

St. Joseph's College Support Measures

In order to help new S1 students adapt to the English environment of the school and to help all students continue to learn in English and improve their English proficiency, our school has the following support measures:

A. Administrative measures:

1. In order to recruit more experienced English teachers, the school has been trying to offer GM instead of CM positions since 2014. In 2017-2018, 1 newly employed English teacher is a GM teacher. In 2018-2019, 1 additional English teacher is employed. Starting from 2019-2020, all employed English teachers (under EDB establishment and contract) are GM teachers.
2. All work is shared equally among all English teachers according to their interests, expertise and experience. It is hoped that while students' learning can be enhanced, teachers also enjoy a sense of achievement and job satisfaction at work. All teachers are encouraged to take professional courses during the year.

B. Enrichment programmes:

1. After-school language classes have been organized for S1-4 since 2014.
2. Regular debating classes have been organized for students from S1 and above since 2011.
3. Elite writing classes for S5 and S6 have been introduced since 2019 with an aim to help potential students attain a higher level (5**) in the English Subject in DSE.
4. Top students from S1 will attend lessons on a Saturday morning to build a stronger foundation in English.
5. Regular past exam paper practices are arranged among all S6 classes in the school hall.
6. Top students from S6 will attend supplementary lessons after school on a weekly basis. Intensive paper analysis will be done.
7. Joint-school oral practice will be arranged for S5-6.
8. Join-school paper practice will be arranged for S6.

C. Remedial measures:

1. Since 2011, summer bridging courses have been made compulsory to students not coming from our primary school (SJPS) and optional to those from SJPS.
2. Since 2011, summer classes have been made compulsory to students who fail the English subject in the final examination.
3. Small class teaching is adopted in S1 to S3 to cater for learner diversity.
4. Low achievers in S1 will have to attend a Saturday remedial class.
5. Low achievers in S6 will have to attend supplementary lessons after school on a weekly basis.

D. Increased exposure:

1. Students are encouraged to participate in various internal and external competitions, e.g. writing, public speaking, and debate.
2. “Student Mentorship Scheme” has been introduced by the school to offer assistance to academically weak students – senior form students are invited to help junior form students with their academic work.
3. Different organizations and guests are invited to give talks on different topics and issues during the year to students. Intellectual exchange is expected.
4. Reading is part of the English curriculum with an aim to increase exposure.
5. Different social issues, including issues related to National Education are discussed in class.
6. The English Department is dedicated to creating a reading culture within the school. A reading award scheme has been introduced to award junior form students who read extensively.
7. The English Department aims to hold library book exhibition regularly in the school during lunch hour so that students are introduced to books available in school.
8. Regular workshops with NET are introduced to S2 throughout the year.
9. English Corner will provide leisure activities for junior form students. This allows a golden opportunity for students to interact with our NET.

10. The English Society will hold various activities all through the year.
11. Joint-school activities will be arranged.
12. An overseas study trip will be arranged if possible.