

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

**Domain: Learning & Teaching**

**Major Concern: Boosting students' commitment to learning and improving students' academic performance**

Objective	Strategy	Core Values of Catholic Education	Schedule	Success Criteria/ Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
<b>Utilizing e-learning resources for enhanced learner autonomy</b>	<b>1. Allocating internal &amp; external IT and e-learning resources effectively, encouraging companion reading and enriching students' self-learning experience</b>					
	1.1 Strengthening existing technology and e-learning tools to boost students' self-learning effectiveness	Justice (responsibilities)	Whole year	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. Stakeholders' questionnaire survey (teachers) iv. STREAM Education Committee report	<ul style="list-style-type: none"> <li>● Subject panel chairpersons</li> <li>● Subject teachers</li> <li>● Self-evaluation Team</li> <li>● STREAM Education Committee</li> </ul>
	1.2 Launching the Companion Reading Programme during ECA sessions, form teacher periods, lunchtime and after-school hours, letting senior form students guide junior form students to read	Love (love God & love one's neighbours as brothers & sisters)	Whole year	i. Not less than 70% of students respond positively to the Companion 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	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	<ul style="list-style-type: none"> <li>● Library</li> <li>● Reading Promotion Team</li> <li>● Self-evaluation Team</li> <li>● STREAM Education Committee</li> </ul>

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<b>Catering for students' individual needs by providing proper support</b>	<b>2. Addressing students' needs and improving their academic performance by tracking their academic performance based on analytical data</b>					
	2.1 Enhancing student learning by tracking their test/exam performance and offering various forms of academic support and scholarships	Love (love God & love one's neighbours as brothers & sisters)	Whole year	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)	<ul style="list-style-type: none"> <li>● Vice Principal (Learning &amp; Teaching)</li> <li>● Assistant Vice Principal (Learning &amp; Teaching)</li> <li>● Gifted &amp; Talented Students Support Team</li> <li>● Scholarship &amp; Subsidy Committee</li> </ul>
	2.2 Catering for learner diversity more effectively by implementing small class teaching in selected junior and senior form classes for English Language	Love (love God & love one's neighbours as brothers & sisters)	Whole year	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"> <li>● English Panel Chairperson</li> <li>● English teachers</li> <li>● Academic Board</li> </ul>
	2.3 Catering for learner diversity more effectively by increasing manpower for Chinese Language and English Language	Love (love God & love one's neighbours as brothers & sisters)	Whole year	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"> <li>● Chinese and English Panel Chairpersons</li> <li>● Chinese and English teachers</li> <li>● Academic Board</li> </ul>

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<b>Schematizing curriculum planning and development for enhanced capacity of the teaching team</b>	<b>3. Establishing a learning community and organizing co-curricular activities for the six-year St. Joseph's nurture of students</b>					
	3.1 Coordinating co-curricular activities of all subjects for the six-year St. Joseph's nurture of students	Truth (human reason's capacity)	Whole year	All subjects frequently review and comment positively on the effectiveness of the planned activities for students' six-year St. Joseph's nurture	Schemes of work/panel meetings/co-prep meetings of and illustrations from different subjects	<ul style="list-style-type: none"> <li>● Vice Principal (Learning &amp; Teaching)</li> <li>● Assistant Vice Principal (Learning &amp; Teaching)</li> <li>● Curriculum Development Team</li> <li>● Panel Chairpersons &amp; subject teachers concerned</li> </ul>
	3.2 Providing teacher training related to IT education/e-learning/flipped learning/diversified teaching	Truth (human reason's capacity)	Whole year	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"> <li>● Curriculum Development Team</li> <li>● Staff Development Team</li> <li>● STREAM Education Committee</li> </ul>

**Domain: Student Development**

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

Objective	Strategy	Core Values of Catholic Education	Schedule	Success Criteria/ Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
<b>Broadening the horizons and evincing talents of students</b>	1. Arranging visits, experiential activities, interschool competitions, local and overseas excursions to deepen the understanding of national development, reinforce national identity and widen global perspective of students	Justice (global citizenship)	Whole year (Diversity Learning Week prioritized)	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	<ul style="list-style-type: none"> <li>● English Language Panel</li> <li>● Integrated Humanities Panel</li> <li>● Mathematics Panel</li> <li>● Civic &amp; National Education Team</li> <li>● Career &amp; Further Studies Team</li> </ul>
	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	Life (thrive in God's grace)	Whole year	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"> <li>● Visual Arts Panel</li> <li>● Music Panel</li> <li>● English Language Panel</li> <li>● Campus TV</li> </ul>
<b>Practising mutual respect, exercising self-discipline and loving one another</b>	1. Strengthening class management and self-discipline training, building positive class ethos, empowering student leaders, cultivating a culture of care and mutual respect among students through moral education lessons	Family & Truth (mutual respect & distinguish right from wrong, good from evil)	Whole year	i. Not less than 75% of students agree that the measure can foster a culture of care, mutual respect and self-discipline ii. Form teachers concur that the measure can foster a culture of care, mutual respect and self-discipline among students	i. Questionnaire survey ii. Teachers' observation and follow-up records	<ul style="list-style-type: none"> <li>● Religious and Moral Education Committee</li> <li>● ECA Committee</li> <li>● Form teachers</li> <li>● Discipline Team</li> <li>● Guidance and Student Growth Team</li> <li>● Student Association</li> <li>● Four house captains</li> <li>● Uniform teams</li> </ul>

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	2. Promoting chastity education, guiding students to understand the importance of mutual respect, chastity and self-discipline, develop appropriate concepts about sex and recognize marriage as the cornerstone of family	Family (chastity)	Whole year	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"> <li>● Religious and Moral Education Committee</li> <li>● Sex Education Committee</li> </ul>
<b>Providing more volunteer opportunities and fostering the culture of love and care</b>	1. Promoting whole-school volunteer services, acknowledging students' contribution to society and establishing a positive caring and loving culture	Love (humble service & care for others)	Whole year	i. Not less than 80% of students have participated in service activities ii. Not less than 75% of students agree that doing 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"> <li>● Religious &amp; Moral Education Committee</li> <li>● Guidance &amp; Students Growth Team</li> <li>● Civic &amp; National Education Committee</li> <li>● Campus TV</li> </ul>
	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"> <li>● Guidance &amp; Students Growth Team</li> <li>● Uniform teams</li> <li>● Prefect Board</li> <li>● Student Association</li> </ul>

Objective	Strategy	Core Values of Catholic Education	Schedule	Success Criteria/ Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
<b>Developing perseverance and a positive attitude towards life</b>	1. Utilizing external resources to strengthen life planning, help students recognize their potential and ability, identify life goals and develop perseverance	Life (positive life and tribulations and adversities are to be faced with serenity and hope)	Whole year	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	<ul style="list-style-type: none"> <li>● Careers &amp; Further Studies Team</li> <li>● Religious &amp; Moral Education Committee</li> </ul>
	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 positive attitude towards life		<ul style="list-style-type: none"> <li>● Students Support Team (SMHSS)</li> <li>● Guidance &amp; Students Growth Team</li> <li>● Social workers (F.1 and F.4 nurture camps, Well Done Reward Scheme, P.A.T.H.S. to Adulthood)</li> <li>● Form teachers (Life Education and inSpirEd School Project)</li> <li>● Religious &amp; Moral Education Committee</li> <li>● Enhanced Smart Teen Project</li> </ul>

**Domain: School Administration**

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

Objective	Strategy	Core Values of Catholic Education	Schedule	Success Criteria/ Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
<p><b>Consolidating the “work echelon”, facilitating increased involvement in leadership and enhancing work efficiency and quality</b></p>	<p>1. Restructuring school organization, 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”</p>	<p>Truth (human reason’s capacity)</p>	<p>Whole year</p>	<p>Not less than 80% teachers agree with the arrangement of the school</p>	<p>Questionnaire Survey (Staff Development Team)</p>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice Principals</li> <li>● Staff Development Team</li> </ul>
	<p>2. Streamlining duty arrangement of teaching staff and providing increased opportunities for teachers to take up leading or coordinating roles</p>	<p>Justice (fairness)</p>				
	<p>3. Enhancing work efficiency of teaching staff by hiring extra teachers according to the need of the school with government grant and subsidy, utilizing community resources and learning from good practices of other schools</p>	<p>Truth (human reason’s capacity)</p>		<p>Not less than 80% of staff agree that the deployment of government grant and subsidy and sharing of other schools can enhance their professionalism and work efficiency</p>	<p>i. Questionnaire survey (Human Resources &amp; School Administration Committee) ii. Principal’s year-end meetings with teachers</p>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice Principals</li> <li>● School Executive Officer</li> </ul>