



St. Joseph's College

**Annual School Plan
2019/2020**

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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 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. Developing a comprehensive and systematic framework and policy	<p>1.1 To maintain a close relationship among members of the committee; ensure better coordination so as to avoid overlap of work.</p> <p>1.2 To implement the activities which the students are interested in.</p> <p>1.3 To establish a development plan and assign appropriate bodies for the execution. Reserve resources including venues, coaches, and the time slots for the activities.</p> <p>1.4 To review the implementation plan and make necessary adjustments.</p>	<ul style="list-style-type: none"> The school can achieve the goals she aimed at with team members being supported to continue to take up their roles in the committee. Team members are motivated to seek out at least one possible activity for students to participate in. A development plan is compiled with information on different events, venues, coaches, potential teacher(s) in charge with their respective time slots spreading out over the year. Over 70% 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 Meeting minutes 	<ul style="list-style-type: none"> Sept 2019 – Aug 2020 	<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. Introduce, preparing, and implementing the program by stages	<p>2.1 To 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 To broaden students' horizons, develop students' positive attitudes towards life and encourage them to take up new challenges.</p> <p>2.3 To encourage students to join competitions in Humanities subjects like JA Company, 語出</p>	<ul style="list-style-type: none"> Double PE lessons are successfully arranged for S.4 and S.6 trying out new activities. Cooperate with the MCE Team to provide no less than 40% of MCE sessions on developing students' positive attitudes and willingness to take up challenges. At least 70% of Non-Chinese Speaking students participated in events catering for them to enhance their sense of belonging to society and help them better fit 	<ul style="list-style-type: none"> Confirmation with the Time Tabling Team and PE teachers Survey with students Feedback from participating students and TICs Gifted students database 	<ul style="list-style-type: none"> Sept 2019 – Aug 2020 	<ul style="list-style-type: none"> Sports Master Time Tabling Team Survey Team TICs of related events MCE Team 	<ul style="list-style-type: none"> Manpower OBA PTA Alumni IT External resources like coaches, venues

	<p>經人, 通識理財 type of competition.</p> <p>2.4 To develop “just for fun” programs for students to enjoy school life rather than pressing for academic results, e.g., board game corner.</p> <p>2.5 To cooperate with the Christian Union and the RS Department for broadcasting morning messages on proper values and ethics every Wednesday through the PA system.</p> <p>2.6 To enhance students’ awareness of proper attitudes, values, and ethics.</p> <p>2.7 To provide opportunities for Non-Chinese Speaking students to participate in meaningful events so that they can learn about the Chinese culture or share their own.</p> <p>2.8 To provide students with social service opportunities and possible training to prepare them to serve the community.</p> <p>2.9 To co-operate with our social workers or other NGOs to provide guidance catering for students with emotional needs.</p> <p>2.10 To provide students and parents with sufficient information about the activities through circulars and web information.</p>	<p>in to society.</p> <ul style="list-style-type: none"> • In each team, at least four social service opportunities are provided by Social Service Group and the Interact Club for our students to show concern for the needy and to perform field work. • At least one Social Service Project is held for the students of a particular form to grow humility and concern for others and to recognize their need to contribute to society. 	<ul style="list-style-type: none"> • Participation rate • Recognition or awards received 			<ul style="list-style-type: none"> • EDB resources • NGO resources • Other schools (join-school events)
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<p>3. Evaluating and developing a long-term feasibility plan for the activities</p>	<p>3.1 To train up students to be future leaders or coaches for the activities.</p> <p>3.2 To 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 so as to improve the effectiveness and efficiency of future events. • Positive feedback from at least 70% of the teachers / TICs to prove that we are on the right track. 	<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 2019 – Aug 2020 	<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
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Major Concern 2: To build teachers’ professional capability

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. Equipping teachers with innovation mindsets for challenges in the fast-paced environment	<p>1.1 To share breakthroughs in teaching and innovative ideas within school.</p> <p>1.2 To have professional exchange and sharing with other schools.</p>	<ul style="list-style-type: none"> At least one inter-/intra-department sharing is conducted to instigate a learning environment conducive to enhancing the learning effectiveness of students. At least one visit to school/ external organization is arranged to expand pedagogical horizons so that students’ potential could further be explored and developed. Over 75% of the teachers reach a satisfactory level of creativity in the lessons observed by peers to allow students to further their thinking. 	<ul style="list-style-type: none"> Minutes CPD Feedback from panels and teachers Peer observation form 	<ul style="list-style-type: none"> Sept 2019 – Aug 2020 Sept 2019 – Aug 2020 	<ul style="list-style-type: none"> Administrators Teachers Staff development team 	<ul style="list-style-type: none"> Manpower Time Minutes Peer observation form
2. Nurturing teachers’ good wellbeing	<p>2.1 To incorporate a focus on good mental health in training and meeting at school.</p> <p>2.2 To promote social-emotional competence.</p>	<ul style="list-style-type: none"> At least one mental health training or team-building activity is arranged to increase teachers’ mental toughness braving challenges of all sorts while staying passionate about teaching. Over 70% of the teachers agree that they are resilient and have capacity to respond positively to change. 	<ul style="list-style-type: none"> CPD Feedback from teachers 	<ul style="list-style-type: none"> Sept 2019 – Aug 2020 Sept 2019 – Aug 2020 	<ul style="list-style-type: none"> Administrators Staff development team 	<ul style="list-style-type: none"> Manpower Time Money

<p>3. Fostering teachers' lifelong learning through professional growth</p>	<p>3.1 To enhance teachers' legal awareness such as issues on discrimination, bullying, etc.</p> <p>3.2 To enhance teachers with micro skills of mediation.</p> <p>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.</p> <p>3.4 To learn to handle parental or student complaints.</p>	<ul style="list-style-type: none"> • At least one talk on legal issue is arranged to deepen understanding of some law concepts. • At least one workshop on mediation is arranged to achieve amicable settlement. • Over 60% of the teachers upload their materials in the school database. • Over 50% of the teachers agree they are confident in handling parental or student complaints. 	<ul style="list-style-type: none"> • CPD • Feedback from teachers • S:Drive • Survey 	<ul style="list-style-type: none"> • Sept 2019 – Aug 2020 • Sept 2019 – Aug 2020 • Sept 2019 – Aug 2020 • Sept 2019 – Aug 2020 	<ul style="list-style-type: none"> • Administrators • Staff development team 	<ul style="list-style-type: none"> • Manpower • Time • Money
<p>4. Developing an individualized career map to facilitate professional development of teachers</p>	<p>4.1 To review the skills, training and experience needed to progress in career.</p>	<ul style="list-style-type: none"> • 100% 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 2019 – Aug 2020 	<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. Improving the school campus to encourage all-round development of students	<p>1.1 To provide necessary STEAM equipment for the development of STEAM education.</p> <p>1.2 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.</p> <p>1.3 To follow up the review report on 1.2 for any feasible renovation / redevelopment of the school campuses.</p>	<ul style="list-style-type: none"> STEAM room is properly furnished to the satisfaction of teachers and students. Feasible short term and long term renovation/ redevelopment plans for future development of the school are recommended. Renovation/redevelopment work is carried out to the satisfaction of teachers and students. 	<ul style="list-style-type: none"> Feedback from teaching staff and students Minutes 	<ul style="list-style-type: none"> Sept 2019 – Jun 2020 Sept 2019 – Jun 2020 Sept 2019 – Jun 2020 	<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. Introducing and integrating STEAM education in the school curriculum to develop and cater for students' different potentials	<p>2.1 <u>School-based curriculum</u></p> <ul style="list-style-type: none"> To further integrate STEAM elements into our junior curriculum. To work with the partnering organisation(s) for development of school-based STEAM education. To upkeep services provided by external course providers / old boys etc. 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 into the curriculum. Cross-curricula project(s) are provided in junior secondary, so that students are more able to put STEAM elements into practice. At least one STEAM related activity / assignment is introduced in Integrated Science for 	<ul style="list-style-type: none"> Reports from subject departments and teachers concerned Reports from ECA clubs/societies concerned Report from STEAM committee Minutes 	<ul style="list-style-type: none"> Sept 2019 – Jun 2020 	<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 External bodies

	<p>2.2 <u>Professional development of teachers</u></p> <ul style="list-style-type: none"> • To invite teachers to the STEAM working group for daily operation of STEAM education. • To equip teachers with sound and professional skills by offering courses. • To share experience, good practices and resources among teachers. 	<p>each term, so that students can apply their STEAM-related knowledge in various situation.</p> <ul style="list-style-type: none"> • Aesthetic considerations are taken in the product designs in assignments / project so that students further develop in this area. • Positive feedback is received in the partnering programme with external bodies. • At least three teachers join the working group. The working group helps optimise STEAM education in the school. • Members in the working group attend at least one STEAM-related seminar/ workshop to equip themselves in STEAM education. • At least 60% of STEAM teachers attend the sharing session organized by the school to know about the latest trend of STEAM development. 		<ul style="list-style-type: none"> • Sept 2019 – Jul 2020 		
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	<p>2.3 Promotion of STEAM Education</p> <ul style="list-style-type: none"> To encourage interest clubs to organise more STEAM activities. To organise STEAM-related activities / competitions during the post-exam period to arouse students' interest. To promote STEAM through participating in various STEAM competitions and workshops with the support of teachers. 	<ul style="list-style-type: none"> At least 1 STEAM related event with clear learning objective(s) is organized by Science / Biology and Conservancy Association, and Robotics and Technology Society, and at least 10 students take part in the event to arouse their interest in STEAM. At least one post-exam event for S1 and one for S2 are held, which may arouse students' interest in STEAM. Increased number of students taking part in STEAM-related competitions with commitment. 		<ul style="list-style-type: none"> Sept 2019 – Jun 2020 		
<p>3. Enhancing the effectiveness of learning and teaching through different aspects</p>	<p>3.1 To enhance the effectiveness of peer observation by introducing specific aims/objectives.</p> <p>3.2 To use e-learning tools effectively through organising e-learning workshops / seminars and ensure adequate IT resources for e-learning.</p> <p>3.3 To promote co-planning of lessons among teachers in both junior and senior secondary.</p>	<ul style="list-style-type: none"> One major focus is specified in peer observation. At least 50% of teachers are more aware of the major focus in his/her teaching. At least two IT workshops are held in the school year to let teachers know about the latest trend and practices in e-learning. At least 50% of teachers attend the workshop. 	<ul style="list-style-type: none"> Reports from subject departments and teachers concerned Report from IT department Minutes 	<ul style="list-style-type: none"> Sept 2019 – Jul 2020 Sept 2019 – Jul 2020 Sept 2019 – Jul 2020 	<ul style="list-style-type: none"> IT Committee Subject Panels 	<ul style="list-style-type: none"> IT Resources Manpower

	<p>3.4 To share good practices in teaching pedagogy like questioning techniques, flipped classroom, e-learning and mobile learning among subject panels.</p>	<ul style="list-style-type: none"> • Over 60% of teachers incorporate e-learning in their teaching, and show satisfaction in their e-learning lessons. • Positive feedback of co-planning of lessons is observed to enhance learning and teaching. • Professional sharing sessions are held to let teachers know about the latest development of good practice in the field. 		<ul style="list-style-type: none"> • Sept 2019 – Jul 2020 		
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Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2019/20 to 2021/22 cohort of senior secondary students

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2019/2020	2020/2021	2021/2022		
Other programmes	To provide gifted programmes to help gifted students to develop their talents	Programmes in Mathematics, Liberal Studies, Science, Music and Visual Arts	2 years	S4-6 gifted/selected students	100	100	100	Evaluation by course providers	Mr. YK Ng, Ms. M Young, Mr. G Szeto, Mr. C Cheng and Ms. WL Ip
	To provide intensive training for selected students	Programmes in Chemistry, Biology, Economics, BAFS and Chinese History; and swimmers	2 years	S4-6 students who need reinforcement	90	90	90	Evaluation by course providers.	Mr. Tony Chan, Ms. SM Chan, Mr. Alfred Chan, Ms. ML Chu Mr. WW Hung and Mr. LY Chu
	Enhance students’ debating skills, public speaking skill and writing skills	Programmes in Chinese and English	2 years	S4-6 elite students	100	100	100	Students will improve their skills in debate, public speaking and writing	Mr. KC Siu, and Ms. C Yam

Reading to Learn
Plan on the Use of the Promotion of Reading Grant
2019 – 2020 School Year

The major objectives for Promotion of Reading:

- 1) To create a reading culture that extends from the library to the classrooms with easy-to-reach resources
- 2) To facilitate the sharing of reading through miscellaneous activities, such as talks and competitions

	Item	Estimated Expenses (\$)
1.	Purchase of Book	
	<input checked="" type="checkbox"/> Printed English books for S4 and S6 classrooms on Kennedy Road 26	60,000
	<input type="checkbox"/> e-Books	
	<input checked="" type="checkbox"/> English newspapers and the Reader's Digest Subscription for each class	
2.	Web-based Reading Scheme	7,000
	<input checked="" type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme:	
3.	Reading Activities	20,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities	
4.	Others:	13,000
	<input checked="" type="checkbox"/> Prizes for S1 and S2 Book Sharing Competitions / Book Quiz	
	<input checked="" type="checkbox"/> Book Coupons for i-Read Scheme (English Department) across all forms	

* Please tick the appropriate boxes or provide details.

**Life-wide Learning Grant
Plan on the Use of the Grant
2019-2020 School Year**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Cross-KLA (STEM)	STEM competition: students work in groups to design and make the products (e.g. rocket car and paper plane) for the competition	<ul style="list-style-type: none"> ★ To promote STEM education; ★ To raise students' interests in STEM; ★ To provide opportunities for students to apply what they have learned in integrated science lessons. 	Jun-July (Post-exam Period)	S1-2	Results of the competition, teachers' observation	\$6,000 (equipment, materials & prize)	✓		✓		

Cross-KLA (STEM)	Arts & Technology Centre (ATEC) Workshop	<ul style="list-style-type: none"> ★ To provide a student-oriented curriculum in arts and technology for an all-round education. 	Every Wed afternoon	S1-2	Teachers' observation, evaluation on their art works	\$7,000 (materials & transportation fee)	✓		✓		✓
Visual Arts	Artist-in-Resident: An 8-week course for Woodwork product workshop	<ul style="list-style-type: none"> ★ To provide opportunities for students to learn woodwork and sculpture; ★ To cultivate students creating functional woodwork products related to society and the environment. 	2 nd Term	S2	Teachers' observation & evaluation on their art works	\$38,400 (materials & tuition fee)	✓		✓		✓
Chinese Language (For NCS students)	Learning Cantonese via Cantonese Opera	<ul style="list-style-type: none"> ★ To appreciate Chinese culture via Cantonese Opera; ★ To provide opportunities for NCS students to learn Cantonese Opera which involve music, singing, martial arts, acrobatics and acting; ★ To provide opportunities for NCS students to perform Cantonese Opera. 	Sep-May (once a week)	Non-Chinese Speaking Students (S2-3)	Teachers' observation & students' performance	\$40,000	✓	✓	✓		
Chinese Language (For NCS students)	Day tour to visit different sites with our students	<ul style="list-style-type: none"> ★ To strengthen mutual understanding and promote anti-discrimination; ★ To understand different cultures and customs of different ethnicities; ★ To encourage and support the integration of NCS students. 	Nov & Apr (Twice a year)	Non-Chinese Speaking Students (S1-6)	Teachers' observation & feedback	\$40,000	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
1.2 To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
Sports	Regular training for sports team including handball, football, volleyball, life-saving, table tennis, badminton, athletics and basketball	<ul style="list-style-type: none"> ★ To develop skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle; ★ To build confidence and competence in facing challenges as teams; ★ To initiate, plan, perform and evaluate sports. 	Sep-Aug	(S1-S6)	Teachers' and coaches' observation, students' performance in sports competitions	Coach fee	✓	✓	✓		✓
				Athletics		\$25,000 (\$250/hr x 100 hrs)					
				Badminton		\$20,000 (\$250/hr x 80 hrs)					
				Basketball		\$42,000 (\$350/hr x 120 hrs)					
				Football		\$31,500 (\$350/hr x 90 hrs)					
				Handball		\$20,000 (\$250/hr x 80 hrs)					
				Life-saving		\$4,500 (\$300/hr x 15 hrs)					
				Tabletennis		\$15,000 (\$250/hr x 60 hrs)					
Volleyball	\$13,200 (\$120/hr x 110 hrs)										

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Cross-KLA (ECA)	Experiential learning activities: Regular community service and volunteer work organized by different ECA clubs throughout the year. Activities include Caritas Bazaar, service to elderly home, food angels, service for children, etc.	<ul style="list-style-type: none"> ★ To develop the sense of commitment to serve the community and help the underprivileged; ★ To promote positive values of self-fulfillment via community work; ★ To encourage students to participate in community service; ★ To raise students' social responsibility. 	Sep-Aug	S1-S6	Teachers' observation, students' reflection	\$8,000 (materials & transportation fee)		✓		✓	
Cross-KLA (ECA)	Experiential learning activities: Various site visits are organized by different ECA clubs, e.g. visit to HK International Airport, Final Court of Appeal, T Park, AFCE Endangered Species Resources Centre, Xiqu Centre, etc.	<ul style="list-style-type: none"> ★ To broaden students' horizons and unleash their potentials; ★ To provide opportunities for students to explore different learning aspects and career-related area; ★ To train multiple intelligences; ★ To promote life-wide learning. 	Sep-Aug	S1-S6	Teachers' observation, students' reflection	\$8,000 (transportation fee)	✓	✓	✓	✓	✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Cross-KLA (OLE)	Communication Skill Workshop	<ul style="list-style-type: none"> ★ To develop students' communication skills; ★ To build up confidence in communicating with people of different ages so that they can apply it through charity service. 	March	S1	Teachers' observation	\$10,000	✓				✓
Cross-KLA (OLE)	Service Training Talks	<ul style="list-style-type: none"> ★ To develop a sense of commitment to serve the community and help the underprivileged; ★ To acquire leadership and communication skills. 	Nov	S2-S3	Teachers' observation & students' reflection	\$2,000		✓		✓	
Cross-KLA (OLE)	NSS Talk exhibition	<ul style="list-style-type: none"> ★ To provide opportunities for S4 students to exhibit their artwork; ★ To enable S3 students appreciate aesthetic works. 	Nov	S3 & S4	Teachers' feedback & students' work	\$2,000	✓		✓		
Cross-KLA (OLE)	Service Training Workshop	<ul style="list-style-type: none"> ★ To develop a sense of commitment to serve the community and help the underprivileged; ★ To acquire leadership and communication skills. 	Jun	S4	Teachers' observation & students' reflection	\$10,000		✓		✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Cross-KLA (OLE)	Aesthetic Workshop	<ul style="list-style-type: none"> ★ To appreciate artwork; ★ To build aesthetic sense. 	Sep-Jun	S4	Teachers' feedback & students' work	\$24,000 (Tutor fee & materials)	✓		✓		✓
Cross-KLA (OLE)	Aesthetic Visits	<ul style="list-style-type: none"> ★ To appreciate artwork via site visits. 	Nov, Apr	S4	Teachers' observation & students' reflection	\$16,000	✓		✓		✓
Cross-KLA (OLE)	Drama and Film Appreciation	<ul style="list-style-type: none"> ★ To explore how drama performances are produced; ★ To learn script-writing and acting; ★ To appreciate drama performances. 	Sep-Jun	S4	Teachers' feedback & students' work	\$10,000 (fee for drama instructors)	✓		✓		✓
Cross-KLA (Counselling)	Buddy Camp	<ul style="list-style-type: none"> ★ To help S1 students adapt the new life in secondary school. 	Sep	S1	Teachers' observation & survey	\$13000		✓			
Cross-KLA (Counselling)	Z Generation Leadership Scheme	<ul style="list-style-type: none"> ★ To enhance students' stress and mental health resilience; ★ To increase problem solving skills; ★ To boost their self-esteem. 	Oct-July	S1	Teachers' observation & survey	\$15000		✓			
Cross-KLA (Counselling)	Booster Program for Conditional Promoted Students	<ul style="list-style-type: none"> ★ To understand more about themselves; ★ To set goals. 	Sep-July	S1-S3	Teachers' observation & survey	\$22000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
Cross-KLA (Gifted Programme)	Adventure Ship	<ul style="list-style-type: none"> ★ To develop their potential in a supportive environment; ★ To enhance their creative, social and problem solving skills by confronting challenges in groups; ★ To acquire an appreciative caring and environmentally aware attitude; ★ To increase their self-esteem, self-reliance and sense of team spirit. 	Feb-Apr	S3-S5	Teachers' observation & students' reflection	\$15000		✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3 To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
Chinese Language & Culture	A 6-day trip in mainland China to know more about Chinese culture	<ul style="list-style-type: none"> ★ To provide opportunities for students to understand Chinese culture and Chinese history; ★ To know more about the development of modern China; ★ To visit local schools and exchange culture. 	Apr (Easter Holiday) (6 days)	S4	Teachers' observation, students' performance in their homework	\$67,880 (\$8485 x 8 teachers) (Expenses incurred by teachers)	✓	✓	✓		✓
English Language & Culture	A 10-day study tour to a foreign country	<ul style="list-style-type: none"> ★ To provide an English-speaking environment for students to use English to communicate and to learn; ★ To appreciate different cultures through excursions, museum visits and sports; ★ To raise students' proficiency in English; ★ To build up confidence in communicating in English. 	Jul-Aug (Summer Holiday) (10 days)	S1-2	Teachers' observation, questionnaire results from students	\$175,000 (\$35000 x 5 teachers) (Expenses incurred by teachers)	✓	✓	✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
French Language & Culture	A cultural exchange and learning opportunities in France	<ul style="list-style-type: none"> ★ To learn and speak French; ★ To appreciate different cultures through excursions and visits around the country/city; ★ To experience the French culture and understand the norms and behavior found in the societies; ★ To equip different culture and knowledge for personal development in the future. 	Jul-Aug (Summer Holiday) (20 days)	S1-3	Assessment & assignment, reports from the Principal of the local school	\$28,000 (\$14000 x 2 teachers) (Expenses incurred by teachers)	✓	✓	✓		✓
Music	An exchange tour for music boys, to be focused on cultural, artistic and musical elements.	<ul style="list-style-type: none"> ★ To experience the culture of other countries; ★ To gain hands on experience in art making from other people; ★ To understand history, philosophy of other countries; ★ To share music with audiences around the world; ★ To raise the profile of music of SJC. 	Apr (Easter Holiday) (5 days)	Music Boys (S1-5)	Teachers' observations and feedback	\$45,000 (\$15000 x 3 teachers) (Expenses incurred by teachers)	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Business	A 6-day trip in Japan or South Korea to understand the management strategies via visits	<ul style="list-style-type: none"> ★ To enhance the understandings on the real-life operation model and procedure; ★ To recognize the real operation situation, management strategies and skills used through company visits and government official visits; ★ To experience different culture and lifestyle by staying in a host family. 	Apr (Easter Holiday) (6 days)	BAFS students (S5)	Comments on students' presentation, evaluation and reflection of the trip, teachers' observation	\$70,000 (\$14000 x 5 teachers) (Expenses incurred by teachers)	✓	✓			✓
STEM & ECA	An overseas tour for students unleash their potentials and talents in STEM and ECA	<ul style="list-style-type: none"> ★ To experience technology and science firsthand; ★ To get students interested in and excited about science discovery; ★ To provide opportunities for students to experience coding, integrate and apply knowledge and skills across different STEM disciplines; ★ To nurture their creativity, collaboration and problem-solving skills. 	Jun-July (Post-exam Period) (5 Days)	S1-3	Teachers' observations and feedback	\$56,000 (\$14000 x 4 teachers) (Expenses incurred by teachers)	✓	✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Sports	An overseas training tour for athletics	<ul style="list-style-type: none"> ★ To develop skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle; ★ To build confidence and competence in facing challenges as teams. 	Jun-Aug	S1-6	Teachers' and coaches' observation, students' performance in sports competitions	\$80,000 (\$8000 x 10 teachers) (Expenses incurred by teachers)	✓	✓	✓		✓

1.4	Others										
						Estimated Expenses for Category 1	\$979,480				

Domain	Item	Purpose	Estimated Expense (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	School Observatory	<ul style="list-style-type: none"> ★ To provide a series of hands-on activities for students to study air quality and weather; ★ To generate ideas to improve the air quality in the community. 	\$25,000
	3D Printer/ Scanner/ Laser Cutter/ Other Equipment	<ul style="list-style-type: none"> ★ To integrate technology, engineering, maths and arts subjects, i.e. STEM to STEAM; ★ To offer students the sort of authentic learning experience; ★ To use a computer-aided modeling program to design a 3D object. 	\$130,000
Cross-KLA (ECA)	Camera	<ul style="list-style-type: none"> ★ To develop students aesthetic sense in photography; ★ To promote life-wide learning; ★ To allow students to take pictures of different school events e.g. sports day, open day, swimming gala, singing contest, etc. and share the photos for school website for promotion; ★ To build up a school photo gallery pool. 	\$25,000
Estimated Expenses for Category 2			\$180,000
Estimated Expenses for Categories 1 & 2			\$1,159,480

Estimated Number of Student Beneficiaries

Total number of students in the school:	990
Estimated number of student beneficiaries:	850
Percentage of students benefitting from the Grant (%):	85.6%