

St. Joseph's Anglo-Chinese School

School Development Plan

2021/22 - 23/24

St. Joseph's Anglo-Chinese School

Foreword

School Development Plan 2018-2021 has been completed. In addition to the consolidation of the achieved targets, we will also launch development projects in various areas for the advancement of the school to a new phase from 2021 to 2024. We attach utmost importance to upgrading St. Joseph's in various domains, maximizing opportunities for students to develop their potential, lifting the learning atmosphere and academic standards and enhancing the effectiveness of cooperating with the community and neighbouring schools, and hope that our achievements are recognized by every member of the school.

1. School vision and mission

Vision:

The school provides students with Catholic holistic education. Modelling St. Joseph, we educate students according to our school motto 'Ad Astra, Caritas' (To the Stars, Benevolence), with the goals of nurturing lifelong learners and servant leaders who can contribute to society and the country.

Mission:

- Based on the core values of Catholic education, we will nurture respectful, persistent, caring and responsible students who pursue the truth and strive for self-perfection through the six-year St. Joseph's nurture curriculum.
- Driven by love, teachers work to the best of their ability, fulfil their educational mission, and establish a loving community in which youngsters grow and get to know God

2. Educational purpose

Inspired by the benevolence of our School Founder, Rev. Br. Paul Sun, we endeavour to love, to maintain a good teacher-student relationships, to create a familial atmosphere and to be models of lifelong learning and self-perfection. We also place students' interest at the highest priority at all times.

3. School Motto

Ad Astra, Caritas

Ad Astra literally means 'to reach the stars', implying the pursuit of perfection. This is the common spirit of St. Joseph's teachers and students.

Caritas refers to the virtue of love. Learning from Christ's example, students learn to serve humbly.

We educate students to practise and promote the school motto in the following ways.

Service: Listening to the Gospel and serving the community

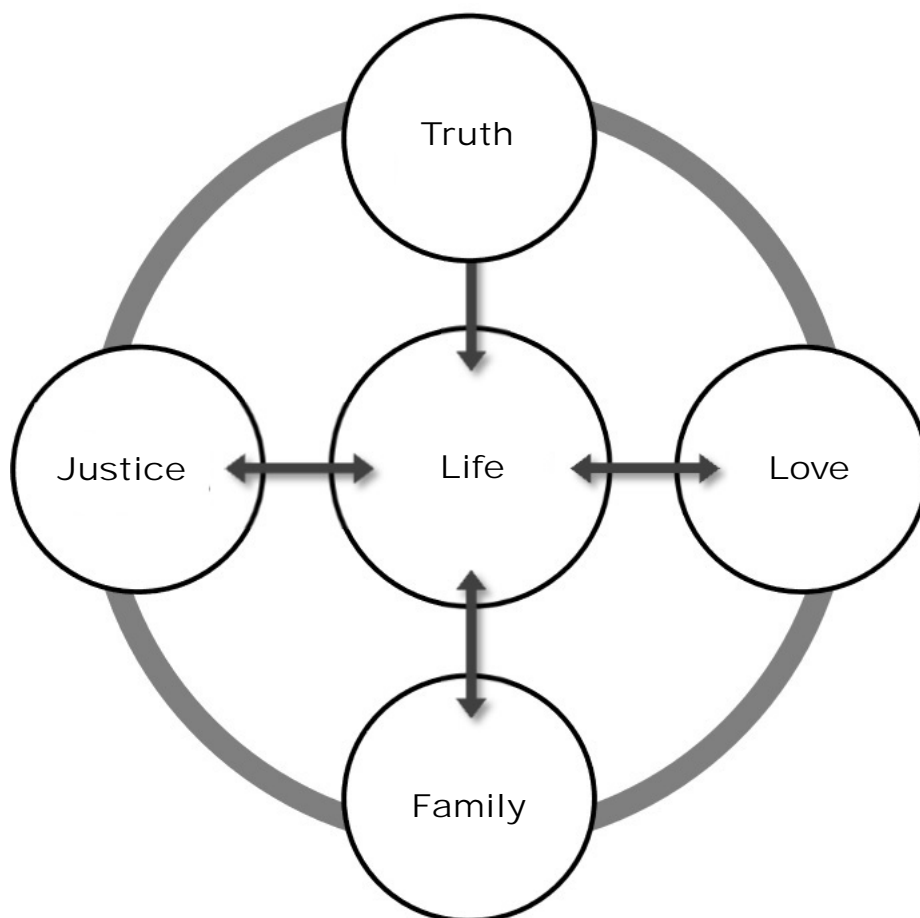
Comeliness: Modelling our patron saint and upholding comeliness

Truth: Pursuing the truth and realizing potential

Benevolence: Caring for the weak and practicing love

4. Educational Beliefs

The core values of Catholic education



We are a Catholic school and we are committed to continuing the contribution of the Catholic Church to education and preparing the youth for their future by passing on the core values to them, which is also the vision and mission of our school.

Truth: It is what the human intellect is searching for.

- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

Justice: It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due.

- (a) Justice towards God is called the 'virtue of religion'; and justice towards one's neighbours disposes one to respect the rights of others and to establish inhuman relationships the harmony that promotes equity with regard to individual persons and to the common good.

- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

Love: It is the greatest of all virtues.

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationships may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

Life: It is a priceless gift from God and is sacred in itself.

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the 'Beatitudes' as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

Family: It is the basic unit of society.

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

5. Review of School Situation

Effectiveness of School Development Plan (2018-2021)

Major concern	Rate of success	Follow-up work
<p>1. Empowering students to monitor learning progress and maximising learning effectiveness</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> ● Enhanced students' literacy skills through reward schemes, reading ambassadors, 'Reading Festival' and subject-based publications ● Enhanced students' independent inquiry skills and commitment to learning through teaching resources, online platforms, systematic studies and excursions inside and outside of school <p><u>Item achieved:</u></p> <ul style="list-style-type: none"> ● Empowered students to monitor their personal learning progress through after-school tutorial, effective allocation of resources and interpretation of analytical data 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> ● F.3 students recognised the effectiveness of the Reading Companion Programme in familiarising them with different elective subjects and the related books. The arrangement for the scheme in the next cycle will be modified; monthly reading companion activities will be organised and the subject of English will promote the reading of English books by joining the programme. Different resources and learning plans will also be introduced to raise of the efficacy of promoting reading. ● In 2018/19, numerous local and overseas excursions were organised. Yet, in 2019/20, the planned local and overseas excursions were ground to a halt due to social events and the COVID-19 pandemic, resulting in the loss of opportunity in developing inquiry skills among students. Some subjects switched to online activities and competitions to help students learn to study and inquire. <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> ● Our school survived the strike of COVID-19 amidst this cycle and turned the crisis into opportunities by seizing the chance to help students learn online with clear guidance of the teachers, a variety of teaching resources developed by the school and external platforms. ● According to the reports on online lessons and assignments from different academic subjects, 95% of our students constantly attended online and live online lessons, and submitted online homework punctually, which was a significant improvement in students' self-learning habit and ability. ● Different subjects will continue using the e-texts developed in this cycle. The e-learning resources on Moodle will also be optimised to boost learning motivation and initiative. ● Apart from the continuation of the Early Warning System, the Research and Data Analysis Committee set up in 2021/22 will constantly track students' academic performance and conduct data analysis, assisting teachers to help students develop self-management skills and raise learning effectiveness.

<p>2. Catering for students' individual needs by devising appropriate support measures</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> Supported students with different learning needs and enhanced their academic performance and public exam results through effective resource utilisation and learning support programmes 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> Learner diversity will continue to be addressed with the small class teaching policy. The extraordinary results of DSE 2020, the first cohort students benefitted from the small class teaching policy showed that the policy was an effective remedial measure. According to the results of DSE 2020, the percentages of students attaining level 5 or above in Chinese Language and English Language were 0.7% and 3.2% lower than the Hong Kong percentages respectively, showing that the effectiveness of the small class teaching policy in senior form English classes and junior form Chinese classes (allocating four classes of students into five groups) in enhancing elite students' performance was not obvious. Teacher training has to be fostered and teaching strategies optimised for raising the efficacy of the small class teaching policy in enhancement in the next cycle.
<p>3. Converging teachers' expertise for enhanced capacity of the teaching team</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> Developed a culture of sharing, raise the effectiveness of teaching and learning and pursue excellence by promoting collaboration, peer class observation, lesson study and optimization of the appraisal system Enhanced students' inquiry skills by promoting teacher learning, STREAM teaching and diverse learning activities 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> It was planned for 2019/20 that more elements of inquiry would be introduced in experiments, aiming to strengthen students' ability to inquire, and their effectiveness would be evaluated via class observation and lesson study. However, the plan ceased to continue due to social movement and the COVID-19 pandemic. As for interdisciplinary cooperation, students had a thorough understanding of different topics in terms of knowledge, skills and affection via interactive class activities and multi-perspective thinking. In the next cycle, further cross-curricular cooperation will be encouraged. The sharing culture, teaching efficacy and teachers' entrepreneurial spirit will also be enhanced with effective PIE and an optimised appraisal system. Regarding the use of intelligence technology in teaching, some subjects tried to raise students' ability to inquire by employing intelligence technology and found the outcome desirable. The BYOD initiative was launched in F.1 in 2020/21 and it will be promoted to all the other forms of students. Teaching plans have to be adjusted and teaching activities especially designed to promote the development of inquiry skills among students through the utilisation of their own devices and the newly installed interactive whiteboard.

<p>4. Broadening students' horizons and showcasing arts talents</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> ● Arranged visits or excursions in China or overseas countries to deepen students' understanding of the motherland and broaden their international horizons ● Showcased students' artistic talents by cultivating students' interest in art, developing skills in artistic creation and encouraging active participation in performances and art competitions 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> ● No overseas excursions could be arranged from 2019 to 2021 due to the pandemic but more than 80% of students thought a variety of visits, experiential activities and local and excursions at home and abroad should be organised. In view of this, excursions should resume after the pandemic. It is suggested that virtual tours and video conferences with the sister school can be organised if overseas tours cannot be arranged amidst the pandemic. ● The Arts Education Committee has been set up to nurture students' artistic talents and coordinate art activities. Due to the pandemic, the school resorted to YouTube and Zoom for students to showcase their talents when the Drama Festival and music performance at the graduation ceremony had to be cancelled. It is suggested that a musical performance should be put on in the next cycle.
<p>5. Practicing mutual respect and learning to discipline oneself and to love</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> ● Attached importance to religious education, optimised discipline training, enhanced the leadership of students, cultivated correct values, and taught students to opt for good deeds, discipline themselves and love others ● Strengthened class management, introduced moral education lessons, created positive class atmosphere and cultivated a culture of self-discipline, care and mutual respect among students 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> ● The Religious & Moral Education Committee coordinated religious nurture, adventure, discipline training and positive education by co-organising a religious adventure camp with Pat Heung JPC training camp. Students practised the principle of disciplining themselves and loving others by engaging in the activity. The religious adventure camp was cancelled due to the pandemic. It is suggested that the camp can be organised on campus or run as a day camp in the next cycle depending on the situation of the pandemic. ● More than 80% of students agreed that they could learn about love and care, respect and the principle of disciplining oneself and loving others through class management like the class committee, group activities and sharing, class activities, school picnic, bulletin board design, P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme, life education activities and connection with parents. During the pandemic, form teachers showed care for and established relationships with students by attending to their emotions, learning needs, daily routine via sunshine calls. More than 80% of students deemed the measure effective. It is suggested that teachers and social workers should continue this good practice and strengthen class management in the next cycle.

<p>6. Promoting voluntary service and establishing a culture of love and care</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> ● Promoted volunteer service to students of all forms to affirm students' contribution to society and established a positive caring and loving culture ● Promoted a peer support programme to build a spirit of brotherhood and mutual help among Josephians 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> ● School charity sales and Caritas charity bazaars served their purpose through the cooperation of students, teachers, parents and alumni. The Religious & Moral Education Committee raised funds for Caritas Hong Kong by holding a charity funfair and more than \$6000 was raised during the charity sales even amidst the pandemic. 84.5% of students identified with the promotion of volunteer service and recognised their contribution to society which fostered a culture of love and care. Chances for taking part in volunteer work were much reduced during the pandemic though. It is suggested that volunteering activities should resume when the pandemic subsides. ● The Walk with You programme was impacted by the pandemic. Seeing You and Walk with You programmes were organised for F.1 students and selected F.3 & 4 students via Zoom. 83.8% of students and teachers-in-charge believed that the Walk with You programme could promote and foster the culture of love and care among students. It is recommended that 'Walk with You' programme should continue in the next cycle.
<p>7. Helping students establish life goals and strengthening their resilience</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> ● Utilised external resources for strengthened career planning and adventure training to make students understand themselves, recognise goals, and improve learning attitude ● Raised students' confidence, helped them learn to deal with emotions and impulsiveness, improve problem-solving and communication skills to foster a caring and loving culture and strengthen their resilience <p><u>Item achieved:</u></p> <ul style="list-style-type: none"> ● Created a religious atmosphere throughout the 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> ● The social workers attended to students' emotions and counselled them via online conference software amidst the pandemic. Various online information about effective time management and parent-child relationship was also prepared for students. It is suggested that in-person P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme and life education activities are to be conducted when face-to-face classes resume for enhanced effectiveness. <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> ● The Careers & Further Studies Committee promoted life planning by organising A Person a Dream programme, mentorship scheme, alumni career sharing on Zoom, career information day and Human Library. More than 80% of students thought the measure helped them understand themselves, identify goals and improve learning attitude. ● During the pandemic, the Religious & Moral Education Committee and the Campus TV joined hands to livestream morning prayer and spiritual sharing. InSpirEd Spiritual Education was also conducted on a controlled basis, enhancing students' physical, mental, emotional, rational and spiritual well-being. Besides, the five core values of Catholic education were fostered and the Emmaus Pedagogy was practised in F.1-3 Religious Education classes with launch of the RMEs Religious Education School Support Scheme. Regular religious rites and activities as well as those held during Religious Week and the post-exam period also served to nurture students spiritually. More than 90% of students

	<p>school, focusing on the development of students' health, body, mind and spirit, cultivated a culture of gratitude and appreciation, practised the spirit of St. Joseph's family</p>	<p>found the measures helpful in strengthening their resilience and promoting positivity in life.</p>
<p>8. Strengthening external relations and lifting teachers' professionalism</p>	<p><u>Item achieved:</u></p> <ul style="list-style-type: none"> ● Broadened staff's horizons, and improved work in teaching and learning and student development and support by encouraging teachers to interact and communicate with the Education Bureau, other schools and various organisations ● Arranged training programmes or courses on staff development days according to individual teachers' needs 	<p><u>Items achieved:</u></p> <ul style="list-style-type: none"> ● Despite being impacted by the social movement and the pandemic, exchange activities with a total of 150 secondary, primary and special schools were held from 2018 to 2021. In addition, nine professional sharing activities were conducted with the Education Bureau. According to the year-end questionnaire survey in 2018-2019, nearly 95% of teachers agreed that utilising resources from the EDB, HKEAA and other schools helped enhance their professionalism and broaden their horizons. ● According to the year-end questionnaire survey in 2018-2019, 76%, 87% and 81% of the staff recognised the effectiveness of staff development programmes in lifting professionalism, grasping development trends in education and reflecting on the situation of the school. ● To sharpen professionalism and widen the horizons of teachers, relevant training programmes will be organised according to their needs in the next cycle.

6. Review of the overall school performance

Indicators	Major advantages	Areas to be improved
1. School management	<ul style="list-style-type: none"> ● The school has implemented a performance appraisal system for teachers and non-teaching staff to promote professional development and improve accountability. ● The principal meets with all teachers at the end of each school year to review their teaching performance and make suggestions on their professional development. ● The goal of promoting professional development among teachers has been reached. Our teachers actively enhanced their teaching professionalism in 2018-2021, accumulating an average of 171 learning hours. 	<ul style="list-style-type: none"> ● The refined performance appraisal system has been in operation for three years, but with the curriculum reform, societal expectations on teachers' professional ethics and the launch of the Hong Kong National Security Education Curriculum Framework, the arrangements for teacher professional development and the content of the teacher evaluation form need to be revised to address the change. In addition, the electronisation of performance appraisal data still needs to be further refined to promote professional development and improve the entire performance appraisal system. ● Although the average training hours for teachers in the past three years is satisfactory, with the 'T-Standard+' launched by the Education Bureau in September 2020 to promote teachers' professional growth and enhance teachers' professional status, arrangements for teacher development have to be refined in the next cycle, based on the three core elements, including teaching effectiveness, professional ethics and values. Teachers are encouraged to enroll in courses regularly, reflect and make progress, in order to achieve self-improvement. Subject department heads and functional group heads will offer teachers guidance to ensure that they are meeting the developmental needs of the school.

2. Professional leadership	<ul style="list-style-type: none"> • Passionate about education and experienced in both teaching and administrative roles, the principal has led the administrative committee members in formulating development targets and implementation strategies following the school's mission, the trend of education policies and the school's current situation. Manpower and resources are allocated appropriately in order to implement key development works. • The communication between the administrative committee and teachers is close and effective, which allows smooth implementation of school policies. • Professional and experienced members of the middle management formulate and implement plans of departments and functional groups in an orderly manner. 	<ul style="list-style-type: none"> • Middle management remains to be strengthened, particularly in terms of how to assist departments/functional groups in matching school's concerns and teachers' professional development within teams. • The communication and collaboration of various departments and functional groups still need to be strengthened in order to ensure smooth running of the school plan.
3. Curriculum and assessment	<ul style="list-style-type: none"> • The school attaches great importance to language and speaking training; resources are allocated to enhance students' language proficiency and the training is designed according to the requirements of public examinations to improve students' general speaking performance. • The school is committed to the implementation and practice of e-learning. In addition to equipping classrooms with suitable facilities, the school has been actively promoting the use of tablet computers in e-learning classrooms as well as the intelligent evaluation system (S Mark) to optimise the efficiency of marking. Through the use of the Student Data Analysis System (SDAS) on eClass, teachers are able to understand students' progress more comprehensively and to provide corresponding feedback. • The arrangement for the senior curriculum is flexible in that classes are organised according to students' performance, abilities and interests of each year. Senior form students are allowed to choose two or three out of twelve elective subjects, including physical education, which is a popular subject in the school. • In junior forms, the emphasis is on improving students' English proficiency and therefore Integrated Humanities and Integrated Science adopt English as the medium of instruction. • The school is committed to promoting science, technology, religion, engineering, art and mathematics education. Two new facilities are 	<ul style="list-style-type: none"> • The junior form curriculum is mainly taught in English, which puts students with weaker English abilities at a disadvantage in terms of academic performance, making them lose confidence in learning. The school has to support these students with appropriate measures. • Integrated Humanities is taught in English in Forms 1-3 but in Chinese in Forms 4-6. In addition, some Form 3 students fail to enroll in the elective subjects of their choice as they fail to meet certain requirements of the selected elective subjects. The school has to strengthen the counselling measures to support Form 3 students. • Students can achieve Level 2 or above in the HKDSE, but the percentage of '3344' is still lower than the norm in Hong Kong. The performance of language subjects costs some students the opportunity to enter university. The school still needs to further improve students' language abilities and continue to

	<p>introduced this year, including the Bio-Eco Corner and Virtual Reality (VR) devices. Teachers are also arranged to train students to manage the Bio-Eco Corner and write VR programmes, with the aim to enhance students' independent learning, learning effectiveness and creativity.</p> <ul style="list-style-type: none"> ● Project learning has been introduced in junior forms. Guided by teachers from the whole school, students are to conduct group projects on a range of topics, which arouses their curiosity in the domains of personal growth, the environment, society and global issues. Project learning encourages students' knowledge construction, independent learning, creativity, communication and collaboration skills. A project report day is also arranged to offer students the opportunity to share their findings with their peers, observe one another, seek improvement and learn to appreciate one another. ● Learning materials of Chinese, English, Integrated Humanities and Integrated Science are tailor-made according to students' abilities in order to cater for their learning diversity. ● The departments of Chinese Language, English Language, Integrated Humanities and Liberal Studies have co-preparation time to share experiences and enhance teaching effectiveness. ● The school attaches great importance to the use of data, paying attention to the situation of 'depreciating' students, and providing them with support and counselling. ● Class observation and regular assessments allow the school to understand the progress and effectiveness of teaching. ● IELTS, Russian, Spanish and Japanese language courses are offered to students during the ECA periods in their regular timetable. Students can apply for the courses according to their personal interests and this creates an opportunity for their development of foreign languages or further overseas education. 	<p>refine the language curriculum and teaching strategies.</p> <ul style="list-style-type: none"> ● Although the school is committed to e-learning, with BYOD being implemented in the junior forms and electronic facilities such as interactive whiteboards being installed in classrooms, there is still a need to further look into how to make good use of the e-learning materials and resources in all subjects in order to match the curriculum. ● Although the school is committed to promoting STREAM education, KLA in the science subjects can still be strengthened. There can be more cooperation across different science-related disciplines to improve the vertical planning of scientific processing skills, link the junior and senior curriculums and carry out interdisciplinary learning and activities. ● STREAM activities can be extended from extracurricular activities to whole-form activities. The school-based curriculum can be revised to allow more students to participate. ● With the curriculum reform and the launch of the Hong Kong National Security Education Curriculum Framework, the school has continued to implement project learning in junior forms but has to update the curriculum to develop students' different generic skills and values, to ensure students' all-round development in the six-year secondary school life. ● All departments need to make full use of the data and analysis results to closely follow up and evaluate students' learning performance.
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4. Learning and teaching	<ul style="list-style-type: none"> • Resources are allocated to assist students with weaker learning ability to improve their academic performance. • Homework remedial classes in junior forms are implemented to train students to take homework seriously and submit homework punctually. • With the Early Warning System in senior forms, Performance Tracking System in junior forms, and Smart Goal for all students, students are reminded to pay attention to their learning progress. • Enhancement and remedial classes are offered, with reference to the data provided from the Early Warning System and Performance Tracking System, in order to provide students with appropriate assistance. • Language training classes are arranged for senior form students who have dropped an elective subject. In the summer, special academic support classes and tutorial classes for Chinese, English and Mathematics are organised for junior form students in order to ensure improvements in their academic performance. After-school counselling courses are offered to provide appropriate assistance to students from poor families or to those with poor grades. • Many teachers are experienced DSE markers with good understanding of the exam marking criteria, and this enables them to prepare students for the exams adequately. 	<ul style="list-style-type: none"> • According to the External School Reports and Key Inspection Reports in the past few years, students' attitudes towards classroom learning are slightly passive. There is a need to increase training in their active learning, self-study skills and higher-order thinking skills. There is also a need to improve students' self-discipline and social ethics. • Professional exchanges within and between departments could be further increased. Interdisciplinary study and peer class observation fail to develop into regular teaching activities. • Measures to cater for learning differences, including enhancement and remedial programs, need to be strengthened. • Mandarin and English learning context outside the classroom is not strong. Different strategies are needed to increase the motivation of using these two languages outside the classroom. • Boys in general are less interested and capable in reading therefore more relevant support and encouragement should be provided. • Students are less interested in cultural activities so they should be given more exposure and education in this area.
5. Student support	<ul style="list-style-type: none"> • The Discipline Committee, Guidance and Student Growth Committee and Academic Committee meet regularly to review students' progress and to discuss follow-up plans to support their different needs. The school has also introduced Student Mental Health Support Scheme to cultivate growth in students, increase their emotional support and enhance their resilience. • The school provides students with the six-year St. Joseph's nurture curriculum, which plans for students' activities in religious education, 	<ul style="list-style-type: none"> • In the stakeholder survey, students gave relatively low scores on 'learning activities outside of the classroom are arranged', 'reading beyond school hours' and 'students can be self-disciplined'. • The school is determined to cultivate students' interest in art, develop creativity and active participation in art-related performances and

	<p>spiritual education, moral education, leadership training, STREAM education, career planning, study tours, service learning and other learning experiences, so that students can have all-round development and positive growth.</p> <ul style="list-style-type: none">• The Bio-Eco Corner has become an iconic feature of the school. Students learn the importance of respecting and cherishing life through caring for animals. Student ambassadors of the Bio-Eco Corner are also able to develop a sense of responsibility and improve communication skills, achieving personal growth.• The Careers and Further Studies Committee actively promotes career planning, including organising overseas university study tours and overseas education exhibitions to let students learn about different options of further studies. The team works with the Josephian Association and various institutions to implement the Mentorship Programme, which gives students career counselling and the opportunity to explore different work experiences.• The Civic and National Education Committee actively promotes various activities to help students cultivate good citizenship. Talks on the rule of law and human rights are organised to let students understand the rights and obligations of a citizen. In addition, students are encouraged to participate in the iTeen Leadership Programme for Senior Secondary School Students and Hong Kong Students' Knowledge of National Affairs Contest. Many students have also won awards in different activities, including the AYP Hong Kong Award Scheme (Silver Award), the Hong Kong UNICEF (appointment certificates) and the South China Morning Post's Annual Best Student Election. In order to help teachers take care of the different needs of students more effectively, teacher professional training is arranged accordingly every year.• According to this year's Affective and Social Outcomes questionnaire, students' performance in 'interpersonal support', 'intrinsic motivation' and 'national identity and global citizenship' was relatively weak.• Students' responses to the three items of 'I get along well with my classmates' and 'teachers care about me, and 'the school actively fosters our good moral values' have the highest scores in stakeholder surveys.	<p>competitions. However, due to the pandemic, a number of art activities were cancelled, which limits students' opportunities to demonstrate their artistic talents.</p> <ul style="list-style-type: none">• The school hopes to organise more exchange study tours to broaden students' horizons so that students can understand more about their community, country and the world. However, overseas exchange tours for the 2019-2021 could not be organised due to the pandemic.
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<p>6. School partners</p>	<ul style="list-style-type: none"> • Starting from 2018-2019, the school has been working with the Education Bureau, the Chinese University of Hong Kong and NGOs to organise programmes that help develop students’ physical and mental health. This lets teachers understand more about the programmes as well as provides students with appropriate nurturing. • During the last three-year development cycle, the school actively participated in off-campus projects, from four projects in 2018-2019 to nine projects in 2020-2021. These projects include InSpirEd Spiritual Education, Respect Life, Overcome Adversities (Joyful School Campaign), Gifted Education School Network Initiative, Student Mental Health Support Scheme, Education Bureau School-based Support Services, Opening up School Facilities for Promotion of Sports Development Scheme, Arts-in-school Partnership Scheme, Whole School Approach to Supporting Students and Coral Nurture School Programme. • The Parent-Teacher Association, Alumni Association and Rev. Bro. Paul Sun Education Foundation are important partners for the development of the school. In addition to establishing different scholarships for the school, they also actively get involved in school mass programmes every year. • Kwun Tong District School Development Section of the Education Bureau, Kwun Tong Schools Liaison Committee, Hong Kong Subsidized Secondary Schools Council, the Hong Kong Association of the Heads of Secondary Schools and Sau Mau Ping Police District work closely with the school in providing the school with the latest information regarding the development in education and organising different activities for teachers and students. • In spite of the raging pandemic, the principal still actively attends various functions of different schools including their anniversary celebrations, exchange activities of primary and secondary schools, open days and parent seminars. This allows people from different districts to understand the school’s development. 	<ul style="list-style-type: none"> • In recent years, the quality of F.1 students admitted through Discretionary Places or Central Allocation has improved, but the number of school-age students in the district will decline due to the emergence of cross-regional enrollment or immigration. This will bring fierce competition in the district in the next few years. In order to face this situation, the school has to strive for better performance in public examinations. There is also a need for the school’s facilities, performance in inter-school competitions of different activities (STEM education activities, civic and national education, academic and sports events, etc.) to be enhanced in order to compete with other schools in the same district. • The school has been actively participating in off-campus projects and establishing close relationships with other schools. This can not only make good use of social resources, but also enhance the positive image of the school. Therefore, in the next three-year development cycle, there is a need for the school to continue expanding the network of its external partners to let more members of the community know the latest developments of the school.
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7. Attitudes and behaviors	<ul style="list-style-type: none"> • According to the Affective and Social Outcomes questionnaire, the ratings in ‘self-concept’, ‘stress management’, ‘leadership’, ‘setting life goals’, ‘sense of accomplishment’, ‘experience’, ‘attitude towards school’ and ‘overall satisfaction’ are better than the norm in Hong Kong. 	<ul style="list-style-type: none"> • According to this year’s Affective and Social Outcomes questionnaire, students’ performance in ‘interpersonal support’, ‘intrinsic motivation’ and ‘national identity and global citizenship’ was unsatisfactory.
8. Participation and achievements	<ul style="list-style-type: none"> • In recent years, the school is committed to promoting science, technology, religion, engineering, art and mathematics (referred to as STREAM) education. The Robotics Club has won a number of local and international awards, including the champion in the Servomotor Robot Modeling Design competition in the Hong Kong Robotic Olympic Games and the silver medal in the Hong Kong International Science Olympiad. This year, our students participated in the CLP Smart City Innovative Energy Competition 2020-2021, winning the championship and the Best Craft Award. • The school focuses on developing students’ English proficiency and students have won many awards at the Hong Kong Schools Speech Festivals. • Our student Ku Chi Kit won the Harvard Book Prize. • The school’s environmental education has received remarkable results and won the Hong Kong Award for Environmental Excellence. 	<ul style="list-style-type: none"> • In view of the pandemic, joint-school sports competitions have been suspended, which reduces the chance for students to participate in athletics, basketball and football games. It is believed that after the pandemic, students will be able to make outstanding achievements again and elite athletes will be discovered and cultivated.

7. S.W.O.T. Analysis

Management and Organisation:

1. Strengths:

- 1.1. According to the findings of this year's stakeholder survey for teachers, teachers' perceptions of the professional leadership of the principal, the vice-principals and the middle management had improved considerably in comparison with last year. This showed that colleagues generally recognised and affirmed the leadership and performance of the school leaders and the overall direction of development.
- 1.2. According to the findings of this year's stakeholder survey for parents, more than 70% of the parents agreed that the school was willing to listen to their opinions. This helped develop a close relationship between the school and parents.
- 1.3. According to the findings of this year's stakeholder survey for parents, nearly 70% of the parents agreed that they had a good relationship with the school, which also facilitated the implementation of the policy promoting home-school unity.
- 1.4. The school actively communicates with parents via parent apps, SMS, Monthly Bulletin, newsletters and parent notices, through which parents get regular updates about the situation of the school and our students. The effectiveness of this was illustrated by the findings in the report, with nearly 70% of parents agreeing that school often kept parents informed of the situation and development of the school. Parents also know that there are adequate channels (e.g. parents days, school website and school email) via which they can express their views to the school.
- 1.5. There is high transparency in the implementation of policies. The staff can be kept abreast of school development and implemented measures through different channels, such as the Administration Committee meetings, general staff meetings, WhatsApp messages and the intranet.
- 1.6. The supervisor and the principal continue to strive for the goal of uniting the St. Joseph's family by strengthening the school's relationship with teachers, parents and students of the feeder primary school.
- 1.7. The school's sustained healthy and sound financial situation facilitates the upgrading of school facilities, hiring of tutors for after-school classes and even recruiting additional contract teachers, which allows the school to accommodate the needs of individual subjects, boost teaching effectiveness and create an ideal learning environment.
- 1.8. The school deploys government subsidies effectively, including time-bound and purpose-specific allowances, to employ non-teaching staff to assist the routines of the principal and teachers. The overall administration becomes more efficient. Only a modest amount of the government allowances is clawed back every year (except the two academic years amidst the outbreak of COVID-19 pandemic).
- 1.9. During the pandemic, the principal encouraged subject teachers and administrative groups to conduct video sharing activities with other schools, which helped teachers broaden their horizons and boost their professional development and growth.

1.10. During the pandemic, many information days targeting primary schools in the district were cancelled. The school changed the promotion strategy by organising 'outreach school information days'. The primary schools with high admission rates to our school were visited. Primary 6 students were able to learn more about SJACS through the sharing of our student ambassadors and teachers. This move served to strengthen the links between teachers and the primary schools visited and thus enhance the chances for future cooperation. At the same time, through channels like newspapers and magazines, direct or indirect promotion was carried out to enable parents and students to learn more information about our school. The impression of the school on the community has become more positive and the image has also improved. An online information day was organised on 19/12/2020 (Saturday), where the principal hosted a Q & A session. It helped us promote the school to parents with higher IT literacy.

1.11. The school encourages alumni and students to make good use of school resources. Students are allowed to use the school facilities after school, which helps enhance the sense of belonging of alumni and students to the school.

1.12. The principal is enthusiastic in maintaining contact with different stakeholders (parents, students and alumni) and participating in on-campus and off-campus activities to promote the sense of belonging to the school among parents and students.

1.13. The new positions of assistant principals and assistant vice-principals serve to assist the principal and the vice-principals with various administrative matters and facilitate the selection and promotion of the third vice-principal and senior graduate masters.

1.14. The school steadily restructures and simplifies the existing administrative structure and actively creates an atmosphere that encourages teachers to focus on teaching or administrative work, and thus enhance administrative and teaching effectiveness.

1.15. The successful application for funding from the Quality Education Fund allows us to optimise teaching facilities in the classroom (the interactive e-whiteboards were installed between March and April) and InSpirEd Spiritual Education was introduced. The collaboration of hardware and software has enhanced the effectiveness of students' multi-faceted learning (moral, intellectual, physical, social, aesthetic and spiritual aspects) and teaching efficacy.

2. **Weaknesses:**

2.1. Less than 30% of parents actively participated in activities organised by the school or the PTA. This reflects the fact that the majority of the parents were unable to participate in school activities due to unsatisfactory family financial situation, and they were deprived of room and time to look after their children, adversely affecting their development.

2.2. The teachers' appraisals did not fully reflect the performance of the teachers due to the pandemic.

2.3. A small number of parents are still unable to obtain the school's information updates and make timely responses via the eClass system. The connection between the school and parents is, therefore, impeded. Communication with parents is yet to be improved.

3. **Opportunities:**

- 3.1. The principal continues to hold a number of public offices (e.g. member of the Joint Committee for the Basic Law of Hong Kong, Kwun Tong District Association of Youth Development, Kwun Tong District Youth Programme Committee, HKBU – Department of History Advisory Committee 2019-2021, Scout Association - HK-Kowloon Bay District Scout Council and the Ad Hoc Committee for the Implementation of Junior Secondary Chinese History and History Curricula (Secondary 1 – 3), and the secretary of Hong Kong Catholic Diocesan Schools Service Centre Committee. This helps to promote the school and bring in relevant resources from the government and the district to benefit teachers and students in the school.
- 3.2. The performance of students in the HKDSE 2020 was the best in years and could be a key item for school promotion. In addition, the school also successfully obtained a funding of nearly \$1.5 million from the Quality Education Fund this academic year for the installation of interactive whiteboards and computers in 30 classrooms. All these are conducive to the implementation of various policies that lift academic standards and boost public exam performance of students.
- 3.3. After a year’s observation, the new positions of assistant principal and assistant vice-principal grant colleagues more chances to exhibit their strengths and leadership skills. The school could proceed in this direction to identify more colleagues with leadership potential as a preparation for the retirement of middle managers in the coming years.
- 3.4. The school tries to promote teachers in accordance with the development needs of the school and the performance of teachers in each academic year. Following the retirement of middle managers, junior teachers will have more opportunities to be promoted, which helps raise the morale of teachers.
- 3.5. The school encourages and arranges for teachers to take administrative and coordination duties. Junior teachers thus have more exposure to administrative work. The echelons established by the subjects and groups provide a reference and evaluation basis for promotion.
- 3.6. The school maintains close links with the Regional Education Office of Education Bureau. The Senior School Development Officer and School Development Officer would also provide up-to-date administrative or activity information issued by the Education Bureau to help the school grasp the direction of development (e.g. testing arrangements, vaccination arrangements, etc.) as to make appropriate arrangements.
- 3.7. During the COVID-19 pandemic, teachers enthusiastically brushed up their IT skills to cope with online teaching. This has elevated teachers’ knowledge of IT and facilitated the promotion of online self-directed learning among students (the ‘BYOD’ initiative’ has been launched in Form 1 with government funding).
- 3.8. Different stakeholders (the principal, teachers, staff and students) have adapted to the new normal of teaching and learning amidst the pandemic. In the foreseeable future, the school will be able to take prompt and appropriate action to deal with any abrupt situations.
- 3.9. In the past year, the school increased its exposure through different media and actively established a positive image. This serves to attract more Band 1 and Band 2 students and parents to pay heed to the latest development of the school.

3.10. As new housing estates were built in the neighborhood of the school in the past two years, there is an increased number of school-age children which exceeds the number of school places in Kwun Tong District. The number of students choosing our school may increase. The academic standards of students allocated to the school through central allocation may also improve.

4. **Threats:**

4.1. Due to the raging pandemic, there were not many face-to-face classes this academic year. As a result, the principal was unable to go to diocesan primary schools in Kwun Tong District to promote the school due to prolonged class suspension and the avoidance of gathering of crowds, and thus missed the opportunity to promote the school to them.

4.2. There are four boys' schools in Kwun Tong District (diocesan schools: 2, other schools: 2), so the competition for students is extremely keen.

4.3. After deducting places for repeaters and discretionary places, the number of places for central allocation was only 11 (9 for Kwun Tong District and 2 for other districts) according to the Education Bureau. This information may discourage parents in our catchment area from choosing our school as the first priority. The academic standard of Form 1 students in the next academic year may also be adversely affected.

4.4. According to the 2021-2030 mid-year district estimates of the 12-year-old school-age population residing in Hong Kong, the population of school-age children in Kwun Tong District will decrease in the next four to five years. The school has to double the effort or face up to the challenge of declining admission rates.

4.5. In recent years, the admission rate of students who are capable of learning in English has decreased. The Education Bureau will also tighten the language policy which may limit the number of English classes in the school. It may demotivate students who are capable of learning in English (especially from the primary section) to choose our school.

Teaching and learning:

1. **Strengths:**

1.1. The continued improvement in the results of HKDSE 2019-2020 was encouraging. The percentage of Level 2 or above in core subjects reached 93.2%. The passing percentage of eleven subjects exceeded 90%. Compared with the territory-wide percentages, seven subjects achieved higher percentages of Level 4 and 13 subjects obtained higher passing rates. Nearly 70% of students received JUPAS offers. As for value-added performance, among the 12 subjects whose results were calculated, seven subjects achieved stanine scores 7 or above out of 9, showing obvious value-addedness in a majority of subjects.

1.2. Despite the suspension of face-to-face classes during the worst time of the COVID-19 outbreak, teachers surmounted difficulties by conducting real-time online teaching activities. It demonstrated teachers' ability in employing intelligence technology and various learning platforms for teaching and assessment, facilitating a solid grasp of students' learning progress and timely feedback.

- 1.3. Only half-day school can be conducted amidst the pandemic but F.6 teachers render support for students by organising online lessons, fully utilising afternoon hours. Face-to-face tutorial classes are also conducted to prepare students adequately for and help them excel in the HKDSE.
- 1.4. Our school strategically arranged for students of all forms to resume face-to-face classes, sit the term tests and exams, and check test and exam papers in safe circumstances by utilising both the morning and afternoon sessions when class resumption for 1/3 of the school was allowed, showing the school attaches great importance to helping students improve and excel.
- 1.5. During the pandemic, all subjects devised appropriate strategies for continuous learning; they designed online assignments, arranged live online lessons and produced teaching videos and kept track of students' learning progress. The teaching resources bank has thus been largely enriched, facilitating the promotion of self-directed learning and the improvement of students' learning capacity.
- 1.6. The school has endeavoured to nurture innovativeness and entrepreneurial spirit and develop STREAM education with characteristics of Catholic education by strengthening learning activities related to science, technology, religion, engineering, art and mathematics. Apart from introducing innovative technological facilities namely Intelligent Bio-Eco Corner and Virtual Reality, effort has been put into training students to manage the Bio-Eco Corner with the smart system and write VR programmes.
- 1.7. Aligning with educational development trends and empowering students to meet the need of the ever-changing local and global environment, our school has actively optimised school-based curriculum by providing them with all-round training in language, culture, art and sport, and technology. When face-to-face classes were suspended during the pandemic, live online recital training and foreign language courses like IELTS, Russian and Spanish were organised for interested students. Besides, the school has arranged for some F.4 students to enrol on an approved Japanese course this year. They can apply to sit the Japanese exam in HKDSE 2022/23, broadening their horizons and paving the way for overseas education.
- 1.8. Our school attaches great importance to language and speaking training and, therefore, additional professional and experienced English and Chinese teachers have been hired to provide students with exam-oriented training on reading, writing and speaking so as to improve their language proficiency.
- 1.9. Resources have been allocated to help less able students. During face-to-face class suspension, the arrangement of live online English support classes continued. To keep track of students' academic performance and ensure improvement, a variety of support measures have been adopted, such as F.1-3 homework tutoring classes, remedial classes for different subjects, support programme for repeaters, support programme for athletes and language enrichment classes for students who have dropped one of their elective subjects. Summer tutorial classes for low achievers, and Chinese, English and Mathematics tutorial classes were also organised for students.
- 1.10. To nurture learner autonomy, strengthen the sense of responsibility and hone creative thinking skills, the subject of Physics has introduced robotics workshops since several years ago and has made remarkable achievements. Participating students actively explored the mechanics involved and took part in school activities. They even won some awards in local and overseas competitions.
- 1.11 There are many academic subject-related school clubs which hold a wide variety of activities aiming to raise students' interest in different subjects. Field trips, visits and competitions are often organised for students to broaden their horizons.

1.12 Our teaching staff are experienced, devoted, passionate in education and value professional development. Many teachers are experienced DSE markers who have a solid grasp of marking criteria, benefiting students' preparation for the HKDSE.

2. **Weaknesses:**

2.1. Adhering to the guidelines from the Education Bureau, only half-day face-to-face classes can be conducted during the pandemic, seriously hampering teaching progress and limiting learning activities. Besides, it makes peer class observation and assignment evaluation difficult for teachers, which curbs peer learning, professional communication and evaluation, and stifles professional development and teaching effectiveness.

2.2. Activities intended to be promoted by KLA coordinators like Science Week and other cross-curricular activities were reduced due to the pandemic. It is therefore impossible to evaluate KLA coordinators' role in leading science activities this academic year.

2.3. According to stakeholder survey results, the percentages of students and teachers opting 'disagree' for the items of self-directed learning, leisure reading, serious homework completion and learning confidence were comparatively high, showing that the school should pay heed to these items. The reading companion programme which should have begun in the first term of the school year was postponed to the second term, possibly impairing the effectiveness.

2.4. Most students could attain Level 2 in all subjects in the HKDSE but the percentage of 3322 was still lower than the Hong Kong percentage. As our students have often performed well in speaking, the cancellation of the speaking papers of the two language subjects in HKDSE 2019 and 2020 may have cost some students the chance to enter university.

2.5. In general, boys lack interest and ability in reading and thus need more support and encouragement during the course of learning.

2.6. Our school has to continue strengthening connection with the feeder primary school, thus boosting parents' confidence in enrolling their children in our school.

2.7. As a majority of F.1 students came from non-feeder primary schools and we need to offer integrated education advocated by the Education Bureau, our school has to help newcomers adapt to school life by constantly revising plans and offering training to teachers.

2.8. Despite the effort and resources spent on the development of students' artistic talent and the improved ambience, students are not keen on cultural activities and their interest in art has to be further cultivated.

3. **Opportunities:**

3.1. The release of class hours under the curriculum reform of the four Senior Secondary core subjects will allow schools to arrange three elective subjects or school-based courses for S4 students in 2021-22 according to their abilities and interests, providing a good opportunity for schools to take care of the development of student diversity.

3.2. Our school has been actively improving teaching facilities in recent years. Interactive whiteboards have been installed in all classrooms to facilitate teachers' electronic teaching. At the same time, through the 'Bring Your Own Device' (BYOD) initiative, the school actively promotes teachers' use of information technology to optimise the effectiveness of learning and teaching, strengthen classroom interaction, and enhance students' self-directed learning, problem-solving, and collaboration abilities.

3.3. During the pandemic, the school's administrative team led by the principal, and the online teaching action team and academic team led by two vice principals worked closely together to strengthen school administration, subject coordination, and online learning strategies. Team heads of all learning areas communicated closely, fully adhering to the Education Bureau's guidelines and making efficient administrative measures, such as revising the examination timetable and adjusting the paper explanation arrangements.

3.4. This year, the interview process for S1 Discretionary Places was conducted in the form of video, which helped the school understand the applicants' ability of problem solving and knowledge in electronic technology, and the result was satisfactory. Our school managed to take this opportunity to select more suitable students for admission to our school.

3.5. In recent years, students with excellent results in public examinations have been actively giving back to their alma mater. In addition to assisting in filming clips to promote our school, they also often return to school to serve as enhancement course instructors in various subjects. Alumni with outstanding achievements from all walks of life often take the initiative to arrange lectures, workshops and sharing sessions for students. Rev. Bro. Paul Sun Education Fund, established by alumni, supports students who are in financial difficulties or who are going to local universities. Recently, Principal Chan Kong Chiu Kenneth Memorial Scholarship has been set up to reward outstanding students in various disciplines.

3.6. With the use of data, our school provides support and guidance for 'depreciating' students, as well as implementing the 'Senior Form Early Warning System' and 'Students' Performance Tracking Plan' in all forms to remind students to pay attention to their learning. All subject panels also make good use of data to assist in planning teaching activities.

3.7. The school has outstanding performance in inter-school sports competitions. An elective subject Physical Education is offered to senior form students. Our school has been working with schools in the neighborhood to co-organise sports games and promotional activities. These all serve to create opportunities for future academic exchanges and cooperation.

3.8. The transition between junior and senior curriculums takes place at an early stage. DSE question answering skills and project learning skills are introduced in the junior forms to allow students to adapt to the changes during the transition successfully. This also reinforces students' active learning, self-study skills and higher-order thinking abilities.

4. **Threats:**

4.1. The four senior secondary core subjects need to undergo curriculum reforms within a short timeframe. The curriculum framework and content of the new subject Civilization and Social Development still need to be further implemented. Teachers of the four core subjects need to revise the syllabi and teaching materials within a short time span.

4.2. During the pandemic, the school was unable to arrange full-time classes for students in all forms. The assessment of students could only rely on their performance of online learning during the suspension period. The scope of examinations in the first term was affected with the depth and breadth of evaluation being adjusted. This may have affected the accuracy of the assessment, where students who did not reach the required standards still got promoted.

4.3. During the suspension and partial resumption of face-to-face classes, the learning progress of senior form students was seriously affected. Although the school arranged for senior form students to attend real-time online lessons in the afternoons, diversified learning activities, such as study tours, workshops, and inter-school academic competitions, were cancelled. This may affect the performance of S6 students in particular.

4.4. In 2020/21, the cancellation of the speaking papers of the two language subjects, in which our students have always performed well, may have cost some students the chance to enter university.

4.5. This year, the school can only arrange half-day classes for S6 students before they take the HKDSE. In order to catch up with the class and follow up with some students who performed poorly during the suspension period, S6 teachers were forced to sacrifice their rest time in order to arrange real-time online classes in the afternoons. The rest time of teachers and students is greatly reduced, which may have an impact on their physical and mental health.

4.6. During the pandemic, schools were required to arrange half-day classes for students of all forms in accordance with the guidelines of the Education Bureau. After-school homework tutoring classes in junior forms were changed to Saturdays, and the number of participants was also limited. This may affect the learning performance of students in this school year.

4.7. The school curriculum attaches great importance to developing students' English ability. Subjects in junior forms are mainly taught in English. Some students with insufficient English ability may not be able to catch up; the fact that they often achieve poor grades also dampens their confidence in learning.

4.8. The subject Integrated Humanities is taught in English in junior forms whereas the humanities subjects offered in senior forms are taught in Chinese, resulting in a poor transition. In addition, there have been cases of S3 students choosing a wrong elective subject as they failed to understand the subject requirements in S3.

4.9. HKDSE subjects are more complex and difficult than those in HKCEE. Students with higher abilities have to face the pressure of coping with school-based assessments and public examinations. Students with lower abilities are also struggling to keep up with the progress.

Student Development:

1. Strengths:

1.1 By implementing the six-year St. Joseph's nurture curriculum, activities for religious education, spiritual education, moral education, leadership training, STREAM education, career planning, excursion experience, service learning and other learning experiences are schematized for the diversified development and positive growth of students.

1.2 The Religious and Moral Education Committee promotes the five core values of Catholic education and the spirit of St. Joseph through rituals and the religious facilities in school.

1.3 The Religious and Moral Education Committee, the Guidance and Student Growth Committee, the Elderly Academy, the Parent-teacher Association and the Josephian Association provide students with service learning opportunities, granting them ample chances to help build a caring culture and serve the community through planning, implementation, reflection and evaluation of their service experience.

1.4 The school has implemented the InSpirEd Spiritual Education in Form 1 and Form 3 which helps students stay quiet and focused . It also raises their awareness of caring for others and society, and helps them find the meaning of life and answering the divine call.

1.5 Our students excel in sports. The track and field, basketball, table tennis, cross-country and football teams triumphed in a number of competitions. They also helped with timing work in many sports events of the other schools.

1.6 The Bio-Eco Corner has become an iconic feature in the school. By taking care of animals, students learn the importance of respecting and cherishing life. The student ambassadors of the Bio-Eco Corner have also developed a sense of responsibility, improved their communication skills and achieved personal growth.

1.7 The Further Studies and Career Committee actively promotes career planning, including organising overseas university excursions and various overseas study seminars, to broaden students' paths to further studies. The committee also organises the mentorship scheme, work experience activities and related vocational courses by cooperating with the Josephian Association and other institutions. Through these experiences, students will be more informed about different work environments and their understanding of the fields they are interested in will be deepened.

1.8 The Civic and National Education Committee actively organises various activities to help students grow up as good citizens and nationals, including lectures about the rule of law and human rights. Students learn about civil rights and obligations. In addition, the school also joined the iTeen Leader Project and the China Trend Knowledge Contest for Hong Kong Students. A number of students won awards in different activities, including the AYP Hong Kong Award Scheme (Silver Award), the UNICEF Young Envoys Programme and the SCMP Student of the Year.

1.9 Through joint meetings and form meetings, the Discipline Committee, the Guidance and Students Growth Committee, the Academic Committee, the Students Support Team (SEN Committee) will review the situation of students in order to render suitable support to students. The school has also joined the Student Mental Health Support Scheme and utilised additional resources to foster students' growth, strengthen the emotional support for them and boost their resilience.

1.10 Students can choose from over 30 extracurricular activities. This facilitates students' all-round development and broadens their horizons.

1.11 The development of the uniform teams has matured. The team spirit and leadership skills of students can be boosted through training.

1.12 The morning assemblies for senior and junior form students are held separately, which caters for the different needs of different forms. It also increases the opportunities for senior form students to host morning assemblies and gain public speaking experience, and thus boosts their self-confidence.

1.13 The implementation of small class teaching and the arrangement of having two form teachers for each class in junior forms enable teachers and form teachers to tender appropriate care to individual students and strengthen teacher-student relationship.

1.14 Based on the finding from the Affective and Social Outcomes questionnaire in the last two years, students' performance in 'sense of accomplishment', 'experience' and 'overall satisfaction' in terms of 'overall self-concept', 'stress management', 'leadership skills', 'setting life goals' and 'attitude towards the school' was better than the norm of Hong Kong. This indicated that the school's work in these aspects was satisfactory. °

1.15 According to this year's stakeholder survey for students, the scores for 'I get along well with my classmates', 'teachers care about me' and 'the school actively cultivates our good character' were the highest, which indicated that the school had done well in these aspects.

1.16 The school has good relationships with different organisations, actively participates in various programmes and utilises external resources to enrich students' learning experience, such as the training of spiritual ambassadors by the Chinese University of Hong Kong and the Multiple Intelligence Leap Forward Project of the Fire and Ambulance Services Academy.

2. **Weaknesses:**

2.1 There are not many Catholic students in our school. It is also necessary to take care of the spiritual development of non-Catholic students.

2.2 Due to the pandemic, many activities have been suspended. The Campus TV can produce more programmes of a wider variety in future.

2.3 The school is determined to cultivate students' interest in art, develop their creativity and encourage students to actively participate in performances and art competitions. However, due to the pandemic, a number of art activities were cancelled, which reduced students' opportunity to show their artistic talents.

2.4 According to the Affective and Social Outcomes questionnaire in the last two years, the scores for 'interpersonal support', 'inner motivation' and 'National identity and global citizenship' were unsatisfactory.

2.5 According to the stakeholder survey for students, students' scores for the three items of 'learning activities outside the classroom', 'reading after school' and 'self-discipline' were unsatisfactory.

3. **Opportunities:**

3.1 During the suspension of face-to-face classes, the social workers continued to soothe students' emotions and give advice on their career planning via online conference software. They also produced many online videos to teach students to improve their relationship with their parents and their time management.

3.2 During the suspension of face-to-face classes, teachers established a good relationship with students and looked after their emotional well-being by keeping close contact with them via sunshine calls and care calls.

3.3 During the suspension of face-to-face classes, social workers helped solve students' family problems through questionnaire screening and home visits.

3.4 The Education Bureau optimises the four core subjects of senior forms and releases teaching hours. Students can choose school-based subjects and applied learning subjects based on their abilities and interests. The Education Bureau has also put forward directional suggestions, including highlighting whole-person development, prioritizing value education, creating space for students and catering for learner diversity.

3.5 The school cooperates with the Education Bureau in the implementation of national security education to enhance students' sense of national identity.

3.6 The newly implemented policies of the Education Bureau like the Comprehensive Learning Allowance and the Student Activity Support Allowance can help the school promote overseas excursion activities.

3.7 The Education Bureau has improved the arrangement of granting the Learning Support Allowance, which facilitates the development of student support.

4. **Threats:**

4.1 During the period of online classes, many students became addicted to the use of mobile phones or playing electronic games. Their daily schedules were muddled up, which affected their growth.

4.2 In recent years, some of the students come from the new housing estates in the neighbourhood. Their families' socioeconomic status is low. Some of them come from single-parent or cross-border families with weak parental support. These parents often fail to discipline their children effectively or care for them adequately.

4.3 Many parents in Hong Kong prioritise academic performance and ignore the development of students' character, hobbies and skills.

4.4 Due to the pandemic, Form 1 Summer Bridging Course was cancelled this year, which adversely affected Form students' adaptation to school life.

4.5 Due to the pandemic, most extracurricular activities were cancelled, and almost all activities arranged by the Student Association and the four houses were suspended, which curbed the all-round development of students.

4.6 Due to the pandemic, the training of the school's track and field, basketball, table tennis, cross-country and football teams was affected, and the inter-school sports competitions were also suspended.

4.7 Overseas excursions ground to a halt due to the pandemic. They included the Nanhai Yanbu study tour, the Beijing-Tianjin study tour, the mainland historical and cultural study tour, the overseas English language tour and the overseas historical and cultural study tour.

4.8 Being influenced by the social atmosphere, young people's dissatisfaction with society extends to their attitudes towards parents and teachers. Young people have a more negative view of the future, thus their studies and emotions are also affected.

4.9 The irresponsible news reports of the media, information about online pornography and legal disputes over the rights and interests of sexual multiculturalism challenge the core values of Catholic education. Teachers face great difficulties in promoting chastity and sex education.

School Development Plan (2021-2024)

8. Major concerns 2018-2021

(in order of priority)

1. Boosting teaching achievements, consolidating language foundation and strengthening creative thinking
2. Promoting positive spiritual health, nurturing good citizenship, demonstrating students' talents
3. Enhancing administrative effectiveness, strengthening teacher professionalism and consolidating work echelon

School Development Plan (2021-2024)

1. Teaching and learning – Boosting teaching achievements, consolidating language foundation and strengthening creative thinking

Objective	Outline of strategy	Schedule		
		2021-22	2022-23	2023-24
Boosting teaching effectiveness and promoting academic value-addedness	1. Enhancing students' performance in HKDSE and raising the admission rates to local tertiary institutions through setting up a coordination group which analyses statistical data from the early warning system and test and exam score tracking, and devises strategies to boost value-addedness among students in target ability groups	✓	✓	✓
	2. Boosting teaching effectiveness, raising professionalism of teachers and optimising the current curriculum through out-of-school professional training for teachers, experience sharing within professional learning communities and the development of teaching resources platforms	✓	✓	✓
Optimising curriculum design and promoting whole-person development	1. Consolidating language foundation and strengthening language proficiency of students through school-based English enhancement, small class teaching and flexible grouping based on students' language ability	✓	✓	✓
	2. Enriching students' language learning experience and subject knowledge by encouraging collaboration among teachers of different key learning areas, promoting diversified language learning activities and renewal of curriculum, and effective use of teaching and learning time	✓	✓	✓
	3. Developing students' generic skills and fostering their positive values and attitudes through life-wide learning activities by revamping the six-year St. Joseph's nurture curriculum	✓	✓	✓

Utilising technology resources and developing innovation and technology	1. Fostering classroom interaction and bolstering students' information literacy by optimising e-learning facilities and platforms, introducing blended learning and combining traditional learning and e-learning	✓	✓	✓
	2. Harnessing creative thinking, and nurturing inquiry, innovativeness and entrepreneurial spirit among students by utilising extra resources and manpower to launch the 'IT Innovation Lab in Schools' initiative, establish campus innovation and technology and promote STREAM education		✓	✓
	3. Making learning more personalised and mobile through the implementation of 'BYOD' policy which enhances classroom interaction, hones problem-solving and collaboration skills, and fosters learning motivation		✓	✓

Student Development – Promoting positive spiritual health, nurturing good citizenship, demonstrating students' talents

Objective	Outline of strategy	Schedule		
		2021-22	2022-23	2023-24
Deepening spiritual education and boosting positive energy	1. Focusing on spiritual cultivation among junior form students and expanding life planning among senior form students, arranging mindfulness and experiential activities for students in order to promote their spiritual literacy	✓	✓	
	2. Cultivating students' positivity in terms of perseverance, love and care and empathy through service learning, life education lessons, P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme and assembly sessions		✓	✓
	3. Strengthening peer support and enhancing junior-senior form communication by training student ambassadors	✓	✓	✓
Raising awareness of compliance to rules and cultivating good citizenship	1. Improving students' self-discipline and awareness of compliance to rules, cultivating students' positive values in mutual respect and integrity	✓	✓	✓
	2. Nurturing good citizenship by strengthening the sense of commitment and responsibility among students	✓	✓	✓
Cultivating students' interest in performing arts and showcasing talents of students	1. Cultivating students' interest in and developing their skills and talents in performing arts	✓	✓	✓
	2. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-talents	✓	✓	✓

School Administration – Enhancing administrative effectiveness, strengthening teacher professionalism and consolidating work echelon

Objective	Outline of strategy	Schedule		
		2021-22	2022-23	2023-24
Providing teachers with continuing professional training and establishing a professional team	1. Raising teaching and administrative effectiveness among teachers by arranging for them to join training programmes or courses organised by the HKEDB and introducing external training resources	✓	✓	✓
	2. Enhancing work efficiency and professionalism of staff by arranging for them to join related training courses or workshops	✓	✓	✓
	3. Consolidating work echelon and raising the morale of teachers by examining the current administrative organisation structure and chances of promotion, further streamlining work of various administrative committees and offering more administrative posts according to the needs of the school	✓	✓	✓