

St. Joseph's Anglo-Chinese School
Annual Plan 2021/2022

Domain: Teaching & Learning

Major Concern: Promoting academic value-addedness, perfecting curriculum integration and cultivating the spirit of innovation and technology

Objective	Strategy	Core values of Catholic Education	Nine Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
Improving HKDSE results of students	1. Improving students' academic performance through the early warning system and the tracking of students' test and exam scores						
	1.1 Enhancing students' performance in HKDSE and raising the percentage of admission to local tertiary institutions through the coordination group's work of analysing statistical data from the early warning system and test and exam score tracking, and devising strategies to boost value-addedness among students in target ability groups	Truth (human reason's capacity)	Care for others Responsibility Commitment	Whole year	i. Teachers of target ability groups comment positively on students' academic performance ii. Not less than 40% of F.6 students are admitted to local tertiary institutions through JUPAS	i. Teachers' observation ii. Questionnaire survey for stakeholders (teachers) iii. HKDSE results iv. JUPAS statistics	Vice Principal (Teaching and Learning) Assistant Vice Principal (Teaching and Learning) Early Warning System (i/c) Subject panel chairpersons and teachers
	1.2 Optimising the current curriculum, teaching resource platforms and professional training for teachers according to the curriculum frameworks for the four senior secondary core subjects and the objective of improving HKDSE results	Truth (human reason's capacity)	---	Whole year	i. A 10% increment in the percentage of F.6 students attaining 33222 ii. Not less than 80% of teachers agree that the teaching resource platforms help improve teaching iii. Teachers of different subjects undertake at least 8 hours of subject-based professional training	i. Minutes of panel meetings/co-prep meetings ii. HKDSE results iii. Teachers' CPD record (subject panel chairpersons and Staff Development Committee)	Vice Principal (Teaching and Learning) Panel chairpersons and teachers of related subjects Staff Development Committee

Objective	Strategy	Core values of Catholic Education	Nine Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
Enriching language environment and optimising curriculum	2. Enhancing language proficiency, strengthening the use of English as a medium of instruction and optimising the curricula of different subjects						
	2.1 Boosting students' confidence in learning languages through flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial classes	Love (love God and love one's neighbours as brothers and sisters)	Care for others Responsibility Commitment	Whole year	i. Not less than 70% of teachers involved respond positively to the measures and their arrangements ii. Not less than 70% of students involved respond positively to the measures and their arrangements iii. An increased percentage of stakeholders respond positively to questions about reading-related activities in questionnaire survey for stakeholders in comparison to the statistics last year	i. Minutes of English panel meetings ii. Minutes of Chinese panel meetings iii. Questionnaire survey (Whole-school Reading Scheme Committee) iv. Questionnaire survey (EMI Support Programme, Curriculum Development Committee) v. Questionnaire survey for stakeholders	English Panel Chairperson, Chinese Panel Chairperson and subject teachers Whole-school Reading Scheme Committee Curriculum Development Committee (EMI Support Programme) Self-evaluation Committee

	<p>2.2 Laying a good foundation in English and sharpening students' communication skills through effective use of lesson time and learning time and the refined curricula of English Language and EMI subjects for the junior forms</p>	<p>Love (love God and love one's neighbours as brothers and sisters)</p>	<p>Care for others Responsibility Commitment</p>	<p>Whole year</p>	<p>i. Not less than 70% of subject teachers involved agree that the refined curricula help students improve their communication skills ii. Not less than 70% of teachers respond positively to the activities for sharpening students' communication skills organised by the school in the questionnaire survey by the Academic Board</p>	<p>i. Minutes of English panel meetings ii. Minutes of F.1-3 EMI subjects iii. Questionnaire survey (Academic Board)</p>	<p>Panel chairpersons of related subjects for the junior forms Campus TV Academic Committee</p>
	<p>2.3 Enabling the integration of different subject knowledge through life-wide learning activities by revamping the six-year St. Joseph's nurture curriculum</p>	<p>Truth (human reason's capacity)</p>	<p>Responsibility Commitment</p>	<p>Whole year</p>	<p>All subjects frequently review and comment positively on the effectiveness of the planned activities for the six-year St. Joseph's nurture curriculum</p>	<p>Schemes of work/minutes of panel meetings of different subjects</p>	<p>Curriculum Development Committee Panel chairpersons and teachers of related subjects</p>

Objective	Strategy	Core values of Catholic Education	Nine Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
Developing students' innovativeness and technological skills	3. Developing students' innovativeness and technological skills by utilising technology and e-learning resources at school, and launching STREAM and BYOD initiatives						
	3.1 Integrating e-learning into the curricula of different subjects, optimising their e-learning platforms, developing e-learning resources, strengthening teacher training, fostering classroom interaction and bolstering students' information literacy	Truth (human reason's capacity)	Empathy	Whole year	i. Different subjects respond positively to the effectiveness of employing technology and e-learning in bolstering students' information literacy ii. Not less than 70% of teachers join at least one course, workshop, sharing or training session related to e-learning iii. Not less than 70% of teachers respond positively to the optimisation of e-learning resources for their subjects iv. Not less than 70% of teachers agree that students' information literacy has been bolstered	i. Schemes of work/minutes of panel or co-prep meetings of different subjects ii. Questionnaire survey (Staff Development Committee) iii. Questionnaire survey (Academic Board) iv. Teachers' observation	Subject panel chairpersons and teachers Staff Development Committee Academic Committee
	3.2 Nurturing inquiry, innovativeness and entrepreneurial spirit among students through interactive co-curricular activities which integrate science, technology, religion, engineering, arts and mathematics planned by the STREAM Education Committee	Truth (human reason's capacity)	Respect for others Empathy	Whole year	Not less than 70% of students respond positively to STREAM activities	Questionnaire survey on STREAM activities	STREAM Education Committee

	<p>3.3 Making learning more personalised and mobile through the implementation of 'BYOD' policy in F.1-2, which enhances classroom interaction, fosters learning motivation, and hones problem-solving and collaboration skills</p>	<p>Truth (human reason's capacity)</p>	<p>Responsibility Commitment</p>	<p>Whole year</p>	<ul style="list-style-type: none"> i. Not less than 70% of F.1-2 teachers respond positively to the BYOD policy ii. Not less than 70% of students respond positively to the BYOD policy iii. Not less than 70% of students frequently use their iPads for learning activities 	<ul style="list-style-type: none"> i. Teacher's observation ii. Survey on students and teachers' use of iPads and their opinions (IT Support Committee) iii. Questionnaire survey (Academic Board) 	<p>IT Support Committee</p> <p>Academic Committee</p>
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Domain: Student Development

Major concern: Promoting positivity and spiritual health, cultivating good citizenship and showcasing talents of students

Objective	Strategy	Core values of Catholic Education	Nine Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
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	Life (positive life and tribulations and adversities are to be faced with serenity and hope)	Perseverance Love and care Empathy	Whole year	i. Not less than 70% of students agree that the learning activities help them improve their spiritual literacy, including their awareness, focus, ability to manage emotions and ability to work under pressure ii. Not less than 70% of students agree that the learning activities help them reflect on life and discern direction for their future	i. Questionnaire survey (Religious and Moral Education Committee) ii. Teachers' observation and follow-up records	Religious & Moral Education Committee Careers & Further Studies Committee
	2. Strengthening religious lessons in junior forms with the aid of external resources, implementing spiritual education with 'self', 'love' and 'life' as lesson themes and promoting the curriculum to senior forms to tie in with the theme of life planning	Love (care for others)					
	3. 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 and assembly sessions	Love (humble service) Life (positive life and tribulations and adversities are to be faced with serenity and hope)	Perseverance Love and care Empathy	Whole year	i. Not less than 90% of students participate in service learning ii. Not less than 70% of students agree that the learning activities help cultivate their positivity in terms of their perseverance, love and care, empathy	i. Questionnaire survey ii. Reviewing statistics of students' participation in service learning iii. Teachers' observation and follow-up records	Religious & Moral Education Committee Guidance & Students Growth Committee Form teachers

	<p>4. Training student spiritual ambassadors with the aid of external resources, assigning them to help lead activities with the knowledge and theories they have learnt in the training</p> <p>5. Strengthening peer support and enhancing junior-senior form communication by training student ambassadors</p>	<p>Love (care for others)</p> <p>Justice (shouldering responsibilities)</p> <p>Family (respecting everyone's needs)</p>	<p>Perseverance</p> <p>Love and care</p> <p>Sense of responsibility</p>	<p>Whole year</p>	<p>Not less than 70% of student participants agree that the activity help instil positive values in them, strengthen peer support and enhance junior-senior form communication</p>	<p>i. Questionnaire survey (Religious & Moral Education Committee)</p> <p>ii. Teachers' observation and follow-up records</p>	<p>Religious & Moral Education Committee</p> <p>Guidance & Students Growth Team</p>
<p>Raising awareness of compliance to rules and cultivating good citizenship</p>	<p>1. Improving students' self-discipline and awareness of compliance to rules, cultivating students' positive values in mutual respect and integrity through organising talks, form teacher periods, uniform teams</p> <p>2. Encouraging students to take up responsibilities in various school committees and clubs such as the four houses, Student Association, Prefect Board and ECA clubs, in order to nurture good citizenship</p>	<p>Truth (integrity, distinguishing right from wrong and good from evil)</p> <p>Justice (shouldering responsibilities, respecting fairness and peace)</p>	<p>Respect for others</p> <p>Compliance to laws</p> <p>Integrity</p> <p>Sense of responsibility</p> <p>National identity</p>	<p>Whole year</p>	<p>i. Not less than 70% of students agree that the activities help improve their self-discipline and raise their awareness of compliance to rules</p> <p>ii. Not less than 70% of students agree that the form teacher periods help instil values of respecting others and integrity in them</p> <p>iii. Not less than 70% of students agree that taking up responsibilities in school committees and clubs help improve their sense of responsibility and inspire them to become good citizens</p>	<p>i. Questionnaire survey (Guidance & Students Growth Committee)</p> <p>ii. Teachers' observation and follow-up records</p>	<p>Discipline Team</p> <p>Uniform Teams</p> <p>Prefect Committee</p> <p>Student Association</p> <p>Four House Captains</p> <p>Form Teachers</p> <p>ECA Committee</p> <p>Civic & National Education Committee</p> <p>Religious & Moral Education Committee</p>

<p>Cultivating students' interest in performing arts and showcasing talents of students</p>	<ol style="list-style-type: none"> 1. Encouraging students to join the choir and wind band, exposing students to music training earlier and developing their talents in performing 2. Introducing courses of performing arts to students in F.2 such as English drama, Chinese drama, magic, Campus TV and public speaking, offering more opportunities for students to experience performing arts 	<p>Life (making good use of gifts from God)</p>	<p>Perseverance Empathy</p>	<p>Whole year</p>	<ol style="list-style-type: none"> i. Not less than 80% of choir and wind band members agree that the measure helps them develop their talents in performing ii. Not less than 75% of F.2 students agree that the drama training course provides an opportunity for them to learn and understand drama and performing arts, thus increasing their interest in arts 	<ol style="list-style-type: none"> i. Questionnaire survey (Arts Education Committee) ii. Teachers' observation and follow-up records 	<p>Arts Education Committee School choir School band Music Panel ECA Committee</p>
	<ol style="list-style-type: none"> 3. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-talents 4. Organising a variety of competitions related to performing arts such as singing contests, public speaking and video-making, allowing students to exhibit their individual strengths and creative talents 5. Organising activities related to performing arts, offering students the opportunity to exhibit their talents in performing in the school hall or amphitheatre 6. Broadcasting programmes about students' performances and competitions on Campus TV to exhibit students' talents 	<p>Life (making good use of gifts from God)</p>	<p>Perseverance Empathy</p>	<p>Whole year</p>	<ol style="list-style-type: none"> i. Not less than 70% of students agree that in-school performances or competitions boost their interests in arts ii. Not less than 70% of students participate in activities related to performing arts (performing/competing /audience) iii. The school organises no less than three competitions related to performing arts every year iv. Students are offered no less than three opportunities every year to perform and exhibit their artistic talents in the school hall or amphitheatre v. At least one programme is shown 	<ol style="list-style-type: none"> i. Questionnaire survey (Arts Education Committee) ii. Activity records 	<p>Arts Education Committee Campus TV Visual Arts Panel Music Panel English Panel Mass Programme Committee</p>

					<p>on Campus TV every month to exhibit students' artistic talents</p> <p>vi. Not less than 70% of students watch programmes about students' performances or competitions on Campus TV</p>		
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Domain: School Administration

Major concern: Strengthening professional training, enhancing administrative effectiveness, optimising school organisation structure

Objective	Strategy	Core values of Catholic Education	Nine Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
Optimising school professional training	<p>1. Implementing school-based continuous professional development plans for teachers, assisting teachers in reviewing personal learning progress and needs in accordance with their professional standards, promoting reflection on professional development and needs</p> <p>2. Introducing external training resources or information, organising workshops on staff training days according to staff's preferences and needs</p>	<p>Truth (pursuit of reason)</p> <p>Family (respecting everyone's needs)</p>	---	Whole year	Not less than 80% of teaching staff agree with the arrangements of the school's training programme	Questionnaire survey (Staff Development Committee)	<p>Principal</p> <p>Vice Principals</p> <p>Staff Development Committee</p>
	Optimising the current administrative organisation structure, further establishing a 'work echelon', allowing increased teacher involvement in school administration and improving the efficiency of administrative work	<p>Truth (pursuit of reason)</p> <p>Justice (treating others fairly)</p>	---	Whole year	Not less than 80% of teachers agree with the arrangement	<p>i. Questionnaire survey (Staff Development Committee)</p> <p>ii. Principal's year-end meetings with teachers</p>	<p>Principal</p> <p>Vice Principals</p> <p>School Executive Officer</p>