



St. Joseph's College
School Development Plan 2018/19-20/21

St. Joseph's College
School Development Plan
2018/19 - 2020/21

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St. Joseph's College

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 domains 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 teachers and students help one another 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 proficient 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 society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Values 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 sportsmanship.



St. Joseph's College
Holistic Review of the School Development Plan 2015/16-17/18
Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
<p>1. Empower Teachers through Enriching Professional Development</p>	<p>(a) To nurture professional leadership of middle managers</p> <p>(i) Further develop the skills of middle managers to meet challenges of educational needs such as deployment of staff, development of school development plan, etc. This target is fully achieved.</p> <p>(ii) Conduct in-housing training programs to further enhance the administrative skills of aspiring middle managers. This target is fully achieved.</p> <p>(iii) Encourage aspiring managers such as new panel heads and form coordinators in attending workshops and seminars organized by external professional bodies such as EDB, HK Policy Research Institute Limited, etc. This target is fully achieved.</p> <p>(iv) Enhance the staff appraisal system for performance appraisal and staff professional development. The target is fully achieved.</p> <p>(v) Review and refine the “learning and teaching” related documents to facilitate middle managers in carrying their duties. This target is fully achieved.</p>	<p>(a) (i)-(iii) will be incorporated into routine work.</p> <p>(i) The school is committed to supporting and developing each middle manager’s potential to the fullest. The school will encourage them to take part in relevant training courses and to further their studies so as to help upgrade their professional knowledge and to better equip them for leadership roles.</p> <p>(ii) The professional development team will continue to work with panel heads to develop the skills of aspiring middle managers by having senior staff mentor juniors, inviting more aspiring teachers to take up the role of form coordinators, etc.</p> <p>(iii) Aspiring managers were encouraged to develop their professional skills to gain a competitive edge and to keep updated with the industry and to re-ignite their passion for work such as being HKEAA moderation committee members, SBA personnel, HKDSE setters or markers, etc.</p> <p>(iv) The self-evaluation and staff appraisal forms were revised and received very positive feedback from all teachers. They allow teachers to express their own views about their performances and reflect on the different factors that had an impact on their teaching.</p> <p>(v) The homework and test inspection form for form coordinator was prepared and received positive comments.</p>	

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
	<p>(b) To enhance new teachers' teaching strategies and classroom management skills for better learning outcome</p> <p>(i) Experience sharing of classroom management with new teachers. This target is fully achieved.</p> <p>(ii) Panel heads arrange lesson observation of experienced teachers for new teachers to enhance their teaching strategies and classroom management skills. This target is fully achieved.</p> <p>(iii) Lesson observation form is revised to identify areas where new teachers experience difficulty and is in need of additional support. This target is fully achieved.</p> <p>(iv) Strengthen the buddy program for new teachers. The target is fully achieved.</p> <p>(c) To empower teachers through professional development to execute major concerns 2 & 3</p> <p>(i) Enhance teachers' teaching strategies such as innovative pedagogical practices. This target is partly achieved.</p> <p>(ii) Provide training for teachers in collaboration with the Careers and Life Planning Team to give quality career guidance for students This target is fully achieved.</p> <p>(iii) Provide training for teachers in collaboration with the IT Team to help teachers integrate modern information technology in teaching. This target is fully achieved.</p>	<p>(b) (i), (ii), (iv) will be incorporated into routine work.</p> <p>(i) Experience sharing of classroom management was conducted for new teachers at least twice each year. The school will continue to hold sharing sessions to provide more support to new teachers and to create a learning community.</p> <p>(ii) Lesson observations will be arranged which aim at helping new teachers to teach more effectively and for improving teaching quality and learning outcomes.</p> <p>(iii) The lesson observation form is revised. Teachers found the list of criteria comprehensive but concise.</p> <p>(iv) Every new teacher has a buddy and mentor to provide emotional and academic support respectively.</p> <p>(c) (i)-(iii) will be incorporated into routine work.</p> <p>(i) It is to further sharpen the pedagogical skills of teachers to provide effective teaching strategies. The school will continue on organizing more school visits and sharing sessions.</p> <p>(ii) The Careers and Life Planning Team will continue to provide support and life planning education for all students.</p> <p>(iii) The school will continue to provide regular in-house training to teachers to update their knowledge and skills in technology.</p>	<p>To equip teachers with innovation mindsets will be one of the targets in the coming cycle.</p>

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
<p>2. Provide effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development.</p>	<p>(a) To develop a comprehensive and systemic Career and Life Planning Education framework and policy</p> <p>(i) Set up a Career and Life Planning Committee (with members from careers guidance, counseling, MCE, discipline teams, representatives from OBA, PTA and other related parties responsible for overall career and life planning issues. This target is fully achieved.</p> <p>(ii) Identify the needs of the students and the school's focus, and review and formulate the Career and Life Planning Policy. This target is fully achieved.</p> <p>(iii) Review the school curriculum to ensure that CLP elements are adequately incorporated. This target is fully achieved.</p> <p>(b) To assist students to make wise and informed career decisions concerning their interests, abilities, and orientations.</p> <p>(i) Enrich the content and expand the scope of CLP-related services and activities by adopting the whole school approach, thereby broaden students' horizons and enhance their skills and awareness of CLP. This target is fully achieved.</p> <p>(ii) Devise school curriculum and activities/programs to cultivate and enhance students' awareness of proper work attitude, values and ethics. This target is fully achieved.</p> <p>(iii) Provide students and parents with sufficient information on CLP (e.g., setting up a data bank for</p>	<p>(a) (i)-(iii) will be incorporated into routine work.</p> <p>(i) The CLP Committee will continue to have regular meetings in the coming years, setup framework and policy at the beginning of every school year to provide the required support for our students.</p> <p>(ii) The CLP team will continue to work with the HK Family Welfare Society and the CLAP team (no more in-school support) in providing career assessment to students. The practice helps to spot the characteristics of students and provide appropriate guidance.</p> <p>(iii) Each subject panel will continue to incorporate different forms of CLP related learning activities into their respective curriculum. Teachers will continue to find ways to introduce and associate CLP elements into students' daily school lives.</p> <p>(b) (i)-(iv) will be incorporated into routine work.</p> <p>(i) We have more than 40 CLP-related programs and activities this year. Different subject departments and functional teams will continue to organize activities for students in each form (with the help of the Careers Team) in the coming years.</p> <p>(ii) The Careers Team will continue to have close cooperation with the MCE Team, the Counselling Team to organize a series of talks on different career paths and prepare standardized CLP materials during the MCE sessions.</p> <p>(iii) The Careers Team will continue to organize no less than 20 talks on JUPAS, NSS, and overseas studies. Useful data</p>	<p>The Data Bank has not come</p>

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
	<p>students to obtain relevant information). This target is partially achieved.</p> <p>(iv) Assist students in their career planning by adopting a holistic approach. This target is fully achieved.</p> <p>(v) Provide continuous professional training and development programs on CLP for teachers to acquire related skills and knowledge. This target is partially achieved.</p> <p>(c) To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development.</p> <p>(i) Strengthen the collaboration with parents through different means to solicit family support on students of CLP. This target is fully achieved.</p> <p>(ii) Foster the cooperation with alumni through various means to secure and expand the network of students for their future career. This target is partially achieved.</p>	<p>will be distributed to parents and students through various means like email, parents' letter, PA system. We will maintain an updated data bank for students to obtain the required information.</p> <p>(iv) Careers Team will continue to organize Counseling Programs for S5 and S6 in a regular manner. Through individual or group meetings, teachers will provide advice on study or career paths to students. We will put more emphasis on Non-Chinese Speaking students in the coming year as this is where we lack behind in the past.</p> <p>(v) Though we no longer have on-site help from the CLAP team starting next year, we will still be able to obtain support remotely. The Staff Development Team will organize related development day for all staff if required. Staff will also be reminded to fulfill the CPD requirement on CLP – total 20 hours in three years.</p> <p>(c) (i)-(iii) will be incorporated into routine work.</p> <p>(i) The PTA will continue to organize CLP-related seminars for parents. These include seminars on gifted education, career choice and alike. The “Dream Catcher” by Mr. Francis Mak received very good feedback. In the coming years, PTA will continue to invite quality speakers for parents.</p> <p>(ii) Our mentorship program is well received by both parents and teachers. In the coming years, the Careers Team will work closely with the OBA to see if we can further expand the program. We will also cooperate with the ARCH Education Institute to provide students with information and experience in interviews for jobs from different career paths, further education overseas and alike.</p> <p>In the near future, we hope to invite prominent alumni to give workshops on certain professional fields.</p>	<p>into operation at this moment because of the budget issue.</p> <p>Certain teachers have not met the requirements yet.</p> <p>The Aesthetic Education part will be carried out in the next round of Major Concern 1.</p>

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
	<p>(iii) Encourage students to participate in career exploration and exposure programs organized by the school and external organizations to gain the first-hand experience, as well as to develop their career aspirations. This target is fully achieved.</p>	<p>The area of Aesthetic Education can further be expanded. We may invite not just alumni but also prominent tutors in their specific fields (e.g., filming) to organize short term workshops.</p> <p>(iii) Through Cultural Trip, Business Trip and alike, students are given a chance to explore overseas study paths, career opportunities. The sharing session helps to transfer the participants' experiences to lower form students. The school will continue to organize trips and explore new opportunities for our students to greet the outside world.</p>	
<p>3. Empower Learning & teaching via Information TEchnology</p>	<p>(a) To build an efficient e-learning environment in the school</p> <p>(i) Upgrade the existing school server and wired network to accommodate the wifi network and mobile devices for e-learning and e-communication purposes. This target is fully achieved.</p> <p>(ii) Extend the wifi network to cover the whole school for mobile learning. This target is fully achieved.</p> <p>(iii) Create and maintain warm and effective classroom settings for teachers and students to promote interactive mobile learning. This target is fully achieved.</p> <p>(iv) Provide students and teachers with sufficient tools and devices for use in e-learning and m-learning. This target is fully achieved.</p> <p>(v) Provide sufficient technical support to maintain the network and support for e-learning and e-communication. This target is fully achieved.</p>	<p>(a) (iii), (iv), (vi) will be incorporated into routine work.</p> <p>(i) The IT team will continue to monitor the performance of the wired network, WiFi network and broadband network in order to meet the e-learning and e-communication purposes.</p> <p>(ii) The IT team will continue to monitor and improve the wifi network and to suggest solutions for improvement to school. The government provides a recurrent funding for wifi network.</p> <p>(iii) Each classroom and special room is equipped with a projector, an Apple TV and a visualizer in order to promote interactive mobile learning. Teachers can project their teaching materials on the projector screen and/or students' computer screens very easily.</p> <p>(iv) IT team will propose latest educational tools and devices for use in e-learning and m-learning.</p> <p>(v) The IT team will annually review the technical support for teachers and students. Technical support is one of the critical elements for promoting e-learning.</p>	

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
	<p>(vi) Digitize learning materials and use a suitable Learning Management System (LMS) to record students' academic performance and evaluate students' progress. This target is fully achieved.</p> <p>(b) To enhance teachers' competence in adopting e-learning for teaching</p> <p>(i) Provide training for teachers and ensure them to take active part in professional development, e.g. using LMS. This target is fully achieved.</p> <p>(ii) Encourage teachers to attend IT workshops, e.g. those held by EDB. This target is fully achieved.</p> <p>(iii) Set up an "e-Learning Pilot Team" in each subject department to ensure successful migration to e-learning in school. This target is partially achieved.</p> <p>(iv) Encourage teachers to adopt resources and pedagogies relevant to e-learning in their teaching activities. This target is fully achieved.</p> <p>(v) Evaluate the effectiveness of adoption of e-learning in learning and teaching regularly. This target is partially achieved.</p> <p>(c) To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development.</p> <p>(i) Revise the Computer Literacy curriculum to promote e-learning skills by enhancing students' ability to use mobile devices and learning tools such as the LMS. This target is fully achieved.</p>	<p>(vi) Teachers will use the LMS to record students' progress and to post learning and teaching materials. Google for education suite is selected as the LMS for teachers.</p> <p>(b) (i)-(ii), (iv)-(v) will be incorporated into routine work.</p> <p>(i) IT team will provide training for teachers to enhance their professional development.</p> <p>(ii) The information on courses by EDB and other professional organizations will be given to Panel Heads for distribution to their members.</p> <p>(iii) Advanced IT training will be provided for e-Learning Pilot Team.</p> <p>(iv) IT team will provide more tools for teachers' adopting the new pedagogies.</p> <p>(v) IT team will continue to organize more sharing sessions on adoption of e-learning in a regular manner.</p> <p>(c) (i)-(iii) will be incorporated into routine work.</p> <p>(i) Computer Department will adjust the curriculum to suit students' learning needs.</p>	

Major Concerns	Extent of targets achieved (Fully/Partially/Not achieved)	Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others)	Remarks
	<p>(ii) Encourage students to be independent learners. Students can self -learn through strategies like flipped classroom. This target is partially achieved.</p> <p>(iii) Promote and encourage ethical online behaviors and digital citizenship with young people. This target is fully achieved.</p> <p>(d) To enhance learning and teaching with Information Technology</p> <p>(i) Encourage all subjects to build and share e-learning resources for teachers’ adoption especially in classroom learning and teaching activities. This target is fully achieved.</p> <p>(ii) Promote the use of information technology for learning, researching and communication through assignments of various kinds (e.g. activities involving webpage, video clips, etc). This target is fully achieved.</p> <p>(iii) Extend learning and teaching beyond classrooms with mobile technology This target is fully achieved.</p>	<p>(ii) More self-learning material will be purchased.</p> <p>(iii) With the help of MCE and other organizations, more workshops on ethical and digital citizenship will be organized.</p> <p>(d) (i)-(iii) will be incorporated into routine work.</p> <p>(i) Each subject department will put the e-learning resources collected onto S drive for sharing among their subject members.</p> <p>(ii) IT Team will encourage new kinds of assignments.</p> <p>(iii) Mobile technology will be used in more subjects beyond the classroom.</p>	

**Holistic Review of the School Development Plan
2015/16-17/18**

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p>1. School Management</p> <ul style="list-style-type: none"> • Planning • Implementation • Evaluation 	<p><u>Planning</u></p> <ul style="list-style-type: none"> • The objective of major concern in School Development Plan 2015-2018 was decided by taking into account the holistic review 2011-2014, stakeholders' opinions, and school development needs. The three Prefect-of-Studies discussed with senior teachers the implementation and evaluation of major concerns. Old boys also took an active part in the planning, and the provision of resources. • Panel/Functional Heads devised the programme plans based on the evaluation of the annual school report so these plans and areas of concern are in alignment with the current education trends and students' needs in studies and personal growth. • The three major concerns and school policy were introduced to teaching staff on Staff Development Days. The existing policy is improved by gathering teaching staff's opinions on the school's future development at meetings, hence the enhancement of team spirit and transparency on school policy. • The school's vision and mission are spelt out in all our plans and the school profile and are made known to all stakeholders. The school management takes the views of all stakeholders into consideration when formulating school development strategies. <p><u>Implementation</u></p> <ul style="list-style-type: none"> • With continued development on e-learning in the past three years, i.e. wifi network set up in the whole school, eClass functions bolstered, and cloud services introduced, not only is the communication between teaching staff facilitated, but also the administrative efficiency is enhanced. • The regular meetings of panel heads and functional team leaders have strengthened the communication between the school leaders and the middle managers. • Both the Healthy School Committee and the Career and Life Planning Committee were especially set up for the implementation of activities between functional teams. Not 	<ul style="list-style-type: none"> • To enhance the sense of belonging to the school, it is advised to hold regular meetings among stakeholders, or gather opinions from stakeholders by means of surveys. • Subject departments are encouraged to formulate teaching plan with reference to relevant survey data.

PI Areas	Major Strengths	Areas for Improvement
	<p>only is the communication between functional team heads facilitated, but also the team spirit is boosted.</p> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • A self-evaluation culture has been fostered in the school. The data obtained from different school self-evaluation tools, such as APASO, SVAIS and school-based questionnaires, the latest Curriculum and Assessment Guide and the information delivered by the EDB and HKEAA were utilized in the drafting of SWOT analyses and the departmental programme plans according to the SDA framework. • The IMC was set up which includes stakeholders from the sponsoring body, teachers, parents and alumni. Each year, at least three meetings are conducted to discuss school policies and give advice on school development. • Surveys were conducted by other organizations. From the health education survey for S3 students conducted by the Chinese University of Hong Kong, relevant data is passed onto both the counselling team and the moral and civic education team for their formulation of student support strategies. 	
<p>2. Professional Leadership</p> <ul style="list-style-type: none"> • Leadership and monitoring • Collaboration and support • Professional development 	<p><u>Leadership and Monitoring</u></p> <ul style="list-style-type: none"> • The Principal is well supported by a team of two Vice-Principals and three Prefect-of-Studies. Their expertise in different areas has helped the school in coordinating and monitoring new curriculum development, extra-curricular activities and pastoral care programmes. • Form coordinators are also invited to conduct homework and test inspections so as to strengthen the effectiveness of inspections, encourage learning from each other's strengths, and enhance teaching effectiveness. • The Principal regularly interviews the teaching staff including the new teachers by taking the staff appraisal and self-evaluation reports as reference. • Three Prefects-of-studies are held responsible for curriculum development, staff development and pastoral care. . <p><u>Collaboration and Support</u></p>	<ul style="list-style-type: none"> • (Inter-school)(Joint School) class/lesson observation is advised, not only to intensify teaching effectiveness but also to provide more opportunities for inter-school communication. • It is advised to organize and attend LaSalle Family's teaching seminars, solicit more resources from the government and HKEAA. Not only could we strengthen our bonding with other Lasallian schools, but also we could further enhance teaching efficiency. • More interactions with educational organizations outside territory is encouraged for sharing teaching strategies among teachers and widening teachers' horizons.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Through various meetings for different tiers of management and staff, the three major concerns were elucidated, discussed and evaluated throughout the three years. Subject panels, functional heads and teaching staff are committed to their roles and worked in collaboration. . • To nurture a culture of co-learning and experience-sharing among teachers, cross-departmental collaboration has been developed for teachers to share learning and teaching strategies. There is a sharing on teaching practices among subject departments on Staff Development Day. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The school organizes for teachers three staff development days annually which are all in line with the 3 major concerns. • All teachers are required to attend professional development workshops concerning CLP so as to provide professional training for all teachers and subject departments. • IT training courses are provided for all staff to develop their capacity and confidence in using computer technology in classrooms and to foster an IT-oriented learning environment. • Lesson observations are conducted by panel heads to new teachers to give productive comments and suggestions to the latter. At the beginning of the school year, panel heads have especially arranged lesson observations for new teachers. Upon collection of checked homework from new teachers, panel heads have offered appropriate guidance to new teachers. • Annual subject-based professional sharing sessions are conducted where teachers share the latest information in their teaching domains. • Seasoned panel head is invited to offer new panel heads substantial guidance and advice. Besides, workshops and stress management training courses are provided for middle managers. • Teaching staff are encouraged to attend refresher training courses organized by the Education Bureau so as to broaden their horizons. 	

PI Areas	Major Strengths	Areas for Improvement
<p>3. Curriculum and Assessment</p> <ul style="list-style-type: none"> • Curriculum organization • Curriculum implementation • Performance assessment • Curriculum evaluation 	<p><u>Curriculum Organization</u></p> <ul style="list-style-type: none"> • Our school curriculum is broad and balanced with clear and concrete goals related closely to students' whole-person development. It is designed in line with our mission to help students discover and develop potentials and prepare them to embrace challenges ahead. • Emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated. • The annual programme plans of all subject departments were formulated to align with the school's major concerns with detailed implementation and support strategies. • Basic law education is stressed in different subjects in terms of curriculum, competitions, activities, etc. • French and Japanese classes are offered to interested students as an after-school Extra-Curricular Activity. <p><u>Curriculum Implementation</u></p> <ul style="list-style-type: none"> • Teachers are able to monitor curriculum implementation of the subjects through systematic use of data on student learning and teaching and evaluation data in both internal and external assessments. • A whole-school approach to project learning is adopted to promote cross-curricular learning and to cultivate an atmosphere to use IT in learning and teaching so to enhance students' generic skills. • In the past years, OLE lesson content is enriched. During the OLE lessons, the students are able to explore their interest in different domains. Educational study trips like the Music, Drama and Art Trip to Ireland, the French Camp, the Business Studies Trip and the Chinese Culture Trip, have increased students' global exposure and learning experiences outside HK, arranging various study trips. • SBA assessment criteria was revised regularly to meet the requirements of the HKEAA. • Special rooms are especially provided for both the Chinese and English Departments to carry out language activities. • There were some single rooms specifically for students who need special examination arrangements so as to ensure privacy. 	<ul style="list-style-type: none"> • To alleviate teachers' workload, starting from 17-18 the frequency of homework check is reduced to once per year. We will continue to employ this practice. However, subject panel is advised to inspect the homework checked by new teachers at the start of term, so as to offer timely guidance and supervision. • In order to improve the overall performance in different subjects, subject departments are advised to have an analysis on students' performance on DSE examination with reference to the HKDSE School Statistical Report on a yearly basis, identifying the weaknesses and strengths of respective subjects.

PI Areas	Major Strengths	Areas for Improvement
	<p><u>Performance Assessment</u></p> <ul style="list-style-type: none"> To monitor the teachers' quality of work, homework and test inspections are administered. Through in-depth evaluation on students' performance in uniform tests, continuous assessment and examinations, teachers can discuss and identify the strengths and weaknesses in their teaching. Students' performance is assessed in an organized and systematic way in aesthetic and physical education lessons. <p><u>Curriculum Evaluation</u></p> <ul style="list-style-type: none"> Panel heads monitor the effectiveness of learning and teaching within their respective panels by observing lessons, especially those of the new teachers, reviewing homework and test/exam papers, and evaluating students' academic results. The connection and co-operation between subject departments is facilitated by carrying out inter-subject projects over the same learning area. 	
<p>4. Student Learning and Teaching</p> <ul style="list-style-type: none"> Teaching organization Teaching process Learning process Learning performance Feedback and follow-up 	<p><u>Teaching Organization</u></p> <ul style="list-style-type: none"> Split class teaching for Chinese, English and Mathematics in S1 and S2 have enabled teachers to give more attention to students. Subject departments have continued to employ various strategies to incorporate high-order thinking skills into their respective curricula. Career and Life Planning and Basic Law elements were well-incorporated into different subjects. IT resources to be fully utilized to enhance teaching and learning. <p><u>Teaching Process</u></p> <ul style="list-style-type: none"> Relevant, challenging and meaningful homework that reinforces classroom learning are designed. An increasing number of teachers of different departments used internet resources and software in classes. Students have displayed greater interest in lessons. Teachers continued to upgrade themselves on new teaching strategies. 	<ul style="list-style-type: none"> More sharing of new teaching strategies. Panel Heads should continue to enhance subject teachers' capacity (especially new teachers') for designing assignments with reflective content and to cater for diversity. A more detailed scheme of work inclusive of learning focus, arrangement and evaluation of student work is advised.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • More reading award schemes were implemented and other reading activities like Classic reading, “金庸小說知多少” competition, story-telling competitions be organized to encourage students to enjoy reading books. <p><u>Learning Process</u></p> <ul style="list-style-type: none"> • Through integrating a wide range of study skills in teaching, teachers have helped students cultivate more effective study habits that cope with diversity, maximize learning outcomes while at the same time prepare them well for life-long learning. <p><u>Learning Performance</u></p> <ul style="list-style-type: none"> • The majority of students are higher achievers in the territory with high intellectual capacity and eagerness to learn. Students’ outstanding performance can be demonstrated by the high-order thinking curriculum and different cross-departmental projects which integrate the use of reading and IT skills. • Different subject departments will continue to collaborate and design a cross-curricular project to provide opportunities for the students to apply the knowledge they have learnt from different subjects and apply the skills learnt in the working and the presentation of the project. For instance, the inter-subject collaboration between ICT and BAFS is to be enhanced. For project-learning, students have shown readiness and confidence when participating in class discussions through cooperative learning. • Special classes across different subjects are held after school so as to cater for learner differences and help the students in need. <p><u>Feedback and Follow-up</u></p> <ul style="list-style-type: none"> • Both summative and formative assessments have been employed to stimulate students’ learning and to evaluate the effectiveness of learning and teaching. • All teachers set appropriate number of tests, exercises and quizzes; so that students can digest the material well and they can understand their progress easily. • After each common test and examination, the form 	

PI Areas	Major Strengths	Areas for Improvement
	<p>coordinators, teachers and panel heads conduct formal and informal meetings to discuss the strengths and weaknesses of our students. All teachers have found the exchange of views and feedback in the evaluation meetings constructive and conducive to their own teaching reflections, which in turn have helped them improve their lesson plans. The majority of our subject teachers considered themselves effective in their lesson planning, lesson delivery and execution and consolidation of knowledge conveyed to students.</p> <ul style="list-style-type: none"> Professional sharing is conducted annually among subject teachers during the departmental meetings after members have attended seminars and workshops. The sharing of insights and learning materials allows teachers to keep themselves abreast of the latest information and development of teaching and assessment of their own subject. Teachers also conduct a survey by the end of each term and adjust the teaching progress based on the feedback obtained. 	
<p>5. Student Support</p> <ul style="list-style-type: none"> School climate Support for student development 	<p><u>School Climate</u></p> <ul style="list-style-type: none"> The school emphasizes the support of students' whole-person development. Both school's and external resources are employed to organize multifarious activities and launch different programmes through which students can have a better understanding of themselves, develop the virtues of life and exploit their potentials. <p><u>Support for Student Development</u></p> <ul style="list-style-type: none"> Different functional teams and student support schemes help students to identify their needs at the early stage. The school counselling team looks after the repeaters, conditional promoters and newcomers and helps them to improve their learning attitudes and adapt to challenges. The Integrated Education Team has organized different kinds of learning activities for SEN students. Besides, two student counsellors are employed to cope with the ever-increasing needs. Summer classes have been arranged for repeaters and conditional promoters with the help of trained teachers to better prepare the less able students for the following academic year. Service learning has been carried out in the school. Positive 	<ul style="list-style-type: none"> More teachers should be trained in careers, counselling, discipline and Special Education Needs areas. It is advised to encourage our students to develop their multi-talents and abilities. Not only could we exploit students' potential, but also we could support the development of different kinds of sports such as archery, fencing, etc. Teachers are advised to have a better understanding on Equal Opportunities Ordinances and offer assistance to students in need. Form Teachers are to keep close contact and communication with students and parents.

PI Areas	Major Strengths	Areas for Improvement
	<p>values and attitudes are infused to students in MCE lessons/talks conducted by teachers or other experts. Students then carry out the good practices e.g. serving the elderly, helping family members at home. They are asked to write their reflections at the end of the school year.</p> <ul style="list-style-type: none"> • A considerable number of counselling teachers has joined the Career and Life Planning Team, offering individual career guidance to S5 and S6 students, who could then be able to identify and pursue their favourite studies in tertiary institution with a better understanding of their own needs. • The ECAs have provided plenty of opportunities for students to acquire various other learning experiences such as physical and aesthetic development courses, community services and careers-related experiences. • The Students' Union acts as a good support for other clubs. • Art workshops, instrumental classes, debating training, speech training, literature classes, training on thinking skills have been arranged with the purpose of extending students' learning beyond the classroom. • Students have been encouraged to take part in inter-class, inter-school and international competitions such as sports competitions, Music Festival, Speech contests, Maths/Physics/Chemistry Olympiad's. • Students have been encouraged to participate in different international youth exchange programmes and Lasallian exchange program. • IT Prefect training courses and Apps programming courses were conducted so that students are also empowered to facilitate IT learning and teaching at school. • Old boys have regularly offered students career guidance like talks and workshops. 	
<p>6. Partnership</p> <ul style="list-style-type: none"> • Home-school cooperation • Links with external organizations 	<p><u>Home-school Cooperation</u></p> <ul style="list-style-type: none"> • A wide range of meaningful and educational activities are held to enhance home-school co-operation and equip parents with the knowledge and skills they need to educate their children. • The Parent-Teacher Association has served to act as a bridge between the school, parents, teachers and students. In general, our parents actively participate in school activities like career expos, parenting seminars, parent-child outings, coffee corners, annual dinners and appreciation drives as well as 	<ul style="list-style-type: none"> • The school should continue look for more opportunities to work with different tertiary institutions and external organizations from overseas to provide varieties of learning experiences for students. • A Buddy Programme should be promoted to coincide with the School's offer of discretionary places to new students to fill the vacancies arising from early exits of our students.

PI Areas	Major Strengths	Areas for Improvement
	<p>parent-child community services.</p> <p><u>Links with External Organizations</u></p> <ul style="list-style-type: none"> • We have sought professional advice and joined the “CLP Programme” organised by CUHK to evaluate our first major concern. • Our school has joined the Secondary Schools – the Hong Kong University of Science and Technology (HKUST) Dual Programme (DP) since 2011. A number of S1 to S4 students have been selected and nominated to take the Level 1 (Pre-University) courses offered by HKUST. These students attended lectures, lab sessions and tutorials every Saturday from October and completed the examination in March. Many of them have obtained good results in the courses and are eligible to take part in the subsequent DP Level 2 and Level 3 (University level) courses. Some students realized their interest and potential through this programme and pursued their undergraduate study in science disciplines. • Many students joined the Enrichment Programme for Young Mathematics Talents organized by the CUHK. Also some students have been selected to join different programmes organized by the Hong Kong Academy for Gifted Education. • The SJCOBA also provides a lot of support and assistance for the school. They provide expertise in various areas to help the school: <ul style="list-style-type: none"> i. Fund-raising to improve school facilities, ii. Mentorship Scheme – inviting successful old boys to mentor S5 students through job shadowing. • The Brother Thomas Award was to provide students an opportunity to develop their public presentation skills through project learning. • Some panel heads have a strong link with HKEAA. They serve in HKDSE subject committees as well as committee members in Public Examination Board of HKEAA. • Careers Counselling Team liaises with Junior Achievement programme to provide career-related OLE activities for our S4 to S6 students. • Social resources have been utilized effectively, for instance, close communication with Police Community Relations Officers (Junior police call) is maintained. 	<ul style="list-style-type: none"> • Putonghua Department will organize Putonghua course and Putonghua study trip so as to arouse student’s interest in Putonghua.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> We take the initiative to link with external organizations like the Rotary Club, Jockey Club, Caritas, Scouts, Red Cross as well as St. John's Ambulance to provide opportunities for students to be involved in community services and to widen their horizons. 	
<p>7. Attitude and Behaviour</p> <ul style="list-style-type: none"> Affective development and attitude Social development 	<p><u>Affective development and attitude</u></p> <ul style="list-style-type: none"> Our students have a clear identity and a strong sense of belonging to the school. Students in the junior forms are inquisitive, innovative and willing to express their diverse views when they are given the opportunities. IH department successfully enhance students' awareness of proper values, attitudes and ethics towards HK society through subject based learning. Basic law education was successfully implemented in the IH curriculum. As a result, students can have a better understanding of the rationales of the Basic Law. Appreciation Card Project have been held to encourage students to show their appreciation to teachers, schoolmates, parents and janitors. The participation rate of students has been high and positive feedback received from students. <p><u>Social development</u></p> <ul style="list-style-type: none"> Senior form students demonstrate good leadership attributes in organizing activities for their peers and delivering school programmes. Student leaders are keen on serving their fellow students and the Students' Union can act effectively as a bridge of communication between the school and the students. Through group work and different extra-curricular and inter-school activities, students have a better chance to work with each other and develop their social skills. Discipline teachers visit each class at the start of each semester to introduce and explain school rules so to strengthen students' awareness towards their behaviour. Students' positive values and attitudes such as curiosity, honesty, respect, perseverance and tolerance are developed through Moral and Civic Education. 	<ul style="list-style-type: none"> More enrichment and support should be provided to enhance students' learning efficiency, self-discovery and self-actualization. There is room for improvement for the learning motivation and self-learning initiative for low achievers. There is still room for improvement in terms of students' ethical conduct, stress and emotional management. Further effort should be made to encourage the less motivated students to take an active part in the activities so that they could have a more timely and balanced social development.

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Most of our students display a positive and serious attitude towards learning. The overall comprehension power of our students is good. Most of them demonstrate a high level of participation and enthusiasm when opportunities for discussions and interactions are provided, and are able to collaborate well with one another. • Courtesy campaigns like "Courtesy Fortnight" was organized by the MCE Team for S1 and S2 students to promote politeness and noble virtues. 	
<p>8. Participation and Achievement</p> <ul style="list-style-type: none"> • Academic performance • Non-academic performance 	<p><u>Academic performance</u></p> <ul style="list-style-type: none"> • St. Joseph's College excels in public examinations every year. Our distinction rate (5* or above) and credit rate (4 or above) in all subjects are at 18.6% in 2018 (18.2% in 2016) and 72.8% in 2018 (69.6% in 2016) respectively. In 2018, more than one-fourth of our students obtained a distinction in English Language, Biology, Accounting, Economics and Physics. The passing rates in all the subjects taken in the HKDSE 2018 are well above the territory average. • In 2018, 84.78% students are qualified for JUPAS degree courses, which is much higher than the territory averages. • Our students got offers from top overseas universities like the University of Oxford and Imperial College. In 2018, one of our graduates was awarded a full scholarship offered by the Jardine Foundation to support his study in Physics at the University of Oxford while another received the HKSAR Government's Hong Kong Scholarship for Excellence Scheme (HKSES) Award which supports his four-year study in Electrical Engineering, at the University of California, Los Angeles (UCLA). • Our boys performed well in Hong Kong Mathematics Competitions. Zhao Zhi-pu and Tse Cheuk Fan achieved the Second-class and the Third-class Honour Certificate respectively in the Heat Event of 35th Hong Kong Mathematics Olympiad 2017/18. <p>Our students take part in various Science-related competitions,</p>	<ul style="list-style-type: none"> • The school to continue to help students attain good HKDSE results and secure places at esteemed universities • The school should encourage students to try out new activities like golf, archery and alike. The school will also promote other new activities in the future.

PI Areas	Major Strengths	Areas for Improvement
	<p>like the IISO HK Screening Test, Hong Kong Physics Olympiad, the Secondary School Mathematics and Science Competition and the Joint Schools Science Exhibition. Students do not only obtain good results in these competitions, but also gain knowledge, skills and friendships through the interactions and communications with different people. Our school captured the over-all champion in the Joint Schools Science Exhibition 2018.</p> <p><u>Non-academic performance</u></p> <ul style="list-style-type: none"> • Some S5 students represented our school to participate in the competition which was organized by Hong Kong Institute of Certified Public Accountants and EDB in 2016. One team got the Champion, Best Business Proposal and Best Presenter Awards and another team got the Best 30 Business Proposal out of 541. The results were excellent. Another competition was organized by Hong Kong Community College Business Excellence Contest 2017/18: CSR Builds Long-term Success. 3 students in a group from S5 represented our school to participate in this competition. The team got the Judges Commendation Award Winners (Top 20 teams) out of 78. The result was good. • Students achieved exceptional performance in various major interschool English writing and speaking competitions, winning titles such as The Royal Commonwealth Writing Competition, Model United Nations Conferences, Model Asean Honorary Metnion, Hong Kong Secondary School Debating Competition, Teen Talk Moot Court Competition, Global Youth Ministers etc. • Our students participate actively in a good variety of competitions outside the school. We witness how Josephians' effort and our labour are fruitfully rewarded in the HK Schools Speech Festivals, HK Schools Music Festivals, Visual Arts, IT competitions, various HK Inter-school Sports Competitions, etc. 	

Where We are Now

Our Strengths

- St. Joseph's College is a prestigious Catholic school which embraces the vision of all-round education for students. It has a proud history of over 143 years. Thanks to the dedication and effort of the visionary Lasallian Brothers, the school's long-established tradition and culture have been well accepted by the community.
- In compliance with the school's mission and vision, we have developed a policy of all-round education that has been successfully implemented.
- The Incorporated Management Committee was established in August, 2013. It is formed by members of the school sponsoring body, a teacher, a parent, an alumnus and an independent manager, offering the school advice and substantial support.
- The school has an excellent team of teachers and supporting staff led by our Supervisor and Principal. It is their expertise, dedication and devotion that have resulted in the outstanding performance of our students in public examinations and inter-school competitions, in universities as well as in the community.
- The school authority has regular consultation with staff. The decision-making process is transparent and involves the participation of all panel/functional heads through formal and informal meetings. There is cross-department collaboration to share learning and teaching strategies. In-depth evaluation on students' performance in uniform tests and examinations has been conducted. Self-evaluation culture has been fostered in the school under the guidance of School Development Committee.
- The school authority and the student body have developed a strong sense of trust and cooperation. Students are given freedom, autonomy and opportunities to lead and organize various types of activities in school as part of our well-developed Life Education Curriculum and they are very truthful and sincere with their commitment. The Life Education Curriculum not only encompasses a great variety of extra-curricular activities to expose students to different learning experiences and to help them explore their potentials, but also enables them to experience different cultures through various exchange programmes and overseas study trips. The students also show a keen sense of belonging to, pride on and concern for the school.
- All our classrooms are equipped with IT and multi-media facilities and teachers are IT competent. Besides, the laboratories are all well-equipped with data-logging systems, IT and multi-media facilities. They facilitate the implementation of teaching strategies and stimulate students' learning interests. Wi-fi has also been installed and teachers and student could access Internet/Intranet at any time.

- The school has the unfailing support of the SJCPTA and SJCOBA. They offer financial, moral and spiritual support, professional consultations, and educational programs to the school, our staff and students. The wide range of meaningful and educational activities launched also benefits both parents and students.

Our Weaknesses

- Although most of our students are Band 1 category, there is still a disparity in their learning ability. Also some students have difficulties in striking a balance between academic studies and ECAs.
- Students are inclined to read and write in English, overlooking the importance of Chinese language.
- Despite the fact that the self-reading scheme has been launched quite successfully, some students still show a lack of interest in reading during leisure. Both the reading space and varieties of books in the School Library are limited. A culture of reading has yet to be fostered.
- Non-Chinese-Speaking students are sometimes not given ample opportunity to explore themselves better under the traditional learning environment of the school. Effort needs to be made to improve the motivation of these students in learning Chinese.

Our Opportunities

- With the successful acquisition of the 26 KR premises, additional spaces are available for the establishment of multi-functional classrooms, and a hall serving the purpose of musical practice. On the other hand, vacant classrooms on the 7 KR premises would be reassigned with other functions catering to the needs of students. There would be the provision of Gymnasium Room, Visual Arts Room, STEAM Room, ECA Room, Lecture Room, etc. in future.
- The NSS curriculum emphasizes “Assessment for Learning”, inquiry learning activities and flexible curriculum planning. It enables students to recognize their strengths and weaknesses more readily and also enables teachers to enjoy more autonomy in curriculum development. In view of the heavy emphasis on e-learning and self-directed learning by the Education Bureau this year, our school would adjust our teaching strategies correspondingly.
- Our school attained from the Education Bureau the teaching support on developing quality curriculum to enhance students’ academic performance, such as Chinese Learning aiming for NCS students, Integrated Humanities Education, and STEAM Education.
- With more funding from the Government, Approved Collection of Specific Purposes, Tong Fai, and SJC Foundation, we can have more flexibility in our plan. For example, we have employed music part-time teachers, arts part-time teachers, and more science teachers and coaches for sports.

- With a better connection with other Lasallian schools, we can have more joint school programs for students and teachers, which will benefit us in many areas.
- We would strengthen our connections with other education organizations outside Hong Kong so as to promote interaction, hence our teachers' horizons to be broadened.

Our Threats

- The school is facing keen competition from DSS schools and international schools. While students and parents do appreciate the outstanding education we offer, we are at a serious disadvantage in terms of facilities and campus space and curriculum offers.
- SEN student population is rising.
- There is a growing diversity in our student intake. Our teachers are confronted with more challenges in handling students of varying abilities.
- In a fast-changing world with the rapid advancement of technology, teenagers, in their development, often encounter different kinds of temptation and difficulties. They need to cope with adversity and pressure lest they might be led astray.
- The popularity of computer games, instant online messenger, Facebook, Instagram, smartphone devices and WhatsApp adversely affect students' learning attitude and studies. Misuse of mobile phones resulted in addiction to mobile games and text messaging adversely affects students' learning attitude and studies.
- Nowadays, more and more parents urge their sons to pay too much attention to academic studies, which not only weakens our advantages in ECA, but also results in the dropping number of good student leaders.
- With a road between the new extension and existing campus, there are many uncertainties over the traffic between both the campuses. We have to face many challenges.

Major Concerns for 2018/19 – 2020/21 (in order of priority)

- 1. First Major Concern:** To explore and foster potentials in students, making them contributive members of society
- 2. Second Major Concern:** To build teachers' professional capability
- 3. Third Major Concern:** To create an all-round educational learning environment

Major Concern 1: To explore and foster potentials in students, making them contributive members of society

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
1. To develop a comprehensive and systematic framework and policy	✓			1.1 Set up a committee which consists of members from different sections including Gifted Education, SEN, Counselling, Career, Sports, Aesthetic Education, Uniform Groups, Discipline, MCE, ECA and alike
	✓	✓		1.2 Identify the needs of students, areas of interest which our students seldom have the chance to focus on or they are being lagged behind
	✓	✓ (review)		1.3 Establish a development plan and assign appropriate bodies for the execution. Discuss with committee members on the feasibility of implementing the activities; which includes possible venues, coaches, opportunities and the time slots for the activities
	✓	✓	✓ (review)	1.4 Review the implementation plan and make necessary adjustments
2. To introduce, prepare, and implement the program by stages	✓	✓	✓	2.1 Arrange with the Time Tabling team to make necessary arrangements for the proposed activities, e.g. making use of PE lessons
	✓	✓	✓	2.2 Broaden students' horizons, develop students' positive attitudes towards life, and encourage them to take up new challenges
	✓	✓	✓	2.3 Encourage students to join competitions in Humanities subjects like JA Company, 語出經人, 通識理財.
	✓	✓	✓	2.4 Develop "just for fun" programs for students to enjoy school life, e.g. board game corner
	✓	✓	✓	2.5 Co-operate with the Christian Union and the RS Department in broadcasting morning messages on proper values and ethics
	✓	✓	✓	2.6 Enhance students' awareness of proper attitudes, values, and ethics
	✓	✓	✓	2.7 Provide opportunities for Non-Chinese Speaking students to participate in meaningful events, e.g. sharing on their culture
	✓	✓	✓	2.8 Provide students with Social Service opportunities and possible training to prepare them to serve the community
	✓	✓	✓	2.9 Establish a database to gather information that will be useful in helping gifted students
	✓	✓	✓	2.10 Co-operate with our social worker or other NGOs to cater for students with emotional needs, e.g. offering them appropriate guidance
	✓	✓	✓	2.11 Provide students and parents with sufficient information about the activities, e.g. through circulars and web information

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
3. To evaluate and develop a long-term feasibility plan for the activities	✓	✓	✓	3.1 Train up students to be future leaders or coaches for the activities
	✓	✓	✓	3.2 Develop plans for the sustainability of the activities and explore possible new areas of concern

Major Concern 2: To build teachers' professional capability

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
1. To equip teachers with innovation mindsets for challenges in the fast paced environment	✓	✓	✓	1.1 Share breakthroughs in teaching and innovative ideas within school
	✓	✓		1.2 Have professional exchange and sharing with other schools
2. To nurture teachers' good wellbeing	✓	✓	✓	2.1 Incorporate a focus on good mental health in training and meeting at school
	✓	✓	✓	2.2 Promote social-emotional competence
3. To foster teachers' lifelong learning through professional growth	✓	✓	✓	3.1 Enhance teachers' legal awareness such as issues on discrimination, bullying, etc.
	✓		✓	3.2 Learn to communicate more effectively and confidently with different stakeholders such as parents, media, etc.
	✓	✓		3.3 Enhance teachers with micro skills of mediation
	✓	✓	✓	3.4 Set up a database for teachers to share professional development resources such as notes, PowerPoints, videos, etc. on SEN, CLP, STEAM, etc.
			✓	✓
4. To develop an individualized career map to facilitate professional development of teachers	✓	✓		4.1 Review the skills, training and experience needed to progress in career

Major Concern 3: To create an all-round educational learning environment

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
1. To improve the school campus to encourage all-round development of students	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	1.1 Provide a STEAM laboratory for the development of STEAM education 1.2 Relocate and upgrade the existing art room to accommodate art-related equipment for the diverse needs of creative art 1.3 Provide a multi-purpose room for lecturing and other modes of learning 1.4 Relocate and upgrade the existing gymnasium to provide adequate and diverse equipment for whole class teaching and sportsman training 1.5 Provide a Language Room for Chinese and English departments 1.6 Study the feasibility of extending the existing library. If feasible, the existing library will be extended. 1.7 Upgrade the existing science laboratories to provide effective classroom settings to promote interactive learning 1.8 Provide an ECA room for extra-curricular activities
2. To introduce and integrate STEAM education in the school curriculum to develop and cater for students' different potentials	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	2.1 <u>School-based curriculum</u> <ul style="list-style-type: none"> Introduce STEAM curriculum, focusing in junior forms Explore services provided by external course providers / old boys, etc. / partnership with other organisations to provide on-/off-site STEAM-related training for interested students Introduce robotics and coding in junior computer literacy curriculum, and to organise cross-curricula STEAM-related learning activities for development of problem solving skills 2.2 <u>Professional development of teachers</u> <ul style="list-style-type: none"> Invite teachers to take responsibilities of STEAM education Equip teachers with sound and professional skills by introducing STEAM training programmes organized by other organizations/institutions Share experience, good practices and resources among teachers 2.3 <u>Promotion of STEAM Education</u> <ul style="list-style-type: none"> Encourage interest clubs to organise more STEAM activities Organise STEAM-related activities / competition during the post-exam period to arouse students' interest Promote STEAM through participating in various STEAM competitions and workshops with the support of teachers

Targets	Time Scale			Strategies
	18/19	19/20	20/21	
3. To enhance the effectiveness of learning and teaching from different aspects	✓	✓	✓	3.1 Enhance the effectiveness of peer observation by introducing specific aims/objectives
	✓	✓	✓	3.2 Use e-learning tools effectively
	✓	✓		3.3 Promote co-planning of the lessons among teachers in senior secondary
		✓	✓	3.4 Continue to share the good practices in teaching pedagogy like questioning techniques, flipped classroom, e-learning and mobile learning among subject panels
			✓	3.5 Promote self-directed learning