

St. Joseph's Anglo-Chinese School
Annual Plan 2023-2024

Domain: School Administration

Summary of last year's feedback and follow-up:

According to the professional development needs of teachers, a variety of teacher development activities were arranged in a systematic manner in the 2022-23 academic year as planned, such as workshops for education software, spiritual education, national security lectures, inter-school sharing sessions, etc. Teachers responded positively. In response to recent educational trends, teachers' professional training on information technology and STREAM teaching strategies can be further strengthened and the practice of teachers' professional roles should also be promoted in the coming year.

To face future development, the school continues to cultivate potential middle managers through the positions of 'Assistant Vice-Principals', committee coordinators and deputy coordinators. External training programmes will continue to be introduced to enhance teachers' professional knowledge and administrative capabilities.

Due to the retirement and resignation of teachers, the school needs to hire several new teachers to fill the vacancies. The current teacher induction programme will be optimised to provide sufficient support for each new teacher so that they can adapt to our teaching environment as soon as possible.

Major concerns: Optimising organisation structure, developing a professional team, and nurturing future talents

Objective	Strategy	Core values of Catholic Education	Ten Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
1. Strengthening professional training	<p>1.1 Introducing external training resources or information based on teachers' reflections, feedbacks and trends on educational policy, and holding appropriate professional training activities to build a team of teachers who closely follow new education policies, and promote teacher professionalism</p> <p>1.2 Strengthening professional development of the school's STREAM team in response to the direction of education policies in recent years and arranging for teachers to participate in professional training in the field of innovative technology in a systematic manner to equip them with professional knowledge and capabilities</p>	<p>Truth (pursuit of reason)</p> <p>Family (respecting everyone's needs)</p>	--	Whole year	<p>i. At least 80% of teaching staff identify with the arrangement of professional development programmes</p> <p>ii. Teachers of subjects related to STREAM have participated in at least one professional training in the field of innovative technology</p> <p>iii. At least 80% of subject teachers believe that relevant training can help improve professional knowledge and ability</p>	<p>i. Questionnaire survey (Staff Development Committee)</p> <p>ii. Questionnaire survey for stakeholders</p> <p>iii. Teachers' CPD records</p>	<p>i. Vice Principal (School Administration and Resources)</p> <p>ii. Staff Development Committee</p> <p>iii. Research and Data Analysis Committee</p> <p>iv. STREAM Education Committee</p>

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	1.3 Optimising the school-based teacher induction programme, providing comprehensive teaching and administrative experience sharing and support for new teachers to help them adapt to the teaching work as soon as possible, improving their teaching efficiency and professional quality						
2. Nurturing 'work echelon'	<p>2.1 Continuing to review and optimise the school's organisation structure, increasing opportunities for teachers to participate in administrative work, and enhancing leadership and overall professional capabilities through participation in school administration</p> <p>2.2 Developing 'work echelon' for the future development of the school through the positions of 'Assistant Vice-Principals', committee coordinators and deputy coordinators</p>	<p>Truth (pursuit of reason)</p> <p>Justice (treating others fairly)</p> <p>Life (letting life continue and develop)</p>	---	Whole year	<p>i. At least 80% of the coordinators and deputy coordinators of the Administrative Committee have participated in at least one systematic and relevant training course, seminar or workshop</p> <p>ii. At least 80% of the coordinators and deputy coordinators of the Administrative Committee believe that relevant arrangements will help enhance their professional leadership and coordination capabilities</p> <p>iii. At least 80% of the teachers agree with the school's direction of cultivating talents.</p>	<p>i. Questionnaire survey</p> <p>ii. (Staff Development Committee)</p> <p>iii. Questionnaire survey for stakeholders</p> <p>iv. Teachers' CPD records</p>	<p>i. Principal</p> <p>ii. Vice Principal (School Administration and Resources)</p> <p>iii. Staff Development Committee</p> <p>iv. Research and Data Analysis Committee</p>

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Domain: Teaching and Learning

Summary of last year's feedback and follow-up:

As after-school face-to face support, writing, and enhancement and remedial classes could not be held due to the continual impact of the pandemic in the First Term of 2022-2023, the effectiveness was impaired. In order to counter the impact of half-day face-to-face teaching on teaching progress and students' learning performance, all subjects actively optimised various teaching resources platforms and utilised different applications to promote self-learning among students. In the previous school year, the school arranged for F.5 students who had dropped their third elective subject to join an Applied Learning course on English for Business Services. In view of students' positive response, the arrangement will continue this year. Through the organisation of and preparation for the school anniversary celebratory STREAM activities in the last school year, many students actively participated in interactive learning activities and achieved remarkable results. This year, we will continue to enhance students' innovativeness and technological skills, and generic skills through innovation and technology-related activities on and off campus.

Major concerns: Strengthening the effectiveness of teaching and learning, enriching subject knowledge and enhancing innovativeness and technological capacity

Objective	Strategy	Core values of Catholic Education	Ten Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
1. Strengthening the effectiveness of teaching and learning	<p>1.1 Examining the development trend of public examinations and strategically fine-tuning enhancement and remedial programmes to help students prepare for internal assessments and public examinations</p> <p>1.2 Continuing to utilise statistical data from internal and external assessments and the Early Warning System to help senior form students set appropriate value-addedness goals</p> <p>1.3 Reviewing assessment strategies, teaching resources platforms, and teacher training of each subject, and continuing to enhance students' performance in internal assessments and public examinations</p>	Truth (human reason's capacity)	Care for others Responsibility Commitment Diligence	Whole year	<p>i. Different subjects comment on internal assessment and public examination results positively</p> <p>ii. Different subjects comment on their enhancement and remedial programmes positively</p> <p>iii. At least 80% of teachers agree that the Early Warning System and performance tracking help them keep track of students' performance in learning</p> <p>iv. At least 80% of teachers agree that the teaching resources platforms help improve teaching</p> <p>v. Teachers of different subjects undertake at least 8 hours of subject-based professional training</p>	<p>i. Statistical data from internal assessments, and minutes of panel /co-prep meetings of different subjects</p> <p>ii. Students' performance in enhancement and remedial programmes of different subjects</p> <p>iii. HKDSE results</p> <p>iv. Statistical data from the Early Warning System and the tracking of students' performance</p> <p>v. Teachers' CPD record (subject panel chairpersons and Staff Development Committee</p> <p>vi. Questionnaire survey (Academic Committee)</p>	<p>i. Vice Principal (Teaching and Learning)</p> <p>ii. Academic Committee</p> <p>iii. Early Warning System (i/c)</p> <p>iv. Careers & Further Studies Committee</p> <p>v. Research and Data Analysis Committee</p> <p>vi. Subject panel chairpersons and teachers</p>

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Objective	Strategy	Core values of Catholic Education	Ten Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
2. Enriching subject knowledge	<p>2.1 Utilising class time and learning time, and continuing to boost students' confidence in learning languages through flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial programmes</p> <p>2.2 Encouraging teachers of different learning areas to strengthen collaboration, enrich students' subject knowledge and hone students' generic skills through diversified life-wide learning activities</p>	<p>Love (love God and love one's neighbours as brothers and sisters)</p> <p>Truth (human reason's capacity)</p>	<p>Care for others</p> <p>Responsibility</p> <p>Commitment</p> <p>Diligence</p>	Whole year	<p>i. At least 80% of teachers involved respond positively to the measures and their arrangements</p> <p>ii. At least 70% of students involved respond positively to the measures and their arrangements</p> <p>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</p>	<p>i. Minutes of panel /co-prep meetings of related subjects</p> <p>ii. Questionnaire survey (Whole-school Reading Scheme Committee)</p> <p>iii. Questionnaire survey (Applied Learning – English for Business Services)</p> <p>iv. Questionnaire survey (EMI Support Programme)</p> <p>v. Observation of teachers-in-charge of life-wide learning activities of different subjects</p> <p>vi. Questionnaire survey for teachers and students (Academic Committee)</p> <p>vii. Questionnaire survey for stakeholders</p>	<p>i. English Panel Chairperson</p> <p>ii. Chinese Panel Chairperson and subject teachers</p> <p>iii. Whole-school Reading Scheme Committee</p> <p>iv. Curriculum Development Committee (EMI Support Programme)</p> <p>v. Careers & Further Studies Committee (Applied Learning – English for Business Services)</p> <p>vi. Self-evaluation Committee</p> <p>vii. Academic Committee</p> <p>viii. Teachers-in-charge of life-wide learning activities of different subjects</p>

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Objective	Strategy	Core values of Catholic Education	Ten Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
3. Enhancing innovativeness and technological capacity	<p>3.1 Different subjects organising activities for or recommending electronic applications/ platforms/learning materials to students to raise their cultural awareness, self-learning capacity and information literacy</p> <p>3.2 Continuing to improve teachers' e-learning teaching capacity and literacy, and enhancing students' cultural and creative literacy with creativity and technology</p> <p>3.3 Nurturing inquiry, innovativeness and entrepreneurial spirit among students through internal STREAM activities and external innovation and technology-related activities</p> <p>3.4 Continuing to enhance interactive learning by optimising 'BYOD' in F.1-3 and monitoring students' learning progress with the help of digital data from apps or learning platforms</p>	Truth (human reason's capacity)	Empathy Responsibility Commitment	Whole year	<p>i. Different subjects comment on the effectiveness of recommended apps, platforms or learning materials in bolstering students' information literacy positively</p> <p>ii. At least 70% of teachers join at least one course, workshop, training or sharing session related to e-learning</p> <p>iii. At least 70% of teachers comment on the optimisation of subject-based e-learning teaching resources positively</p> <p>iv. At least 70% of teachers agree that students' information literacy has been bolstered</p> <p>v. At least 70% of students respond positively to internal STREAM activities and external innovation and technology-related activities</p> <p>iv. At least 70% of F.1-3 teachers respond positively to the effectiveness of the BYOD policy in enhancing interactive learning and monitoring students' learning progress with the help of digital data from apps or learning platforms</p>	<p>i. Schemes of work/minutes of panel or co-prep meetings of different subjects</p> <p>ii. Questionnaire survey (Staff Development Committee)</p> <p>iii. Questionnaire survey for teachers and students (Academic Committee)</p> <p>iv. Teachers' observation</p> <p>v. Questionnaire survey on STREAM activities</p>	<p>i. Subject panel chairpersons and teachers</p> <p>ii. Staff Development Committee</p> <p>iii. STREAM Education Committee</p> <p>iv. Academic Committee</p>

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Domain: Student Development

Summary of last year's feedback and follow-up:

The pandemic continued to impact the 2022-23 academic year, affecting extracurricular activities and performing arts rehearsals. To address this, we organized variety shows during the post-examination period, allowing students to showcase their acting talents.

Transitioning from online classes caused discipline and peer relationship issues among some new F.1 students. However, through the combined efforts of teachers, counseling teams, social workers, and discipline teams, some of the students showed improvement.

Next year, we will focus on cultivating a culture of self-discipline and adherence to rules among students through various strategies and interventions.

Major concerns: Promoting positive values in life, enhancing civic literacy, and nurturing student talents

Objective	Strategy	Core values of Catholic Education	Ten Values and Attitudes	Schedule	Success criteria/Students' Performance	Method of Evaluation	Staff-in-charge/ Committee-in-charge
(If the school requires adjustments to any items in the plan, kindly indicate each item an asterisk (*) for respective departments' attention and subsequent follow-up.)							
Enhancing spiritual education and promoting positive values in life	<ol style="list-style-type: none"> Enhancing spiritual development among junior form students through meditation and experiential activities to foster their spiritual literacy and enhance their resilience Integrating spiritual lessons centred around the themes of 'self-living', 'love', and 'life' to empower students with self-confidence, promoting a positive outlook on the future and aligning with life planning objectives 	<p>Life (positive life and tribulations and adversities are to be faced with serenity and hope)</p> <p>Love (care for others)</p>	<p>Perseverance</p> <p>Love and care</p> <p>Empathy</p>	Whole year	<ol style="list-style-type: none"> At least 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 At least 70% of students agree that the learning activities help them cope with adversity At least 70% of students agree that the learning activities help them reflect on life, clarify life direction, enhance self-confidence and foster a positive outlook on the future 	<ol style="list-style-type: none"> Questionnaire survey (Religious and Moral Education Committee) Teachers' observation and follow-up records 	<ol style="list-style-type: none"> Religious & Moral Education Committee Careers & Further Studies Committee

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Enhancing spiritual education and promoting positive values in life (con't)	3. Fostering students' positive values of perseverance, love and care, empathy and sense of responsibility 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 Sense of responsibility	Whole year	i. At least 90% of students participate in service learning ii. At least 70% of students agree that the learning activities help foster the positive values of perseverance, love and care, empathy	i. Questionnaire survey ii. Reviewing statistics of students' participation in service learning iii. Teachers' observation and follow-up records	i. Religious & Moral Education Committee ii. Guidance & Students Growth Committee iii. Form teachers
	4. Training student spiritual ambassadors, assigning them to help lead activities with the knowledge and theories they have learnt in the training 5. Strengthening peer support and enhancing junior-senior form communication by training student ambassadors	Love (care for others) Justice (shouldering responsibilities) Family (respecting everyone's needs)	Love and care Sense of responsibility Commitment	Whole year	At least 70% of participating students agree that the activities help foster positive values, strengthen peer support and enhance junior-senior form communication	i. Questionnaire survey (Religious & Moral Education Committee) ii. Teachers' observation and follow-up records	i. Religious & Moral Education Committee ii. Guidance & Students Growth Team

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Enhancing civic literacy and promoting a culture of self-discipline and adherence to rules	<ol style="list-style-type: none"> 1. Improving students' self-discipline and fostering an understanding of the significance of adhering to rules, cultivating students' positive values in mutual respect and integrity through organising talks, form teacher periods, uniform teams 2. Nurturing students' sense of responsibility and civic duty by providing opportunities for them to assume responsibilities in various school committees and clubs such as the four houses, Student Association, Prefect Board, ECA clubs and Class Associations 3. Facilitating students' understanding of national treasures and cultural relics, along with the developmental trajectory of Chinese history and society, cultivating students' positive values such as respect for their country and heritage 	<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>Commitment</p> <p>Sense of responsibility</p> <p>National identity</p>	Whole year	<ol style="list-style-type: none"> i. At least 70% of students agree that the activities help them understand the significance of adhering to rules ii. At least 70% of students agree that the form teacher periods help them understand the significance of respecting others, adhering to rules and integrity iii. At least 70% of students agree that assuming responsibilities in school committees and clubs help improve their sense of responsibility and inspire them to become good citizens iv. At least 70% of students agree that increased understanding of national treasures and cultural relics help cultivate their positive values such as respect for their country and heritage 	<ol style="list-style-type: none"> i. Questionnaire survey (Guidance & Students Growth Committee) ii. Teachers' observation and follow-up records 	<ol style="list-style-type: none"> i. Guidance & Students Growth Team ii. Uniform Teams iii. Prefect Committee iv. Student Association v. Four House Captains vi. Form Teachers vii. ECA Committee viii. Civic & National Education Committee ix. Religious & Moral Education Committee

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Unleashing students' potential and displaying their talents in performing arts	1. Encouraging students to join the choir and wind band, exposing students to music training earlier and developing their talents in performing	Life (making good use of gifts from God)	Perseverance Empathy Diligence	Whole year	i. At least 80% of choir and wind band members agree that the measure helps them develop their talents in performing ii. At least 75% of F.2 students agree that courses of performing arts provide them with training opportunities and thus increase their interest in arts	i. Questionnaire survey (Arts Education Committee) ii. Teachers' observation and follow-up records	i. Arts Education Committee ii. School choir iii. School band iv. Music Panel v. ECA Committee
	2. Introducing courses of performing arts to students such as English drama, Chinese drama, magic, and Campus TV, offering more opportunities for students to experience performing arts						
	3. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-talents	Life (making good use of gifts from God)	Perseverance Empathy	Whole year	i. At least 70% of students agree that in-school performances or competitions boost their interest in arts ii. At least 70% of students participate in activities related to performing arts (performing/competing/audience) iii. The school organises at least three competitions related to performing arts every year iv. Students are offered at least three opportunities to perform and exhibit their artistic talents in the school hall or amphitheatre every year v. At least one programme is shown on Campus TV every month to exhibit	i. Questionnaire survey (Arts Education Committee) ii. Activity records	i. Arts Education Committee ii. Campus TV iii. Visual Arts Panel iv. Music Panel v. English Panel vi. Mass Programme Committee
	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 students' book sharing on Campus TV to boost students' interest in reading						

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	<p>7. Broadcasting programmes about students' performances and competitions on Campus TV to exhibit students' talents</p>				<p>students' artistic talents</p> <p>vi. At least 70% of students think watching book sharing on Campus TV boosts their interest in reading</p> <p>vii. At least 70% of students watch programmes about students' performances or competitions on Campus TV</p>		
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