



1875

SCHOOL ANNUAL PLAN 2021-22

ST. JOSEPH'S COLLEGE



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School Vision

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

School Mission

The mission of St. Joseph's College is to educate students in domains of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teachers and students help one another grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

School Goals

SJC will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be proficient in communication (bi-literate & tri-lingual), be creative, and have sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

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

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

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>1. To reinforce student-centred learning: engage students in the inquiry and discovery processes by building on their creativity and ability so as to reinforce their life-long learning skills and habits.</p>	<p>1.1 Nurturing self-directed learning (SDL) skills and attitudes</p> <ul style="list-style-type: none"> To enhance students' self-learning capacity through the promotion of blended learning mode. To develop strategies to more systematically gauge students' acquisition of various self-learning and generic skills (soft skills). To enrich students' learning experience through learning activities and opportunities beyond classroom. 	<ul style="list-style-type: none"> Two-thirds of students reckon that they are more proactive in their learning. 70% of students agree that they are confident in learning. 70% of the teachers agree that students are more engaged in their learning. 80% of KLAs organise at least one life-wide learning activity to be implemented in the selected level(s). 	<ul style="list-style-type: none"> Survey (Stakeholder Survey and APASO) Plans and reports Meeting documents Lesson plans / learning and teaching materials Teachers' and students' feedback Programme of activities Circulars / posters Students ECA records / Awards 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> All teachers Subject departments IT Team ECA Clubs OLE Team Survey Team School Self-evaluation Committee 	<ul style="list-style-type: none"> Manpower Time Meetings Learning and teaching materials IT equipment / software Storage system / space Courses / trainings / coaches Competitions and activities Funding / Life-wide Learning Grant / DLG / other EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>1.2 Enhancing and strengthening assessment literacy among teachers and students</p> <ul style="list-style-type: none"> To set clear performance goals for both teaching and learning and devise concrete measures to attain them. To conduct comprehensive evaluation of the question-setting process as well as the assessment data to justify adjustments made to curriculum design / structure, scheme of work, and learning and teaching strategies. To better gauge student learning progress by incorporating suitable assessment practices (assessment of learning, assessment for learning and assessment as learning). 	<ul style="list-style-type: none"> Two-thirds of teachers agree that they are more confident of the reliability of the assessment tools which they have developed to assess student performance. Two-thirds of teachers agree that they have strategically adjusted their curriculum after reviewing the entire assessment process as well as the data for the sake of raising learning and teaching effectiveness. Two-thirds of teachers agree that they are better informed of student learning outcome as a result of adopting different assessment practices and are therefore more able to adjust the lesson design to cater to the needs of students. Two-thirds of students find the assessment and the feedback useful in informing them of their level of competence. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching materials Homework assignments Test / assessment / examination papers Homework and test inspection Test / assessment / examination results 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> All teachers Panel heads Survey Team Administrators Survey Team School Self-evaluation Committee Prefect-of-Studies (Staff Development) 	<ul style="list-style-type: none"> Manpower Time Meetings IT support Learning and teaching materials Reference materials / guidelines / curriculum and assessment documents from EDB and HKEAA Relevant reference
	<p>1.3 Refining the curriculum to align with the latest curriculum development</p> <ul style="list-style-type: none"> To comprehensively 	<ul style="list-style-type: none"> All relevant subject departments implement national security education by including the learning elements stated in the 	<ul style="list-style-type: none"> Plans and reports Curriculum documents / 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Principal Vice Principals 	<ul style="list-style-type: none"> Meetings Manpower Learning and

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>implement the Work Plan on Measures for Safeguarding National Security and National Security Education.</p> <ul style="list-style-type: none"> To strategically implement the optimising measures of the four senior secondary (SS) core subjects. 	<p>national security education subject frameworks in their curriculum.</p> <ul style="list-style-type: none"> All relevant subject departments / Teams / ECA Clubs develop / promote life-wide learning activities to help students learn about the conditions of our country, and enrich their understanding of our country's history, culture and latest developments, as well as the Constitution and the Basic Law. 70% of teachers agree that the school curriculum align with the latest curriculum development. 	<p>Teaching syllabus / Scheme of Work</p> <ul style="list-style-type: none"> Meeting documents Circulars / posters Programme of events / activities / study trips Students ECA records / Awards Learning and teaching materials Test / assessment / examination papers Test / assessment / examination results Teachers' and students' feedback 		<ul style="list-style-type: none"> National Security Education & Steering Committee Panel and Functional Heads MCE Master TIC of VEAPT ECA Master Subject departments School Development Committee 	<p>teaching materials</p> <ul style="list-style-type: none"> Storage system / space Relevant competitions and activities Relevant reference materials / guidelines / supports from EDB or Government Funding / Learning Support Grant / other EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. To provide resources for the development of information literacy, media literacy and technology literacy.	2.1 Implementing facility upgrades with high impact on learning and teaching	<ul style="list-style-type: none"> Two-thirds of teachers and students are satisfied with the performance of the new WiFi-6 system. 	<ul style="list-style-type: none"> Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Teacher-in-Charge of Information Technology IT Team 	<ul style="list-style-type: none"> Manpower IT equipment / software External expertise / professional supports Funding / F & E (IT) / CITG / other EDB grants
	2.2 Strengthening e-learning with strategic bring-your-own-device (BYOD) policy	<ul style="list-style-type: none"> A strategic plan to promote e-learning and BYOD is developed. A minimum of 8 interactive lessons with students using their own mobile devices to be conducted in S1 Chinese Language, English Language and Mathematics in the second term of the school year. A minimum of 6 interactive lessons with students using their own mobile devices to be conducted in S1 Integrated Humanities and Integrated Science in the second term of the school year. A minimum of 2 interactive lessons with students using their own mobile devices to be conducted in all other subjects (e.g. P.E., Music, 	<ul style="list-style-type: none"> Plans and reports Meeting documents Curriculum documents / Teaching syllabus / Scheme of Work Learning and teaching materials Observation Questionnaire survey Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> All S1 teachers Panel heads Teacher-in-Charge of Information Technology IT Team Survey Team School Self-evaluation Committee Prefect-of-Studies (Curriculum Development) 	<ul style="list-style-type: none"> Time Manpower Meetings Learning and teaching materials IT equipment / software Storage system / space External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
		Visual Arts) in S1 class level in the second term of the school year.				
	2.3 Instilling students with media and information literacy (MIL)	<ul style="list-style-type: none"> Structured learning programme on MIL is provided for S1. Seminars / talks on MIL are organised. 	<ul style="list-style-type: none"> Observations Programme of events Learning and teaching materials Questionnaire survey Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Curriculum Development Committee IT Team Subject departments MCE & Counselling Teams 	<ul style="list-style-type: none"> Time Manpower Meetings Learning and teaching materials IT equipment / software Storage system / space External expertise / professional supports Relevant courses / seminars / talks / workshops offered by EDB / external organizations
	2.4 Raising students' awareness of the technological advancements on their learning and daily life <ul style="list-style-type: none"> To promote the impact of modern technology on our 	<ul style="list-style-type: none"> Departments and KLAs jointly organise innovation technology learning activities outside the classroom. Seminars / talks on modern 	<ul style="list-style-type: none"> Plans and reports Meeting documents 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Subject departments ECA Clubs Teacher-in- 	<ul style="list-style-type: none"> Time Manpower Meetings

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>daily life through life-wide learning (talks, visits, competitions, experiential learning, etc.).</p> <ul style="list-style-type: none"> To apply for funding under “IT Innovation Lab in Secondary Schools” Programme. 	<p>technology are organised.</p> <ul style="list-style-type: none"> Proposal for funding under “IT Innovation Lab in Secondary Schools” Programme is submitted and approved. 	<ul style="list-style-type: none"> Circulars / posters Programme of events / activities / study trips Learning and teaching materials Teachers’ and students’ feedback QEF proposal 		<ul style="list-style-type: none"> Charge of Information Technology IT Team 	<ul style="list-style-type: none"> Reference materials Relevant courses / seminars / talks / workshops Relevant competitions and activities External experts / professional organizations Funding / F & E (IT) / CITG / QEF / other EDB grants
<p>3. To enhance teachers’ competence in adopting e-learning for teaching.</p>	<p>3.1 Providing training for teachers to help teachers integrate modern information technology in teaching</p>	<ul style="list-style-type: none"> Two-thirds of the teachers are satisfied with the training and are more confident in using the modern IT in learning and teaching. 	<ul style="list-style-type: none"> Teachers’ feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Teacher-in-Charge of Information Technology IT Team 	<ul style="list-style-type: none"> Time Manpower IT equipment / software Storage system / space External expertise / professional supports Relevant workshops

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
						offered by IT Team / external organizations
	3.2 Providing sufficient technical support to maintain the network and support for e-learning and e-communication	<ul style="list-style-type: none"> 70% of the teachers are satisfied with the technical support. 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Teacher-in-Charge of Information Technology IT Team 	<ul style="list-style-type: none"> Manpower IT equipment / software Storage system / space External expertise / professional supports Funding / F & E (IT) / CITG / other EDB grants
	3.3 Encouraging the use of e-books and digital learning materials in learning and teaching	<ul style="list-style-type: none"> 50% of teachers use e-books and digital learning materials in their teaching in junior secondary level. 	<ul style="list-style-type: none"> Curriculum documents / Teaching syllabus / Scheme of Work Learning and teaching materials Homework assignment Meeting documents 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> IT Team Subject departments Teachers teaching junior secondary level Library Publishers 	<ul style="list-style-type: none"> Manpower Time e-books and digital learning materials Reference materials IT equipment / software Storage system / space External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
			<ul style="list-style-type: none"> Teachers' feedback 			<ul style="list-style-type: none"> Funding / F & E (IT) / CITG / other EDB grants
	3.4 Strengthening the use of the Learning Management System (LMS) to promote self-directed learning (SDL)	<ul style="list-style-type: none"> 70% of the teachers use LMS in their learning and teaching. 	<ul style="list-style-type: none"> Curriculum documents / Teaching syllabus / Scheme of Work Learning and teaching materials Homework assignment Meeting documents Teachers' feedback 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> All teachers Subject departments Teacher-in-Charge of Information Technology IT Team 	<ul style="list-style-type: none"> Manpower Time Digital learning materials Reference materials IT equipment / software Storage system / space Funding / F & E (IT) / CITG / other EDB grants
	3.5 Encouraging teachers to attend courses and workshops on IT / e-learning / self-directed learning	<ul style="list-style-type: none"> 80% teachers attend at least five hours of training on IT / e-learning / self-directed learning. 	<ul style="list-style-type: none"> Attendance record / staff CPD records 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Panel heads All teachers 	<ul style="list-style-type: none"> Manpower Time Relevant courses / seminars / workshops offered by IT Team / EDB / external organizations

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>3.6 Encouraging sharing of e-learning resources among teachers and interflow between subject departments</p> <ul style="list-style-type: none"> To encourage collaborative preparation of learning and teaching resources. To exchange ideas through peer lesson observations among teachers in pre-and/or post-lesson discussion. 	<ul style="list-style-type: none"> At least one e-learning resource is shared among teachers in each class level in each subject department. All teachers conduct at least one peer lesson observation focussing on the use IT for learning and teaching. 	<ul style="list-style-type: none"> Learning and teaching materials Peer lesson observation record 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> All teachers Panel heads IT Team Prefect-of-Studies (Staff Development) 	<ul style="list-style-type: none"> Manpower Time Storage system / space Reference materials IT equipment / software IT support

Major Concern 2: Promotion of Positive Health among Josephians

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To develop a comprehensive and systematic implementation framework and policy.	<p>1.1 To coordinate members from different sections including Gifted Education, SEN, Counselling, Sports, Uniform Groups, Discipline, MCE, ECA, and the like.</p> <p>1.2 To identify student's needs that may have arisen from COVID-19 or social issues.</p> <p>1.3 To establish a programme plan and assign responsible bodies for the events. To discuss with team members the feasibility of organizing activities by taking into account the possible venues, coaches, opportunities, and time slots.</p> <p>1.4 To review the implementation of the development plan and make necessary adjustments.</p>	<ul style="list-style-type: none"> Members from different sections can work seamlessly with each other. All teachers are literate to identify possible signs of mental or psychological issues. The programme plan is developed with a clear division of labour among teams for different activities in place. Over 70% of the team members and students are satisfied with the events and the arrangements. A modified plan is developed for the coming school year. 	<ul style="list-style-type: none"> Feedback from each team member, Principal, and Vice-Principals Survey (Stakeholder Survey and/or school-based survey) Meeting documents Plans and reports 	• Sept 2021 to Aug 2022	<ul style="list-style-type: none"> Vice-principal (Student Affairs) Prefect-of-Studies (Pastoral Care) TIC of each functional team / Uniform Groups / ECAC Survey Team 	<ul style="list-style-type: none"> Meetings Manpower Time External expertise / professional support
2. To introduce, prepare, and implement the programme by stages.	<p>2.1 To expand PE curriculum by introducing new items to keep students in good physique.</p> <p>2.2 To promote healthy diets and the importance of a clean environment around the school campuses.</p>	<ul style="list-style-type: none"> At least ONE new sports event is introduced. Canteen Committee & VEAPT work collaboratively on the promotion of Clean School Campaign and events on healthy diets (e.g. Joyful 	<ul style="list-style-type: none"> Curriculum documents / Teaching syllabus / Scheme of Work Questionnaire Survey Results and feedback from 	• Sept 2021 to Aug 2022	<ul style="list-style-type: none"> PE Department VEAPT PTA Canteen Committee MCE Team 	<ul style="list-style-type: none"> Meetings Manpower External resources like trainings, coaches, venues Funding

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>2.3 To organise more educational activities and talks for students to fight against bad habits.</p> <p>2.4 To expand the spectrum of ECA so as to provide students with new challenges and opportunities for collaboration with others.</p> <p>2.5 To strengthen stress management education and training for our students through workshops and activities to build a good rapport among themselves.</p> <p>2.6 To organise talks and activities that foster a positive attitude towards life and encourage a harmonious environment.</p> <p>2.7 To expand staff training on counselling-related courses so as</p>	<p>Fruit Week).</p> <ul style="list-style-type: none"> The MCE and Counselling Teams organise more talks and seminars on different themes, including anti-smoking, anti-drug and the like to keep students away from temptations. More students have participated in new and usual competitions, like JA Company, 語出經人, 通識理財, and seminars by organisations such as HKMA, NGOs (environmental protection, green school, etc.). More MCE programmes are provided with a focus on this aspect. 60% of the students agree that the school actively guide them to build a good rapport with their peers. More MCE programmes are provided with a focus on this aspect. 70% of the students agree that they have a positive attitude towards life. Staff Development Day(s) and 	<p>Clean School Campaign</p> <ul style="list-style-type: none"> Programme of events / activities Number of events held in comparison with the past Participation rate Prizes won Number of events held in comparison with the past Survey (Stakeholder Survey, APASO and/or school-based survey) Number of events held in comparison with the past Survey (Stakeholder Survey, APASO 		<ul style="list-style-type: none"> Counselling Team TICs of related events ECAC ECA Clubs School Development Committee Discipline Board Vice-principal (Student Affairs) Prefect-of-Studies (Pastoral Care) Green School Committee Survey Team 	<ul style="list-style-type: none"> Reference materials / guidelines / curriculum and assessment documents from EDB Competitions and activities offered by EDB / external organizations Partnering schools External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<p>to arouse staff awareness on needy persons and upgrade the referral system by incorporating the whole-school approach.</p> <p>2.8 To reinforce the coordination and collaboration among the teams of discipline, counselling, moral & civic education for the provision of better pastoral care to students.</p> <p>2.9 To further extend the "Green School" concept by incorporating new environmentally friendly elements.</p>	<p>seminar(s) are held to raise staff awareness. A simplified referral form is published for staff's easy referral.</p> <ul style="list-style-type: none"> Regular meeting with the respective teams to monitor and evaluate the implementation. 80% of teachers agree that an effective collaboration network among committees / teams has been established. Plans for further improving the "green" issue at school are suggested and investigated. 	<p>and/or school-based survey)</p> <ul style="list-style-type: none"> Programme of events Referral form Meeting documents Stakeholder Survey Meeting documents / plans 			
<p>3. To evaluate and develop a long-term feasibility plan for the activities.</p>	<p>3.1 To train up students and teachers to be future leaders / trainers / coaches for the activities.</p> <p>3.2 To develop plans for the sustainability of the activities and explore possible new areas of concern for both teachers and students.</p>	<ul style="list-style-type: none"> Students and teachers are equipped with knowledge and skills for organising the activities. More opportunities are provided for students to explore new areas of interest by activity clubs. Each club/society organises at least one new event on top of 	<ul style="list-style-type: none"> Observations Feedback from students and teachers Programme of events / activities Plans and reports of 	<ul style="list-style-type: none"> Sept 2021 to Aug 2022 	<ul style="list-style-type: none"> Prefect-of-Studies (Pastoral Care) TICs of related events ECAC ECA Clubs TIC of Student 	<ul style="list-style-type: none"> Meetings Manpower Time Funding Competitions and activities offered by EDB / external organizations

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		<p>the recurrent ones.</p> <ul style="list-style-type: none"> • Student Ambassadors Scheme is developed to introduce the heritage of St. Joseph's College to visitors. 	<p>activities</p> <ul style="list-style-type: none"> • Feedback from students and teachers • Plans and reports of Student Ambassadors Scheme 		<p>Ambassadors Scheme</p>	<ul style="list-style-type: none"> • External expertise / professional supports

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To identify students' passion and to uncover their hidden talents.	1.1 To ask S1 and S2 students to complete at the beginning of the school term an Extracurricular Activities Form (ECA Form).	<ul style="list-style-type: none"> All S1 and S2 students complete an ECA form on which they specify the hobbies and interests they engaged in, hope to continue to pursue, or wish to take up, at school as well as in their personal environment. 	<ul style="list-style-type: none"> ECA Form Programme of the OLE Week Feedback from S2 students and teachers Questionnaire survey (Stakeholder Survey and/or school-based survey) No. of entries 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Administrators S1 and S2 Form Teachers OLE Team ECAC All teachers 	<ul style="list-style-type: none"> ECA Form IT support / storage space Manpower Time Competitions and activities Courses / trainings / coaches Funding / Life-wide Learning Grant / DLG / other EDB grants
	1.2 To pilot at the S2 level an Other Learning Experiences (OLE) Week.	<ul style="list-style-type: none"> Five full school days in the week is devoted to S2 for OLE to expose students to a wide range of learning activities above and beyond textbook knowledge and the prescribed curricula. 				
	1.3 To offer to all students abundant opportunities (e.g., trial workshops, interest groups and mentorship programmes) which expose them to a fuller range of knowledge, skills, and abilities within and beyond the school curriculum.	<ul style="list-style-type: none"> 50% of the students agree that more workshops, interest groups, etc. are provided. 50% of the students agree that their learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased through their participation of ECA. 				
	1.4 To ask subject teachers to arrange students to take part in more competitions in order to hone their soft skills, transform potential into success and to boost their confidence.	<ul style="list-style-type: none"> 10% more students have taken part in more competitions. 				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
<p>2. To facilitate, assist, and support students' pursuit of passion.</p>	<p>2.1 To solicit sponsorship which grants students the resources (e.g., financial support, training, and equipment) they need to indulge their passion.</p> <p>2.2 To create an environment in which diverse hobbies and interests (e.g., fencing, calligraphy, and speedcubing) are all appreciated and valued.</p> <p>2.3 To encourage teachers' provision of physical, mental, and emotional support to students who are pursuing their passion.</p>	<ul style="list-style-type: none"> • Sponsorship for supporting students ECAs is solicited. • Over 50% of the students agree that the school encourage students to take up new hobbies or interests. • Over 50% of the students agree that teachers give them more support. 	<ul style="list-style-type: none"> • Sponsorship • Feedback from students • Questionnaire survey (Stakeholder Survey, APASO and/or school-based survey) 	<ul style="list-style-type: none"> • Sept 2021 – Aug 2022 • Sept 2021 – Aug 2022 • Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> • Administrators • ECAC • Staff Development Team 	<ul style="list-style-type: none"> • Manpower • Time • Funding / Life-wide Learning Grant / DLG / other EDB grants • Competitions and activities • Courses / trainings / coaches • External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
<p>3. To recognize the effort students have paid to find, follow, and develop their passion.</p>	<p>3.1 To acknowledge students' autonomous engagement in passion-driven learning experience (e.g., through the presentation of the Class of the Year Award).</p> <p>3.2 To feature on the school website and/or social media accounts selected students' inspirational or meaningful stories of pursuing their passion.</p> <p>3.3 To celebrate students' success in school-, inter-, school-, regional-, and international-level matches, competitions, and tournaments.</p>	<ul style="list-style-type: none"> At least one internal prize presentation is organised. At least one inspirational story is shared. Students agree that the school has motivated them by celebrating their achievements in both big and small. 	<ul style="list-style-type: none"> Prize presentation School website / social media Questionnaire survey 	<ul style="list-style-type: none"> Sept 2021 – Aug 2022 Sept 2021 – Aug 2022 Sept 2021 – Aug 2022 	<ul style="list-style-type: none"> Teachers Students' Union 	<ul style="list-style-type: none"> Manpower Time Money

DLG – Funded Other Programme Annual Programme Proposal (2021-22)

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Budget
<i>Chinese Language</i>	<ul style="list-style-type: none"> Oral practice for students preparing for public exam 	<ul style="list-style-type: none"> To improve students' abilities in answering paper IV. 	<ul style="list-style-type: none"> S5 and S6 	36 hours	Mr WW Hung	<ul style="list-style-type: none"> Tutors' fee \$4,320
	<ul style="list-style-type: none"> Enrichment programmes 	<ul style="list-style-type: none"> To improve students' abilities in answering different papers. 	<ul style="list-style-type: none"> S4-S6 selected students 	10 hours	Mr WW Hung	<ul style="list-style-type: none"> Tutors' fee \$7,000
	<ul style="list-style-type: none"> Training for inter-school debate competition 	<ul style="list-style-type: none"> To improve students' debating skills. 	<ul style="list-style-type: none"> S4-S6 debate team members 	10 hours per month, Sept to August	Mr WW Hung	<ul style="list-style-type: none"> Tutors' fee \$30,000
	<ul style="list-style-type: none"> Training for inter-school speech competition 	<ul style="list-style-type: none"> To improve students' speaking abilities. 	<ul style="list-style-type: none"> S4-S6 students participating in speech competition 	30 hours	Mr WW Hung	<ul style="list-style-type: none"> Coaches' fee \$3,600
<i>English</i>	<ul style="list-style-type: none"> Intensive training course for aspiring debaters 	<ul style="list-style-type: none"> To enhance students' analysing and debating skills. 	<ul style="list-style-type: none"> S4-6 students 	Whole year	Ms C Yam	<ul style="list-style-type: none"> Tutors' fee \$30,000 Application fee \$5,000
	<ul style="list-style-type: none"> Composition writing programme for more able students 	<ul style="list-style-type: none"> To enhance students' writing skills. 	<ul style="list-style-type: none"> S5-6 students 	Whole year	Ms C Yam	<ul style="list-style-type: none"> Tutors' fee \$30,000
	<ul style="list-style-type: none"> Creative writing workshop 	<ul style="list-style-type: none"> To enhance students' writing skills. 	<ul style="list-style-type: none"> S4-5 students 	First Term	Ms C Yam	<ul style="list-style-type: none"> Tutor's fee \$3000
	<ul style="list-style-type: none"> Public speaking workshop and training 	<ul style="list-style-type: none"> To improve students' presentation and public speaking skills. 	<ul style="list-style-type: none"> S4-5 students 	Second Term	Ms C Yam	<ul style="list-style-type: none"> Tutor's fee \$6,000
	<ul style="list-style-type: none"> Composition marking service for S6 DSE students 	<ul style="list-style-type: none"> To provide extra assistance to students who wish to improve writing score in DSE. 	<ul style="list-style-type: none"> S6 students 	Second Term	Ms C Yam	<ul style="list-style-type: none"> Tutor's fee \$10,000

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Budget
Mathematics	<ul style="list-style-type: none"> Tutorials for students who need reinforcement 	<ul style="list-style-type: none"> To consolidate students' knowledge and answering skills in taking DSE. 	<ul style="list-style-type: none"> S6 	20 hrs	Mr YK Ng	<ul style="list-style-type: none"> Tutor's Fee \$4,000
Liberal Studies	<ul style="list-style-type: none"> Tutorials for high achieving and mediocre students 	<ul style="list-style-type: none"> To enhance high achieving students' critical thinking skills and to sharpen students' analytical thinking by engaging them in comprehensive discussions of social issues. To consolidate mediocre students' understanding of LS concepts and to enhance their evidence-based reasoning. To complete more exam practice questions. 	<ul style="list-style-type: none"> S5 & S6 students selected by subject teachers 	Whole year	Ms Maria Young	<ul style="list-style-type: none"> Tuition fees: \$12,000
BAFS	<ul style="list-style-type: none"> Enhancement programme for students who need reinforcement 	<ul style="list-style-type: none"> To improve student problem-solving skills and exam skills in the subject. 	<ul style="list-style-type: none"> S5-6 30 students selected based on academic performance 	Once every week from Sept to June	Ms May Chu	<ul style="list-style-type: none"> Notes & Exercises: \$9,000
Chinese History	<ul style="list-style-type: none"> Tutorials for students who need reinforcement 	<ul style="list-style-type: none"> To cater the learning diversity, especially students who need reinforcement. 	<ul style="list-style-type: none"> S5-6 21 students <i>Selected by Chinese History department</i> 	Once every week from Sep to May	Mr WW Hung	<ul style="list-style-type: none"> Tutors' fee: \$20,000
Geography	<ul style="list-style-type: none"> Tutorials for students who need reinforcement 	<ul style="list-style-type: none"> To consolidate their knowledge and FBQ skills for exams. To complete FBQ exam practice questions. 	<ul style="list-style-type: none"> S5 	15 hours	Ms S Kwan	<ul style="list-style-type: none"> Tutors' fee : \$5,000
Physics	<ul style="list-style-type: none"> Enhancement programme for students who need reinforcement 	<ul style="list-style-type: none"> To improve student problem-solving skills and exam skills in the subject. 	<ul style="list-style-type: none"> S5-6 30 students selected based on academic performance 	Once every week from Sept to June	Mr Godwin Szeto	<ul style="list-style-type: none"> Notes & Exercises: \$3,000

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Budget
<i>Putonghua</i>	<ul style="list-style-type: none"> Tutorial class for PSC Exam (普通話水平測試班) for selected students 	<ul style="list-style-type: none"> To improve students' Putonghua oral skills and increase competitiveness in career. 	<ul style="list-style-type: none"> S4 students 	10 lessons	Ms Rani Suen	<ul style="list-style-type: none"> Tutor's fee: \$4,000
	<ul style="list-style-type: none"> Training for inter-school speech competition 	<ul style="list-style-type: none"> To improve students' speech skills. 	<ul style="list-style-type: none"> S4-S6 students participating in speech competition 	8 hours	Ms Rani Suen	<ul style="list-style-type: none"> Tutor's fee: \$3,200
<i>PE Dept Sports Team</i>	<ul style="list-style-type: none"> Enrichment programmes for school sports team member who need reinforcement 	<ul style="list-style-type: none"> To improve students' abilities in English, Chinese and Mathematics. 	<ul style="list-style-type: none"> S4-5 	Whole year	Ms Peggy Chan, Mr LY Chu	<ul style="list-style-type: none"> Tutors' fee : \$48,000
<i>Music</i>	<ul style="list-style-type: none"> Music enrichment programmes for Concert Band, String Orchestra, String Quartets, Chamber Orchestra and Chamber Boys' Choir 	<ul style="list-style-type: none"> To provide the chance of receiving tutorship from professional musicians. To improve students' technique, musicality and ensembleship. 	<ul style="list-style-type: none"> S4-6 <i>Selected by Music Department</i> Concert band (45 students) String orchestra (20 students) Chamber orchestra (12 students) String quartets (4 students) Chamber boys' choir (30 students) 	80 hrs	Mr Chris Cheng	<ul style="list-style-type: none"> Tutors' fee: \$30,000 Camp fee, three camps for 5 ensembles: \$50,000
<i>Visual Arts</i>	<ul style="list-style-type: none"> Enrichment programmes for elite students and DSE students 	<ul style="list-style-type: none"> To provide the chance of receiving tutorship from professional young artists. To improve students' abilities and skills on paper I and SBA. 	<ul style="list-style-type: none"> S4 & S6 DSE students 	10 lessons/ 30 hrs	Ms WL Ip	<ul style="list-style-type: none"> Tutors' fee: \$15,000
					Total :	\$332,120

Plan on the Use of the Promotion of Reading Grant (2021-22)

The major objectives for Promotion of Reading:

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

	Item	Estimated Expenses (\$)
1.	Purchase of Book	60,000
	English magazine subscriptions for S1 and S2 students	
	Chinese SBA reading materials	
2.	Web-based Reading Scheme	40,000
	Online reading platforms	
3.	Reading Activities	6,000
	Paying the application fees for activities and competitions related to the promotion of reading	
	Prizes for Book Sharing Competitions	

Plan on the Use of the Life-wide Learning Grant (2021-22)

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.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)				
				Level	Estimated Number of Participants			I	M	P	S	C
Category 1 To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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											
1	Transportation fee for experiential learning activities such as site visits and leadership training camps. <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 develop multiple intelligence; ★ To promote life-wide learning. 	Leadership Training (TIC: Tam CY)	Sep- Aug	S1-5	100	Teachers' observation, club reports & students' reflection	10,000	✓		✓		✓
2	Enriching students' learning experiences by defraying the activity and travelling expenses incurred in community service	Leadership Training (TIC: Tam CY)	Sep- Aug	S1-5	300	Teachers' observation, club reports &	11,000	✓	✓		✓	

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Estimated Number of Participants			I	M	P	S	C	
	such as service learning and uniformed groups. ★ To develop a sense of commitment to serve the society, to help and serve 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.					students' reflection							
3	Subsidising students' participation in life-wide learning activities organised by ECA clubs. ★ To broaden students' horizons and unleash their potentials; ★ To provide opportunities for students to explore different learning aspects and career-related area; ★ To develop multiple intelligence; ★ To promote life-wide learning.	Leadership Training <i>(TIC: Tam CY)</i>	Sep- Aug	S1-5	80	Teachers' observation, club reports & students' reflection	3,000	✓	✓	✓	✓	✓	
4	Communication Skill Workshop (OLE) ★ To develop students' communication	Cross-Disciplinary (Others: OLE)	Sep- Aug	S1	180	Students' performance & teachers' reviews	11,000	✓	✓	✓		✓	

I: Intellectual Development (closely linked with curriculum)
 M: Moral and Civic Education
 P: Physical and Aesthetic Development
 S: Community Service
 C: Career-related Experiences

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Estimated Number of Participants			I	M	P	S	C	
	skills; ★ To build up students' confidence in communicating with people of different ages so that they can apply it through charity service.	(TIC: Chris Cheng)											
5	Service Training Talks (OLE) ★ To develop a sense of commitment to serve the society, to help and serve the underprivileged; ★ To acquire leadership and communication skills.	Values Education (TIC: Chris Cheng)	Sep- Aug	S2 & 3	330	Students' performance & teachers' reviews	3,000	✓		✓			✓
6	Service Training Workshop (OLE) ★ To develop a sense of commitment to serve the society, to help and serve the underprivileged; ★ To acquire leadership and communication skills.	Values Education (TIC: Chris Cheng)	Sep- Aug	S4	330	Students' performance & teachers' reviews	11,000	✓		✓			✓
7	AE Workshops (OLE) ★ To appreciate artwork; ★ To build aesthetic sense.	Arts (Visual Arts) (TIC: Chris Cheng)	Sep- Aug	S4	30	Portfolios & exhibition	48,800	✓		✓			✓
8	Photography Course (OLE) ★ To gain basic understanding of mechanism of photography;	Arts (Others) (TIC: Chris Cheng)	Sep- Aug	S4	30	Portfolios & students' performance	20,000	✓		✓			✓

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)				
				Level	Estimated Number of Participants			I	M	P	S	C
11 a	Regular swimming training		Sep- Aug	S1-6	60	Teachers' observation and competition result	7,800	✓		✓		✓
11 b	Regular table tennis training		Sep- Aug	S1-6	30	Teachers' observation and competition result	17,500	✓		✓		✓
11 c	Regular badminton training		Sep- Aug	S1-6	30	Teachers' observation and competition result	22,500	✓		✓		✓
11 d	Regular volleyball training		Sep- Aug	S1-6	30	Teachers' observation and competition result	14,300	✓		✓		✓
11 e	Regular athletics training		Sep- Aug	S1-6	60	Teachers' observation and competition result	27,500	✓		✓		✓
11 f	Regular handball training		Sep- Aug	S1-6	30	Teachers' observation and competition result	21,600	✓		✓		✓
12	STEAM Projects ★ To allow students to integrate what they have learnt and apply the knowledge to authentic problems stated in the projects.	Cross-Disciplinary (STEAM) (TIC: Chan Szemei)	Jan - May	S1 & 2	360	Teachers' observation, and report from HKU In-STEM Team (via EDB school-based support service)	20,000	✓	✓			✓

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Estimated Number of Participants			I	M	P	S	C	
13	STEAM Activities ★ To enrich students' experience in STEAM, so as to arouse students' interest, and also create an environment to appreciate and value students' interests.	Cross-Disciplinary (STEAM) (TIC: Chan Szemei)	Nov - Jul	Mainly S1 & 2	360	Teachers' observation, and students' feedback	65,000	✓					✓
14	Transportation fee for ATEC Workshop ★ To provide STEAM and Design & Technology related lessons for junior form students.	Cross-Disciplinary (STEAM) (TIC: Chan Szemei & Ip WL)	Oct-Apr	S1, S2	50	Students' feedback and works	24,000	✓		✓			
15	Artist-in-Residence: A 7-week course for woodwork product workshop ★ To provide opportunities for students to learn woodwork and sculpture; ★ To inspire students creating functional music instruments with recycled wood.	Arts (Visual Arts) (TIC: Ip WL)	Oct-Nov	S1	180	Students' feedback Teachers' observation & evaluation on their art works	33,600	✓		✓			✓
16	Artist-in-Residence: An 8-week course for STEAM-Toy Train Workshop ★ To provide opportunities for students to learn about circuits, programming, laser cut, design and mechanism through making toy trains;	Arts (Visual Arts) (TIC: Ip WL)	Jan-Apr	S2	180	Students' feedback Teachers' observation &	98,400	✓		✓			✓

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No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Estimated Number of Participants			I	M	P	S	C	
	★ To allow students to experience the close connection between art and our everyday daily/other curriculum subjects.					evaluation on their art works							
17	Fostering our students to be successful life-long learners by LED video walls ★ To foster creativity and interaction; ★ To help students understand the country's history and development, the importance of national security; ★ To showcase and celebrate students' artworks and achievements; ★ To promote school events such as the Open Day and Academic Prize Giving Day; ★ To promote environmental conservation.	Leadership Training; Moral, Civic and National Education	Whole year	S1-S6	921	Teachers' observation & students' reflection	400,000	✓	✓	✓	✓	✓	
Sub-total of Item 1.1							888,500						

1.2 <u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	<p>Chinese Cultural Trip: A 6-day trip in mainland China to know more about Chinese culture (Expenses incurred by 8 teachers)</p> <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 for cultural exchange. 	<p>Chinese Language and Culture (TIC: <i>Hung WW</i>)</p>	<p>10/4/2022-15/4/2022</p>	S4	80	<p>An evaluation has to be prepared within two months after the trip. The evaluation report includes the following items:</p> <ul style="list-style-type: none"> •date •destination •participants list •teachers list •itinerary •preparation procedure (outline) •effectiveness of the trip •survey of stakeholders 	64,000	✓	✓		✓	
Sub-total of Item 1.2							64,000					
Estimated Expenses for Category 1							952,500					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning				
1	STEM-related equipment and maintenance	Cross-Disciplinary (STEAM) <i>(TIC: Chan Szemei)</i>	To support STEAM Education and activities provided to the students.	94,000
Estimated Expenses for Category 2				94,000
Estimated Expenses for Categories 1 & 2				1,046,500

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	921
Estimated number of student beneficiaries:	921
Percentage of students benefitting from the Grant (%):	100%

Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2021-22)

No.	Task	Target	Time Scale	Success Criteria	Method of Evaluation	Budget	Teacher(s)-in-charge
1.	Subsidising students and teachers to participate in the Mainland study tours	S4	21/22	<ul style="list-style-type: none"> 80% of the students participate in it Reports of visits 80% of the participants are satisfied with the learning activities 	<ul style="list-style-type: none"> No. of participating students Students' Report Questionnaires 	\$500 x 150 = \$75,000 \$1,000 x 15 = \$15,000	Dawn Chau
2.	Procurement of learning and teaching materials	S4	21/22	<ul style="list-style-type: none"> Learning and teaching materials are purchased to facilitate teachers to prepare and deliver learning materials to support student learning 	<ul style="list-style-type: none"> Teaching materials Teachers' feedbacks 	\$10,000	All CS teachers
3.	Fees for guest speakers	S4	21/22	<ul style="list-style-type: none"> Guest speakers are invited to share and exchange their views and insights on the proper understanding of Basic Law and our country 	<ul style="list-style-type: none"> At least one talk is organised in each school term 	\$20,000	Dawn Chau & Jeffrey Yim
4.	Competition entry and transportation fees	S4	21/22	<ul style="list-style-type: none"> Students take part in the competitions Participants gain better understanding of our country 	<ul style="list-style-type: none"> 50% of S4 students participate in at least one competition 60% of the participants gain satisfactory results 	\$2,000	Wendy Wong
Total:						\$122,000	

