quiz

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.1.3 To nurture students' positive values and attitudes through a series of sharing sessions organised by the social worker in the morning assemblies, Personal Growth Education lessons, seminars and workshops	Students show signs of improvement on having positive mindsets	<ul style="list-style-type: none"> - Teachers' observations of students' responses in the activities - Evaluations in staff meetings 	Sept 2018 – July 2019	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 the curriculum and activities of different subjects	Students show thoughtfulness and concern for others	<ul style="list-style-type: none"> - Evaluations at Curriculum Development Team meetings 	Sept 2018 – July 2019	Subject Panels and PSM(CD)	
	3.1.5 To organise school-based whole school programmes to develop humility, mutual respect and compassion among students	Students understand the importance of respecting one another and become more sympathetic	<ul style="list-style-type: none"> - Feedback from students and parents - Oral feedback and discussions in the staff meetings 	Sept 2018 – July 2019	Vice Principal (Student), Student Guidance Team Leader and Discipline Team	Student Guidance Service Grant and Understanding Adolescent Project Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.1.6 To put emphasis on politeness 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"> - Statistics of the award scheme - Records of students' performance in the Good Student Booklets 	Sept 2018 – July 2019	Student Guidance Personnel	Student Guidance Service Grant, Good Student Booklets & Certificates
	3.1.7 To encourage students to maintain high standards of manners in all areas of social etiquette	Students improve their behaviour and learn to appreciate one another	<ul style="list-style-type: none"> - Evaluations at Student Guidance Team and Discipline Team meetings 	Sept 2018 – July 2019	Student Guidance Team and Discipline Team	

La Salle Primary School
Budget for School Year 2018-2019

	Budget for year 2018/2019 \$	Expenditure for year 2017/2018 \$
I. Government Fund		
(1) Salary Grant (Teaching & non-teaching staff salary)	\$ 42,000,000.00	\$ 39,450,485.32
(2) Expanded Operating Expenses Block Grant		
(A) School Specific Grant		
• Air-Conditioning Grant	\$ 568,285.00	\$ -
• Capacity Enhancement Grant	\$ 750,226.00	\$ 526,113.26
• Composite Information Technology Grant	\$ 464,824.00	\$ 440,702.20
• Enhanced Speech Therapy Grant	\$ 168,546.00	\$ 166,400.00
• Noise Abatement Grant	\$ -	\$ 395,384.00
• Revised Administration Grant	\$ 1,998,864.00	\$ 1,951,749.60
• Student Guidance Service Grant (including Top Up SGS Grant)	\$ 946,165.00	\$ 851,991.80
• Understanding Adolescent Project (Primary) Grant	\$ 8,843.00	\$ 16,200.00
Sub-total:	\$ 4,905,753.00	\$ 4,348,540.86
(B) Baseline Grant		
• Administration Grant for Additional Clerical Assistant	\$ 193,486.85	\$ 124,674.20
• Composite Furniture & Equipment Grant	\$ 339,148.80	\$ 325,015.00
• Enhancement Grant	\$ 9,805.82	\$ -
• School / Class Grant	\$ 345,047.79	\$ 554,168.08
• School Curriculum Development Grant	\$ 71,921.66	\$ 21,542.30
• Discipline	\$ 7,846.91	\$ 6,770.30
• Lift Maintenance Grant	\$ 166,895.62	\$ 128,339.00
• Moral & Civic Education Grant	\$ 21,233.66	\$ -
• Putonghua Grant	\$ 1,704.96	\$ -
• Supplementary Grant	\$ 198,463.49	\$ 119,605.19
• Training & Development Grant	\$ 8,978.43	\$ 7,765.00
Sub-total:	\$ 1,364,534.00	\$ 1,287,879.07
(3) Other Grants Outside EOEBG		
• Cash Grant for School-based After-school Learning & Support Programmes	\$ 8,400.00	\$ 4,800.00
• Extra Recurrent Grant under ITE4	\$ 103,140.00	\$ 103,200.00
• Free Lunch at Schools	\$ 12,310.00	\$ 22,249.00
• Jockey Club Life-wide Learning Project	\$ 5,460.00	\$ 3,120.00
• Learning Support Grant for Primary Schools (1st payment rec'd \$701,762)	\$ 701,762.00	\$ 882,334.72
• Moral & National Education Support Grant	\$ -	\$ 2,273.00
• Teacher Relief Grant (Estimated)	\$ 201,372.00	\$ 154,250.00
• One-off Grant for Promotion of STEM Education	\$ -	\$ 84,106.00
• One-off Grant under ITE4	\$ -	\$ 2,286.00
• Provison of One-off Grant for Promotion of Chi History & Culture	\$ 100,000.00	\$ -
• Strengthening School Admin Mgt Grant	\$ -	\$ 202,776.00
• Information Technology SS Grant	\$ 307,200.00	\$ 291,604.00
• One-off Information Technology Grant for e-learning in Schools	\$ 308,250.00	\$ -
• Grant for Promotion Effective English Language in Primary School	\$ 160,997.00	\$ 70,000.00
• Promotion of Readding Grant	\$ 40,000.00	\$ -
Sub-total:	\$ 1,948,891.00	\$ 1,822,998.72
Total of (1)+(2)+(3)	\$ 50,219,178.00	\$ 46,909,903.97
II. School Fund		
• Tong Fai & Other Income	\$ 4,872,000.00	\$ 4,634,336.04

Approved by: _____

Date: _____

School Supervisor
11th October 2018

La Salle Primary School
Capacity Enhancement Grant Plan for School Year 2018-2019

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicator	Assessment Mechanism	Person In Charge
Learning and Teaching	To relieve teaching and non-teaching load of teachers and to enhance the efficacy of learning and teaching	To employ a full time school administrative assistant	Teachers workload will be relieved in school administrative work	From 1 st September 2018 to 31 st August 2019	Salary (including MPF): \$221,457.60	75% teachers agree that the extra contract clerical assistant and teaching assistants can relieve their teaching and non-teaching work	Survey in the year end staff meeting	Principal, Vice-Principals, Chinese, English and Math subject panel heads
		To continue employing two teaching assistants			Salary (including MPF): \$302,400			
		To employing an additional IT Staff to administer the School's IT hardware & software	To release teachers' workload allowing more space & explore the use of IT in teaching		Salary (including MPF): \$163,800			
Extra-curricular Activities (ECA)	To cultivate students' multiple intelligences	To employ outside tutors to help run co-curricular activities within school hours	Teachers are relieved of some of their workload in organizing & implementing student enrichment programmes etc. so they can concentrate curriculum development and can have more contact time with students	From October 2018 to April 2019	\$26,000	Feedback from students, parents and teachers	ECA meetings, survey	Principal, Vice Principals, Mr. Siu Chin Cheung (ECA teacher-in-charge)
	To explore and maximise the potential of the gifted students	To employ outside tutors to help run enrichment programmes during the ECA periods and competitions		From October 2018 to April 2019	\$26,000	Feedback from students, parents and teachers	ECA meetings, survey	Principal, Vice Principals, PSMCD

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicator	Assessment Mechanism	Person In Charge
Fun and Friends English Online Reading Programme	To motivate students to learn English and strengthen self-directed learning	To renew the programme license	Students can do online reading and improve their English	From September 2018 to May 2019	\$9,798	Over 90% students complete the reading tasks assigned to them	Records of students' reading tasks and performance	English Panel Heads
Total					\$ 749,455.60			

Note : CEG Grant for 2018-19 : HK\$750,226.00

Plan on the Use of the Promotion of Reading Grant

2018 – 2019

The major objectives for Promotion of Reading: (1) Promote reading atmosphere in the campus.

(2) Motivate students’ reading interest and habit, so that they can learn from reading.

	Item	Estimated Expenses (\$)
1.	Purchase of Books	\$20000
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme:	
3.	Reading Activities	\$20000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
	<input checked="" type="checkbox"/> Buying the materials for Reading activities	
4.	Other:	
	Total	\$40000

**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:

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

(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.)

Area(s) of Development	Usage(s) of the grant	Grade Level
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>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (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"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(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>Objectives</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>Implementation details</p> <ul style="list-style-type: none"> - A part-time teacher with native speaker competence, teaching training and experience in teaching primary students is to be hired. - 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. - The part-time teacher will have 12 lessons (one lesson for 	<p>P.1 & P.6</p> <p>Promote Reading Across the Curriculum</p> <p>P.5 & 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>

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

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

³ 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<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"> - 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. - 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. - 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. - It is hoped that students' interests in reading across the curriculum will be aroused and they will borrow more books from the library. - 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. 			<p>enhanced per year.</p> <ul style="list-style-type: none"> -50% of students from P.1, P.5 and P.6 participate in the speech festival, debating, and drama activities per year. - 50% of the existing English teachers will acquire knowledge of teaching reading across the curriculum and conducting language activities per year. -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 	<p>students.</p> <ul style="list-style-type: none"> -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. 	<p>will collect feedback from students so as to improve the planning of the lessons.</p> <ul style="list-style-type: none"> -There will be video-taping for four lessons. The records will be used for sharing and evaluation in the three panel meetings.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<ul style="list-style-type: none"> - 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. - 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. 			per year.		
(2) Purchasing printed books to promote reading across the curriculum for P.1 and P.6					
<p>Objective</p> <ul style="list-style-type: none"> - Big books and literature set books, alongside with books of different text types on different subject contents will be used to facilitate students' learning. <p>Implementation details</p> <ul style="list-style-type: none"> - 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 	P.1, P.6	2/2018 - 1/2020 Feb 2018 to May 2018 Contact publishers, conduct procurement	<ul style="list-style-type: none"> - Unit plans will be developed to show the use of resources in class teaching. -Number of titles: P.1: 20 P.6: 12 Number of copies: 5 for each level 	-The books will be used for all P.1 and P.6 students in future.	<ul style="list-style-type: none"> -Lesson observations will be conducted to see how the resources are used to develop students' interests in reading. -Surveys will be carried out to collect feedback

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<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>

(F) Budget and cash flow (Please provide a breakdown of the costs for each expenditure item per school year) - more rows can be added if needed:

Proposed school-based English Language curriculum initiative(s)	Estimated cost If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2017/18 (second term) to 2018/19 (first term)		2018/19 (second term) to 2019/20 (first term)		Sub-total (Funded by PEEGS)
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(1) To employ a part-time teacher who is proficient in English	From Feb 2018 to Jan 2019 Except Jul and Aug 2018 (\$14,286 + \$714.3 MPF) x 10 months \$150,003		From Feb 2019 to Jan 2020 Except Jul and Aug 2019 (\$15,000 + \$750 MPF) x 10 months \$157,500		
			\$151,997	\$5503 (TRG/CEG)	\$302,000
(2) To purchase printed books to promote reading across the curriculum	From Feb 2018 to Jan 2019 26 titles x 5 copies x \$300 per book \$39,000		From Feb 2019 to Jan 2020 6 titles x 5 copies x \$300 per book \$9,000		\$48,000
Total:	\$189,003		\$160,997	\$5,503	\$350,000

School-based After-school Learning and Support Programmes 2018/2019 s.y.

School-based Grant - Programme Plan

Name of School: La Salle Primary School

Staff-in-charge: Lee Siu Fong (school social worker)

Contact Telephone No.: 2336 2609

A. The estimated number of students (count by heads) benefitted under this Programme is 12 (including A. 2 CSSA recipients, B. 10 SFAS full-grant recipients and C. 0 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Swimming	1. Acquire the skill; 2. Enhance self-confidence; 3. Increase sense of belonging to the school	1. Pass the test or fulfill standard of the course 2. Show positive mind set towards self 3. Show appreciation to the school	Questionnaire and observation	9/18 – 6/19	1	4		2000	PTA
Music	Same as above	Same as above	Same as above	9/18 – 6/19		2		800	PTA
Table tennis	Same as above	Same as above	Same as above	9/18 – 6/19	1			400	PTA
Chess	Same as above	Same as above	Same as above	9/18 – 6/19	1			400	PTA
Fencing	Same as above	Same as above	Same as above	9/18 – 6/19		1		400	PTA
Stem	Same as above	Same as above	Same as above	9/18 – 6/19		1		400	PTA
Football	Same as above	Same as above	Same as above	9/18 – 6/19		1		400	PTA
Basketball	Same as above	Same as above	Same as above	9/18 – 6/19		1		400	PTA
Swimming	Same as above	Same as above	Same as above	9/18 – 6/19		2		800	PTA
Total no. of activities:8				[@] No. of man-times	2	8			
				^{**} Total no. of man-times	10				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%

La Salle Primary School
Sister School Exchange Programme Proposal
2018-2019

Name of Sister School in Mainland China: The Experimental Primary School of RDFZ

Exchange Programme Details	Objectives	Evaluation	Budget
<ul style="list-style-type: none"> ● Programme Name: Easter Beijing Study Tour 2019 ● Content: <ul style="list-style-type: none"> ➤ Date: 17-4-2019 to 20-4-2019 (4 days) ➤ Target: 3 teachers will bring 24 P.6 students to The Experimental Primary School of RDFZ for learning and cultural exchange ➤ Programme Details <ul style="list-style-type: none"> ◆ Exchange between schools ◇ Campus tour ◇ Have lessons with local students ◇ Experience local school life ◇ Cultural performance exchange activities ◆ Visit famous tourist attractions (including Summer Palace, The Imperial Palace, Tiananmen Square, The Great Wall of China – Juyong Pass etc.) 	<ol style="list-style-type: none"> 1. Students will get to know the school facilities of an outstanding school in the Haidian district. They can compare the similarities and differences between the school facilities of the two schools, and discover things to be learnt or adopted by LSPS. 2. Students will experience the education system in Mainland China, observe local students' learning attitude and performance in class and other activities, and reflect on their own learning experience in Hong Kong. 3. Students of the two schools will have lessons and lunch together at school. They will also participate together in extra-curricular activities after school. This would enable our students to learn the similarities and differences between the two cities' extra-curricular activities. 4. Students of the two schools will prepare performances that have characteristics of Beijing and Hong Kong's culture respectively. They will learn from each other and appreciate the culture of the two cities. 5. Students will learn Chinese history and appreciate the infrastructure development in China. 	<ul style="list-style-type: none"> ➤ At the end of each day's programme, teachers will guide students to evaluate and reflect, and will give immediate feedback for students. ➤ At the end of each day's programme, students will have to write down in the tour booklet what they have learnt/ experienced/ felt on the day. ➤ After returning to Hong Kong, students will share the details of the tour with other students during morning assembly. ➤ Teacher leaders will evaluate this study tour during a post-tour meeting. 	<p>Around \$5,000 per student (50% to be subsidised by the Grant for the Sister School Scheme.)</p>

喇沙小學
姊妹學校交流計劃書
2018-2019 學年

內地姊妹學校名稱：中國人民大學附屬中學實驗小學

交流項目詳情	預期目標	監察／評估	預算開支
<ul style="list-style-type: none"> ● 項目名稱： 復活節北京遊學團 2019 ● 內容： <ul style="list-style-type: none"> ➢ 日期：17-4-2019 至 20-4-2019(共四天) ➢ 對象：三名教師將帶領 24 名小六學生遠赴人大附中實驗小學進行學習及文化交流活動 ➢ 活動內容： <ul style="list-style-type: none"> ◆ 學校交流 ◇ 參觀校園 ◇ 兩地學生一起上課 ◇ 感受當地校園生活 ◇ 文化表演交流活動 ◆ 參觀名勝景點 (包括頤和園、故宮、天安門廣場、長城—居庸關等) 	<ol style="list-style-type: none"> 1. 了解海淀區內優秀學校的校園設施，讓學生比較兩校校園設施的異同之處，從而探討有哪些地方值得我們借鏡。 2. 讓學生了解內地的教育制度，觀察當地學生的上課態度、表現及水平，從而反思平日在港上課的表現及學習態度。 3. 兩校學生除一起上課外，還會在校園內共晉午餐，於課後一起參與社團活動(即課後興趣班)，讓學生了解兩地課餘學習活動的異同。 4. 兩校學生各自準備具北京/香港文化特色的表演項目，彼此切磋，互相交流及欣賞兩地文化。 5. 讓學生認識中國的歷史，並學會欣賞中國宏偉的建築。 	<ul style="list-style-type: none"> ➢ 每天活動完結後，老師會引領學生進行檢討及反思，即時評估學生當天的得著。 ➢ 每天活動完結後，學生均需在行程小冊子上記錄當天的得著／體會／感受。 ➢ 回港後，學生將於早會中與其他同學分享旅程的所見所聞。 ➢ 帶團老師亦會透過會議檢討是次遊學團的成效。 	<p>每位學生的團費約 \$5000(當中 50%由姊妹學校計劃津貼資助)</p>