# St. Joseph's College

## School Development Plan
## 2015/16 – 2017/18

# St. Joseph's College

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**Contents**

# St. Joseph's College

# 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.
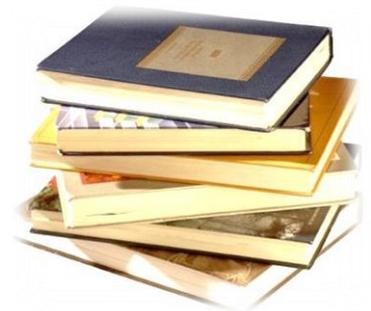
# St. Joseph's College

# 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 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 sportsmanship.

**Holistic Review of the School Development Plan 2012/13-14/15**

**Effectiveness of the previous School Development Plan**

| | Major Concerns | Extent of targets achieved. (Fully/Partially/Not achieved.) | Follow-up action (Incorporated as routine work; continue to be major concerns in the next SDP; Others) | Remarks |
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| 1. | **Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth** | 1.1 *Developing a management and organisation system for coordinating health matters*<br><br>This target is fully achieved.<br><br>1.2 *Fostering a healthy school environment to promote and maintain the physical and psychological well-being of students*<br><br>This target is fully achieved.<br><br>1.3 *Developing students' healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity*<br><br>This target is fully achieved. | • We will continue to seek support from CUHK, and improve the health education in our school with reference to their professional advice. Besides inviting teachers to attend healthy-school-related seminars regularly, to align with 2015-2018 major concerns, we will add Career & Life Planning activities into our current students' personal growth and development programmes.<br><br>• Many of the activities and functions developed in this school development plan have proved to be very useful and they can be routinized in the coming years. | The detailed evaluation can be found in the school report 2014-2015. |
| 2. | **Further exploring and implementing strategies to cater for learner diversity** | 2.1 *Further developing and improving student support and enhancement programs*<br><br>This target is fully achieved.<br><br>2.2 *Improving teachers' pedagogical strategies for handling learner diversity through professional training*<br><br>This target is fully achieved.<br><br>2.3 *Enhancing students' learning efficiency and effectiveness through good teaching practices*<br><br>This target is fully achieved. | • We will in our next major concern further develop students' metacognitive skills by engaging students in self-regulated learning. Focus will be put on students' self-discovery and the development of career and life plans.<br><br>• All teaching strategies will be adopted to cater for students' diverse abilities. | The detailed evaluation can be found in the school report 2014-2015. |

| 3. **Reviewing and Strengthening the senior Secondary Academic System** | **Curriculum**<br><br>3.1 *Review / refine the curriculum plan*<br>This target is fully achieved.<br><br>3.2 *Enhancing bridging between junior (S1-3) forms and senior (S4-6) forms*<br>This target is fully achieved.<br><br>3.3 *Reviewing the current OLE arrangement*<br>This target is fully achieved.<br><br>**Administration**<br><br>3.4 *Reviewing the structure of the SS Committee to meet the changing demand of SSC*<br>This target is fully achieved.<br><br>3.5 *Reviewing the arrangement of class and electives*<br>This target is fully achieved.<br><br>**Resources**<br><br>3.6 *Reviewing the (internal) manpower available for supporting the SS committee works*<br>This target is fully achieved.<br><br>3.7 *Exploring better utilization of rooms and facilities in school premises*<br>This target is fully achieved.<br><br>3.8 *Establishment of IMC*<br>This target is fully achieved. | • The NSS curriculum has been implemented smoothly and successfully according to the development plan. The improving results in the HKDSE and the experience gained from the last few years have provided us with a lot of insights. In line with the needs of the next School Development Cycle, the school and each subject department will continue to conduct regular reviews to devise programme plans and incorporate e-learning into the curriculum. | The detailed evaluation can be found in the school report 2014-2015. |

## Holistic Review of the School Development Plan
## 2012/13-14/15

## Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|---|---|---|
| **1. School Management**<br>• Planning<br>• Implementation<br>• Evaluation | **Planning**<br><br>• The middle managers' involvement in planning and decision-making of school policies has been boosted through the School Development Committee. Not only are more ideas generated but the policies can also be implemented more smoothly as the middle managers can clearly explain to their members the rationale behind.<br>• Panel/Functional Heads devised the programme plans based on the evaluation of the annual school report so these plans and areas of concern are in alignment with the current education trends and students' needs in studies and personal growth.<br>• More teaching staff, especially senior teachers, are involved in school planning. The decision-making process is transparent and information dissemination to panel or functional team members is improved.<br>• The school's vision and mission are spelt out in all our plans and the school profile and are made known to all stakeholders. The school management takes the views of all stakeholders into consideration when formulating school development strategies.<br><br>**Implementation**<br><br>• Different departments have enhanced understanding of one another by perusing school documents which are easily accessible to all staff members in Server "S". It facilitates the cooperation between departments.<br>• The eClass system has enabled the staff to collaborate, share teaching resources, reading internal information and monitor students' progress.<br>• The regular meetings of panel heads and functional team | • The latest network infrastructure and server, e.g. I-cloud data bank, volume of R Drive of individual teacher, to be equipped to promote sharing among different staff members and students. |

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| | leaders have strengthened the communication between the school leaders and the middle managers. | |
| | **Evaluation** | |
| | • A self-evaluation culture has been fostered in the school. The data obtained from different school self-evaluation tools, such as APASO, SVAIS and school-based questionnaires, the latest Curriculum and Assessment Guide and the information delivered by the EDB and HKEAA were utilized in the drafting of SWOT analyses and the departmental programme plans according to the SDA framework. | |
| | • The IMC was set up which includes stakeholders from the sponsoring body, teachers, parents and alumni. Each year, at least three meetings are conducted to discuss school policies and give advice on school development. | |
| **2. Professional Leadership**<br>• Leadership and monitoring<br>• Collaboration and support<br>• Professional development | **Leadership and Monitoring**<br><br>• The Principal is well supported by a team of two Vice-Principals and three Prefect-of-Studies. Their expertise in different areas has helped the school in coordinating and monitoring new curriculum development, extra-curricular activities and pastoral care programmes.<br>• To provide a platform for the school administration and subject panel heads to monitor the teachers' quality of work, two homework and test inspections are administered each year.<br>• The Principal regularly interviews the teaching staff including the new teachers by taking the staff appraisal and self-evaluation reports as reference.<br>• Three Prefects-of-studies are held responsible for curriculum development, staff development and pastoral care.<br><br>**Collaboration and Support**<br><br>• Through various meetings for different tiers of management and staff, the three major concerns were elucidated, discussed and evaluated throughout the three years. Subject panels, | • Resources to be redeployed to avoid high staff turnover in particular subject departments.<br><br>• New panel heads / form-coordinators to be given more opportunities to serve the school and delegated more responsibilities under the guidance of experienced panel heads.<br><br>• Different modes of training to be conducted in order to boost teachers' confidence in utilizing IT knowledge. |

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| | functional heads and teaching staff are committed to their roles and worked in collaboration.<br>• To nurture a culture of co-learning and experience-sharing among teachers, cross-departmental collaboration has been developed for teachers to share learning and teaching strategies.<br><br>**Professional Development**<br><br>• The school organizes for teachers three staff development days annually which are all in line with the 3 major concerns.<br>• All teachers are required to attend professional development workshops concerning healthy school so as to provide a safer and supportive school environment for all students.<br>• IT training courses are provided for all staff to develop their capacity and confidence in using computer technology in classrooms and to foster an IT-rich learning environment.<br>• Lesson observations are conducted by panel heads to new teachers to give productive comments and suggestions to the latter.<br>• Annual subject-based professional sharing sessions are conducted where teachers share the latest information in their teaching domains. | |
| **3. Curriculum and Assessment**<br>• Curriculum organization<br>• Curriculum implementation<br>• Performance assessment<br>• Curriculum evaluation | **Curriculum Organization**<br><br>• Our school curriculum is broad and balanced with clear and concrete goals related closely to students' whole-person development. It is designed in line with our mission to help students discover and develop potentials and prepare them to embrace challenges ahead.<br>• Emphasis has been put on students' intellectual and personal development while at the same time positive attitudes and values are inculcated.<br>• The annual programme plans of all subject departments were formulated to align with the school's major concerns with detailed implementation and support strategies.<br>• To emphasize the learning of the Chinese language through offering simplified Chinese courses to non-Chinese speaking | • SBA assessment criteria to be revised regularly to meet the requirements of the HKEAA.<br><br>• There should be a single room specifically for students who need special examination arrangements so as to ensure privacy.<br><br>• French classes will be offered to interested students as an afterschool Extra-Curricular Activity. |

students, from academic year 2015-2016 onwards, the French subject will not be included in the formal school curriculum.

## Curriculum Implementation

- Teachers are able to monitor curriculum implementation of the subjects through systematic use of data on student learning and teaching and evaluation data in both internal and external assessments.
- Students with special educational needs are catered for. The policy of learner diversity has helped low achieving students to catch up with the syllabi. Gifted students have been recommended to take advanced courses outside of school in order to exploit their potentials to the fullest.
- A whole-school approach to project learning is adopted to promote cross-curricular learning and to cultivate an atmosphere to use IT in learning and teaching so to enhance students' generic skills.
- The aesthetic and physical education have been incorporated into the school curriculum as regular lessons.  During the lessons, the students are able to explore their interest in different domains. Educational study trips like the UK English Camp, the French Camp, the Beijing PTH Camp, the Business Studies Trip, the Travel and Tourism Trip and the Chinese Culture Trip, have increased students' global exposure and learning experiences outside HK, arranging various study trips.

## Performance Assessment

- To monitor the teachers' quality of work, homework and test inspections are administered twice a year.
- Through in-depth evaluation on students' performance in uniform tests, continuous assessment and examinations, teachers can discuss and identify the strengths and weaknesses in their teaching.
- Students' performance is assessed in an organized and systematic way in aesthetic and physical education lessons.

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| | **Curriculum Evaluation**<br><br>• Panel heads monitor the effectiveness of learning and teaching within their respective panels by observing lessons, especially those of the new teachers, reviewing homework and test/exam papers, and evaluating students' academic results.<br>• A vertical review of the curriculum was conducted in order to improve the cohesion between the junior and senior curriculum. | |
| **4. Student Learning and Teaching**<br>• Teaching organization<br>• Teaching process<br>• Learning process<br>• Learning performance<br>• Feedback and follow-up | **Teaching Organization**<br><br>• Split class teaching for Chinese, English and Mathematics in S1 and S2 have enabled teachers to give more attention to students.<br>• Subject departments have continued to employ various strategies to incorporate high-order thinking skills into their respective curricula.<br><br>**Teaching Process**<br><br>• Relevant, challenging and meaningful homework that reinforces classroom learning are designed.<br>• An increasing number of teachers of different departments used internet resources and software in classes. Students have displayed greater interest in lessons.<br>• Regular inspections of homework and assessments have been conducted to gauge the learning and teaching progress.<br><br>**Learning Process**<br><br>• Through integrating a wide range of study skills in teaching, teachers have helped students cultivate more effective study habits that cope with diversity, maximize learning outcomes while at the same time prepare them well for life-long learning.<br><br>**Learning Performance**<br><br>• The majority of students are higher achievers in the territory with high intellectual capacity and eagerness to learn. | • Sufficient stimulation to be provided for students at the beginning of the lesson so as to enhance their curiosity and interest in the topic.<br><br>• Teachers to continue to upgrade themselves on new teaching strategies.<br><br>• Panel Heads should enhance subject teachers' capacity (especially new teachers') for designing assignments with reflective content and to cater for diversity.<br><br>• Teachers should include more 'enquiry' questions in worksheets, exercises, tests and examinations to discourage students from solely focusing on rote learning and practising examination techniques.<br><br>• More reading award schemes should be implemented and other reading activities like buddy reading programmes, story-telling competitions be organized to encourage students to frequent the library.<br><br>• Career and Life Planning elements to be well-incorporated into different subjects.<br><br>• IT resources to be fully utilized in teaching and learning. |

Students' outstanding performance can be demonstrated by the high-order thinking curriculum and different cross-departmental projects which integrate the use of reading and IT skills.

- Different subject departments will continue to collaborate and design a cross-curricular project to provide opportunities for the students to apply the knowledge they have learnt from different subjects and apply the skills learnt in the working and the presentation of the project. For project-learning, students have shown readiness and confidence when participating in class discussions through cooperative learning.

### Feedback and Follow-up

- Both summative and formative assessments have been employed to stimulate students' learning and to evaluate the effectiveness of learning and teaching.
- All teachers set appropriate number of tests, exercises and quizzes; so that students can digest the material well and they can understand their progress easily.
- After each common test and examination, the form coordinators, teachers and panel heads conduct formal and informal meetings to discuss the strengths and weaknesses of our students. All teachers have found the exchange of views and feedback in the evaluation meetings constructive and conducive to their own teaching reflections, which in turn have helped them improve their lesson plans. The majority of our subject teachers considered themselves effective in their lesson planning, lesson delivery and execution and consolidation of knowledge conveyed to students.
- Professional sharing is conducted annually among subject teachers during the departmental meetings after members have attended seminars and workshops. The sharing of insights and learning materials allows teachers to keep themselves abreast of the latest information and development of teaching and assessment of their own subject. Teachers also conduct a survey by the end of each term and adjust the teaching progress based on the feedback obtained.

| **5. Student Support**<br>• School climate<br>• Support for student development | **School Climate**<br><br>• The school emphasizes the support of students' whole-person development. Both school's and external resources are employed to organize multifarious activities and launch different programmes through which students can have a better understanding of themselves, develop the virtues of life and exploit their potentials.<br><br>**Support for Student Development**<br><br>• Different functional teams and student support schemes help students to identify their needs at the early stage. The school counseling team looks after the repeaters, conditional promoters and newcomers and helps them to improve their learning attitudes and adapt to challenges.<br>• Summer classes have been arranged for repeaters and conditional promoters with the help of trained teachers to better prepare the less able students for the following academic year.<br>• Service learning has been carried out in the school. Positive values and attitudes are infused to students in MCE lessons/talks conducted by teachers or other experts. Students then carry out the good practices e.g. serving the elderly, helping family members at home. They are asked to write their reflections at the end of the school year.<br>• A Career and Life Planning Counselor was employed to support students' individual career planning.<br>• The ECAs have provided plenty of opportunities for students to acquire various other learning experiences such as physical and aesthetic development courses, community services and careers-related experiences.<br>• The Students' Union acts as a good support for other clubs.<br>• Art workshops, instrumental classes, debating, speech and drama training have been arranged with the purpose of extending students' learning beyond the classroom.<br>• Students have been encouraged to take part in inter-class, inter-school and international competitions such as sports competitions, Music Festival, Speech contests, Maths/Physics/Chemistry Olympaids. | • The boys engaged in organizing ECAs are mainly S.5 boys instead of S.6 in the past so more guidelines should be provided for them.<br><br>• More teachers should be trained in careers, counseling and Special Education Needs areas.<br><br>• An extra teacher to be employed to release the workload of existing teachers involved in guidance work. |

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| | • Students have been encouraged to participate in different international youth exchange programmes.<br>• IT Prefect training courses and Apps programming courses have been conducted so that students are also empowered to facilitate IT learning and teaching at school.<br>• Old boys have regularly offered students career guidance like talks. | |
| **6. Partnership**<br>  • Home-school cooperation<br>  • Links with external organizations | **Home-school Cooperation**<br><br>• A wide range of meaningful and educational activities are held to enhance home-school co-operation and equip parents with the knowledge and skills they need to educate their children.<br>• The Parent-Teacher Association has served to act as a bridge between the school, parents, teachers and students. In general, our parents actively participate in school activities like career expos, parenting seminars, parent-child outings, coffee corners, annual dinners and appreciation drives as well as parent-child community services.  Also, over $100,000 were sponsored by PTA this year.   They provided financial support for students' extra-curricular activities.  They also show their support by setting up awards for the Academic Prize-Giving Day and Extra-curricular Activities Prize-Giving Day.<br><br>**Links with External Organizations**<br><br>• We have sought professional advice and joined the "Healthy School Programme" organised by CUHK to evaluate our first major concern.<br>• Our school has joined the Piloting Scheme for Secondary Schools – the Hong Kong University of Science and Technology (HKUST) Dual Programme (DP) as one of the 21 seed schools.  A number of S2 to S4 students have been selected and nominated to take the Level 1 (Pre-University) courses offered by HKUST.  These students attended lectures, lab sessions and tutorials from October and completed the examination in March.  Many of them have obtained good results in the courses and are eligible to take part in the subsequent DP Level 2.<br>• Many students joined the Enrichment Programme for Young Mathematics Talents organized by the CUHK. Also some | • The school should look for more opportunities to work with different tertiary institutions and external organizations from overseas to provide varieties of learning experiences for students.<br><br><br><br><br>• To provide students with even more Career and Life Planning guidance, the school applied for the "Career and Life Planning Project" organized by Jockey Club and was successfully selected as one of the five pilot schools. |

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| | students have been selected to join different programmes organized by the Hong Kong Academy for Gifted Education. | |
| | • The SJCOBA also provides a lot of support and assistance for the school. They provide expertise in various areas to help the school: | |
| |    i.   Fund-raising to improve school facilities, | |
| |    ii.   Mentorship Scheme – inviting successful old boys to mentor S5 students through job shadowing. | |
| |    iii.   Setting up the Financial Assistance Scheme for needy students and scholarships for outstanding students. | |
| |    iv.   Setting up the Brother Thomas Award to provide students an opportunity to develop their public presentation skills through project learning. | |
| | • Some panel heads have a strong link with HKEAA. They serve in HKDSE subject committees as well as committee members in Public Examination Board of HKEAA. | |
| | • Careers Counselling Team liaises with Junior Achievement to provide career-related OLE activities for our S4 to S6 students. | |
| | • Social resources have been utilized effectively, for instance, close communication with Police Community Relations Officers (Junior police call) is maintained. | |
| | • We take the initiative to link with external organizations like the Rotary Club, Jockey Club, Caritas, Scouts, Red Cross as well as St. John's Ambulance to provide opportunities for students to be involved in community services and to widen their horizons. | |
| | • Students can exchange views with students in Mainland about Putonghua knowledge via a long-distance learning scheme. | |
| **7. Attitude and Behaviour**<br>  • Affective development and attitude<br>  • Social development | **Affective development and attitude**<br><br>• Our students have a clear identity and a strong sense of belonging to the school. Students in the junior forms are inquisitive, innovative and willing to express their diverse views when they are given the opportunities.<br>• The 'Life and Society' curriculum of IH aim to help students understand themselves from different perspectives, which enables students to build their identity and develop a positive self-image. Learning how to manage emotions also enhances | • More enrichment and support should be provided to enhance students' learning efficiency, self-discovery and self-actualization.<br><br>• There is room for improvement for the learning motivation and self-learning initiative for low achievers.<br><br>• There is still room for improvement in terms of students' |

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| | their self-esteem and self-confidence, enable them to accept and appreciate themselves, and be ready for possible challenges in life. Students can further understand how to equip themselves physically and psychologically for an optimistic, active and healthy life. | ethical conduct, stress and emotional management. |
| | • Appreciation Card Project have been held in 2012-15 to encourage students to show their appreciation to teachers, schoolmates, parents and janitors.  The participation rate of students has been high and positive feedback received from students. | • Further effort should be made to encourage the less motivated students to take an active part in the activities so that they could have a more timely and balanced social development. |
| | **Social development** | |
| | • Senior form students demonstrate good leadership attributes in organizing activities for their peers and delivering school programmes.  Student leaders are keen on serving their fellow students and the Students' Union can act effectively as a bridge of communication between the school and the students. | • Courtesy campaigns like "Courtesy Fortnight" to be organized by the MCE Team for S1 students to promote politeness and noble virtues. |
| | • Through group work and different extra-curricular and inter-school activities, students have a better chance to work with each other and develop their social skills. | |
| | • Discipline teachers visit each class at the start of each semester to introduce and explain school rules so to strengthen students' awareness towards their behavior. | |
| | • Students' positive values and attitudes such as curiosity, honesty, respect, perseverance and tolerance are developed through Moral and Civic Education. | |
| | • Most of our students display a positive and serious attitude towards learning. The overall comprehension power of our students is good.  Most of them demonstrate a high level of participation and enthusiasm when opportunities for discussions and interactions are provided, and are able to collaborate well with one another. | |
| | • The task of drafting project proposal could cultivate students' self-management and collaboration skills | |
| **8.  Participation and Achievement**<br>• Academic performance | **Academic performance**<br>• St. Joseph's College excels in public examinations every year. | |

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| • Non-academic performance | Our distinction rate (5* or above) and credit rate (4 or above) in all subjects are at 22.10% and 71.50% respectively. With the distinction rate at 37.2%, Mathematics remains one of the strongest subjects in the school. The passing rates in all the subjects taken in the HKDSE 2015 are well above the territory average. | • The school to continue to help students attain satisfying HKDSE results and secure places at esteemed universities. |
| | • 83.45% students are qualified for JUPAS degree courses, which is much higher than the territory averages. | • The school should encourage students to try out new activities like golf, rugby, fencing and alike. The school will also promote other new activities in the future. |
| | • Our students got offers from top overseas universities like the University of Oxford and Imperial College.  One of them was awarded the Jardine Full Scholarship to study at Oxford. | |
| | • Our boys performed well in Hong Kong Mathematics Olympiad, Hua Xia Cup, the HK Mathematics Innovative and Problem Solving Competition, Hang Lung Mathematics Award, the Hong Kong selection of high Mathematics Achievers and many other Mathematics competitions. | |
| | • Our results in the IJSO HK Screening Test are satisfactory. Four students won the Second Class Honour in the International Junior Science Olympiad (IJSO). One student had taken part in the one-year IJSO training programme organized by CUHK and EDB, and was finally selected as a member of the HK team representing Hong Kong in the 11th International Junior Science Olympiad (IJSO) in Argentina and won a silver medal in the competition. Another student had been selected to represent Hong Kong in the 42nd International Physics Olympiad (IPhO) in Kazakhstan and won a bronze medal. | |
| | **Non-academic performance** | |
| | • Over 60 students joined the company programme this year. They acquired a lot of awards, for example, the Best 6 teams in Grand Presentation Award, the 10-year Participating School Award and CSR Award. Around 30 students joined HKICPA | |

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| | Accounting and Business Management Case Competition. 4 students from S5 got the Best 36 Teams out of 311 entries.<br><br>• Students achieved exceptional performance in various major interschool English writing and speaking competitions, winning titles such as Hong Kong Young Writer Awards, Gold and Silver Awards in the Royal Commonwealth Writing Competition, Champion in the Bar Association Debate English Silver Division, Best Attorney in the Interschool Mock Trial Competition, Best Delegation in various Model United Nations Conferences, etc.<br><br>• Our students participate actively in a good variety of competitions outside the school. We witness how Josephians' effort and our labour are fruitfully rewarded in the HK Schools Speech Festivals, HK Schools Music Festivals, Visual Arts, IT competitions, various HK Inter-school Sports Competitions, etc. | |

# Where We are Now

**<u>Our Strengths</u>**

- St. Joseph's College is a prestigious Catholic school which embraces the vision of all-round education for students. It has a proud history of over 140 years. Thanks to the dedication and effort of the visionary Lasallian Brothers, the school's long- established tradition and culture have been well accepted by the community.

- In compliance with the school's mission and vision, we have developed a policy of all-round education that has been successfully implemented.

- The Incorporated Management Committee was established in August, 2013. It is formed by members of the school sponsoring body, a teacher, a parent, an alumnus and an independent manager, offering the school advice and substantial support.

- The school has an excellent team of teachers and supporting staff led by our Supervisor and Principal. It is their expertise, dedication and devotion that have resulted in the outstanding performance of our students in public examinations, in universities as well as in the community.

- The school authority has regular consultation with staff. The decision-making process is transparent and involves the participation of all panel/functional heads through formal and informal meetings. There is cross-department collaboration to share learning and teaching strategies. In-depth evaluation on students' performance in uniform tests and examinations has been conducted. Self-evaluation culture has been fostered in the school under the guidance of School Development Committee.

- The school authority and the student body have developed a strong sense of trust and cooperation. Students are given freedom, autonomy and opportunities to lead and organize various types of activities in school as part of our well-developed Life Education Curriculum and they are very truthful and sincere with their commitment. The Life Education Curriculum not only encompasses a great variety of extra-curricular activities to expose students to different learning experiences and to help them explore their potentials, but also enables them to experience different cultures through various exchange programmes and overseas study trips. The students also show a keen sense of belonging to, pride on and concern for the school.

- All our classrooms are equipped with IT and multi-media facilities and teachers are IT competent. Besides, the laboratories are all well-equipped with data-logging systems, IT and multi-media facilities. They facilitate the implementation of teaching strategies and stimulate students' learning interests. Wi-fi has also been installed and teachers and student could access Internet/Intranet at any time.

- The school has the unfailing support of the SJCPTA and SJCOBA. They offer financial, moral and spiritual support to the school, our staff and students. The wide range of meaningful and educational activities launched also benefits both parents and students.

## Our Weaknesses

- The fact that our school is situated in the prime location of the city renders the extension of the school campus almost impossible. The physical constraint has hampered the application of the new teaching strategies.

- In the next two years, the Principal and the two Vice-principals will retire. We need more middle managers to take up more administrative duties. We do appreciate the ideas brought in by the new teachers.

- Although most of our students are Band 1 category, there is still a disparity in their learning ability. Also some students have difficulties in striking a balance between academic studies and ECAs.

- Despite the fact that the self-reading scheme has been launched quite successfully, some students still show a lack of interest in reading during leisure. Statistics show that the School Library is under-utilized. A culture of reading has yet to be fostered.

- Gifted and Non-Chinese-Speaking students are sometimes not given ample opportunity to explore themselves better under the traditional learning environment of the school. These students sometimes find the lessons mundane.

## Our Opportunities

- Facing the challenges in the education reform, the school will further strengthen students' high-order thinking skills, reflective skills and e-learning culture.

- The NSS curriculum emphasizes "Assessment for Learning", inquiry learning activities and flexible curriculum planning. It enables students to recognize their strengths and weaknesses more readily and also enables teachers to enjoy more autonomy in curriculum development. The New Academic Structure has been implemented for two cycles. It provides us with an opportunity to enhance the interface between the junior and senior secondary curricula.

- The school has made use of the Career and Life Planning (CLP) Grant disbursed by EDB (commencing 2014/2015) to employ a CLP counsellor to enhance the capacity of the Careers Department in its implementation of the life-planning education.
- The school has been selected as one of the five network schools of the Career and Life Adventure Planning (CLAP) for Youth Project, which is initiated by the Hong Kong Jockey Club Charities Trust in conjunction with

The Chinese University of Hong Kong and the Hong Kong Baptist University. The school could provide quality career and life planning services and programmes with respect to the school's major concern.

- The school has been selected as one of the three network schools of the Pilot Project on Strengthening Schools' Management initiated by the EDB. The objective of the project is to strengthen school's internal management and streamline relevant mechanisms and procedures, thereby reducing teachers' administrative workload. The focus is on optimizing the home-school communication system as well as supporting student-related administrative work such as the student profile.

- The programme Wifi 900 launched by the EDB will facilitate our school in building up the necessary WiFi environment starting from the 2015/16 school year. EDB will also disburse a one-off grant to the school to acquire mobile computer devices for shared use by students in e-learning in classrooms.

## Our Threats

- The school is facing keen competition from DSS schools and international schools. While students and parents do appreciate the outstanding education we offer, we are at a serious disadvantage in terms of facilities and campus space.

- Students' families are facing an increasing number of problems: parents' divorce, indulging and over- demanding parents who pressurize schools and shift their responsibility of upbringing to teachers. SEN student population is rising and it is inevitable EDB will allocate more such students to our school.

- The reduced number of classes from our feeder primary school has resulted in the admission of students from other primary schools with a wide range of learning abilities. Besides, there is a growing diversity in our student intake. Our teachers are confronted with more challenges in handling students of varying abilities.

- In a fast-changing world with the rapid advancement of technology, teenagers, in their development, often encounter different kinds of temptation and difficulties. They need to cope with adversity and pressure lest they are led astray. In recent years, truancy is on the increase.

- The popularity of computer games, instant online messenger, Facebook, Instagram, smartphone devices and WhatsApp adversely affect students' learning attitude and studies.

- There is evidence that many students are planning to study abroad to avoid the HKDSE.

- We need more teaching materials to cope with the e-learning environment. The school has to explore other e-resources so that it can continue to provide quality education for our students.

# Major Concerns for 2015/16 – 2017/18 (in order of priority)

1.   **First Major Concern:**          **Empower Teachers through Enriching Professional Development**

2.   **Second Major Concern:**      **Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development**

3.   **Third Major Concern:**         **Empower Learning & teaching via Information TEchnology**

# Our Plan

**Major Concern 1: Empower Teachers through Enriching Professional Development**

| Targets | Time Scale | | | Strategies | |
|---|---|---|---|---|---|
| | **15/16** | **16/17** | **17/18** | | |
| 1. To nurture professional leadership of middle managers | ✓ | ✓ | ✓ | 1.1 | Further equip the middle managers to meet challenges of educational needs such as deployment of staff, development of school development plan, etc. |
| | ✓ | ✓ | ✓ | 1.2 | Conduct in-house training programs to further enhance the administrative skills of aspiring middle managers. |
| | ✓ | ✓ | ✓ | 1.3 | Encourage aspiring managers such as new panel heads and form coordinators to attend workshops and seminars organized by external professional bodies such as EDB, HK Policy Research Institute Limited, etc. |
| | ✓ | | | 1.4 | Enhance the staff appraisal system for performance evaluation and staff professional development. |
| | ✓ | | | 1.5 | Review and refine the "learning and teaching" related documents to facilitate middle managers in carrying their duties. |
| 2. To enhance new teachers' teaching strategies and classroom management skills for better learning outcomes | ✓ | ✓ | ✓ | 2.1 | Conduct experience sharing of classroom management for new teachers. |
| | ✓ | ✓ | ✓ | 2.2 | Arrange lesson observation of experienced teachers by panel heads for new teachers to enhance their teaching strategies and classroom management skills. |
| | ✓ | | | 2.3 | Revise the lesson observation form to identify areas where new teachers experience difficulties and need additional support. |
| | ✓ | | | 2.4 | Strengthen the buddy program for new teachers. |
| 3. To empower teachers through professional development to execute major concerns 2 & 3 | ✓ | ✓ | ✓ | 3.1 | Provide training for teachers in collaboration with the Careers and Life Planning Team to give quality career guidance for students. |
| | ✓ | ✓ | ✓ | 3.2 | Provide training for teachers in collaboration with the IT Team to help teachers integrate modern information technology in teaching. |

**Major Concern 2:** **Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development.**

| Targets | Time Scale | | | Strategies |
|---|---|---|---|---|
| | **15/16** | **16/17** | **17/18** | |
| 1. To develop a comprehensive and systemic Career and Life Planning Education framework and policy | ✓ | | | 1.1 Set up a Career and Life Planning Committee (with members from careers guidance, counseling, MCE, discipline teams, representatives of OBA, PTA, and other related parties) responsible for the overall career and life planning issues. |
| | ✓ | ✓ **(review)** | | 1.2 Identify the needs of students and the school's focus and review and formulate the Career and Life Planning policy. |
| | ✓ | ✓ | ✓ **(review)** | 1.3 Review the school curriculum to ensure that CLP elements are adequately incorporated. |
| 2. To assist students to make wise and informed career decisions with reference to their interests, abilities and orientations. | ✓ | ✓ | ✓ | 2.1 Enrich the content and expand the scope of CLP-related services and activities by adopting the whole school approach, thereby broaden students' horizons and enhance their skills and awareness of CLP. |
| | ✓ | ✓ | ✓ | 2.2 Devise school curriculum and activities/programmes to cultivate and enhance students' awareness of proper work attitude, values and ethics. |
| | ✓ | ✓ | ✓ | 2.3 Provide students and parents with sufficient information of CLP (e.g. setting up a data bank for students to obtain relevant information). |
| | ✓ | ✓ | ✓ | 2.4 Assist student on their individual career planning by adopting a holistic approach. |
| | ✓ | ✓ | ✓ | 2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills and knowledge. |
| 3. To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development. | ✓ | ✓ | ✓ | 3.1 Strengthen the collaboration with parents through different means to solicit family support on students of CLP. |
| | ✓ | ✓ | ✓ | 3.2 Foster the cooperation with alumni through various means in order to secure and expand the network of students for their future career. |
| | ✓ | ✓ | ✓ | 3.3 Encourage students to participate in career exploration and exposure programmes organized by the school and external organizations to gain first-hand experience, as well as to develop their career aspirations. |

**Major Concern 3:  Empower Learning & teaching via Information TEchnology**

| Targets | Time Scale | | | Strategies |
|---|---|---|---|---|
| | **15/16** | **16/17** | **17/18** | |
| 1. To build an efficient e-learning environment in the school | ✓ | | | 1.1 Upgrade the existing school server and wired network to accommodate the WiFi network and mobile devices for e-learning and e-communication purposes. |
| | ✓ | | | 1.2 Extend the WiFi network to cover the whole school for mobile learning. |
| | | ✓ | ✓ | 1.3 Create and maintain warm and effective classroom settings for teachers and students to promote interactive mobile learning. |
| | ✓ | ✓ | ✓ | 1.4 Ensure students and teachers have enough tools and devices for use in e-learning and m-learning. |
| | ✓ | ✓ | ✓ | 1.5 Provide sufficient technical support to maintain the network and support for e-learning and e-communication. |
| | ✓ | ✓ | ✓ | 1.6 Digitize learning materials and use a suitable Learning Management System (LMS) to record students' academic performance and evaluate students' progress. |
| 2. To enhance teachers' competence in adopting e-learning for teaching | ✓ | ✓ | ✓ | 2.1 Provide training for teachers and ensure them to take active part in professional development. e.g. using LMS. |
| | ✓ | ✓ | ✓ | 2.2 Encourage teachers to attend IT workshops, e.g. those held by EDB. |
| | ✓ | ✓ | ✓ | 2.3 Set up an "e-Learning Pilot Team" in each subject department to ensure the successful migration to e-learning in school. |
| | ✓ | ✓ | ✓ | 2.4 Encourage teachers to adopt resources and pedagogies relevant to e-learning in their teaching activities. |
| | ✓ | ✓ | ✓ | 2.5 Evaluate the effectiveness of adoption of e-learning in learning and teaching regularly. |
| 3. To enhance students' skills and competence in e- | ✓ | ✓ | ✓ | 3.1 Revise the Computer Literacy curriculum (S1-3) to promote e-learning skills by enhancing students' ability to use mobile devices and learning tools such as the LMS. |

| | | | | | |
|---|---|---|---|---|---|
| learning | ✓ | ✓ | ✓ | 3.2 | Encourage students to be independent learners (e.g. students can self-learn through strategies like flipped classroom). |
| | ✓ | ✓ | ✓ | 3.3 | Promote and encourage ethical online behaviours and digital citizenship with young people. |
| 4. To enhance learning and teaching with information technology | ✓ | ✓ | ✓ | 4.1 | Encourage all subjects to build and share e-learning resources for teachers' adoption especially in classroom learning and teaching activities. |
| | ✓ | ✓ | ✓ | 4.2 | Promote the use of information technology for learning, researching and communication through assignments of various kinds (e.g. activities involving webpage, video clips, etc.) . |
| | ✓ | ✓ | ✓ | 4.3 | Extend learning and teaching beyond classrooms with mobile technology (to be piloted by Mathematics Department). |