

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

Domain: Teaching & Learning

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

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> i. Teachers' observation ii. Questionnaire survey for stakeholders (teachers) iii. HKDSE results iv. JUPAS statistics 	<ul style="list-style-type: none"> i. Utilising the Early Warning System: Early Warning for F.5 and F.6 students was conducted as planned. 70% of the students deemed the arrangement helpful in assessing their current academic level and performance in HKDSE; 64% of them claimed they could set goals and review plans for revision more effectively with the help of the plan; 68% thought the experience sharing of teachers and alumni could help them prepare better for HKDSE next year. ii. Tracking of test/exam performance: According to the questionnaire survey for teachers conducted by the Academic Committee, 86% of teachers recognised the effectiveness of the Early Warning System and test/exam performance tracking in the launching of suitable learning support programmes and strengthen students' learning motivation; 86% of them deemed these measures useful in identifying students' needs, devising teaching strategies like organising enhancement and remedial programmes, and academic support groups for students who had dropped an elective subject, benefiting different target groups of students.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
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	(referring to the information on previous page)	(referring to the information on previous page)	iii. HKDSE results: <ul style="list-style-type: none"> • The percentage of attaining the minimum entrance requirements of local sub-degree courses (22+222) in school is 80.9%, which is 11.1% higher than Hong Kong day school average percentage. • The percentage of Level 2 or above is 92.9%, which is 7.1% higher than Hong Kong day school average percentage. • The passing percentage (Level 2 or above) of core subjects: <ul style="list-style-type: none"> The percentage of Chinese Language is 93.6%, 5.8% higher than Hong Kong day school average percentage. The percentage of English Language is 92.7%, 13.6% higher than Hong Kong day school average percentage. The percentage of Mathematics is 84.4%, 2.2% higher than Hong Kong day school average percentage. The percentage of Liberal Studies is 89.9%, 0.1% higher than Hong Kong day school average percentage. • The percentage (Level 2 or above) of elective subjects is 93.6%, which is 5.6% higher than Hong Kong day school average percentage. • F.6 students excelled in elective subjects like ICT, History and Geography, in which the percentage of Level 5 or above are higher than Hong Kong day school average percentage, enabling them to get university offers through JUPAS. iv. JUPAS results: The percentage of those who obtained degree programmes through JUPAS significantly increased by 44%. v. When formulating the HKDSE strategic plan for 2023, different subjects should focus on maximising the chance for university admission through continual enhancement work.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Improving HKDSE results of students	1. Improving students' academic performance through the early warning system and the tracking of students' test and exam scores			
	1.2 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> i. Minutes of panel meetings/co-prep meetings ii. HKDSE results iii. Teachers' CPD record (subject panel chairpersons and Staff Development Committee) 	<ul style="list-style-type: none"> i. Regarding the percentage of students attaining 33222 in HKDSE, as impacted by the pandemic, the Enhancement Programme for Elite Students and other academic support programmes could not be fully implemented. ii. According to the questionnaire survey for teachers conducted by the Academic Committee and minutes of subject panel meetings or co-prep meetings, 100% of teachers agreed that the teaching resource platforms promoted the sharing of teaching resources and helped improve teaching. iii. The school strived to promote 'teacher professional learning community'. According to the record of the Staff Development Committee, teachers actively took part in workshops, seminars and training courses run by the EDB, universities and other organisations for continuing professional development, enriching their professional knowledge. 73% of teachers undertook at least 8 hours of subject-based professional training and more than 80% of the subject panels organised at least one subject-based training.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
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	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	i. According to the minutes of English Language and Chinese Language panel meetings , 100% of teachers responded positively to flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial classes. As for the promotion of reading, according to the questionnaire survey conducted by the Academic Committee, 74.8% and 66.3% of junior and senior form students agreed that the e-reading activities launched this year boosted their interest in reading respectively; 76.4% and 66.4% of them believed that the aforementioned activities made them actively look for their favourite books. 76.7% and 69% of junior and senior form students thought teachers and fellow students' book sharing broadcast via Campus TV in the morning assembly whipped up their interest in reading respectively. ii. According to the questionnaire survey conducted by the Academic Committee , 100% of teachers agreed that increasing human resources was conducive to the catering of learner diversity and enhancement of students' learning performance, thus preparing them more adequately for the HKDSE. More than 90% of senior form students found the after-school support they received, and the enhancement and remedial programmes helped improve their academic performance. iii. According to the questionnaire survey concerning the promotion of reading conducted by the Academic Committee , 90.7% of teachers agreed that the live streaming of the morning assembly and the promotion of e-reading and print books raised reading interest and motivation. iv. According to the questionnaire survey conducted by the Curriculum Development Committee , 85% of the students who joined the EMI After-school Support Programme found it useful in improving their English proficiency; 85% thought it helped them develop a self-learning habit; 75% deemed the programme effective in enriching their vocabulary. v. According to APASO , only 48.3% of students claimed that they had confidence in learning; 45.7% said they often did outside reading, with a drop of 1.3% compared to last year. In view of the unsatisfactory data, academic support measures will be strengthened to bolster students' confidence in learning and ensure a variety of activities for enriching the language environment next year.

	<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>i. Not less than 70% of subject teachers involved agree that the refined curricula help students improve their communication skills</p> <p>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</p> <p>ii. Minutes of F.1-3 EMI subjects</p> <p>iii. Questionnaire survey (Academic Committee)</p>	<p>i. According to the questionnaire survey conducted by the Academic Committee, 76.7% of junior form subject teachers agreed that the curricula of English Language and EMI subjects could help junior form students could solidify students' foundation in English.</p> <p>ii. According to the questionnaire survey conducted by the subjects of IH and IS, 82% and 68% of students claimed they could learn more English vocabulary and improve writing skills, and 83% and 72% believed the subjects provided them with increased opportunity in using English respectively. More than 80% and 70% of students thought the subjects should continue to be taught in English respectively.</p> <p>iii. According to the minutes of English Language and EMI subjects' panel meetings, 90% of junior form English teachers agreed that students' communication skills could be honed through speaking training and other class activities. All IH and IS teachers agreed that students could enhance their interest in learning English and their ability to use English by looking up new English words and making interesting group presentations.</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>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>i. Under the leadership of the Curriculum Development Committee, all subjects drew up plans which were filed in the Google Drive at the beginning of the school year.</p> <p>ii. Impacted by the COVID-19 pandemic, life-wide learning activities of many subjects, especially outdoor field trips or excursions, ground to a standstill but subject-based activities of some subjects, like Biology, Geography, Economics and History were held as planned. STREAM activities organised by science subjects, like projects on the production of water saving installation, acid base indicator and water rocket for F.1, F.2 and F.3 respectively were launched as planned. IH also managed to arrange an outdoor farming experience and a cross-curricular historical logo design activity during the subsidence of the pandemic.</p> <p>iii. Life-wide learning activities for the six-year St. Joseph's nurture curriculum will be further revamped to minimise pandemic-induced interruptions. Cross-curricular activities can also be held during the Form Teacher Period and post-exam period.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
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	<ul style="list-style-type: none"> 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 vi. Not less than 70% of teachers agree that students' information literacy has been bolstered 	<ul style="list-style-type: none"> i. Schemes of work/minutes of panel or co-prep meetings of different subjects ii. Questionnaire survey (Staff Development Committee) iii. Questionnaire survey (Academic Committee) vi. Teachers' observation 	<ul style="list-style-type: none"> i. According to the minutes of subject panel meetings, 100% of English, IH, Economics, Geography, History, Chinese History and Biology teachers joined at least one course or training session related to e-learning for their subjects. 80% and 83% of Chinese and IS teachers did so respectively. ii. According to the questionnaire survey conducted by the Academic Committee, 97.7% of teachers agreed that teaching effectiveness could be raised through the optimisation of e-learning resources like e-learning platforms and teacher training for their subjects. 90.7% of them believed that students could identify, source and present information and thus bolster information literacy with strengthened e-learning measures. 88.4% believed the related measures effectively boosted students' capacity for self-directed learning. iii. The Staff Development Committee organised an e-learning workshop for different subjects in September 2021 and colleagues also took other e-learning courses, which meant all teachers completed a subject-related e-learning course.
	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	Not less than 70% of students respond positively to STREAM activities	Questionnaire survey on STREAM activities	According to the questionnaire survey on STREAM activities , 87% of students claimed that incorporating STEM (Science, Technology, Engineering and Mathematics) elements into academic subjects or teaching activities helped boost their confidence in learning. 87% agreed that doing so whipped up their interest in learning. 79% thought the STREAM activities held during the Science Week featured the five elements of S, T, R, E, A and M, promoting learning in STREAM education. 78% and 81% of students, parents and teachers concurred that STREAM activities for primary school students served to enrich their knowledge of and enhance their interest in STEM respectively. 81% of them looked forward to participating in STREAM activities for primary school students again.

	<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>i. Not less than 70% of F.1-2 teachers respond positively to the BYOD policy</p> <p>ii. Not less than 70% of students respond positively to the BYOD policy</p> <p>iii. Not less than 70% of students frequently use their iPads for learning activities</p>	<p>i. Teacher’s observation</p> <p>ii. Survey on students and teachers’ use of iPads and their opinions (IT Support Committee)</p> <p>iii. Questionnaire survey (Academic Committee)</p>	<p>According to the questionnaire survey conducted by the Academic Committee, 98% of F.1 and F.2 teachers agreed that the BYOD policy enhanced classroom interaction, fostered learning motivation, and honed problem-solving and collaboration skills. 89.4% of F.1 and F.2 students claimed that the policy raised their learning motivation while 87.8% frequently used their iPads for learning activities in class.</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	Success Criteria / Students' Performance	Method of Evaluation	Analysis of Effectiveness
<p>Deepening spiritual education and boosting positive energy</p>	<ol style="list-style-type: none"> 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. 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 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> i. Questionnaire survey (Religious and Moral Education Committee) ii. Teachers' observation and follow-up records 	<ol style="list-style-type: none"> i. 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. Teachers recognised its effectiveness in dealing with students' emotional and impulsive behaviours, fostering positivity and the culture of love and care. ii. Despite the pandemic, InSpirEd Spiritual Education could still be partly launched in Form 1 to enhance students' physical, mental, emotional, rational and spiritual well-being. iii. Morning prayers and spiritual sharing were broadcast through the Campus TV during the outbreak of COVID-19. iv. Regular feast day activities and liturgical celebrations including School Opening Ceremony, Christmas Mass, Bible Study for Lent, Prayer Meeting on the Memorial Day of Brother Paul Sun, School Anniversary Mass, F.6 Farewell Prayer Meeting and Year End Ceremony were held to cultivate students' religious and spiritual development. v. 90% of students agreed that the programme on spiritual cultivation, life planning, mindfulness and experiential activities could help them reflect on life and discern direction for their future. vi. 90% of students in junior forms agreed that spiritual education programme helped promote their spiritual literacy, strengthening their ability to manage emotions, boosting resilience and attention span. vii. Apart from the 'One Person, One Dream' worksheets assigned to all junior classes, Careers and Further Studies Committee set up a Careers Sharing WhatsApp Group which served as a platform for alumni to share their personal experiences in different workplaces with students in form teacher periods. The activities could be arranged via Zoom or face-to-face mode, allowing more flexibility. Two sharing sessions were conducted in both Form 2 and 4. viii. Through Zoom and face-to-face mode, 6 JUPAS talks, 1 overseas studies seminar and 1 Applied Learning briefing were organised.

				<p>ix. The Mentorship Scheme for Form 5 students and Internship Programme (co-organised with Scout Association of Hong Kong) enabled students to have direct contact with employees from various occupations, offering them more hands-on experiences at work. During summer holiday, 30 students from Form 4 and 5 visited the Hong Kong International Aviation Academy in order to know more about the field of aircraft engineering.</p> <p>x. 90% of students identified with the importance of career planning as it can help them understand their potential, aspiration and ability through which they can develop their career goals.</p> <p>xi. 90% of students recognised the promotion of 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. By participating in these activities, they become more resilient and are more likely to adopt a positive attitude towards life.</p>
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Objective	Strategy	Success Criteria / Students' Performance	Method of Evaluation	Analysis of Effectiveness
	<p>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</p>	<p>i. Not less than 90% of students participate in service learning</p> <p>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</p>	<p>i. Questionnaire survey</p> <p>ii. Reviewing statistics of students' participation in service learning</p> <p>iii. Teachers' observation and follow-up records</p>	<p>i. Due to the pandemic this year, there were reduced opportunities for students to join community services; only 36% of Form 1 to Form 5 students participated in community services. It was suggested to resume volunteering activities when the pandemic subsides.</p> <p>ii. 89% of students agreed that relevant measures help cultivate their positivity in terms of perseverance, love and care, empathy.</p> <p>iii. Activities conducted throughout Religious Week helped foster students' belief in the spirit of serving others. Due to the pandemic, Caritas Hong Kong cancelled the charity bazaars this year. Therefore, a charity funfair was held during the Religious Week (25th November) in school to raise funds for Caritas Hong Kong. Over \$9,000 was raised from the event.</p>
	<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>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>i. Training for student spiritual ambassadors did not start until July in 2022 because of COVID-19. Its effectiveness would be assessed through questionnaire survey upon completion of the training in September.</p> <p>ii. Orientation camps for Form 1 and Form 4 students were held in September and November respectively. Teachers believed that such arrangement could cultivate students' positivity and strengthen peer support.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<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>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 instill 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>i. Form teachers organised activities regarding class management, such as class committee, team activities, sharing, leisure and recreational activities, picnic, bulletin board design, homeroom decoration and contacting parents. 85% of students agreed that participation in weekly assemblies and uniform teams helped them raise their awareness of the importance of self-discipline.</p> <p>ii. 87% of F.1 to F.3 students agreed that 'P.A.T.H.S. to Adulthood' and activities and talks for life education held during form-teacher periods enhanced their values of 'respect for others' and 'integrity'.</p> <p>iii. The 'Self-discipline' slogan competitions were successfully held in October 2021 for senior forms and April 2022 for junior forms.</p> <p>iv. The Civic and National Education Team recommended 18 students to participate in the Hong Kong Award for Young People and they obtained silver medals.</p> <p>v. The Civic and National Education Team recommended 22 students to participate in the 18th Basic Law Ambassador Training Programme and they received certificates of recognition. 10 students were recommended to participate in the iTeen Leadership training programme for senior form students and they won the Gold Awards.</p> <p>vi. Talks about ecological safety and nuclear safety were organized for F.1 and F.2 students respectively. 80% of F.1 students and 89% of F.2 students agreed that the talks increased their understanding of national security.</p> <p>vii. 83% of students agreed that the Anti-corruption interactive theatre raised their awareness of corruption prevention.</p> <p>viii. 7 students were recommended to participate in the Civic Ambassador Training Programme and they obtained certificates of Civic Ambassador.</p> <p>ix. A total of 26 students won the St. Jo Legal Literacy Online Quiz Competition, which showed an increase of 11 students compared to last year.</p> <p>x. Form Teachers agreed that the aforementioned measures helped cultivate students' values for 'respect for others' and 'integrity'.</p> <p>xi. It is recommended that teachers and social workers continue to adopt</p>

				good practices and strengthen class management in order to cultivate students' values of 'law-abiding', 'respect for others', 'integrity' and 'responsibility'.
Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Cultivating students' interest in performing arts and showcasing talents of students	1. Encouraging students to join the choir and wind band, exposing students to music training earlier and developing their talents in performing	<ul 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 	<ul style="list-style-type: none"> i. Questionnaire survey (Arts Education Committee) ii. Teachers' observation and follow-up records 	<ul style="list-style-type: none"> i. 85% of choir and wind band members agreed that the measures allowed them to develop their performing talents. ii. 87% of F.2 students agreed that the school's music and drama training programmes provided them with opportunities to engage in training of performing music and drama and the programmes also enhanced their interest in arts. iii. Teachers agreed that the measures helped develop students' performing talents and enhance their interest in arts.
	3. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-	<ul style="list-style-type: none"> i. Not less than 70% of students agree that in-school performances or competitions boost their interests in arts 	<ul style="list-style-type: none"> i. Questionnaire survey (Arts Education Committee) ii. Activity records 	<ul style="list-style-type: none"> i. 88% of students agreed that the school encouraged them to actively participate in performances and arts-related competitions. They agreed that having the Campus TV broadcast their performances not only helped exhibit the performers' talents in arts but also cultivated other students' interests in arts.

	<p>talents</p> <p>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</p> <p>5. Organising activities related to performing arts, offering students the opportunity to exhibit their talents in performing in the school hall or amphitheatre</p> <p>6. Broadcasting programmes about students' performances and competitions on Campus TV to exhibit students' talents</p>	<p>ii. Not less than 70% of students participate in activities related to performing arts (performing/competing/audience)</p> <p>iii. The school organises no less than three competitions related to performing arts every year</p> <p>iv. Students are offered no less than three opportunities every year to perform and exhibit their artistic talents in the school hall or amphitheatre</p> <p>v. At least one programme is shown 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>		<p>ii. 88% of students agreed that the performances and competitions organized by the school such as the singing contest, public speech competitions, and video-making competitions enhanced students' interest in arts.</p> <p>iii. 98% of students participated in talent activities (performing/competing/viewing).</p> <p>iv. In the 2nd term, the Art Education and the English Department arranged F.4 students to appreciate the musical "Joseph and the Amazing Technicolour Dreamcoat" on 22 June 2022. Students' response was positive and they were allowed to have a preliminary understanding of musicals and the basic etiquette for appreciating the genre.</p> <p>v. The plan to play music at the snack area on the 5th floor during recess time was suspended due to the pandemic.</p> <p>vi. The student arts event called 'St. Joe Art Day' was held on 14 January 2022 for all F.1 students. There were eight art workshops for students to participate on that day. 93% of students agreed that the event created an artistic atmosphere in school and increased the opportunities for them to be exposed to different types of arts; 85% of students agreed that the event increased their interest; 84% of students felt that the event helped develop their creative skills; and 89% of students believed that the event expanded their artistic horizons.</p>
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Domain: School Administration

Major Concern: Strengthening Professional Training, Enhancing Administrative Effectiveness, Optimizing School Organisation Structure

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<p>Optimising school professional training</p>	<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 needs</p>	<p>Not less than 80% of staff agree with the arrangements of the school's training programs</p>	<p>Questionnaire survey (Staff Development Committee)</p>	<p>i. Through staff development programmes, assignment inspection, lesson observation, interview or appraisal, the school assisted teachers to review their personal learning process and needs in accordance with their professional standards and to promote introspection on professional development needs.</p> <p>ii. At the same time, the school regularly reviewed the records of teachers' continuing professional development activities. Their records on teachers' personal professional development activities were consolidated to help them review their progress of personal professional development.</p> <p>iii. According to the year-end questionnaire survey, 100% of teachers agreed with the school's plan (87% agreed and 13% strongly agreed).</p>
	<p>2. Introducing external training resources or information, organising workshops on staff training days according to staff's preferences and needs</p>			<p>i. Interviews and year-end questionnaire surveys were conducted to understand the professional development needs of teachers and to collect teachers' opinions. During the year, the school arranged a variety of teacher development activities for all staff, covering the use of information technology in learning and teaching, spiritual nurturing, catering for students' learning needs and national security education. According to the year-end questionnaire survey, 96% of teachers agreed that the staff development programmes helped enhance their professional development; 96% of teachers agreed that the activities helped them reflect on the current situation and 91% of teachers agreed that the activities helped improve their understanding of e-learning and teaching effectiveness.</p> <p>ii. In addition, the subjects of English Language and IH participated in the School-based Support Services. The subject teachers regularly met with or joined thematic talks chaired by the staff of the Curriculum Development Division of the Education Bureau. They also shared and exchanged teaching strategies with fellow schools to enhance the effectiveness of learning and teaching.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Improve administrative efficiency	Optimising the current administrative organisational structure, further establish a work echelon, allowing teachers higher involvement in school administration, and improve the efficiency of administrative work	Not less than 80% of teachers agree with the arrangement	<ul style="list-style-type: none"> i. Questionnaire (Staff Development Committee) ii. Year-end meeting between the principal and teachers 	<ul style="list-style-type: none"> i. Optimisation of the administrative organisational structure continued throughout the academic year. Some administrative committees were added or merged according to the needs of the school and the position of deputy coordinator was added. According to the year-end questionnaire survey, 89% of colleagues identified with the school's optimised administrative organisational structure and the direction of establishing a 'work echelon', which allowed more teachers to participate in school administration, accumulate administrative experience, and strengthen administrative ability. ii. From the principal's meetings with individual teachers, it was learnt that most colleagues identified with the current administrative organisational structure and believed that the establishment of the echelon would indeed help improve the morale of the colleagues. At the same time, it also offered colleagues more opportunities for career development.