

St. Joseph's Anglo-Chinese School
Annual Report 2020/2021

Domain: Teaching & Learning

Major Concern: Schematising curriculum planning and supporting students' learning

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Utilising e-learning resources for enhanced learner autonomy	1. Allocating internal & external IT and e-learning resources effectively, encouraging companion reading and enriching students' self-learning experience			
	1.1 Strengthening existing technology and e-learning tools to boost students' self-learning effectiveness	i. Teachers find the strategy effective in boosting students' self-learning effectiveness ii. Teachers make favourable comments on employing e-learning tools to enrich students' self-learning experience iii. STREAM Education Committee gives favorable comments on the promotion of technology and e-learning activities in their report	i. Teachers' observation ii. Panel/co-prep meetings of & illustrations from different subjects iii. Stakeholder survey (teachers) iv. STREAM Education Committee report	<p>Teachers of different subjects responded positively to the effectiveness of the measure in boosting students' self-learning.</p> <p>The use of intelligence technology in teaching:</p> <ul style="list-style-type: none"> ● Various intelligence technologies like AR sandbox, virtual reality, iMovie, Stop Motion Canva, Tinkercard were employed to aid teaching. <p>The use of teaching resources online platforms:</p> <ul style="list-style-type: none"> ● A variety of e-learning apps or programmes like Explain Everything, Google Classroom, Kahoot, Padlet, Pear Deck, Moodle and OQB were introduced in different subjects. <p>The setting up of e-learning platforms and electronic teaching resources:</p> <ul style="list-style-type: none"> ● Some subjects made use of Moodle or Teams as platforms for pre-lesson preparation and self-learning, allowing students to learn and revise anytime and anywhere. <p>Promotion of technology and e-learning activities:</p> <ul style="list-style-type: none"> ● Two workshops on Google Classroom and STAR/OQB were organised for teachers and well-received. <p>Promotion of learner autonomy:</p> <ul style="list-style-type: none"> ● As reflected in the stakeholder survey for students, our junior form students outperformed their counterparts in terms of problem-solving skills (HK: 2.86, SJACS: 2.99). ● Only 24.6% of teachers agreed that students could learn spontaneously while 43.9% held a neutral view as shown in the stakeholder survey for teachers. <p>Development direction for next year:</p> <ul style="list-style-type: none"> ● Optimising e-learning resources ● Developing e-learning platforms ● Experimenting with hybrid learning for enhanced efficacy of autonomous learning

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
	1.2 Launching the Reading Companion Programme and e-Reading Programme during ECA sessions, form teacher periods, lunchtime and after-school hours, letting senior form students guide junior form students to read	i. Not less than 70% of students respond positively to the Reading Companion Programme and the e-Reading Programme ii. Data obtained from the year-end survey shows that junior form students' reading habits have improved as compared to the beginning of the school year iii. STREAM Education Committee responds positively to activities promoting e-reading	i. Observation of the Reading Promotion Team ii. Questionnaire survey on the reading habits of junior form students (comparing data obtained at the beginning and the end of the school year) iii. Questionnaire survey (students) iv. STREAM Education Committee report	<p>Promotion of reading culture:</p> <ul style="list-style-type: none"> ● 96.7% of teachers and 68.1% of students thought the arrangement of senior form students leading junior form students to read was effective. ● The book sharing during the live broadcast of the morning assembly introduced students to a variety of books. <p>Reading Companion Programme:</p> <ul style="list-style-type: none"> ● Impacted by the pandemic, only one companion reading activity was held in each school term. ● F.3 students thought the Reading Companion Programme raised their interest in the reading texts. <p>Promotion of e-reading:</p> <ul style="list-style-type: none"> ● 65.8% of students agreed that the e-reading activities boosted their interest in reading. ● More than 80% of junior form students participated in the Junior Secondary History e-Reading Award Scheme 2021. <p>Stakeholder surveys:</p> <ul style="list-style-type: none"> ● According to the stakeholder survey for teachers, only 17.5% of them thought that students enjoyed reading. ● The stakeholder survey for students showed that the average score for reading strategies among our students was higher than that of their Hong Kong counterparts (HK: 2.67, SJACS: 2.91). <p>Development direction for next year:</p> <ul style="list-style-type: none"> ● Promoting HYREAD e-books to students, teachers and parents ● The Whole-school Reading Scheme Committee launching the class library project

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Catering for students' individual needs by providing proper support	2. Addressing students' needs and improving their academic performance by tracking their academic performance based on analytical data			
	2.1 Enhancing student learning by tracking their test/exam performance and offering various forms of academic support and scholarships	i. Teachers involved in the tracking system (the early warning system, support for the gifted & talented, athletes and students from SJACPS, promotion and demotion arrangement, etc.) comment favourably on students' academic performance ii. Not less than 70% of the participating students respond positively to the support and scholarships	i. Teachers' observation ii. Questionnaire survey (Academic Board)	Early Warning System: <ul style="list-style-type: none"> ● Early Warning for F.5 and F.6 students were conducted as planned. ● Students found the arrangement helpful. Tracking of test/exam performance: <ul style="list-style-type: none"> ● 90% of teachers agreed that the plan served to strengthen learning motivation and improve academic performance of students. Academic support and scholarships: <ul style="list-style-type: none"> ● A total of 13 students were nominated by 19/07/2021, 8 of whom were awarded scholarships and 3 were presented certificates. The success rate was 62%. ● 100% of teachers and 87.5% of students agreed that post-test or exam awards served to enhance academic performance.
	2.2 Catering for learner diversity more effectively by implementing small class teaching in selected junior and senior form classes for English Language	i. Not less than 70% of teachers involved respond positively to the arrangement	i. Minutes of the English Language panel meetings ii. Questionnaire survey (Academic Board)	<ul style="list-style-type: none"> ● According to the questionnaire survey findings, 90.5% of teachers recognised that positive impact of small class teaching on learning effectiveness.
	2.3 Catering for learner diversity more effectively by increasing manpower for Chinese Language and English Language	i. Not less than 70% of teachers involved respond positively to the arrangement	i. Minutes of the Chinese panel meetings ii. Minutes of the English panel meetings iii. Questionnaire survey (Academic Board)	<ul style="list-style-type: none"> ● Both Chinese Language and English Language agreed increasing manpower served to strengthen students' confidence in the exams.

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Schematising curriculum development for enhanced capacity of the teaching team	3. Establishing a learning community and organizing co-curricular activities for the six-year St. Joseph's nurture of students			
	3.1 Coordinating co-curricular activities of all subjects for the Six-year St. Joseph's Nurture Programme	i. All subjects frequently review and comment positively on the effectiveness of the planned activities for the Six-year St. Joseph's Nurture Programme	i. Schemes of work/panel meetings/co-prep meetings of and illustrations from different subjects	<ul style="list-style-type: none"> ● Different subjects commented on the effectiveness of the planned activities for the Six-year St. Joseph's Nurture Programme. ● Yet, the planned activities of many subjects, especially outings and excursions, were ground to a halt due to the pandemic. <p>Development direction for next year:</p> <ul style="list-style-type: none"> ● Perfecting the activities for the Six-year St. Joseph's Nurture Programme to avoid interruption caused by the pandemic
	3.2 Providing teacher training related to IT education/ e-learning/flipped learning/diversified teaching	i. Not less than 70% of teachers have taken at least one course, attended workshops/ sharing sessions or received related training ii. Not less than 70% of participating teachers respond positively to the aforementioned activities	i. Teachers' CPD records (Staff Development Team) ii. Questionnaire survey (Staff Development Team)	<ul style="list-style-type: none"> ● Go eLearning accounts were opened for all teachers, enabling them to join more courses, workshops, sharing sessions or training. ● All teachers took part in at least a course, workshop or training related to teaching strategy. ● Each teacher attended eight training sessions related to teaching strategy on average. <p>Development direction for next year:</p> <ul style="list-style-type: none"> ● Following up with teachers' CPD hours in the two categories of professional development programmes or activities according to EDB's 'T-standard⁺'

Domain: Student Development**Major Concern: Promoting the culture of love and care and showcasing talents of students**

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Broadening the horizons and evincing talents of students	1. Arranging visits, experiential activities, inter-school competitions, local and overseas excursions to deepen the understanding of national development, reinforce national identity and widen global perspective of students	i. Not less than 75% of students agree that the measure can deepen their understanding of national development, reinforce their national identity and widen their global perspective. ii. F.1-5 students are given no less than three opportunities each year to participate in local or overseas excursions.	i. Questionnaire survey ii. Activity records	● 82.3% of students agreed that the visits, experiential activities, local and overseas excursions deepened their understanding of national development and widened their global perspective.
	2. Cultivating students' interest in arts, developing creativity skills, encouraging active participation in performance and arts competitions and exhibiting students' artistic talents through Campus TV	i. Not less than 75% of students agree that the measure can cultivate their interest in arts and enable them to exhibit their artistic talents. ii. The school provides no less than three opportunities for F.1-5 students to exhibit artistic talents in the hall, amphitheatre and on Campus TV.		<ul style="list-style-type: none"> ● The Arts Education Committee coordinated and promoted arts activities to cultivate students' artistic talents. Students were offered four chances to exhibit their talents via YouTube and Zoom amidst the pandemic. ● 81.4% of students agreed that the measures cultivated their interest in arts and exhibited their artistic talents. It was suggested to put on a musical performance in the coming academic year.

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Practising mutual respect, exercising self-discipline and loving one another	1. Strengthening class management and self-discipline training, building positive class ethos, empowering student leaders, cultivating a culture of love & care and mutual respect among students through moral education lessons	i. Not less than 75% of students agree that the measure can help them develop the appropriate concepts about chastity, mutual respect and self-discipline. ii. Form-teachers agree that the measure can help students develop the appropriate concepts about the culture of love & care, mutual respect and self-discipline.	i. Questionnaire survey ii. Teachers' observation and follow-up records	<ul style="list-style-type: none"> ● Form teachers organised various class activities, such as class committees, group activities, sharing, recreational activities, picnics, bulletin board design and classroom decoration, and kept close contact with parents. 84.2% of students agreed that the measures helped cultivate a culture of love & care, mutual respect and self-discipline among them. ● 86.5% of the Form 1 to Form 3 students agreed that the P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme and life education activities organised during form teacher periods helped cultivate a culture of love & care, mutual respect and self-discipline among them. ● In order to foster a culture of love & care among students, form teachers showed their care for students' emotions and built close relationships with them via sunshine calls during the COVID-19 pandemic. ● Teachers and social workers were advised to continue such good practices and to strengthen class management in order to foster a culture of love & care, mutual respect and self-discipline among students.
	2. Promoting chastity education, guiding students to understand the importance of mutual respect, chastity and self-discipline, develop appropriate concepts about sex and recognise marriage as the cornerstone of family	i. Not less than 75% of students agree that the measure can help them develop the appropriate concepts about chastity, self-discipline and sex ii. Teachers concerned agree that the measure can help students develop the appropriate concepts about chastity, self-discipline and sex		<ul style="list-style-type: none"> ● The Sex Education Committee conducted a whole-school sex education questionnaire survey, organised sex education talks/workshops and a 'Sex Education 360' teacher training course. ● Cross-curricular activities were organised for the subjects of Biology and Religious Studies in senior forms. The two groups of students fostered the values of family and chastity from specific topics. ● 86.9% of students recognised the importance of promoting chastity education, showing mutual respect and grasping correct sexual concepts. The teachers-in-charge agreed that the measures helped students develop appropriate concepts about chastity, self-discipline and sex.

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Providing more volunteer opportunities and fostering the culture of love and care	1. Promoting whole-school volunteer services, acknowledging students' contribution to society and establishing a positive caring and loving culture	i. Not less than 80% of students have participated in service activities ii. Not less than 75% of students agree that the volunteer services helps establish a positive caring and loving culture	i. Volunteer service records ii. Questionnaire survey iii. Teachers' observation and follow-up records	<ul style="list-style-type: none"> ● Due to the pandemic this year, there were reduced opportunities for students to join community services; only 27.3% of the Form 1 to Form 5 students participated in community services. It was suggested to resume volunteering activities when the pandemic subsides. ● 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. ● Caritas Hong Kong cancelled the charity bazaars this year due to the pandemic. Therefore, a charity funfair was held during the Religious Week from 4th to 5th November 2020 in the school to raise funds for Caritas Hong Kong. Over \$6,000 was raised during the two-day charity sales and \$600 was raised through the sale of Chinese New Year 'fai chuns'.
	2. Promoting a peer support programme in which senior form students counsel junior form students, promoting the spirit of brotherhood and mutual care among Josephians	i. Not less than 75% of students agree the programme can help raise the spirit of love and care ii. Teachers agree that the programme can help raise the spirit of love and care.		<ul style="list-style-type: none"> ● The Guidance & Student Support Committee organised 'Seeing You', 'Walk with You on Zoom', and 'Be Friends with You' programmes for Form 1 students. ● 83.8% of students agreed that the 'Walk with You' programme promoted the spirit of love and care. The teachers-in-charge agreed the programme helped raise the spirit of love and care.

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Developing perseverance and a positive attitude towards life	1. Utilising external resources to strengthen life planning, help students recognise their potential and ability, identify life goals and develop perseverance	i. Not less than 75% of students agree that the measure helps recognize potential and ability, and identify life goals ii. Teachers agree that the measure helps students identify life goals and develop perseverance	i. Questionnaire survey ii. Teachers' observation and follow-up records	● 88.5% of students agreed that career planning helped them understand their potential, ambition and ability, and set their career goals. Teachers agreed that the measures helped students set career goals and develop perseverance.
	2. Promoting positive thinking through programmes such as InSpirEd School Project, religious education, nurture camps, Well Done Reward Scheme, Student Mental Health Support Scheme, P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme, Life Education and Enhanced Smart Teen Project, helping students boost resilience and develop positive attitude towards life	i. Not less than 75% of students agree that the measure helps them boost resilience and develop positive attitude towards life ii. Teachers agree that the measure helps students boost resilience and develop a positive attitude towards life		● The P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme and life education activities were organised for Form 1 to Form 3 during the form teacher periods to foster positivity and the culture of love and care. ● InSpirEd Spiritual Education, including self-management education in Form 1, compassion education in Form 2, and life planning education in Form 3, was launched to enhance students' physical, mental, emotional, rational and spiritual well-being. ● The Religious Studies Department promoted RMEs Religious Education School Support Scheme in the junior forms to foster the five core values of Catholic education and the practice of the Emmaus Pedagogy. ● Morning prayers and spiritual sharing were broadcast through the Campus TV. ● 88.1% of students agreed that relevant measures promoted positive thinking, helped improve their resilience and developed a positive attitude towards life. Teachers also agreed that the measures helped students improve their resilience and develop a positive attitude towards life.

Domain: School Administration**Major Concern: Restructuring school organization and enhancing teachers' work efficiency**

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
Consolidating the 'work echelon', facilitating increased involvement in leadership, and enhancing the work efficiency and quality	1. Restructuring school organisation, creating the positions of Assistant Principal and Assistant Vice Principal to allow increased teacher involvement in school administration, with an aim of expanding the core administrative team and establishing a stronger 'work echelon'.	Not less than 80% of teachers agree with the arrangement of the school	Questionnaire Survey (Staff Development Team)	<ul style="list-style-type: none"> ● According to the year-end questionnaire survey conducted by the Staff Development Team, 78% of colleagues chose 'agree' (64%) and 'extremely agree' (14%), showing most of the colleagues identified with the objective of the measures. ● A steering committee for the effective management of general affairs and resources allocation of the school was set up among the principal, vice-principals and assistant principals. The effectiveness of the 'establishment of the work echelon' was demonstrated.
	2. Streamlining duty arrangement of teaching staff and providing increased opportunities for teachers to take up leading or coordinating roles			<ul style="list-style-type: none"> ● 90% of colleagues identified with the optimisation of the school's organisation. As a result of the restructuring of the administration and functional groups, teachers' involvement in the management and administration was enhanced, which benefited the colleagues concerned and laid the foundation for nurturing future management.

Objective	Strategy	Success Criteria	Method of Evaluation	Analysis of Effectiveness
	3. Enhancing work efficiency of teaching staff by hiring extra teachers according to the need of the school with government grants and subsidies, utilising community resources and learning from good practices of other schools	Not less than 80% of staff agree that the deployment of government grants and subsidies and sharing of other schools can enhance their professionalism and work efficiency	i. Questionnaire Survey (Human Resources & School Administration Committee) ii. Principal's year-end meetings with teachers	<ul style="list-style-type: none"> ● Although 1/3, 1/2 or all of the students resumed school in the second term last year, a difference was still found between the estimated budget and the actual expenses in the deployment of government subsidies. Fortunately, a majority of colleagues still agreed that government subsidies were effectively deployed. ● From the year-end meetings between the principal and teachers, most of the staff members had positive opinion about the school's measures. Most of them agreed that the sharing of experience with other schools, which facilitated the forming of a learning circle, broadened their horizons and improved the work efficiency of the team.