



St. Joseph's College

**Annual School Plan
2018/2019**

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Contents

		Page
I.	School Vision & Mission	1
II.	Major Concerns (in order of priority)	
	1. To explore and foster potentials in students, making them contributive members of society	3
	2. To build teachers' professional capability	6
	3. To create an all-round educational learning environment	7
III.	Diversity Learning Grant - 3-year Plan	10

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 areas 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 teacher and student help each other 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 effective 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 the 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 good sportsmanship.

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To develop a comprehensive and systematic framework and policy	<p>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</p> <p>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</p> <p>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</p> <p>1.4 Review the implementation plan and make necessary adjustments</p>	<ul style="list-style-type: none"> Members are aware of the targets of the major concern and their roles in the committee. Team members are motivated to seek out at least one possible opportunity for students to participate. Conduct at least one survey with S.1 to S.6 students on feasible areas of development they will be interested in A development plan is compiled with information on different events, venues, coaches, teacher(s) in charge with their respective time slots spreading out over the year. Over 60% of the team members and students are satisfied with the events and the arrangements. 	<ul style="list-style-type: none"> Feedback from each team member, Principal, and Vice Principals Feedback from survey Review of meeting minutes 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Prefect of Studies TIC of each function team Principal Vice Principals Survey Team Sports Master 	<ul style="list-style-type: none"> Manpower Time
2. To introduce, prepare, and implement the program by stages	<p>2.1 Arrange with the Time Tabling team to make necessary arrangements for the proposed activities, e.g. making use of PE lessons</p> <p>2.2 Broaden students' horizons, develop students' positive</p>	<ul style="list-style-type: none"> Successfully arrange double PE lessons for S.4 as a start for specific events Cooperate with the MCE team to provide no less than 40% of MCE sessions on developing students' positive attitudes and 	<ul style="list-style-type: none"> Confirmation with the Time Tabling team and PE teachers Survey with students 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Sports Master Time Tabling Team Survey Team TICs of related 	<ul style="list-style-type: none"> Manpower OBA PTA Alumni

	<p>attitudes towards life, and encourage them to take up new challenges</p> <p>2.3 Encourage students to join competitions in Humanities subjects like JA Company, 語出經人, 通識理財.</p> <p>2.4 Develop “just for fun” programs for students to enjoy school life, e.g. board game corner</p> <p>2.5 Co-operate with the Christian Union and the RS Department in broadcasting morning messages on proper values and ethics</p> <p>2.6 Enhance students’ awareness of proper attitudes, values, and ethics</p> <p>2.7 Provide opportunities for Non-Chinese Speaking students to participate in meaningful events, e.g. sharing on their culture</p> <p>2.8 Provide students with Social Service opportunities and possible training to prepare them to serve the community</p> <p>2.9 Establish a database to gather information that will be useful in helping gifted students</p> <p>2.10 Co-operate with our social worker or other NGOs to cater</p>	<p>willingness to take up challenges</p> <ul style="list-style-type: none"> • At least 70% of Non-Chinese Speaking students participated in the cultural show on the G&W Day. • Have at least four social service opportunities for each term shared by Uniform Groups, Social Service Group, and the Interact Club • At least one Social Service Project is held for the students of a particular form. • Successfully establish the basics of the database by the end of the year 	<ul style="list-style-type: none"> • Feedback from participating students and TICs • Review of database to support gifted students established • Participation rate • Recognition or awards received 		<p>events</p> <ul style="list-style-type: none"> • MCE Team 	<ul style="list-style-type: none"> • IT • External resources like coaches, venues • EDB resources • NGO resources • Other schools (joint-school events)
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	<p>for students with emotional needs, e.g. offering them appropriate guidance</p> <p>2.11 Provide students and parents with sufficient information about the activities, e.g. through circulars and web information</p>					
<p>3. To evaluate and develop a long-term feasibility plan for the activities</p>	<p>3.1 Train up students to be future leaders or coaches for the activities</p> <p>3.2 Develop plans for the sustainability of the activities and explore possible new areas of concern</p>	<ul style="list-style-type: none"> • Successfully trained up at least one student to follow up on events of special interest • Positive feedback from 60% of the teachers / TICs 	<ul style="list-style-type: none"> • An evaluation report by TICs • An evaluation report by Staff Development Team 	<ul style="list-style-type: none"> • Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> • TICs of events • Head of Staff Development 	<ul style="list-style-type: none"> • Manpower • OBA • PTA • Alumni • NGOs • Time

Major Concern 2: To build teachers' professional capability

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
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	<ul style="list-style-type: none"> At least one inter-/intra-department sharing is conducted. At least one visit to school/ external organization is arranged. Over 35% of the teachers reach a satisfactory level of creativity in the lessons observed by peers. 	<ul style="list-style-type: none"> Review of minutes Review of CPD Feedback from panels and teachers Review of peer observation form 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Administrators Teachers Staff development team 	<ul style="list-style-type: none"> Manpower Time Minutes
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	<ul style="list-style-type: none"> At least one mental health training or team-building activity is arranged. Over 60% of the teachers agree that they are resilient and have capacity to respond positively to change. 	<ul style="list-style-type: none"> Review of CPD Feedback from teachers 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Administrators Staff development team 	<ul style="list-style-type: none"> Manpower Time Funding NGO EDB
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.	<ul style="list-style-type: none"> At least one talk on legal issue is arranged. Over 50% of the teachers agree that they can communicate more effectively with different stakeholders. At least one workshop on mediation is arranged. Over 50% of the teachers agree that they are more confident in managing conflicts among students. Over 35% of the teachers upload their materials in the school database. 	<ul style="list-style-type: none"> Review of CPD Teachers survey Review of the database in S:Drive 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Administrators Staff development team 	<ul style="list-style-type: none"> Manpower Time Funding EDB NGO
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	<ul style="list-style-type: none"> Over 50% of the teachers discussed with the Principals their individual career maps. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Manpower Time

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
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	<ul style="list-style-type: none"> STEAM laboratory is constructed and properly furnished to the satisfaction of teachers and students. Art room is constructed with upgraded equipment to the satisfaction of teachers and students. Multi-purpose room is constructed and furnished to the satisfaction of teachers and students. 	<ul style="list-style-type: none"> Feedback from teaching staff and students Feedback from project architect Review of minutes 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> Administrators Repair Team Subject Panels: Visual Arts, STEAM 	<ul style="list-style-type: none"> Manpower Funding and Sponsorship Architect Construction Company
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 	<ul style="list-style-type: none"> School-based curriculum of Mathematics, Computer Literacy, Integrated Science and Visual Arts of junior levels are refined so as to integrate STEAM elements into the curriculum. More coding training and projects are introduced in Computer Literacy to develop students' problem-solving skills. 	<ul style="list-style-type: none"> Report from subject departments and teachers concerned Report from clubs/societies concerned Report from STEAM committee Review of 	<ul style="list-style-type: none"> Sept 2018 – Aug 2019 Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> STEAM Committee Subject Panel: Integrated Science, Mathematics, Computer Literacy, and Visual Arts 	<ul style="list-style-type: none"> Manpower Publisher materials 3D printers CNC cutters External bodies

	<p>2.2 <u>Professional development of teachers</u></p> <ul style="list-style-type: none"> • Invite teachers to take responsibilities of STEAM education <p>2.3 <u>Promotion of STEAM Education</u></p> <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 	<ul style="list-style-type: none"> • At least one STEAM related assignment/project is introduced in Integrated Science. • Aesthetic considerations are taken into account in relation to product-designing assignments/project. • At least service from one external body is acquired. • At least two new teachers join the STEAM education team and help organizing STEAM related activities. • At least 1 representative respectively from Science Society, Biology and Conservancy Association, Aesthetic Society, Robotics and Technology Society attend a sharing session of 3D-printing and CNC cutting event. • At least one post-exam event respectively for S.1 and S.2 students are held. • At least 1 STEAM related event is organized by Science / Biology and Conservancy Association, and Robotics and Technology Society. 	minutes	<ul style="list-style-type: none"> • Sept 2018 – Aug 2019 • Sept 2018 – Aug 2019 • Sept 2018 – Aug 2019 		
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<p>3. To enhance the effectiveness of learning and teaching from different aspects</p>	<p>3.1 Enhance the effectiveness of peer observation by introducing specific aims/objectives</p> <p>3.2 Use e-learning tools effectively through organising e-learning workshops / seminars and ensure adequate IT resources for e-learning</p> <p>3.3 Promote co-planning of lessons among teachers in senior secondary</p>	<ul style="list-style-type: none"> • One major focus is specified in peer observation. • At least two IT workshops are held in the school year. • Over 60 % of teachers have adopted e-learning in their teaching. • Over 75 % of teachers show satisfaction in their e-learning lessons. • Over 75 % of senior secondary subject teachers have adopted co-planning of lessons. 	<ul style="list-style-type: none"> • Report from subject departments and teachers concerned • Report from IT department • Review of minutes 	<ul style="list-style-type: none"> • Sept 2018 – Aug 2019 • Sept 2018 – Aug 2019 • Sept 2018 – Aug 2019 	<ul style="list-style-type: none"> • IT Committee • SS Subject Panels 	<ul style="list-style-type: none"> • IT Resources • Manpower
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Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2017/18 to 2019/20 cohort of senior secondary students

DLG funded Program(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of program(s) / course(s) and provider(s)	Duration of the Program / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2017/2018	2018/2019	2019/2020		
Other Programmes	To provide gifted programmes to help gifted students to develop their talents	Programmes in humanities, mathematics, science and leadership	2 years	S4-S5 elite students	100	100	100	Evaluation by course providers	Mr. Szeto Godwin, Mr. Ching KB
	To enhance students' debating skills, public speaking skills and writing skills	Intensive training course for aspiring debates and writing	2 years	S4-S5 elite students	100	100	100	Students will improve their skills in debate, public speaking and writing	Ms. Wong YF Mr. Wong Terence
	To provide enrichment music programmes for talented students	Programmes for selected choir and string quartet	2 years	S4-S5 elite students	35	35	35	Students will improve their skills in choir and string performance	Mr. Cheng Chris
	To provide programmes for selected students	Intensive training in Chemistry and Chinese History	2 years	S4-S5 selected students	60	60	60	Students will improve their understandings in respective subjects	Mr. Chan Tony, Mr. Hung WW