ST. JOSEPH'S COLLEGE

School Development Plan

2021-24

SAINT JOSEPH'S COLLEGE

LABORE ET VIRTUTE

146 YEARS OF HOLISTIC EDUCATION
ACADEMIC EXCELLENCE
AND THE WAY FORWARD

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School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's College is to educate students in 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 Value of Education (School Spirit)

St. Joseph's College is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like: punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and sportsmanship.

Holistic Review of the School Development Plan

Effectiveness of the previous School Development Plan (2018-2021)

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

Targets	The extent of targets achieved (Fully/Partially/Not achieved)	Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
1. To develop a comprehensive and systematic implementation framework and policy.	1.1 To set up a committee consisting of members from different sections including Gifted Education, SEN, Counselling, Career, Sports, Aesthetic Education, Uniform Groups, Discipline, MCE, ECA, and the like. **This target is fully achieved.**	1.1 Members from different sections will continue to collaborate so as to help broaden our students' minds and bring new challenges to our students.	
	1.2 To identify the needs of students, areas of interest which our students seldom have the chance to focus on, or they are being lagged behind. **This target is fully achieved.**	1.2 The school will continue to conduct surveys on students' interests through different means. Based upon the survey results, the school will refine its policies to fulfill students' needs whenever resources are available. This will be an ongoing process to help the school to achieve its targets.	
	1.3 To devise a development plan and assign responsible bodies for the activities. To discuss with committee members the feasibility of activity implementation taking into account the venues, coaches, opportunities and time slots. **This target is fully achieved.**	1.3 The committee has collected development plans from different sections and planned yearly activities. The ECA section will continue on the planning and booking in the future.	
2. To introduce, prepare, and implement the programme by stages.	2.1 To cooperate with Time Tabling Team to make necessary arrangements for the proposed activities (e.g., making use of PE lessons). **This target is fully achieved.**	2.1 The Time Tabling Team will continue to facilitate various activities with the use of playgrounds on both campuses. Whenever a new activity is proposed, the Time Tabling Team will be informed and criteria will be set so that we can cater for the new activity.	

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
		2.2	To broaden students' horizons, develop students' positive attitudes towards life and encourage them to take up new challenges. **This target is fully achieved.**	2.2	Different sections will seek the possibility of using virtual media for specific events. Teachers will attend online/face-to-face seminars/workshops if necessary to equip them with the knowledge and skills of using virtual media. The Counselling Team, the MCE section, and the SEN section will continue to organize activities and talks to promote positive attitudes. At the same time, the school will continue to receive updates from different NGOs like the HKFWS for current trends and concerns for all stakeholders.	Online activities were implemented because of COVID-19. A new dimension of activities was explored.
		2.3	To provide opportunities for Non-Chinese Speaking students to participate in meaningful events (e.g., sharing their culture). **This target is partially achieved.**	2.3	The NCS section will continue to use every opportunity to help the NCS boys adapt to life at SJC. The section will cooperate with Counselling Team and others to seek out new challenges and services for the NCS students for the years to come.	Most of the events were cancelled because of COVID-19.
		2.4	To provide students with social service opportunities and possible training so as to prepare them to serve the community. **This target is partially achieved.**	2.4	Virtual visits were organized. Respective sections will consider virtual visits when organizing activities in the future. With the experience learned this year, students will adopt alternative methods (e.g. virtual visits, caring cards) aside from normal face-to-face visits so as to enrich the programmes.	Visits were cancelled because of COVID-19.
		2.5	To establish a database gathering information that will be useful in helping gifted students. **This target is NOT achieved.**	2.5	Only a few institutions offer this type of service, and parents of gifted boys already engaged their boys in these organizations.	

Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)		Remarks
	2.6	To cooperate with social workers or other NGOs to cater for the emotional needs of students or provide guidance to students. **This target is partially achieved.**	2.6	The school will continue to work with Counselling Team, Student Counsellors, and Social Workers to help those in need. Virtual visits and other methods will be adopted in the future to better look after the needs of emotionally disturbed students. The next major concern will train teachers to spot out potential candidates as well.		The school will expand this area in the next major concern.
	2.7	To introduce new programmes and activities for strengthening bonds and promoting friendly competition among students. **This target is partially achieved**.	2.7	The school established e-Sports Club and Boardgame Club with very good feedback from teachers and students. The "Super-class" competition will commence when the school's operation is back to normal. The school will continue to communicate with different stakeholders on exploring new interests and challenges for our students.		
3. To evaluate and develop a long-term feasibility plan for activities.	3.1	To train up students to be future leaders or coaches for the activities. **This target is fully achieved.**	3.1	The school will continue to train up leaders through various activities.		
	3.2	To incorporate activities in teachers' professional development programme. **This target is partially achieved**.	3.2	The school will continue to help teachers in helping students with the use of professional development programmes.		
	3.3	To develop plans for the sustainability of activities and explore possible new areas of concern. **This target is partially achieved.**	3.3	The school will continue to evaluate every activity, and different sections will give recommendations for the sustainability of activities in the future.		The pandemic affected all our activities which required physical contact.

Major Concern 2:
To build teachers' professional capability

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
1.	To equip teachers with innovation mindsets for challenges in the fast-paced environment.	1.1	To share breakthroughs in teaching and innovative ideas within school. **This target is fully achieved.**	1.1	It will incorporate in the school's routine work. The school is committed to provide ongoing professional development activities to enhance teachers' willingness and readiness to embrace change, to encourage panel heads to discuss with panel members new teaching ideas and to look back on their teaching strategies to discover what worked and what failed in their classroom.	
		1.2	To have professional exchange and sharing with other schools. **This target is fully achieved.**	1.2	The school will explore opportunities to have professional exchange and sharing wherever possible in the coming years.	
2.	To nurture teachers' good wellbeing.	2.1	To incorporate a focus on good mental health in training and meeting at school. **This target is fully achieved.**	2.1	The school will continue to build open and supportive wellbeing cultures to encourage teachers to share their feelings so that the problems can be appropriately addressed in a timely manner.	
		2.2	To promote social-emotional competence. **This target is fully achieved.**	2.2	The school will continue to help teachers strengthen social emotional skills and to recognize their own emotions. Administrators will build a more positive school culture that offers guidance and meaningful feedbacks, encourages teachers to seek help when needed and treat them as trusted professionals.	

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
3.	To foster teachers' lifelong learning through professional growth.	3.1	To enhance teachers' legal awareness such as issues on discrimination, bullying, etc. **This target is partly achieved.**	3.1	It will incorporate in the school's routine work. The school will continue to foster lifelong learning and to remind teachers to be more aware of the emergence of a whole range of students' rights and discipline issues. The staff development team will continue to provide more workshops on various aspects.	
		3.2	To learn to communicate more effectively and confidently with different stakeholders such as parents, media, etc. **This target is partly achieved.**	3.2	The school will encourage teachers to attend more courses related to communication skills and techniques in addressing complaints. The school will regularly review its policy and procedures to effectively address parent concerns and complaints.	
		3.3	To set up a database for teachers to share professional development resources such as notes, powerpoints, videos, etc. on SEN, CLP, STEAM, etc. **This target is fully achieved.**	3.3	It will incorporate in the school's routine work. Subject panels will continue to encourage teachers to share and update their resources.	Organize seminar or talk.
		3.4	To learn to handle parental or student complaints. **This target is not achieved.**	3.4	The school will look into the feasibility of organizing workshop or talk on handling complaints in the coming year.	

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

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
1.	To improve the school campus to encourage all-round development of students.	1.1	To provide a STEAM laboratory for the development of STEAM education. **This target is partly achieved.**	1.1 - 1.5	In view of the possibility that the redevelopment of a major part of school campus would be recommended in the review report, the current renovation project was on hold. A holistic feasibility study was carried out by Thomas Chow Architects regarding the future development of the school. Potential short, medium and long-term redevelopment plans were identified and suggested in the study for the betterment of education in our school.	
		1.2	To relocate and upgrade the existing art room to accommodate art-related equipment for the diverse needs of creative art. **This target is not achieved**.			
		1.3	To provide a multi-purpose room for lecturing and other modes of learning. **This target is not achieved.**			
		1.4	To provide necessary STEAM equipment for the development of STEAM education. **This target is fully achieved.**			
		1.5	To commission architectural services on the review of the use of spaces of the school campuses (7KR and 26KR) for future development of the school. **This target is fully achieved.**			
		1.6	To follow up the review report on item 1.5 for any feasible renovation / redevelopment of the school campuses. **This target is fully achieved.**	1.6 - 1.8	The construction of a Faculty Hub and an Innovation Hub (a STEAM workshop, a computer laboratory and a campus TV room) commenced in May 2021 and it is expected to complete in the fourth quarter of 2021. The school shall liaise with the architect closely to ensure a smooth completion of the project. Meanwhile, we have submitted an application to QEF for the funding of equipment in the	
		1.7	To provide an Innovation Hub comprising Visual Arts room, STEAM workshop and Computer laboratory. **This target is partly achieved.**			

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
		1.8	To provide a Faculty Hub to accommodate teaching staff; and to study the future use of the six existing staff rooms within the school premises. **This target is partly achieved.**		Innovation Hub and STEAM related interest classes.	
		1.9	To commission A&A works to provide a dark room for the Physics laboratory. **This target is fully achieved.**	1.9	The school will continue to renew and upgrade the laboratories to provide better settings and facilities for practical and investigative work.	
2.	To introduce and integrate STEAM education in the school curriculum to develop and cater for students' different potentials.	2.1	To introduce STEAM curriculum, focusing in junior forms. **This target is fully achieved.**	2.1	The newly developed cross-curricular STEAM projects, the automatic plant watering device and the rocket car design will be fully implemented in S1 and S2 respectively in 2021-2022 school year. For Visual Arts, S1 Mini Wooden Music Instrument and S2 Programming Toy Train projects will also be introduced in 2021-2022 school year. We will continue to develop school-based STEAM projects with partnering organisations.	
		2.2	To further integrate STEAM elements into our junior curriculum. **This target is fully achieved.**	2.2	It will be incorporated into routine work. The newly developed cross-curricular STEAM projects, the automatic plant watering device and the rocket car design will be fully implemented in S1 and S2 respectively in 2021-2022 school year. For Visual Arts, S1 Mini Wooden Music Instrument and S2 Programming Toy Train projects will also be introduced in 2021-2022 school year. We will continue to develop school-based STEAM projects with partnering organisations.	

	Targets	The extent of targets achieved (Fully/Partially/Not achieved)	Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
	2.3 To explore and upkeep services provided by external course providers / old boys etc. / partnership with other organisations to provide on-/off-site STEAM-related training for interested students. **This target is fully achieved.**	2.3 It will be incorporated into routine work. We will continue to explore new resources and establish partnership with different organisations to provide learning experience in STEAM and entrepreneurship for students.	
	2.4 To work with the partnering organisation(s) for development of school-based STEAM education. **This target is fully achieved.**	2.4 It will be incorporated into routine work. The newly developed cross-curricular STEAM projects, the automatic plant watering device and the rocket car design will be fully implemented in S1 and S2 respectively in 2021-2022 school year. For Visual Arts, S1 Mini Wooden Music Instrument and S2 Programming Toy Train projects will also be introduced in 2021-2022 school year. We will continue to develop school-based STEAM projects with partnering organisations.	
	2.5 To invite teachers to take responsibilities of STEAM education. **This target is fully achieved.**	2.5 It will be incorporated into routine work. - We will continue to invite teachers and 2.6 technical staff to join and support the work of the STEAM Committee.	
	2.6 To invite teachers to the STEAM working group for daily operation of STEAM education. **This target is fully achieved.**		
	2.7 To equip teachers with sound and professional skills by offering courses. **This target is fully achieved.**	2.7 It will be incorporated into routine work. - We will continue to explore professional 2.8 development opportunities, such as visits and interflow, and create space for teachers to further develop their skills in STEAM education.	
	2.8 To share experience, good practices and resources among teachers. **This target is fully achieved.**		

	Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
		2.9	To encourage interest clubs to organise more STEAM activities. **This target is fully achieved.**	2.9 - 2.12	It will be incorporated into routine work. We will organise and encourage students to participate in various STEAM-related activities in and outside the school.	
		2.10	To organise STEAM week to encourage interest clubs to organise more STEAM activities. **This target is not achieved.**			
		2.11	To organise STEAM-related activities / competitions during the post-exam period to arouse students' interest. **This target is not achieved.**			
		2.12	To promote STEAM through participating in various STEAM competitions and workshops with the support of teachers. **This target is fully achieved.**			
		2.13	To study the feasibility of organising STEAM exchange tour during the post-exam period. **This target is not achieved.**	2.13	It will be incorporated into routine work. We will explore the possibility to organise STEAM exchange or study tours during long holiday and post-exam period after the COVID-19 pandemic.	
3.	To enhance the effectiveness of learning and teaching through different aspects.	3.1	To enhance the effectiveness of peer observation by introducing specific aims / objectives. **This target is fully achieved.**	3.1	We will continue to encourage the professional interflow among teachers of the different KLAs.	
		3.2	To use e-learning tools effectively through organising e-learning workshops / seminars and ensure adequate IT resources for e-learning. **This target is fully achieved.**	3.2	The IT team will organise workshops and professional sharing to further equip teachers with the latest skills and knowledge for e-learning.	

Targets		The extent of targets achieved (Fully/Partially/Not achieved)		Follow-up-action (Incorporate as routine work; continue to be major concerns in the next SDP; others)	Remarks
	3.3	To promote co-planning of lessons among teachers in senior secondary level. **This target is fully achieved.**	3.3	Subject departments will be encouraged to organise co-planning of learning, teaching and assessments among teachers in both junior and senior secondary levels.	
	3.4	To share good practices in teaching pedagogy like questioning techniques, flipped classroom, e-learning and mobile learning among subject panels. **This target is fully achieved.**	3.4	The IT team will organise workshops and professional sharing to further equip teachers with the latest skills and knowledge for e-learning. The school shall further explore and develop new teaching pedagogies to promote students' self-directed learning. The strategies of implementing "Bring Your Own Device" (BYOD) will be explored and devised in the next School Development Plan.	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. **School Management** • Planning • Implementation • Evaluation	**<u>Planning</u>** • The school has a clear direction of development and an enhanced transparency. The objective of major concerns in School Development Plan 2018-21 was decided by taking into account the holistic review 2015-18, 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. **<u>Implementation</u>** • With continued development on e-learning in the past three years, i.e. eClass functions bolstered, LMS introduced and real-time online meeting established, not only is the communication between teaching staff facilitated, but also the administrative efficiency is enhanced, in particular during the time of	• School middle managers are encouraged to continue work on holding regular meetings among stakeholders and gathering opinions from stakeholders by conducting surveys. • Subject departments are encouraged to formulate teaching plan for diverse learning needs with reference to relevant survey data.

PI Areas	Major Strengths	Areas for Improvement
	COVID-19.	
	• The regular meetings of panel heads and functional team leaders have strengthened the communication between the school leaders and the middle managers.	
	Evaluation	
	• 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. The results of PISA 2018 study for S3 students conducted by the Chinese University of Hong Kong helped the formulation of student support strategies and the major concerns of the next cycle.	
2. **Professional Leadership** • Leadership and monitoring • Collaboration and support • Professional development	**Leadership and Monitoring** • 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 of subject panels are also invited to conduct homework and test inspections to strengthen the effectiveness of inspections, encourage learning from each other's strengths,	• Joint school class/lesson observation is recommended, in particular STEM education, not only to intensify teaching effectiveness but also to provide more opportunities for inter-school communication. • The school continues to organise and participate in joint school teaching seminars/workshops to share the current teaching trend.

PI Areas	Major Strengths	Areas for Improvement
	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, to support their professional growth and development in both teaching and administration aspects. • Three Prefects-of-studies are held responsible for curriculum development, staff development and pastoral care. **Collaboration and Support** • 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. **Professional Development** • The school organizes for teachers three staff development days annually which are all in line with the 3 major concerns. • Teaching staff are encouraged to attend refresher training courses organized by the Education Bureau to broaden their horizons. • 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.	• More interactions with educational organizations outside territory is encouraged for sharing teaching strategies among teachers and widening teachers' horizons. • Successful teaching pedagogies/programmes which correspond to the major concerns are shared during the Staff Development Days.

PI Areas	Major Strengths	Areas for Improvement
	STEM-related training courses are also offered to teachers to broaden their horizons and help enhance their skills in STEM education for the youngsters. • Lesson observations are conducted by panel heads to new teachers to give productive comments and suggestions to the latter, conducive to their professional growth. 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. • LaSalle Family's teaching seminars were organised not only to strengthen our bonding with other Lasallian schools, but also to further enhance teaching efficiency.	
3. **Curriculum and Assessment** • Curriculum organization • Curriculum implementation • Performance assessment • Curriculum evaluation	**Curriculum Organization** • 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	• To foster our students to become life-long learners, the curriculum is optimised for the development of information literacy and technology literacy. Bring-your-own-device policy is adopted to strengthen e-learning. • Redevelopment plan is carried out to support education in the 21st century. • National security education is incorporated in the curriculum.

PI Areas	Major Strengths	Areas for Improvement
	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.	
	• Short-term and long-term redevelopment plans were formulated for the betterment of education in the 21st century.	
	Curriculum Implementation	
	• 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 as to enhance students' generic skills.	
	• STEM education is emphasized in the past years. Cross-curricular projects are implemented to foster the development of students in the area.	
	• 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 French Camp, the Business Studies Trip, the Greater Bay Area 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.	

PI Areas	Major Strengths	Areas for Improvement
	Special rooms are especially provided for both the Chinese and English Departments to carry out language activities. Self-study rooms are also provided in the campus for students' use after school. **Performance Assessment** • Homework and test inspections are administered once a year to monitor the teachers' quality of work. • 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. **Curriculum Evaluation** • 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.	
4. Student Learning and Teaching • Teaching organization • Teaching process • Learning process • Learning	**Teaching Organization** • 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	• Self-directed learning is introduced to enhance the effectiveness of learning and teaching. • New teaching strategies are continued to be shared among teachers.

PI Areas	Major Strengths	Areas for Improvement
performance • Feedback and follow-up	respective curricula. • Career and Life Planning and Basic Law elements are well-incorporated into different subjects. • IT resources are utilized to enhance teaching and learning in blended mode. • The school is equipped with STEM room for STEM education, such as cross-curricular STEM projects and STEAM programmes, and to support the extra-curricular STEM activities and competitions. **Teaching Process** • 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. **Learning Process** • 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. • Educational Psychologist assessed students with special educational needs to provide support for them in the examinations.	

PI Areas	Major Strengths	Areas for Improvement
	Learning Performance	
	• 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 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.	
	Feedback and Follow-up	
	• 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 with different levels of difficulties to cater for learner diversities; so that students can digest the material well and they can understand their progress easily.	
	• After each common test and examination, the form 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	

PI Areas	Major Strengths	Areas for Improvement
	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. • 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.	
5. Student Support • School climate • Support for student development	**School Climate** • 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. **Support for Student Development** • 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	• Positive health is promoted for better pastoral care to students in times of pandemic, so that the school helps build up rapport among students. • By encouraging our students to develop their multi-talents and abilities, not only could we exploit students' potential, but also enhance students' stress management abilities. • More teachers are trained in careers, counselling, discipline and Special Education Needs areas. • Form Teachers continue to keep close contact and communication with students and parents. • To instil resilience and optimism in our students, MCE team includes positive education in the curriculum, with the support from educational psychologist. • OLE week is organised to broaden students' horizons and encourage students to serve the community. • Students are encouraged to develop their talents in different

PI Areas	Major Strengths	Areas for Improvement
	conditional promoters with the help of trained teachers to better prepare the less able students for the following academic year. Saturday classes have been arranged for selected students who need attention. • Service learning has been carried out in the school. Positive 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. • 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 service and careers-related experiences. • The Students' Union acts as a good support for other clubs. • Art workshops, instrumental classes, debating, speech, literature, 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/Biology Olympiad's. • Students have been encouraged to participate in different international youth exchange programmes and Lasallian exchange programme. • IT Prefect training courses were conducted so that students are	areas, both academic and extra-curricular aspects.

PI Areas	Major Strengths	Areas for Improvement
	also empowered to facilitate IT learning and teaching at school. • Old boys have regularly offered students career guidance like talks and workshops.	
6. Partnership • Home-school cooperation • Links with external organizations	**Home-school Cooperation** • 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 parent-child community services. **Links with External Organizations** • Our school has joined the school based support services by EDB for Chinese Language and STEM education to seek for professional advice from tertiary institutes. • 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 Pre-stage Level and Level 1 (Pre-University) courses in Science and Engineering disciplines 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 excellent results in the courses and are eligible to take part in the subsequent DP Level 2 and Level 3 (University level) credit-bearing courses. Some students realized their interest and potential through this programme and pursued their undergraduate study in science disciplines.	• The school continues to look for more opportunities to work with different tertiary institutions and external organizations from overseas to provide varieties of learning experiences for students. • Subsidies from St. Joseph's College Foundation Limited Subsidies is sought for teacher professional development.

PI Areas	Major Strengths	Areas for Improvement

	• 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:
	
	   i. Fund-raising to improve school facilities;
	
	   ii. Mentorship Scheme – inviting successful old boys to mentor S5 students through job shadowing; and
	
	   iii. Setting up the Financial Assistance Scheme for needy students and scholarships for outstanding students.
	
	• 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 to provide career-related OLE activities for our senior form students.
	
	• 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.	

7. **Attitude and Behaviour** • Affective development and attitude • Social development	**<u>Affective Development and Attitude</u>** • 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.	• Position health programme is introduced to enhance students' resilience and emotional management. • More enrichment and support should be provided to enhance students' learning efficiency, self-discovery and self-

PI Areas	Major Strengths	Areas for Improvement
	• 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. **<u>Social Development</u>** • 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 school year to introduce and explain school rules 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. • 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.	actualization. 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. • There is room for improvement for the learning motivation and self-learning initiative for low achievers. • One more social worker room is renovated to provide support for our students.

PI Areas	Major Strengths	Areas for Improvement
8. **Participation and Achievement** • Academic performance • Non-academic performance	**Academic Performance** • 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 17.8% (17.1% in 2021) and 71.1% (71.0% in 2021) respectively. In 2021, more than one-fourth of our students obtained a distinction in English Language, Physics and Chinese History. The passing rates in all the subjects taken in the HKDSE 2021 are well above the territory average. • Our students got offers from top universities in U.K. (e.g. University of Oxford, Imperial College and University College London) and in U.S. (e.g. University of California, Los Angeles and University of Chicago). In 2019, one of our graduates was awarded the HKSAR Government's Hong Kong Scholarship for Excellence Scheme (HKSES) Award which supports his study in Economics, at University College London (UCL). • Our students have attained good results in various STEM related competitions, like the International Junior Science Olympiad Hong Kong Screening Test, the International Biology Olympiad, Hong Kong Biology Literacy Award, British Physics Olympiad, Hong Kong Mathematics Creative Problem Solving Competition for Secondary School, Hong Kong Olympiad in Informatics and the Joint Schools Science Exhibitions (JSSE). Our students performed well in JSSE and captured the 51st, 52nd and 54th champions. 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 students have achieved exceptional performance in various major interschool writing, speaking in both Chinese and English Language. Winning titles include, the Queen's Commonwealth Essay Writing Competition, Hong Kong Schools Speech Festival, Hong Kong Secondary Schools	• The school to continue to help students attain satisfying 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
	Debating Competitions, etc. • Our students have attained excellent results in debate competitions. Our school captured the championship title in Joint School Chinese Debating Competition (19-20), and was amongst the finals in Hong Kong Schools Debate Competition Sing Tao Inter-School Debating Competition and Fun Cup. **<u>Non-academic Performance</u>** • Our students have achieved excellent results in sports, especially in swimming, water polo, life-saving and basketball competitions. Our water polo team has captured the champion in the Panasonic 18th and 19th HKASA School Invitational Water Polo Championships Competition. This is our 13th champion title in the tournament history of 19 years. Our life-saving team has won many champions in Interschool Life-saving Competitions (Division 1). Our swimming team has attained excellent results in Interschool Swimming Competitions (Division 1), the 55th Pram Malaysia Invitational Age Group Swimming Championships, Thailand Swimming Championships and so on. • Leadership training is important to our students for their whole personal development. Our student leaders have received several major outstanding student awards, for example, the Grand Prize in the Student of the Year Awards, Hong Kong Outstanding Student Award, Hong Kong Island Outstanding Students Award, Scout of the Year, Scout Association of Hong Kong Footdrill Competition, Hong Kong Red Cross Drill Competitions, etc. • Our students have also participated in various business competitions and have very good results. Our students have won the HKMA Business Simulation Competition for two years. Students are required to analyse the data and make an appropriate decision in order to boost the simulation company's	

PI Areas	Major Strengths	Areas for Improvement
	sales amount. • Our students performed excellently in aesthetic and creativity aspect. Our chamber boys' choir has won many awards in Hong Kong Interschool Choral Festival, Hong Kong Schools Music Festival and Winter Choral Festival. Our visual arts students also won the Grantham Visual Arts Award.	

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 146 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 programmes to the school, our staff and students. The wide range of meaningful and educational activities launched also benefits both parents and students.

- Small class teaching has been launched in senior levels to enhance the teaching effectiveness.

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.

- The number of students leaving the School to study abroad is increasing in recent years. There is a slightly higher number of staff turnover due to retirement and migration.

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 Innovation Hub, Learning Hub and Student Activities Hub, 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.

- With the successful application of the QEF fund, a new STEAM workshop will be renovated soon to provide upgraded STEAM curriculum. Our school also attained school based support service from the EDB on developing quality curriculum to enhance students' academic performance, such as 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 programmes 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.

- 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 affects students' learning attitude and studies. Misuse of mobile phones resulted in addiction to mobile games and text messaging.

- 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.

Major Concerns for 2021/22 – 2023/24 (in order of priority)

1. **First Major Concern**   :   To Foster our Students to be Life-long Learners in order to Succeed in the 21st Century

2. **Second Major Concern**   :   Promotion of Positive Health among Josephians

3. **Third Major Concern**   :   Co-creation of Passion-driven Learning Experience

Our Plan

Major Concern 1:
To Foster our Students to Be Life-long Learners in order to Succeed in the 21st Century

Targets	Time Scale			Strategies	
	21/22	22/23	23/24		
1. To reinforce student-centred learning: engage students in the inquiry and discovery processes by building on their creativity and ability so as to reinforce their life-long learning skills and habits.	✓	✓	✓	1.1	Fostering the spirit of enquiry and exploration among students.
	✓	✓	✓	1.2	Motivating students and teachers to strive for continuous self-improvement.
	✓	✓	✓	1.3	Enhancing and strengthening assessment literacy among teachers and students.
	✓	✓		1.4	Refining the curriculum to align with the latest curriculum development.
2. To provide resources for the development of information literacy, media literacy and technology literacy.		✓	✓	2.1	Implementing facility upgrades with high impact on learning and teaching.
	S1 ✓	S1-2 ✓	S1-3 ✓	2.2	Strengthening e-learning with strategic bring-your-own-device (BYOD) policy by stages.
	✓	✓	✓	2.3	Instilling students with media and information literacy (MIL).
	✓	✓	✓	2.4	Raising students' awareness of the technological advancements on their learning and daily life.
3. To enhance teachers' competence in adopting e-learning for teaching.	✓	✓		3.1	Providing training for teachers to help teachers integrate modern information technology in teaching and encouraging them to attend courses and workshops on IT / e-learning / self-directed learning.
	✓	✓	✓	3.2	Providing sufficient technical support to maintain the network and support for e-learning and e-communication.
	✓	✓	✓	3.3	Encouraging the use of e-books and digital learning materials in learning and teaching.
	✓	✓		3.4	Strengthening the use of the Learning Management System (LMS) to promote self-directed learning (SDL).
	✓	✓	✓	3.5	Encouraging sharing of e-learning resources among teachers and interflow between subject departments.

Major Concern 2:
Promotion of Positive Health among Josephians

Targets	Time Scale			Strategies	
	21/22	22/23	23/24		
1. To develop a comprehensive and systematic implementation framework and policy.	✓			1.1	Coordinating members from different sections including Gifted Education, SEN, Counselling, Sports, Uniform Groups, Discipline, MCE, ECA, and the like.
	✓	✓	✓	1.2	Identifying students' needs that may have arisen from COVID-19 or social issues.
	✓	✓ (review)		1.3	Devising a development plan and assign responsible bodies for the activities, discussing with committee members the feasibility of activity implementation taking into account the venues, coaches, opportunities and time slots.
	✓	✓	✓ (review)	1.4	Reviewing the implementation plan and make necessary adjustments.
2. To introduce, prepare, and implement the programme by stages.	✓	✓	✓	2.1	Expanding our PE curriculum by introducing new items to keep students in good physique.
	✓	✓	✓	2.2	Promoting healthy diet and the importance of a clean environment around the school campuses.
	✓	✓	✓	2.3	Organising talks and seminars on anti-smoking, anti-drug so as to keep students away from temptations.
	✓	✓	✓	2.4	Expanding our ECA to provide students with new challenges and collaboration opportunities with others.
	✓	✓	✓	2.5	Strengthening stress management education and providing training to our students through workshops and activities so as to build rapport among students.
	✓	✓	✓	2.6	Organising talks and activities that help students foster a positive attitude towards life and create a harmonious environment.
	✓	✓	✓	2.7	Expanding staff training on counseling-related courses so as to arouse staff awareness on needy persons and upgrade the referral system by incorporating the whole-school approach.
	✓	✓	✓	2.8	Reinforcing the coordination and collaboration among the teams of discipline, counselling, moral & civic education for the provision of better pastoral care to students.
	✓	✓	✓	2.9	Extending the "Green School" concept further by incorporating new environmentally friendly elements.

Targets	Time Scale			Strategies
	21/22	22/23	23/24	
3. To evaluate and develop a long-term feasibility plan for the activities.		✓	✓	3.1 Training up students and teachers to be future leaders or coaches for the activities.
		✓	✓	3.2 Developing plans for the sustainability of the activities and explore possible new areas of concern for both teachers and students.

Major Concern 3:
Co-creation of Passion-driven Learning Experience

Targets	Time Scale			Strategies	
	21/22	**22/23**	**23/24**		
1. To identify students' passion and to uncover their hidden talents.	✓	✓	✓	1.1	Asking S1 and S2 students to complete at the beginning of the school term an extracurricular activities form (ECA form) on which specify the hobbies and interests they engaged in, hope to continue to pursue, or wish to take up, at school as well as in their personal environment.
	✓			1.2	Revising the S1 and S2 form-teacher interview form by incorporating a new section in which form teachers get to follow up and probe further students' own passion, interests, and talents based on their indications in the ECA form.
	✓			1.3	Piloting at the S2 level an Other Learning Experiences (OLE) Week, when the five full school days in the week are to be devoted to exposing students to a wide range of learning activities above and beyond textbook knowledge and the prescribed curricula, in order to explore the benefits, areas of improvement, and ultimately, the possibility of implementing it at a whole-school level.
	✓	✓	✓	1.4	Offering to all students abundant opportunities (e.g., trial workshops, interest groups and mentorship programmes) which expose them to a fuller range of knowledge, skills, and abilities within and beyond the school curriculum.
2. To facilitate, assist, and support students' pursuit of passion.	✓	✓	✓	2.1	Soliciting sponsorship which grants students the resources (e.g., financial support, training, and equipment) they need to indulge their passion.
	✓	✓	✓	2.2	Creating an environment in which diverse hobbies and interests (e.g., fencing, calligraphy, and speedcubing) are all appreciated and valued.
	✓	✓	✓	2.3	Encouraging teachers' provision of physical, mental, and emotional support to students who are pursuing their passion.

Labore et Virtute