

St. Joseph's Anglo-Chinese School
Annual Report 2019/2020

Domain: Learning & Teaching

Major Concern: Boosting Student's Commitment to Learning and Improving Student's Academic Performance

Objective	Strategy	Success Criteria	Evaluation	Report
Empowering students' learning progress and maximizing learning effectiveness	1. Allocating resources & analytical data effectively, encouraging companion reading and boosting students' learning abilities			
	1.1 Employing various electronic learning tools (i.e. adopting audio and visual tools) to develop students' self-learning habit and boost their understanding of learning texts	i. Different subjects comment favourably on the effectiveness of electronic tools in promoting self-learning. ii. Teachers make favourable comment on students' understanding of teaching materials and their self-learning habit	i. Teachers' observation ii. Panel/co-prep meetings & illustrations from different subjects iii. Questionnaire survey (Teachers)	<ul style="list-style-type: none"> According to the observation of panel heads, teachers made favourable comment on the effectiveness of electronic tools in promoting self-learning. 75% of the Chinese Language teachers, 83% of the English Language teachers, 100% of the Liberal Studies teachers, Biology teachers and History teachers agreed that electronic tools effectively lifted students' self-learning effectiveness. Geography teachers agreed that students could adjust their own learning pace. Students could even revise by replaying the videos, which greatly facilitated self-learning. Most students made good use of the learning videos and PowerPoint presentations to learn. Subject panels launched teaching and self-learning activities, shared subject content and exercises for exam drilling on the Moodle platform. Despite its low utilization rate in the first term, Moodle became the key platform for teaching and self-learning during the epidemic. Students had also established the routine of using Moodle. According to the online lesson and assignment submission reports, 95% of the students attended online lessons regularly and submitted assignments on time, which signified better self-learning habit and ability. It is suggested that the developed e-learning resources should be utilized in the coming year. The school will optimize the

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				Moodle teaching resources and encourage students to make good use of the Moodle platform during their leisure time for improved academic performance.
	1.2 Launching the Companion Reading Program, letting senior form students guide junior form students to develop their reading habits	i. Not less than 70% of the students positively comment the Companion Reading Program 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 academic year) iii. Questionnaire survey (Students)	<ul style="list-style-type: none"> ● Data obtained from the survey of the Reading Team showed that 72% of F.3 students agreed that the Companion Reading Program helped them learn more about different subjects and the subject-related books. According to the observation of teachers and the Reading Promotion Team, the activities ran smoothly. F.6 students enthusiastically introduced their favourite books. F.3 students were actively involved because the F.6 big brothers hosted the activities. ● Due to the interruption caused by the social movement and COVID-19 epidemic in the first term, the Companion Reading Program could not be deemed successful. The year-end survey showed that 36.5% of the teachers agreed that the program helped improve students' reading motivation. There was a similar finding in the survey among students; only 41.67% of them thought they were more motivated to read with the launch of the program. ● The Reading Promotion Team had anticipated unsatisfactory survey results; due to the aforementioned reasons, only F.6 and F.3 students took part in the activity once in the first term. The team suggested that the Companion Reading Program should organize cross-form companion reading activities each month. The English Panel will be invited to co-organize companion reading for English texts with the Reading Promotion Team. ● The data obtained could not fully reflect the improvement in junior form students' reading habit owing to the interruption of the epidemic. Most of the planned activities could not be organized as scheduled. For example, the reading fair,

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				<p>the book fair, book sharing during the morning assembly, e-reading and book walker had all been called off.</p> <ul style="list-style-type: none"> ● The Reading Promotion Team promoted e-reading during the period of school suspension. For example, from 3 to 28 Feb, F.1 to F.3 students took part in four “My Smart Readers” online English reading activities. The participating rates were 90%, 86% and 89% respectively. ● 32 F.2 to F.3 students were arranged to participate in “The Junior Secondary History e-Reading Award Scheme 2020” organized by EDB from 12 Mar to 11 May 2020. 26 of the participants were awarded “Certificate of Appreciation”. The Reading Promotion Team will arrange students to take part in self-motivated reading activities and further promote e-Reading, like participating in the eRead Scheme organized by HKEdCity.
Catering for students’ individual needs by providing proper support	2. Utilizing the academic performance tracking system to offer proper student support, improve students’ performance			
	2.1 Tracing students’ performance in exams/tests, offering scholarships and diverse support to improve students’ academic performance in school	i. Teachers involved in the tracking system make favourable comment on students’ academic performance ii. Not less than 70% of the students respond positively to the support and scholarships	i. Teachers’ observation ii. Questionnaire survey (Academic Board)	<ul style="list-style-type: none"> ● Academic Board traced the performance of 260 F.1 and F.2 students in tests and exams according to their results in the Pre-S1 Hong Kong Attainment Test and the school’s placement test 2018/2019. Teachers involved in the tracking system found that the data obtained was useful for evaluating students’ academic performance. ● Due to the epidemic and social movement, the elite program and most of the enrichment and remedial classes came to a halt shortly after their launch. According to the questionnaire survey of the Academic Board, 78.9% of the teachers agreed that the diverse support measures, like the enrichment and remedial classes, helped students improve their academic performance. ● However, only 33.8% of the students agreed with this. In view of the unsatisfactory survey result and the enduring epidemic, the Academic Board modified the academic

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				<p>support strategies by conducting live online enhancement and remedial classes, CP and repeater programs with the aim to improve students' academic performance.</p> <ul style="list-style-type: none"> ● According to the report of the Gifted and Talented Team, through the tracing students' academic performance, 250 students were nominated to join the QEF courses which included training for recitation, creative writing, science and IT training. As a result, the knowledge of these participating students was enriched. They won many prizes in the robotics, mathematics and science competitions, as well as the Speech Festival.
	<p>2.2 Implementing English small class teaching for senior form students and Chinese small class teaching for junior form students (4 classes splitting into 5 classes) so that learner diversity can be better catered for</p>	<p>i. Not less than 70% of teachers involved respond positively to the small class teaching arrangement</p>	<p>i. Minutes of the English Language panel meetings ii. Minutes of the Chinese Language panel meetings ii. Questionnaire survey (Academic Board)</p>	<ul style="list-style-type: none"> ● All F.4 English teachers agreed that small class teaching enabled students to learn English grammar effectively. English teachers of F.5 and F.6 elite classes agreed that the design of the writing enhancement classes catered to students' needs, and students could apply the skills learnt in their writing. ● All Chinese teachers involved in small class teaching responded positively to the arrangement. The arrangement of splitting four classes into five groups allowed teachers to better take care of learner diversity. ● According to the questionnaire survey of the Academic Board, 84.6% of the teachers agreed that small class teaching effectively catered for learner diversity and benefited students' learning. ● F.6 graduates of 2020 benefited from the implementation of small class teaching (the first year adopting the strategy). The analysis of HKDSE 2020 results showed that the percentage of students attaining Level 3 or above in Chinese Language was 2.8% higher than that of the Hong Kong average; students attaining Level 3 or above in English Language was 5% higher than that of the Hong Kong

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				<p>average; students attaining Level 2 or above in Mathematics was 9.3% higher than that of the Hong Kong average.</p> <ul style="list-style-type: none"> ● According to the analysis of HKDSE 2020 results, the percentage students attaining Level 5 or above in Chinese Language was 0.7% lower than the Hong Kong Day Schools average; for English Language, it was 3.2% lower. The effect of English small class teaching for senior forms and Chinese small class teaching for junior forms was not significant.
Converging teachers' expertise & rejuvenating the teaching team	3. Building up a learning community among teachers, exploring varied teaching strategies and tools			
	3.1 Further experimenting with enhancing the effectiveness of e-learning / flip classroom and diversified teaching strategies in selected subjects, forms and topics	i. Subjects involved frequently review and recognize the effectiveness of the teaching strategies adopted and have positive comments ii. Minutes of subject panel meetings reflect that the effectiveness of the adopted strategies in boosting students' learning	i. Schemes of work/subject panel meetings/co-prep meetings and examples from subjects ii. E-learning records submitted by e-learning coordinators	<ul style="list-style-type: none"> ● The assignment inspection and class observation were interrupted by the epidemic. Evaluation for this part was mainly based on the illustrations provided by different subject panels. ● Only 57.7% of the teachers agreed that diversified teaching, such as e-teaching, S-MARK and the STEM elements, helped boost teaching effectiveness. However, teachers had positive comments on the adopted strategies. About 80% of the Chinese and English teachers agreed that e-learning was able to boost teaching effectiveness. ● 128 e-learning activities are recorded this academic year. Each record featured a series of e-learning activities. More than 70% of the activities were online teaching. 20% were related e-learning activities conducted during lesson time and after school. ● The tools adopted for e-learning were mainly the Learning Management System (42%) and assessment for learning (35%). Others included flip classroom (4%) and STEM. According to the subject panels' reports, e-learning was effective. ● About 95% of the students attended the online lessons

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				<p>regularly and submitted online assignments on time. Students' online learning habit and self-learning ability have obviously improved. It is suggested to optimize the Moodle learning platform and encourage students to use the uploaded resources during their leisure time for academic improvement.</p> <ul style="list-style-type: none"> ● Senior form students had flip classroom activities for History and it was effective. ● Integrated Science, Biology and Physics assigned homework according to the standards of students to cater for their learning diversity. Focus Inspection Team (Science Domain) had favourable comment on the practice. ● Ethics & Religious Studies and History co-organized activities for senior form students. The activities involved interaction among students which allowed them to train their critical thinking. Students' knowledge, skills and affective development related to the subjects can be deepened and enhanced. ● Geography made use of artificial intelligence technology, for example, the sand box and VR tools, to arouse students' interest. F.2 students watched a documentary on iPads in IH lessons while F.3 students were encouraged to use iMovie for project learning. Some of the presentations were outstanding and the goal was successfully attained. ● Mathematics and ICT made use of QQB, an online teaching resource provided by HKedCity, to conduct online assessment. Goal was successfully attained. F.3 students sat for the online TSA 2020 on the STAR platform from 9 to 10 July 2020. The performance of the students was satisfactory. The three core subjects will consider using the STAR platform in the coming academic year to improve

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				students' academic performance.
	3.2 Providing teachers with trainings regarding e-learning/flip classroom/ diversified teaching strategies	i. Not less than 70% of the teachers enrolled not less than one course or attended workshops, sharing session or training on teaching strategies ii. Not less than 70% of the participating teachers have positive comments on the activities	i. Teachers' CPD records ii. Questionnaire Survey (Staff Development Team) iii. Lesson observation records	<ul style="list-style-type: none"> ● Due to the COVID-19 epidemic, only one staff development program of e-teaching demonstration, video editing and post-production was organized on 24 October. More than 97% of the teachers agreed that the activities enhanced their understanding of e-teaching. ● 100% of the teachers enrolled on at least one course or attended workshops, sharing session or training on teaching strategies this academic year. Goal was successfully attained.

Domain : Student Development

Major Concern : St. Joseph's Six-year and Nurturing Positive Growth

Objective	Strategy	Success Criteria	Evaluation	Report
Broadening students' horizons & exhibiting arts talents	1. Arranging visits, experiences and overseas excursions to deepen students' understanding of the motherland and broaden their international perspective	i. Not less than 75% of students agree that the measures can deepen their understanding of the motherland and broaden their international perspective ii. F.1-5 students are given no less than three opportunities each year to participate in study excursions to China or overseas countries	i. Questionnaire survey ii. Implementation records	A total of four overseas and five mainland China excursions scheduled were cancelled due to the epidemic. However, 88% of the students still agreed that the visits, experiences and excursions deepened their understanding of the global trend and the motherland and broadened their horizons. Therefore, these activities should be organized when the epidemic subsides.

	2. Exhibiting students' artistic talents by cultivating students' interest in art, developing skill in artistic creation and encouraging active participation in performance and art competition	i. Not less than 75% of students agree that the measure can cultivate students' interest in art and exhibiting students' artistic talents. ii. The school offers no less than 3 opportunities to exhibit students' artistic talents, such as F.1 to F.5 performances in hall or amphitheatre.	i. Questionnaire survey ii. Implementation records	<ul style="list-style-type: none"> ● To cultivate students' artistic talents, the Art Education Committee was set up this year. The committee coordinated the school's art activities and provided no less than 3 chances for students to exhibit their talents. ● From September to December 2019, 10 F.1, 2, 4 and 5 students participated in a drama and musical workshop. All participants agree that it was a good platform for them to develop their interest in performing arts and showcase their talents. ● Our students participated in the Prose Reading Competition of the 71st Hong Kong Schools Music and Speech Festival. A F.4 student, Tam Sing-yiu, was awarded with first place with honours and first place with merit. 10 other students were also granted merit awards. ● The musical performances for the Drama Festival and Speech Day were cancelled due to the epidemic. ● 79% of students agreed that the measure can cultivate students' interest in art and exhibit students' artistic talents. It is suggested that a musical performance should be put up in the next academic year.
Practicing mutual respect and exercising self-discipline and loving one another	1. Strengthening discipline training, empowering student leaders, consolidating religious education and nurturing positive values. Teaching students to opt for good deeds, to exercise self-discipline and to love one another.	i. Not less than 75% of students concur that the measures can help them opt for good deeds, exercise self-discipline and love one another. ii. Teachers agree that the measures can help students opt for good deeds, exercise self-discipline and love one another	i. Questionnaire survey ii. Teachers' observation and follow-up records	<ul style="list-style-type: none"> ● Almost all the scheduled activities to be organized by Student Association and the Four Houses were cancelled due to the social movement and the epidemic. ● The "Religious Adventure Camp", an activity to be held during the Diversity Learning Week for F.1 students, organized by the Religious & Moral Education Committee was cancelled due to the epidemic. ● 73% of the students agreed that the measures helped them opt for good deeds, exercise self-discipline and love one another.

	<p>2. Reinforcing class management, utilizing moral education lessons, creating positive class atmosphere and cultivating a culture of self-discipline, care and mutual respect among students</p>	<p>i. Not less than 75% of students agree that the measures can foster a culture of self-discipline, care and mutual respect.</p> <p>ii. Form teachers concur that the measures can foster a culture of self-discipline, care and mutual respect among students.</p>	<p>i. Questionnaire survey</p> <p>ii. Teachers' observation and follow-up records</p>	<ul style="list-style-type: none"> ● Form-teachers organized activities regarding class management, such as class committee, team activities, sharing, leisure and recreational activities, picnic, bulletin board design, homeroom decoration, contacting parents, etc. 81% of the students agreed that the measures fostered a culture of self-discipline, care and mutual respect. ● 73% of F.1 to F.3 students agreed that “P.A.T.H.S. to Adulthood” and activities for life education held during the form-teacher periods fostered a culture of self-discipline, care and mutual respect ● To foster the culture of care and mutual respect among students, form-teachers soothed students' emotions and established a closer relationship with students through “Sunshine Phone Calls”. Form-teacher periods were also arranged for students before class resumption. They were reminded of the special arrangement regarding seating in the classroom, morning assembly, special timetable and measures against the epidemic. ● Social workers conducted online consultation with students, comforted them and advised them on how to schedule the daily routines. They also produced a variety of online programs to help students improve their time management and the relationships with their parents. 81% of the students agreed that teachers concerned about their learning needs, daily routines and schedules. 80% of the students agreed that teachers gave them support on how to handle their emotions. 84% of the students agreed that teachers concerned about their family and their need for epidemic prevention. It is suggested these measures should be maintained. Class management should be reinforced to foster the culture of self-discipline, care and mutual respect among students.
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	3. Promoting chastity education in which students are guided to understand the importance of mutual respect and chastity and self-discipline; instilling the correct concepts of sex education that marriage is the foundation of family	i. Not less than 75% of students agree that the measures can help students learn chastity and correct values about sex ii. Teachers concerned agree that the measures can help students learn chastity and the correct values about sex		<ul style="list-style-type: none"> ● F.2 students attended a film show and had a discussion on the film “Good by Nature”. ● Teachers of the Sex Education Team also conducted individual consultation with 2 junior form students. ● A questionnaire survey was conducted among F.4 students about their concept about sex. We also organized a F4 Sex Education workshop in collaboration with Department of Health. ● Two teachers of the Sex Education Team took a training course, namely “Youth without Regrets”, and obtained certificates of attendance and course materials, parts of which would be integrated into the Sex Education curriculum. ● 83% of the students agreed that the measures helped them understand the importance of chastity and acquire correct values about sex.
Establishing a caring and loving culture and promoting the spirit of mutual care	1. Promoting volunteer services, affirming 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% students concur such volunteer service activities can help establish a positive caring and loving culture	i. Volunteer service records ii. Questionnaire survey	<ul style="list-style-type: none"> ● The opportunity for participation in service activities was much reduced owing to the social movement and the epidemic. 46% of F.1 to F.5 students participated in service activities. ● 75% of the students agreed that such volunteer service activities helped establish a positive caring and loving culture. ● The Civic and National Education Committee nominated more than 20 students to participate in the “The Hong Kong Award for Young People”. ● The Fun Fair and Caritas Bazaar were successful that teachers, students, parents and old boys cooperated to endeavor for charity. ● The Religious and Moral Education Committee collected party food during the Christmas and distributed it to the people in need in Shamshuiipo with the help of many active and devoted students.

	<p>2. Promoting a peer support programme where senior form students counsel junior form students in order to promote the spirit of brotherhood and mutual care among Josephians</p>	<p>i. Not less than 75% of students agrees the programme can help students build the spirit of mutual care</p> <p>ii. Teachers agree that the programme can help them build the spirit of mutual care</p>	<p>i. Questionnaire survey</p> <p>ii. Teachers' Observation and follow-up records</p>	<ul style="list-style-type: none"> ● F.4 students took part in the F.1 Orientation Day in September 2019 to help F.1 students adapt to secondary school life. They also shared their experience with junior form students. Teachers found it very effective. ● F.4 students shared their revision strategies with F.1 students in October 2019. Teachers agreed that the spirit of mutual care among Josephians was fully exhibited. ● F.4 students guided the F.1 students to prepare Christmas presents for teachers in December 2019. This activity worked well as it deepened the mutual understanding among the students and enhanced their collaboration skills. ● No activities could be organized in the second term due to the epidemic and class suspension.
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<p>Nurturing the attitude of perseverance and positive life values</p>	<p>1. Utilizing external resources to strengthen career planning and adventure training so as to make students understand themselves, recognize goals, and improve their learning attitude</p>	<p>i. Not less than 75% of students agree that the measures can help them identify their goals and improve their attitude of perseverance</p> <p>ii. Teachers agree that the measures can help them identify their goals and improve their attitude of perseverance</p>	<p>i. Questionnaire survey</p> <p>ii. Teachers' Observation and follow-up records</p>	<ul style="list-style-type: none"> ● Due to the epidemic, the F.1 Bridging Course, Adventure Program and Foot Drills scheduled for August 2020 were cancelled. ● The Careers & Further Studies Team collected the “One Student One Dream” worksheets from F.1 and F.2 students. Most of the students completed the worksheets seriously. The activity will be launched in the coming academic year. Other activities will also be launched in order to provide junior form students with vocational information. ● Some alumni were invited to share their experience in the medical and health field on the Careers Days from 30 October to 1 November 2019. Guest speakers from the fields of e-Sports and funeral services shared their experience with the students too. 70% of the students agreed that they benefited from the Careers Days. The activity will be organized again next year and more fields will be explored. ● The Human Library Program by Essence Hub was originally scheduled for the second term. It was cancelled due to the epidemic. The activity will be organized next year. ● Students did an interview with an alumnus who ran a boutique. The alumni shared the experience of choosing careers. The students learned the basic operation of a boutique and broadened their horizons. ● 78% of the students agreed that the measures helped them identify their goals and improve their learning attitude.
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	<p>2. Promoting religious atmosphere throughout the school by activities such as inspired Project, Spiritual Ambassador, Religious Adventure Camp and student sharing; developing students' health, body, mind and spirit; cultivating a culture of gratitude and appreciation; practicing the spirit of St. Joseph's family</p>	<p>i. Not less than 75% of students agree that the measures can help them learn to be grateful and appreciate others</p> <p>ii. Teachers agree that the measures can help them learn to be grateful and appreciate others</p>	<p>i. Questionnaire survey</p> <p>ii. Teachers' Observation and follow-up records</p>	<ul style="list-style-type: none"> ● In order to promote the religious atmosphere, the InSpirEd Program for F.1 and F.2 was launched during the epidemic. Teachers in the Religious & Moral Education Committee guided students to practise meditation which could help them control their emotions, relax and improve their attentiveness through the use of Google forms and YouTube videos. ● The Religious & Moral Education Committee produced a variety of learning resources, such as reflections during Lent, memorial video of Brother Paul Sun, rites for the Feast of Saint Joseph, Holy Week reflection, Easter prayer, spiritual formation on St. Joseph's Parish Feast Day and Marian devotions in the Month of Mary. The questionnaire survey showed that 73% of the students agreed that these religious resources helped their spiritual development. ● 76% of the students agreed that the measures helped them to be grateful and appreciate others. Hence, the InSpirEd Program will be organized again next year.
	<p>3. Raising students' confidence, helping them learn to deal with emotions and impulsiveness, improving their problem-solving and communication skills to foster a caring and loving culture and strengthen their resilience</p>	<p>i. Not less than 75% of students agree that the measures can help them learn to deal with emotions and impulsiveness and strengthen their resilience</p> <p>ii. Teachers agree that the measures can help improve students' problem-solving and communication skills, fostering a caring and loving culture</p>	<p>i. Questionnaire survey</p> <p>ii. Teachers' Observation and follow-up records</p>	<ul style="list-style-type: none"> ● P.A.T.H.S. to Adulthood and life education activities were organized during the form-teacher periods of F.1 to F.3. According to the teachers' observation, the measures helped students learn to deal with emotions and impulsiveness, and fostered a caring and loving culture. ● The school's effort in creating a caring campus was well-recognized. The teacher-in-charge of the Religious & Moral Education Committee, Mr. Tsang Kai-yin, was awarded "All-round Caring Teacher" of the Healthy Harmonious and Caring Campus Award Scheme. ● 78% of the students agreed that the measures helped them build up confidence, improve their problem-solving and communication skills and strengthened their resilience. A caring and loving culture was also fostered.

Domain: School Administration**Major Concern: Restructuring Administrative Duties and Developing Teachers' Expertise**

Objective	Strategy	Success Criteria	Evaluation	Report
Enhancing teachers' expertise & utilizing community resources	1. For the implementation of the "All Graduate Teaching Force" Policy, the duties of the teaching staff are restructured so as to let more teachers (originally not GMs) participate in leadership or coordinating work and facilitate the cultivation of the talent team	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 administration duty arrangement this year, about half of the teachers were assigned three to four administration duties each. The school arranged some teachers to be vice-coordinators, allowing them to learn more about the management of the school and offering chances of development to those who are interested in administrative work.● According to the data obtained from the questionnaire survey, almost 90% of the teachers agreed with the school's arrangement.
	2. Utilizing community resources, arranging training activities or courses for teachers according to their individual needs on Staff Development Days	Not less than 80% of teachers agree that they can enhance their professionalism and broaden their horizons by taking part in the training workshops or seminars	i. Teachers' CPD records (Staff Development Team) ii. Questionnaire Survey (Academic Board) iii. Year-end meetings of Principal & teachers	<ul style="list-style-type: none">● According to the records of the Staff Development Team, the entire staff was provided an average of 9 hours' training last year, addressing the professional development needs and developing the expertise of the staff members.● According to the year-end questionnaire survey, more than 92% of the staff members agreed that the training workshops and seminars helped enhance their professionalism and broaden their horizons.● During the year-end meetings with the principal, some teachers recognized the effectiveness of the arranged staff development activities in enhancing their professionalism.