



# **St. Joseph's College**

**Annual School Plan  
2020/2021**

# St. Joseph's College

## Annual School Plan 2020/2021

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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 further strengthen the co-operation among committee members.</p> <p>1.2 To conduct a final investigation into areas we over-looked or left behind.</p> <p>1.3 To review the development plan of last year, and discuss with team members on the problems encountered and possible solutions to the issues.</p> <p>1.4 To make final revisions on implementation plan for remaining events.</p>	<ul style="list-style-type: none"> <li>Members can work seamlessly with each other.</li> <li>Team members seek out for additional opportunities not yet explored and have at least three new activities in the school term.</li> <li>A survey among students is conducted on areas that can be improved.</li> <li>Over 70% of the team members and students are satisfied with the events and the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from each team member, Principal, and Vice-Principals</li> <li>Survey</li> <li>Meeting minutes</li> </ul>	• Sept 2020 – Aug 2021	<ul style="list-style-type: none"> <li>Mr. Alfred Chan</li> <li>TIC of each function team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> </ul>
2. Introducing, preparing, and implementing the programme by stages	<p>2.1 To continue to work with time-tabling team to make possible arrangements.</p> <p>2.2 To further enhance students' awareness of proper attitudes, values, and ethics.</p>	<ul style="list-style-type: none"> <li>S4 and S6 students continue to have double PE lessons.</li> <li>In collaboration with the MCE section, no less than 70% of MCE sessions are provided with an aim to develop students' positive attitudes and willingness to take up challenges.</li> <li>In continuous collaboration with the MCE and Counselling teams, educational activities and talks are provided for students so as to instill in them proper values.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation with the timetabling team and PE teachers</li> <li>Survey with students</li> <li>Feedback from participating students and TICs</li> <li>Participation rate</li> <li>Recognition received</li> <li>Prizes Won</li> </ul>	• Sept 2020 – Aug 2021	<ul style="list-style-type: none"> <li>Sports Master</li> <li>Timetabling team</li> <li>Survey team</li> <li>TICs of related events</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>IT</li> <li>External resources like coaches, venues</li> <li>EDB resources</li> <li>NGO resources</li> <li>Other schools (joint-school)</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>2.3 To provide opportunities for Non-Chinese Speaking students to interact with other members of the school.</p> <p>2.4 To provide students with Social Service Opportunities and possible trainings.</p>	<ul style="list-style-type: none"> <li>• Students are further encouraged to participate in Humanities competitions, like JA Company, 語出經人, 通識理財, and seminars by organizations such as HKMA, NGOs (e.g., environmental protection).</li> <li>• The arrangement for NCS room continues on G&amp;W Day.</li> <li>• In each term, at least four social service opportunities are co-offered by Uniform Groups, Social Service Group, and the Interact Club so as to prepare students to serve the community.</li> <li>• The Form-based Social Service Project continues. At least two forms are having one project each in the year so as to prepare students to serve the community.</li> <li>• Evaluation is conducted on workshops/visits so as to enhance the effectiveness of the programme and follow up on students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from visitors and NCS students</li> <li>• Reports from different clubs and uniform groups</li> <li>• Statistics figures</li> <li>• Participation figures</li> </ul>			<p>events)</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>2.5 To co-operate with our social worker or other NGOs to cater for students' emotional needs or provide guidance.</p> <p>2.6 To provide students and parents with sufficient information about the activities (e.g., through circulars and web information).</p> <p>2.7 To introduce new programmes and activities to enhance cohesion among students and to promote friendly competition.</p>	<ul style="list-style-type: none"> <li>• Regular talks are held by Counselling Team and regular interviews with students are arranged.</li> <li>• Relevant information continues to be published on our school website, eClass calendar; and WhatsApp/Instagram groups are set up.</li> <li>• The “Super Class” programme is introduced so as to encourage a sense of belonging within the class and inspire school spirit. At least 50% of students are satisfied with the programme.</li> <li>• At least an increase of 10% in the number of students participating in inter-class activities as compared with last years’.</li> <li>• The “Board Game” Society is successfully established for students to enjoy the fun of Board Games.</li> <li>• The “e-Sport” club is successfully established in response to student’s request.</li> <li>• No less than 20 students joined the weekly game play session.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview records and feedback from students</li> <li>• Year-end survey on class coherence</li> <li>• Participation Rate Record by the teacher.</li> </ul>			

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
3. Evaluating and developing a long-term feasibility plan for the activities	3.1 To continue to train leaders for the events. 3.2 To incorporate activities in the teacher's professional development programme.	<ul style="list-style-type: none"> <li>There is at least one leader for each activity. To carry on activities, the possibility of establishing clubs/societies is looked into.</li> <li>At least one programme is incorporated in Staff Development.</li> </ul>	<ul style="list-style-type: none"> <li>An evaluation report by TICs</li> <li>An evaluation report by Staff Development Team</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>TICs of events</li> <li>Head of Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> </ul>



**Major Concern 2: To build teachers’ professional capability**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
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"> <li>At least one experience sharing per department is conducted to share breakthrough ideas in enhancing student learning with blended learning, to deepen teachers’ e-learning capabilities and their competence in using e-learning tools and resources.</li> <li>At least one visit to school/ external organization is arranged to expand pedagogical horizons so that students’ potential could further be explored and developed.</li> </ul>	<ul style="list-style-type: none"> <li>Minutes</li> <li>CPD</li> <li>Feedback from panels and teachers</li> <li>Peer observation form</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>Staff development team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> <li>Minutes</li> <li>Peer observation form</li> </ul>
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"> <li>At least one mental health training/talk is arranged to enhance teachers’ understanding of the sources of stress and how to handle it effectively.</li> <li>Over 80% of the teachers agree that they have positive teacher-student relationships and have capacity to respond positively to change.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Staff development team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> <li>Money</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
3. Fostering teachers' lifelong learning through professional growth	<p>3.1 To enhance teachers' legal awareness such as issues on discrimination, bullying, etc.</p> <p>3.2 To learn to communicate more effectively and confidently with different stakeholders such as parents, media, etc.</p> <p>3.3 To set up a database for teachers to share professional development resources such as notes, PowerPoint files, 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"> <li>At least one talk on legal issue is arranged to deepen understanding of some law concepts.</li> <li>At least one workshop on communication skills is conducted.</li> <li>Over 80% of the teachers upload their materials in the school database.</li> <li>Over 60% of the teachers agree they are confident in handling parental or student complaints.</li> </ul>	<ul style="list-style-type: none"> <li>CPD</li> <li>Feedback from teachers</li> <li>S:Drive</li> <li>Survey</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Staff development team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Time</li> <li>Money</li> </ul>

**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 an Innovation Hub comprising Visual Arts room, STEM workshop and Computer laboratory.</p> <p>1.2 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.</p> <p>1.3 To commission A&amp;A works to provide a dark room for the Physics laboratory.</p>	<ul style="list-style-type: none"> <li>Innovation Hub and Faculty Hub are properly furnished to the satisfaction of teachers and students.</li> <li>Feasible renovation for future use of the existing school rooms is recommended.</li> <li>Renovation/redevelopment work is carried out to the satisfaction of teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teaching staff and students</li> <li>Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Aug 2021</li> <li>Sept 2020 – Aug 2021</li> <li>Jun 2021 – Aug 2021</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Repair Team</li> <li>Subject Panels: Visual Arts, STEAM, Physics</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Funding and Sponsorship</li> <li>Architects</li> <li>Construction Companies</li> </ul>
2. Introducing and integrating STEAM education in the school curriculum to develop and cater for students' different potentials	<p>2.1 <b>School-based curriculum</b></p> <ul style="list-style-type: none"> <li>To further integrate STEAM elements into our junior curriculum.</li> <li>To work with the partnering organisation(s) for development of school-based STEAM education.</li> <li>To upkeep services provided by external course providers / old boys, etc. to provide on-/off-site STEAM-related training for interested students.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Cross-curricula project(s) are provided in junior secondary, so that students are more able to put STEAM elements into practice.</li> <li>At least one STEAM related activity / assignment is introduced in Integrated Science for each term, so that students can apply their STEAM-related knowledge in various situation.</li> </ul>	<ul style="list-style-type: none"> <li>Reports from subject departments and teachers concerned</li> <li>Reports from ECA clubs/societies concerned</li> <li>Report from STEAM committee</li> <li>Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Jun 2021</li> </ul>	<ul style="list-style-type: none"> <li>STEAM Committee</li> <li>Subject Panels: Integrated Science, Mathematics, Computer Literacy, and Visual Arts</li> <li>ECA committee</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Publisher materials</li> <li>External bodies</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>2.2 <b><u>Professional development of teachers</u></b></p> <ul style="list-style-type: none"> <li>• To equip teachers with sound and professional skills by offering courses.</li> <li>• To share experience, good practices and resources among teachers.</li> </ul> <p>2.3 <b><u>Promotion of STEAM Education</u></b></p> <ul style="list-style-type: none"> <li>• To organise STEAM week to encourage interest clubs to organise more STEAM activities.</li> <li>• To organise STEAM-related activities / competitions during the post-exam period to arouse students' interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic considerations are taken in the product designs in assignments / projects so that students further develop in this area.</li> <li>• Positive feedback is received in the partnering programme with external bodies.</li> <li>• Members in the working group attend at least one STEAM-related seminar/ workshop to equip themselves in STEAM education.</li> <li>• At least 60% of STEAM teachers attend the sharing session organized by the school to know about the latest trend of STEAM development.</li> <li>• At least one 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Sept 2020 – Jul 2021</li> <li>• Sept 2020 – Aug 2021</li> </ul>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>To promote STEAM through participating in various STEAM competitions and workshops with the support of teachers.</li> <li>To study the feasibility of organising STEAM exchange tour during the post-exam period.</li> </ul>	<ul style="list-style-type: none"> <li>At least one post-exam event for S1 and one for S2 are held, which may arouse students' interest in STEAM.</li> <li>An increased number of students take part in STEAM-related competitions with commitment.</li> </ul>				
3. Enhancing the effectiveness of learning and teaching through different aspects	<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 to 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"> <li>One major focus is specified in peer observation. At least 50% of teachers are more aware of the major focus in his/her teaching.</li> <li>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.</li> <li>Over 60% of teachers incorporate e-learning in their teaching, and show satisfaction in their e-learning lessons.</li> <li>Positive feedback of co-planning of lessons is observed to enhance learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Reports from subject departments and teachers concerned</li> <li>Report from IT department</li> <li>Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2020 – Jul 2021</li> <li>Sept 2020 – Jul 2021</li> <li>Sept 2020 – Jul 2021</li> </ul>	<ul style="list-style-type: none"> <li>IT Committee</li> <li>Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>IT Resources</li> <li>Manpower</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>3.4 To share good practices in teaching pedagogy like questioning techniques, flipped classroom, e-learning and mobile learning among subject panels.</p> <p>3.5 To promote self-directed learning.</p>	<ul style="list-style-type: none"> <li>• Professional sharing sessions are held to let teachers know about the latest development of good practice in the field.</li> <li>• External professional body is sought to develop learning materials for self-directed learning.</li> <li>• At least one project is carried out in STEAM education for junior secondary; at least 50 % of participating students show positive feedback.</li> </ul>		<ul style="list-style-type: none"> <li>• Sept 2020 – Jul 2021</li> <li>• Sept 2020 – Jul 2021</li> </ul>		

### Diversity Learning Grant

#### Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for 2020/21 to 2022/23 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
					2020/2021	2021/2022	2022/2023		
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 Economics, BAFS and Chinese History; Sport Team	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
	To 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  
2020 – 2021 School Year**

The major objectives for Promotion of Reading include:

- 1) to create a reading culture that extends from the library to the classroom with diverse resources online and offline
- 2) to facilitate the sharing of reading through miscellaneous activities, such as competitions and video sharing

	<b>Item</b>	<b>Estimated Expenses (\$)</b>
<b>1</b>	<b>Purchase of Book</b>	
	Renewal of self-reading books in S2 IL lessons and other readers	80,000
	English magazine subscriptions for S1 and S2 students	
<b>2</b>	<b>Web-based Reading Scheme</b>	
	e-Read Scheme	30,000
<b>3</b>	<b>Reading Activities</b>	
	Paying the application fees for activities and competitions related to the promotion of reading	6,000
	Prizes for Book Sharing Competitions	



**Life-wide Learning Grant  
Plan on the Use of the Grant  
2020-2021 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 and estimated number of participants)	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
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>										
<b>1.1</b>	<b>Local Activities: 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)</b>										
Chinese Language (For NCS students)	Day tour to visit different sites with our students	<ul style="list-style-type: none"> <li>★ To strengthen mutual understanding and promote anti-discrimination;</li> <li>★ To understand different cultures and customs of different ethnicities;</li> <li>★ To encourage and support the integration of NCS students.</li> </ul>	Nov & Apr (Twice a year)	Non-Chinese Speaking Students (S1-6); 31	Teachers' observation & feedback	24,000	✓	✓	✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
Chinese Language (For NCS students)	中文朗誦班	<ul style="list-style-type: none"> <li>★ 學會欣賞朗誦是一種聲情並茂的表演藝術</li> <li>★ 學會欣賞中文詩歌和散文等文學作品</li> <li>★ 提供機會給非華語學生公開朗讀中文文學作品，訓練口才和藝術表演技能</li> </ul>	Sep-May (once a week)	Non-Chinese Speaking Students (S1-6); 31	Teachers' observation & students' performance	24,000	✓	✓	✓		
Chinese Language (For NCS students)	書法班	<ul style="list-style-type: none"> <li>★ 學會欣賞中文文字筆畫線條之美</li> <li>★ 學習不同風格的書法作品，了解中華文化的博大精深</li> <li>★ 透過校內展覽，提供機會給非華語學生公開展出書法作品</li> </ul>	Sep-May (twice a week)	Non-Chinese Speaking Students (S1-6); 31	Teachers' observation & students' performance	24,000	✓	✓	✓		
Visual Arts	Artist-in-Residence: A 7-week course for Woodwork Product Workshop (tuition fee)	<ul style="list-style-type: none"> <li>★ To provide opportunities for students to learn woodwork and sculpture;</li> <li>★ To inspire students to create functional musical instruments with recycled wood.</li> </ul>	2 <sup>nd</sup> Term	S2; 180	Teachers' observation & evaluation on students' art work	35,000	✓		✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
Visual Arts	Artist-in-Residence: An 8-week course for STEAM- Toy Train Workshop (tuition fee)	<ul style="list-style-type: none"> <li>★ To provide opportunities for students to learn about circuits, programming, laser cut, design and mechanism through making toy trains;</li> <li>★ To allow students to experience the close connection between art and our everyday daily/other curriculum subjects.</li> </ul>	2 <sup>nd</sup> Term	S1; 180	Teachers' observation & evaluation on students' art work	40,000	✓		✓		✓
Sub-total of Item 1.1						147,000					

1.2	Local Activities: 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)										
Community Service Team	Transportation fee for community service team to promote life-wide learning	<ul style="list-style-type: none"> <li>★ To develop a sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>★ To promote positive values of self-fulfillment via community work;</li> <li>★ To encourage students to</li> </ul>	Sep-Aug	S2-S5; 100	Teachers' observation, students' reflection & evaluation by clubs and societies	4,000		✓		✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
		<ul style="list-style-type: none"> <li>★ participate in community service; To arouse students' social responsibility.</li> </ul>									
Cross-KLA (ECA)	Transportation fee for experiential learning activities: regular community service and volunteer work organized by different ECA clubs. Activities include Caritas Bazaar, service to the elderly home, food angels, service for children, etc.	<ul style="list-style-type: none"> <li>★ To develop a sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>★ To promote positive values of self-fulfillment via community work;</li> <li>★ To encourage students to participate in community service;</li> <li>★ To arouse students' social responsibility.</li> </ul>	Sep-Aug	S1-S6; 100	Teachers' observation & students' reflection	15,000		✓		✓	
Cross-KLA (ECA)	Transportation fee for experiential learning activities: Various site visits are organized by different ECA clubs throughout the year, e.g. visit to Hong Kong International Airport, Final Court of Appeal, T Park, AFCE Endangered Species Resources Centre, Xiqu Centre	<ul style="list-style-type: none"> <li>★ To broaden students' horizons and unleash their potentials;</li> <li>★ To provide opportunities for students to explore different learning aspects and career-related areas;</li> <li>★ To develop multiple intelligences;</li> <li>★ To promote life-wide learning.</li> </ul>	Sep-Aug	S1-S6; 100	Teachers' observation & students' reflection	15,000	✓	✓	✓	✓	✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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)				
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Cross-KLA (ECA)	Leadership Training Camp	<ul style="list-style-type: none"> <li>★ To broaden students' horizons and unleash their potentials;</li> <li>★ To develop leadership skills;</li> <li>★ To learn about collaboration, communication and problem-solving in different circumstances.</li> </ul>	Sep	S4-S5; 50	Teachers' observation & students' reflection	30,000	✓	✓	✓	✓	✓
Cross-KLA (ECA)	Robotic Team Workshop (Tuition Fee)	<ul style="list-style-type: none"> <li>★ To broaden students' horizons and unleash their potentials;</li> <li>★ To provide opportunities for students to learn coding;</li> <li>★ To develop multiple intelligences;</li> <li>★ To promote life-wide learning and STEAM education.</li> </ul>	Oct-May	S1-S2; 20	Teachers' observation & students' reflection	35,000	✓		✓		✓
Cross-KLA (OLE)	Communication Skill Workshop	<ul style="list-style-type: none"> <li>★ To develop students' communication skills;</li> <li>★ To build up confidence in communicating with people of different ages so that they can apply it through charity service.</li> </ul>	March	S1; 180	Teachers' observation	12,000	✓				✓

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							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 (OLE)	Service Training Talks	<ul style="list-style-type: none"> <li>★ To develop a sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>★ To acquire leadership and communication skills.</li> </ul>	Nov	S2-S3; 360	Teachers' observation & students' reflection	3,500		✓		✓	
Cross-KLA (OLE)	NSS Talk Exhibition	<ul style="list-style-type: none"> <li>★ To provide opportunities for S4 students to exhibit their artwork;</li> <li>★ To enable S3 students to appreciate aesthetic works.</li> </ul>	Nov	S3 & S4; 360	Teachers' feedback & students' work	3,000	✓		✓		
Cross-KLA (OLE)	Service Training Workshop	<ul style="list-style-type: none"> <li>★ To develop a sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>★ To acquire leadership and communication skills.</li> </ul>	Jun	S4; 180	Teachers' observation & students' reflection	12,000		✓		✓	
Cross-KLA (OLE)	Aesthetic Workshop	<ul style="list-style-type: none"> <li>★ To appreciate artwork;</li> <li>★ To build aesthetic sense.</li> </ul>	Sep-Jun	S4; 180	Teachers' feedback & students' work	37,000			✓		✓

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							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 (OLE)	Aesthetic Visits	★ To appreciate artwork via site visits.	Nov, Apr	S4; 180	Teachers' observation & students' reflection	20,000			✓		✓
Cross-KLA (OLE)	Drama and Film Appreciation (fee for drama instructors)	★ To explore how drama performances are produced; ★ To learn script-writing and acting; ★ To appreciate drama performances.	Sep-Jun	S4; 180	Teachers' feedback & students' work	18,000			✓		✓
Cross-KLA (STEM)	STEAM Projects	★ To allow students to integrate what they have learnt and apply the knowledge to authentic problems stated in the projects.	Sep-Aug	S1-2; 300	Teachers' observation & students' reflection	20,000			✓		✓
Cross-KLA (STEM)	Transportation fee for ATEC Workshop	★ To provide STEAM and Design & Technology related lessons for junior form students.	Sep-Apr	S1-S2; 40	Teachers' observation & students' reflection	20,000			✓		✓

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							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	Regular training for Athletics	★ To instill in students skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle;	Sep-Aug	S1-S6; 60	Teachers' and coaches' observation, students' performance in sports competitions	55,000	✓	✓	✓		✓
	Regular training for Badminton			S1-S6; 20		40,000	✓	✓	✓		✓
	Regular training for Basketball			S1-S6; 40		75,000	✓	✓	✓		✓
	Regular training for Football	★ To build confidence and competence in facing challenges as teams;		S1-S6; 60		105,000	✓	✓	✓		✓
	Regular training for Handball			S1-S6; 30		25,000	✓	✓	✓		✓
	Regular training for Aquatic and Triathlon	★ To initiate, plan, perform and evaluate sports.		S1-S6; 35		48,500	✓	✓	✓		✓
	Regular training for Table-tennis			S1-S6; 20		25,000	✓	✓	✓		✓
	Regular training for Volleyball			S1-S6; 30		30,000	✓	✓	✓		✓
	Sub-total of Item 1.2						648,000				



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							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1.3</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>										
Business	BAFS Study Trip: A 6-day trip in Japan or South Korea to understand the management strategies via visits (Expenses incurred by 5 teachers)	<ul style="list-style-type: none"> <li>★ To enhance the understandings on the real-life operation model and procedure;</li> <li>★ To recognize the real operation situation, management strategies and skills used through company visits and government official visits;</li> <li>★ To experience different culture and lifestyle by staying in a host family;</li> </ul>	Apr (Easter Holiday) (6 days)	BAFS students (S5): 50	Comments on students' presentation, evaluation and reflection of the trip, teachers' observation	84,000	✓	✓			✓
Chinese Language & Culture	Chinese Cultural Trip: A 6-day trip in mainland China to know more about Chinese culture (Expenses incurred by 8 teachers)	<ul style="list-style-type: none"> <li>★ To provide opportunities for students to understand Chinese culture and Chinese history;</li> <li>★ To know more about the development of modern China;</li> <li>★ To visit local schools and exchange culture.</li> </ul>	Apr (Easter Holiday) (6 days)	S4: 80	Teachers' observation, students' performance in their homework	76,800	✓	✓	✓		✓
English Language & Culture	English Study Trip: A 10-day study tour to a foreign country (Expenses incurred by 5 teachers)	<ul style="list-style-type: none"> <li>★ To provide an English-speaking environment for students to use English to communicate and to learn;</li> </ul>	Jul-Aug (Summer Holiday) (10 days)	S1-2: 50	Teachers' observation, questionnaire results from	210,000	✓	✓	✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
		<ul style="list-style-type: none"> <li>★ To appreciate different cultures through excursions, museum visits and sports;</li> <li>★ To raise students' proficiency in English;</li> <li>★ To build up confidence in communicating in English</li> </ul>			students						
French Language & Culture	French Trip: A cultural exchange and learning opportunities in France (Expenses incurred by 2 teachers)	<ul style="list-style-type: none"> <li>★ To learn and speak French;</li> <li>★ To appreciate different cultures through excursions and visits around the country/ city;</li> <li>★ To experience the French culture and understand the norms and behavior found in the societies;</li> <li>★ To equip different culture and knowledge for personal development in the future</li> </ul>	Jul-Aug (Summer Holiday) (20 days)	S1-3: 20	Assessment & assignment, reports from the Principal of the local school	24,000	✓	✓	✓		✓
Music	Music Tour: An exchange tour for music boys, to be focused on cultural, artistic and musical elements. (Expenses incurred by 3 teachers)	<ul style="list-style-type: none"> <li>★ To experience the culture of other countries;</li> <li>★ To gain hands on experience in art making from other people;</li> <li>★ To understand history, philosophy of other countries;</li> <li>★ To share music with audiences</li> </ul>	Apr (Easter Holiday) (5 days)	Music Boys (S1-5): 30	Teachers' observations and feedback	54,000	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	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				
		around the world; ★ To raise the profile of music of SJC									
Sub-total of Item 1.3						448,800					

1.4	Others									
Sub-total of Item 1.4										
<b>Estimated Expenses for Category 1</b>						<b>1,243,800</b>				

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning		

Domain	Item	Purpose	Estimated Expenses (\$)
Cross-KLA (ECA)	Purchasing materials, equipment and consumables for promoting life-wide learning by setting up new clubs	<ul style="list-style-type: none"> <li>★ To broaden students' horizons and unleash their potentials;</li> <li>★ To provide opportunities for students to explore different learning aspects and career-related area;</li> <li>★ To train multiple intelligences</li> <li>★ To promote life-wide learning</li> </ul>	3,000
	Consumables for promoting life-wide learning in community service (e.g. rubbish bags, gloves, etc)	<ul style="list-style-type: none"> <li>★ To develop the sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>★ To promote positive values of self-fulfillment via community work;</li> <li>★ To encourage students to participate in community service;</li> <li>★ To raise students' social responsibility</li> </ul>	2,000
	Purchasing materials, equipment and consumables for robotic team	<ul style="list-style-type: none"> <li>★ To broaden students' horizons and unleash their potentials;</li> <li>★ To provide opportunities for students to learn coding;</li> <li>★ To train multiple intelligences</li> <li>★ To promote life-wide learning and STEAM education</li> </ul>	20,000
	Mini-light box and consumables for photography	<ul style="list-style-type: none"> <li>★ To develop students aesthetic sense in photography;</li> <li>★ To promote life-wide learning;</li> <li>★ To allow clubs and societies to take pictures of their designed products for promotion</li> </ul>	1,000
Music	Music scores, references, CDs	<ul style="list-style-type: none"> <li>★ To further enhance the effectiveness of learning and teaching</li> </ul>	80,000

Domain	Item	Purpose	Estimated Expenses (\$)
		<ul style="list-style-type: none"> <li>★ To update curriculum and ECA for cultural education</li> <li>★ To enable efficient preparation of teaching materials</li> </ul>	
	Grand Piano	<ul style="list-style-type: none"> <li>★ To enable piano rehearsals and performances to be taken place in music hall</li> <li>★ To increase the motivation of collaborative piano playing in the music hall</li> </ul>	205,000
STEM	3D Printer/ Scanner/ Laser Cutter/ Other Equipment	<ul style="list-style-type: none"> <li>★ To integrate technology, engineering, maths and arts subjects, i.e. STEM to STEAM;</li> <li>★ To offer students the sort of authentic learning experience;</li> <li>★ To use a computer-aided modeling programme to design a 3D object</li> </ul>	70,000
	Equipment Maintenance	<ul style="list-style-type: none"> <li>★ To ensure the equipment is in good condition to support students' learning activities</li> </ul>	4,000
	Consumable materials for STEM Education	<ul style="list-style-type: none"> <li>★ To support extra-curricular STEM activities held in school</li> </ul>	4,000
Visual Arts	Artist-in-Residence: A 8-week course for STEAM- Toy Train Workshop (Materials)	<ul style="list-style-type: none"> <li>★ To provide opportunities for students to learn about circuits, programming, laser cut, design and mechanism through making toy trains</li> <li>★ To explore art is related to daily life and other subjects</li> </ul>	72,000
<b>Estimated Expenses for Category 2</b>			<b>461,000</b>

Domain	Item	Purpose	Estimated Expenses (\$)
		<b>Estimated Expenses for Categories 1 &amp; 2</b>	<b>1,704,800</b>

**Estimated Number of Student Beneficiaries**

Total number of students in the school:	967
Estimated number of student beneficiaries:	900
Percentage of students benefitting from the Grant (%):	93%