St. Joseph's College

Annual School Plan
2012/2013

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Contents

School Vision

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

School Mission

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

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

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

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

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

School Goals

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

- enjoy learning, be 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.

Major Concern 1: <u>Fostering a healthy school to empower students with positive values and skills to face the challenges in personal growth</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. Developing a management and organisation system for coordinating health matters	1.1 To set up a healthy school committee (with members from Counselling Team, Discipline Board, MCE Team, PTA, career team, SEN and OLE) responsible for the overall health issues within the school 1.2 To identify the needs of students and formulate a school-based healthy school policy 1.3 To put a referral system in place and develop procedures for identifying and handling needy students	• The roles and responsibilities of all functional teams are clearly defined • Healthy school policy is well formulated • Check lists for identification of students who may need help are prepared • Guidelines on internal information sharing and communication with NGOs are clearly defined • Plan for provision of follow-up support to the needy students is well developed • Cooperation and collaboration among different pastoral care teams is strengthened • Positive feedback from teachers • Positive feedback from students • Positive feedback from parents	• Students' survey • Teachers' survey • Feedback from parents • Review of meeting documents • APASO	• Sept- Oct 2012 • Sept- Oct 2012 • Sept 2012	• Healthy School Committee members • Survey team	• Support from external organisations such as: Department of Health, Hong Kong Family Welfare Society
2. Fostering a healthy school environment to promote and maintain the physical and psychological well-being of students	2.1 To provide a healthy school environment for students (promoting a clean and inviting school campus, improving the school facilities such as washrooms, implementing environment protection projects) (a) To invite specialists to observe the school campus,	• A healthy school environment is well established • The fire service installations and equipment are properly furnished • The condition of sick room is improved	• Students' survey • Teachers' survey • Feedback from parents • APASO • Teachers' Continuous Professional Development	• Mar- May 2013	• Healthy School Committee members • Survey team • Laboratory Safety Committee	• Support from external organisations such as: Department of Health, Education Bureau, CUHK and SJCOBA.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	discover hazards and provide insights for improving the school environment (b) To ensure the fire service installations and equipment are in accordance with the Code of Practice (c) To improve the condition of school's sick room (d) To hold a 'Clean School Campaign' 2.2 To encourage students to actively participate in students' health service provided by the Health Department to ensure the physical and mental well-being of students 2.3 To adopt a whole school approach to guidance and discipline for fostering the caring, supportive school ethos. (a) To encourage teachers to attend discipline/ counselling seminars (e.g. form teacher skills) (b) To ensure teachers and students understand and actively follow the procedures in handling students with discipline and counselling issues 2.4 To provide continuous professional development for teachers (a) To join the CUHK healthy school programme (b) To hold professional seminars on staff development days (c) To train up discipline and	• SJC is above average in its students' participation rate in health service • A seminar conducted on the 2nd Staff Development Day • All teachers attend at least 1 discipline/ counselling seminar • Positive feedback from teachers • Positive feedback from students • Positive feedback from parents • More parent helpers are involved in the MCE activities	(CDP) records • Review of meeting documents of pastoral care teams	• Apr- May 2013 • Sept- Oct 2012 • Oct 2012- May 2013 • Sept- Dec 2012 • Sept 2012- June 2013 • Sept 2012- June 2013 • Sept 2012- June 2013 • Feb 2013 • June- Aug		• Financial Support from Guidance Program Fund and Supplementary Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	counselling teachers in anti-drug campaign by enrolling them in a 2-day advanced training program 2.5 To strengthen relationships with parents and the community in order to solicit their support to SJC's healthy school policy, for instance, to strengthen PTA's participation and support			2013 • Sept 2012-June 2013		

3. Developing students' healthy lifestyles through education programmes, thereby enhancing their resilience and immunisation against adversity	3.1 To review the school curriculum to ensure the necessary knowledge, skills and attitude of healthy lifestyle are adequately covered.
	  (a) To check students' blood pressure and raise their awareness of hypertension and overweight
	  (b) To provide emotion and stress management skills in MCE lessons
	  (c) To promote students' awareness of punctuality, tidiness and courtesy.
	
	3.2 To provide adequate training and encourage students to participate in life-wide learning
	  (a) To require each student to enrol in at least one ECA club
	  (b) To provide training on service learning for students
	3.3 To arrange specific education programmes organised by various NGOs to enhance students' knowledge on health issues such as : Anti-drug education, Sex education,
		• Positive feedback from students
		• Positive feedback from teachers
		• Positive feedback from parents
		• The percentage of overweight students is decreased to a below average level of Hong Kong students according to the information provided by the Department of Health
		• The number of latecomers is decreased by 10%
		• Students are eager to participate in ECA clubs
		• Students enjoy the life-wide learning experience
		• Students successfully understand the meaning of serving their community from service learning
		• The number of head counts on 'healthy school' webpage is more
			• Parents' survey
			• Students' survey
			• Feedback from parents
			• APASO
			• Review of meeting documents
			• Electronic Platform for School Development and Accountability (ESDA Platform)
			• E-class record
			• Websams record
				• Nov 2012-May2013
				
				• Sept 2012-May 2013
				
				• Sept 2012-June 2013
				
				• Sept 2012-May 2013
				
				• Sept- Oct 2012
				• Sept 2012-June 2013
					• Healthy School Committee members
					• Survey team
					• School's Uniform Groups
					• School's Web-board
					• Students' Union
						• Support from external organisations such as: Department of Health, Education Bureau and Old Boys Association
						• Financial Support from Guidance Program Fund and Supplementary Fund
						• Resource Kits from the EDB

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	'Healthy diet education' 3.4 To strengthen cooperation and collaboration with parents through various means including providing training for parents on parenting skills. (a) To create a 'healthy school' web page on the SJC website (b) To provide resources kits for parents	than '2000' • 20% of S.1-S.2 parents attend workshops on parenting skills • Resource kits are well distributed to parents		• Sept 2012-May 2013 • Sept 2012		

Major Concern 2: Further exploring and implementing strategies to cater for learner diversity

	Targets		Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1	Further developing and improving student support and enhancement programs	1.1	Develop tailor-made materials that are of a variety of flexible options through which students can demonstrate their competence	• Each subject department develops and implements its own remedial support such as graded tasks, graded question data bank in at least one level each year	• Inspection of tailor-made graded materials of each subject department.	Sept, 2012 – July, 2013	• Subject heads and teachers	• Manpower
		1.2	Self-directed programs (supplementary classes for weaker students, enhancement programme for elite students, opportunities for less active students.)	• Rich variety of L & T activities is developed	• Inspection of students' work.		• I.T. Team	
				• Students show improvement in assessment and exam results	• Observation of students' performance in lessons and assessments.			
					• Comparison of examination results in different years			
2	Improving teachers' pedagogical strategies for handling learner diversity through professional training	2.1	Encourage teachers to attend workshops/talks provided by the school or external organizations, such as: (a) Teachers' questioning and giving feedback techniques (b) Small class teaching strategies (c) Co-operative learning (d) Interactive activity approach (e) Enquiry study approach (f) Lesson study (g) e-Learning (strengthening the use of e-Class	• At least One workshop on teaching strategy conducted on Staff Development Day • Record of teachers attending seminars conducted by EDB on teaching strategies • Each department conduct a sharing session on seminars attended • Each subject department produces materials through collaborative lesson planning on at least one topic per level each year	• SHS results • CPD record • Documented teaching materials of each subject department • Inspection of minutes and lesson observation records	Sept, 2012 – July, 2013	• Subject heads and teachers • Survey Team • I.T. Team	• Workshops/ Courses provided by the school, EDB and other institutes • Manpower • Questionnaires • e-Class

		platform)					
		2.2 Collaborative lesson planning in handling learner diversity					
3	Enhancing students' learning efficiency and effectiveness through good teaching practices	3.1 Teachers in each subject department are encouraged to conduct professional exchange to identify students' strengths and weaknesses 3.2 Implementing good L&T practices, such as: (a) Asking students challenging and thought provoking questions to encourage students to tap their existing mental models and build upon previous knowledge (b) Including more open-ended questions in homework, tests and exams (c) Giving more specific remarks and action points to help students identify their areas of improvement 3.3 Each subject department trying out at least one new pedagogical strategy in each academic year	• Teachers become more alert of the needs of students • More open-ended questions are set to elicit discussion, brainstorm solutions to a problem and/or create opportunities for students thinking outside the box • More peer interaction is allowed to facilitate collaborative learning • Good quality, comprehensive and timely feedback are given to students in assessments and examinations • More lesson demonstrations and peer lesson observations are conducted • Teachers are better equipped with at least one new pedagogical strategy • Students show more interest in learning • Students show improvement in assessment and exam	• Inspection of homework, tests and examinations of subject department through homework inspection • Lesson observation by panel members • Teachers' feedback • Video-taped lessons • SHS results • Comparison of examination results in different years	Sept, 2012 – July, 2013	• Subject heads and teachers • Survey Team • I.T. Team • Campus TV	• Manpower • SHS • IT equipment

		3.4 Sharing of good teaching practices (within the same department and across different departments)	results				

Major concern 3: **Reviewing and Strengthening the Senior Secondary Academic System**

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
Curriculum						
1. Reviewing / refining the curriculum plan	1.1 Review the school curriculum (S1-6) 1.2 Review the subject curriculum in views of cognitive development of students and the balance between "breath" and "depth" of content 1.3 Subject departments revise implementation plans for junior and senior levels. 1.4 Refine the timetable and class arrangement for better effectiveness and efficiency in learning and teaching	• The school curriculum and delivery of individual subjects promote students' performance • Subject curriculum plans are implemented smoothly in junior and senior levels • SBAs of different subjects are implemented more smoothly • The class size, teaching schedule and class structure can facilitate learning and teaching	• Students' performance (e.g. internal assessment, SBA and public exams) • Teachers' and Students' feedback on class structure and size • Feedback from individual subject departments • Surveys of SS curriculum and subjects	Sept, 2012 – July 2013	• SS Committee • Panel Heads • Survey Team	• Manpower
2. Enhancing bridging between junior (S1-3) forms and senior (S4-6) forms	2.1 Review the current bridging arrangements in core subjects between junior levels and senior levels 2.2 Set up committees to enhance the coherence and smooth transition in related subjects of the same KLA between junior and senior levels (e.g. Integrated Science → Physics, Chemistry, Biology)	• More collaboration is encouraged between related subjects in areas of curriculum planning and design • Bridging between junior and senior levels is improved • Teachers and students adapt to the L&T environment of Senior Secondary Curriculum (SSC) easily • The SSC (e.g. good teaching progress) is implemented successfully	• Students' performance in exams, tests and assignments • Teachers can finish the required syllabus with less extra lesson time • Scrutiny of documents of related committees • Feedback from students and teachers • Scrutiny of the documents of meetings with panel heads •	Sept, 2012 – July 2013	• Panel Heads • KLA Committees	• Manpower
3. Reviewing the current OLE arrangement	3.1 Promote service learning among KLAs 3.2 Refine the arrangement (e.g. timetable) for AE	• Service learning program is developed and conducted for students • The participation of students (frequency and number) in service learning is boosted • Positive feedback is elicited from participants • Good performance of students is	• SLP and OLE records • Relevant documents on OLE committee • Teachers' feedback • Observation of students' work • Students' reflection feedback on OLE • Survey	Sept, 2012 – July 2013	• OLE Committee • TIC of Social Service Group • KLA Committees • Survey Team	• Manpower • Funding

			• observed in AE courses • AE courses are smoothly run • High quality of students' work are found in AE courses.			

Administration

4. Reviewing the structure of the SS Committee to meet the changing demands of SSC	4.1	To form sub-committees on different aspects regarding SSC (e.g. coordination of SBA arrangement, streaming of classes and electives, arrangement of taking extra subjects)	• Sub-committees are formed and functioning smoothly • High satisfaction rate of students in arrangement of electives and class is reflected • Students are satisfied with the arrangement of extra-subject	• Scrutiny of documents of the sub-committee • Feedback from students and teachers • Students' performance in SBA • Students' performance in extra-subjects.	Sept, 2012 – July 2013	• NSS Committee teachers • IT Team	• Manpower
5. Reviewing the arrangement of class and electives	5.1 5.2 5.3	Review and refine the policies of students taking ApL / extra subjects, or switching classes / electives Review and finalize SBA appeal policy Explore the possibility of the "set-class system"	• Precise policies are formulated with all stakeholders informed; system runs smoothly • Stakeholders are informed of the appeal policy • A feasible combination of electives and class system which satisfy most of the students' preferences is established	• Feedback from students, teachers and parents • Feasible plan for 'set-class system'	Sept, 2012 – July 2013	• NSS Committee • Subject heads and teachers	• Manpower

Resources

6. Reviewing the (internal) manpower available for supporting the SS committee works	6.1 6.2	Review the planning of AE courses and explore the possibility of applying new QE funds Explore the arrangement for the MCE and self-reading lessons	• AE courses run smoothly • New aspects in AE development are available for students • An implementation plan is drawn up for MCE	• Scrutiny of students' work in AE courses • Scrutiny of records and documents for the AE program development • Feedback from students and teachers. • Scrutiny of records and documents for the implementation plan of MCE	Sept, 2012 – July 2013	• Principal • NSS Committee	• Manpower • Funding
7. Exploring better utilization of	7.1	To explore the possibility of upgrading / refurbishing the laboratories / classrooms / campus	• Various learning activities can be carried out smoothly in relevant places in the school premises	• Scrutiny of records and documents for the utilization of the relevant places in	Sept, 2012 – July 2013	• SS Committee • Vice principals	• Funding

rooms and facilities in school premises	7.2	TV / distance learning room To facilitate L&T by improving school facilities (e.g.. Lecture room)	• Lecture rooms or other facilities facilitate relevant L&T activities of different subject departments	school premises (e.g. Lecture rooms, lab)			
8.Establishment of IMC	8.1 8.2 8.3 8.4	Differentiation of School Funds and Assets sourced from the sponsoring body of the school, the school and the government before the incorporation of IMC. Setting up an inventory record system. Auditing Annual Accounts for the SMC-IMC cohort year. Reviewing existing accounting system and setting up of new accounting system (if necessary).	• Assets are correctly differentiated • Assets records are input to the eClass inventory system • Accounting system are effectively reviewed and updated when necessary	• Feedback from staff • Feedback from auditor	Sept 12-Aug 13	• IMC Change-over Team • Office	• Funding

Three-year plan -- Measures to broaden students' choices of elective subjects and Provision of gifted education programmes for 2012/13 to 2014/15 cohort of senior secondary students

DLG funded Program(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of program(s) / course(s) and provider(s)	Duration of the Program / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2012/ 2013	2013/ 2014	2014/ 2015		
Other Languages	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	French Japanese	3 years	Students who have taken French in junior forms	5 1	5 1	5 1	Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	French teacher NSS coordinator
Other Programs	To give students a chance to explore their interests in different areas	Music	3 years	S4-6 students of this cohort	5	5	5	Students' achievements in the HKDSE Examination	Music teacher NSS coordinator
	To provide gifted programs to help gifted students to develop their talents	Programs in humanities, mathematics, science and leadership			20	20	0	Evaluation by course providers	Integrated Education teacher