

**St. Joseph's Anglo-Chinese School**

**School Development Plan**

**2024/25 - 2026/27**

# St. Joseph's Anglo-Chinese School

## Foreword

School Development Plan 2021-2024 has been completed. Over the next three years from 2024 to 2027, the school aims to not only consolidate past achievements but also advance to a new stage through projects in various areas. The most important objectives include ensuring that every member of the school community feels the continuous progress of St. Joseph's Anglo-Chinese School on different levels, providing students with more opportunities to unleash their potential, fostering a culture of learning and raising academic standards within the school, as well as enhancing the effectiveness of collaboration with the community and neighbouring schools.

## **1. School vision and mission**

### **Vision:**

The school provides students with Catholic holistic education. Modelling St. Joseph, we educate students according to our school motto 'Ad Astra, Caritas' (To the Stars, Benevolence), with the goal of nurturing lifelong learners and servant leaders who can contribute to society and the country.

### **Mission:**

- Based on the core values of Catholic education, we will nurture respectful, persistent, caring and responsible students who pursue the truth and strive for self-perfection through the six-year St. Joseph's nurture curriculum.
- Driven by love, teachers work to the best of their ability, fulfil their educational mission, and establish a loving community in which youngsters grow and get to know God.

## **2. Educational purpose**

Inspired by the benevolence of our School Founder, Rev. Br. Paul Sun, we endeavour to love, to maintain good teacher-student relationships, to create a familial atmosphere and to be models of lifelong learning and self-perfection. We also place students' interest at the highest priority at all times.

## **3. School Motto**

### **AD ASTRA CARITAS**

Ad Astra literally means 'to reach the stars', implying the pursuit of perfection. This is the common spirit of St. Joseph's teachers and students.

Caritas refers to the virtue of love. Learning from Christ's example, students learn to serve humbly.

We educate students to practise and promote the school motto in the following ways.

Service: Listening to the Gospel and serving the community

Comeliness: Modelling our patron saint and upholding comeliness

Truth: Pursuing the truth and realising potential

Benevolence: Caring for the weak and practising love

## 4. Holistic Review of School Situation

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 – 2023/24 <sup>1</sup>

Major concerns and targets	Extent of the target achieved <sup>2</sup>	Follow-up action(s) <sup>3</sup>	Remarks
<b>Major Concern 1:</b> Teaching and Learning – Boosting teaching achievements, consolidating language foundation and strengthening creative thinking  <b>Targets:</b> 1.1 Boosting teaching effectiveness and promoting academic value-addedness 1.2 Optimising curriculum design and promoting whole-person development 1.3 Utilising technology resources and developing innovation and technology	1.1 Partly achieved 1.2 Partly achieved 1.3 Partly achieved	1.1 Strengthening teacher professionalism and optimising curriculum design will be incorporated as routine work. The school will continue to provide professional development courses and training for teachers to enhance their teaching skills and expertise. 1.2 The strategy of utilising grade tracking to promote students' academic value-addedness was achieved. Tracking data facilitated various subjects in arranging appropriate support and enrichment for students. The school will continue to optimise and enhance the grade-tracking system. 1.3 Both teachers and students responded positively to the strategies of school-based English enrichment, small-group teaching and flexible grouping based on students' language abilities. The school will continue to optimise and enhance these strategies. Additionally, the school will provide diverse language learning activities and updated curricula to enrich students' language learning experiences and subject knowledge. Efforts will be made to organise life-wide learning activities to foster students' generic skills and instil positive values. 1.4 E-learning facilities and platforms were enhanced, and innovation and technology learning and STREAM campus characteristics were established. The 'BYOD' Scheme was also fully and successfully implemented in this cycle. These measures will be incorporated as routine work. Meanwhile, the school will focus on improving students' information literacy and continuously optimising corresponding strategies.	1.1 Subject teaching (Breadth) 1.2 Curriculum development (Generic) 1.3 Teacher development and resource development (Information)

<sup>1</sup> At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

<sup>2</sup> For example, Fully achieved/Partly achieved/Not achieved

<sup>3</sup> For example, Incorporated as routine work/Continue to be a major concern for the next development cycle with adjusted target(s)/Others

<p><b>Major Concern 2:</b> Student Development – Promoting positive spiritual health, nurturing good citizenship, demonstrating students’ talents</p> <p><b>Targets:</b></p> <p>2.1 Deepening spiritual education and boosting positive energy</p> <p>2.2 Raising awareness of compliance to rules and cultivating good citizenship</p> <p>2.3 Cultivating students’ interest in performing arts and showcasing talents of students</p>	<p>2.1 Partly achieved</p> <p>2.2 Partly achieved</p> <p>2.3 Partly achieved</p>	<p>2.1 The existing spiritual education curriculum and activities will be continuously refined to increase student engagement and reflection opportunities. Students will be offered chances to acquire knowledge on health and develop healthy lifestyle habits through participating in ‘Health Week’ which will include health education and experiential activities. Additionally, the ‘Soul Keeper Mental Health Guardian Programme’ will be held to enable students to help and support one another.</p> <p>2.2 The current school rules and mechanisms for managing student behaviour will be reviewed and adjusted appropriately to cater to the developmental needs of students. Subject groups will be encouraged to incorporate elements of National Education into the curriculum and establish monitoring mechanisms to ensure the effective implementation of National Education. The school will also persist in educating students on the protocols for flag-raising ceremonies and enlighten them on the significance of important holidays such as National Day and May Fourth Movement during morning assemblies.</p> <p>2.3 More activities incorporating elements of Chinese culture will be arranged during the Arts Week to enrich students' aesthetic experiences. Students will be encouraged to engage in sports and arts activities, assuming different roles such as competitors, staff and audience members to cultivate their teamwork and appreciation skills.</p>	<p>2.1 Promotion of a healthy and harmonious campus, and enhancement of students’ physical and mental well-being (Health)</p> <p>2.2 Enhancement of the sense of national identity and cultivation of good citizenship awareness (National, Breadth)</p> <p>2.3 Enhancement of student life planning and enrichment of students’ physical and aesthetic development (Breadth, Life, Health)</p>
<p><b>Major Concern 3:</b> School Administration – Enhancing administrative effectiveness, strengthening teacher professionalism and consolidating work echelon</p> <p><b>Targets:</b></p> <p>3.1 Providing teachers with continuing professional training and establishing a professional team</p>	<p>3.1 Partly achieved</p>	<p>3.1 The school emphasises the continuing professional development of teachers to enhance teaching and administrative effectiveness. Continuous promotion of teacher professional development, the provision of professional guidance and support for new teachers, optimisation of the school structure, and the consolidation of work echelon will be incorporated as routine work. Additionally, to raise the efficiency of non-teaching staff, more training courses or workshops related to their daily responsibilities will be arranged, and they will be encouraged to join professional development activities conducted by the Education Bureau or external institutions.</p>	<p>3.1 Professional development of teachers Teacher induction Scheme Optimisation of school structure Consolidation of work echelon (National, Breadth, Language, Generic, Information, Life, Health)</p>

**b. Based on the reflection of the seven learning goals<sup>4</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students**

**1 Students' performance in achieving the seven learning goals:**

- 1.1 Overall, students at our school partly achieved the seven learning goals.
- 1.2 Students generally outperformed Hong Kong norms in areas such as 'learning attitude (perseverance)', 'learning motivation (intrinsic)', 'learning motivation (instrumental)' and 'learning atmosphere (cooperation)'. However, some students struggled to complete or submit assignments punctually as instructed. There is room for improvement in students' initiative in learning and independent learning ability. Junior form students slightly lagged behind in 'reading (non-assigned materials)' and 'reading (time for leisure reading)', indicating a need to reinforce habits of reading outside of class. Several junior form classes exhibited relatively unsatisfactory performance in 'school atmosphere (no discipline problems)'. Students and junior formers showed subpar performance in 'information technology (less time for leisure)' and 'information technology (not attracted by its functions)' respectively. Some students misused phones on campus. Additionally, the performance of F.2, F.3 and F.6 students in 'physical exercise' slightly fell below the average.
- 1.3 In terms of national identity and global citizenship, students at our school performed ideally in 'emotional attachment to the country'. Junior form students surpassed the Hong Kong norm in 'national identity (responsibility, obligations)', 'national identity (proud, love)', 'national identity (national flag, anthem)' and national identity (achievements)'.
- 1.4 In terms of building a broad knowledge base, according to the stakeholder survey for teachers, only 40% of teachers agreed that 'students frequently complete learning tasks diligently, including homework'. There remains a need for improvement in students' initiative in learning and independent learning ability.
- 1.5 As for language proficiency, junior form students exhibited minor deficiencies in 'reading (non-assigned materials)' and 'reading (time for leisure reading)', indicating a need to cultivate habits of reading outside of class. To enhance students' language skills, the school emphasised the development of 'biliteracy and trilingualism' and promoted reading. The school utilised its Campus TV to broadcast morning assemblies in English or Mandarin, and regularly organised activities on English days and during English Week, effectively boosting students' interest and motivation in learning English. Furthermore, the school actively encouraged students to cultivate reading habits by involving senior form students in producing book sharing videos, which were then played during morning assemblies. This initiative not only enhanced the public speaking and video-making skills of senior formers but also sparked interest in reading among their peers. According to a survey conducted by the Academic Committee on F.5 students' book sharing, the strategy proved to be highly successful.
- 1.6 Regarding generic skills, according to the analysis of APASO, senior form students surpassed the Hong Kong norm in 'learning (self-initiative)', 'learning (self-monitoring)' and 'leadership'. They also excelled in 'learning (clear goals)' compared to the Hong Kong norms, demonstrating strong good 'generic skills'. Junior form students performed better than the Hong Kong norm in 'learning (initiative)' and 'learning (self-monitoring)', showcasing good 'generic skills'. However, there is a need for improvement in 'learning (clear goal)' among junior form students.
- 1.7 In the realm of information technology, from 2021 to 2024, the school endeavoured to enhance its electronic teaching facilities and platforms, embraced a blended learning approach, and effectively integrated traditional and electronic teaching methods. Despite these advancements, there remains a need to bolster students' information literacy. According to the analysis of APASO, students at our school outperformed the Hong Kong norm in 'information technology (no addiction)' and 'information technology (not attracted by its functions)'. However, they trailed behind the Hong Kong

<sup>4</sup> The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

norm in ‘information technology (less time for leisure)’, suggesting that senior form students exhibited commendable proficiency in utilising information technology. Junior form students surpassed the Hong Kong norm in ‘information technology (time for learning)’. Nonetheless, the analysis also underscored the necessity for junior formers to enhance their information technology usage while curbing recreational use.

- 1.8 In terms of students physical health, analysis from APASO indicated that students outperformed the Hong Kong norm in ‘physical exercise’, showcasing good physical health across junior and senior forms at our school. While F.1 students excelled in ‘physical exercise’ compared to Hong Kong norms, areas of improvement were identified for F.2 and F.3 students in this aspect. Concerning students’ mental health, both junior and senior form students surpassed the Hong Kong norm in ‘affect (positive affect)’, ‘meaning in life’, ‘affect (no anxiety, depressive symptoms)’ and ‘satisfaction (school)’, indicating desirable ‘mental health’ among our students. Recommendations from the ‘Focus Inspection on Physical Education Report’ (2022) highlighted the need to enhance curriculum and assessment arrangements. Specific improvements include planning the six learning domains of general Physical Education courses, defining clear learning content for each domain and revising learning assessment arrangements to better assess students’ physical skills, fitness, and knowledge of physical education. To address these recommendations, the school plans to launch a school-wide physical fitness improvement programme in the upcoming cycle. Each student will select an area of physical fitness for improvement based on the ‘Flying High’ Sports Programme’s standards. Students will practise under teachers’ guidance, undergo periodic testing to track progress and utilise a scale for assessing physical skills to monitor strengths and weaknesses for teachers’ evaluation and follow-up work. The ‘Focus Inspection on Physical Education Report’ also recommended that the school leverage data analysis for assessments to understand students’ strengths and weaknesses better, provide feedback to the Physical Education curriculum and adjust strategies. The Physical Education Department will track fitness equipment usage by category, employ questionnaires to review students’ fitness goals and assess progress at the end of this cycle.

**2 To promote the all-round development and lifelong learning of students, the school has made the following efforts to enrich students' learning experiences:**

- 2.1 Overall, students at this school have had a wide range of learning experiences.
- 2.2 Stakeholder surveys indicated that nearly 70% of students felt the learning opportunities (including extracurricular activities) provided by the school helped develop their interests and life skills. Affective surveys also showed our students performed better than the Hong Kong norm in ‘Proactive Learning’ and ‘Self-directed Learning’. This suggests the rich learning experiences at our school fostered students’ learning initiative and leadership abilities.
- 2.3 Careers and Further Studies Committee actively promoted career planning, organising overseas university visits and various talks on overseas further studies to broaden students’ pathways. The committee also collaborated with the alumni association and external organisations to run mentorship programmes and different work experience activities and vocational courses, allowing students to explore diverse work environments and deepen their understanding of industries of interest.
- 2.4 We implemented the Six-year St. Joseph's Nurture Plan, which included a range of activities for students in areas like religious education, moral education, leadership training, STREAM education, career planning, study tours, and service learning. This allowed students to have diverse development and positive growth. The extracurricular activity periods also offered students a wide variety of options to broaden their horizons. Our uniform teams also developed into maturity, enhancing students’ teamwork and leadership skills through their training.
- 2.5 Through joint meetings and form meetings, our Discipline, Guidance, Academic Committee and Student Support teams closely monitored the situations of different students and provided tailored support for their growth needs. The school also joined the Student Mental Health Support Scheme, using additional resources to nurture student development and strengthen their emotional support, boosting their resilience.
- 2.6 In addition to the curriculum recommended by the Education Bureau, the school also offered a school-based curriculum (such as Integrated Humanities, Religious and Ethical Education at the junior form level, etc.) to supplement the official curriculum. At the senior form level, students were provided with up to three electives. Since the previous cycle (2018-2021), the school’s science and technology curriculum has been revised based

on the recommendations of the 2018 Science Subject Focus Inspection Report. The different science disciplines have increased collaboration, implementing a Science Week each school year. STEM activities have expanded from extracurricular activities to whole-form activities, allowing all junior form students to participate. The school also emphasises strengthening the vertical training of scientific process skills. For example, junior form science subjects incorporate the concepts of independent variables, dependent variables, and controlled variables in tests and exams, laying a solid foundation for studying biology. The science subjects also assessed students' ability to draw and analyse graphs, preparing them for physics and chemistry. Additionally, the school introduced programming of robots and environmental bio-eco courses in the curriculum to equip students with technological knowledge and creative thinking. From the 2022-23 to 2023-24 school years, the school has been selected as a leader school for the CUHK Jockey Club AI for the Future Project, collaborating with the university team to design cross-disciplinary AI courses suitable for junior form students, helping them acquire innovative technology and enhance their creative thinking abilities. The school also made good use of academic performance early warning and tracking data, analysing students' needs in different subjects and helping target groups set appropriate growth targets. The Elite Students Programme regularly tracked the progress of high-achieving students and assisted them in adjusting their revision strategies. The SMART GOAL programme encouraged students at all levels to set their own learning goals, while the Academic performance early warning system helped senior secondary students formulate revision plans to strive for better results.

- 2.7 The school's 'Key Performance Measures' report showed that students' perceptions of 'student learning' were positive, with an average of 3.6 over the past three years, higher than the Hong Kong norm (3.3). On the other hand, the teacher questionnaire showed that teachers' perceptions of the curriculum and assessment were positive, with an average of 4.0 over the past three years, higher than the Hong Kong norm (3.5). Stakeholder questionnaires reflected that 89.8% of teachers agreed that the school effectively allocated resources to support curriculum implementation. 94.9% of teachers agreed that the school strategically provided diverse learning experiences for students both inside and outside the classroom, based on student diversity. However, there is still room for improvement in students' performance in completing learning tasks, including homework and reading. In addition, up to 94% of teachers agreed that 'panel heads can effectively collaborate with each other to implement school plans' and 'panel heads can effectively promote the development of their panels'.
- 2.8 In terms of the informal curriculum, the school actively organised a variety of in-school and external co-curricular and service learning activities in line with social developments and individual student needs. To cater for the diverse learning needs of students, each subject strengthened both enrichment and support, and ensured curriculum articulation. The school set up a 'Learning Enhancement Programme' to provide appropriate follow-up for students with poor academic performance, including athletes. In addition to implementing the Bring Your Own Device program in junior forms, the school actively prepared to launch the Secondary School IT Innovation Lab project, committed to upgrading the school's information technology equipment and facilities, as well as organising IT-related extracurricular activities, in order to strengthen students' interest in information technology and the learning environment for innovative thinking. Students had outstanding performance in robot design, winning multiple awards in the Robot Olympiad and the Hong Kong Tech Challenge Junior. During the pandemic, the school actively encouraged students to participate in online inter-school speech festivals, and maintained arrangements such as live-streamed morning assemblies, English Day, and teacher-student reading sharing sessions on Campus TV, fully creating a relevant language environment to enhance students' interest in learning English and reading across different subjects. By arranging students to prepare and implement the 65<sup>th</sup> Anniversary School Performance and STREAM activities, the school cultivated students' spirit of inquiry, innovation, and exploration. In the 2022-23 school year, the school pioneered the 5G Virtual Reality Racing competition, attracting participation from neighboring primary schools and receiving media coverage. To enable students to apply what they have learned, the school promoted science and technology education to friendly neighboring primary schools, holding an annual St. Joseph's Science Promotion event in early November, where students could showcase the results of their technology learning and education activities, while also developing their leadership talents.
- 2.9 In terms of student growth support, the school implemented small-class teaching, dual class teacher system, and F.1 bridging course in junior forms,

allowing teachers and class teachers to better care for students and strengthen teacher-student relationships.

- 2.10 In identifying the various needs of students in their growth support, the school reviewed the situations of different students through joint meetings and form meetings among the Discipline Team, Counseling Team, Academic Committee, and Student Support Team, to support the growth needs of different students. The school also joined the Student Mental Health Support Scheme, using additional resources to nurture student growth and enhance students' emotional support, thereby improving their resilience.
- 2.11 In arranging learning experiences tailored to students' personal growth needs, Careers and Further Studies Committee actively promoted life planning, including organising overseas university study tours and various overseas study seminars, to broaden students' study paths. Careers and Further Studies Committee also collaborated with the Josephian Association and external organisations to implement a mentorship programme, co-organising various job-tasting activities and related career courses, allowing students to experience different work environments and deepen their understanding of industries of interest. The school also implemented the Smart Goal and Early Warning System, enabling students to set personal learning goals.
- 2.12 In terms of supporting strategies for students' social development needs, the school implemented the Six-year St. Joseph's Nurture Plan, planning activities in religious education, spiritual education, moral education, leadership training, STREAM education, life planning, study tours, service learning, and other learning experiences, enabling students to have diverse development and positive growth. The extracurricular activity periods provided students with a variety of choices of activity. The uniform teams developed into maturity, and through the training, the students' team spirit and leadership skills were enhanced. Senior form students also demonstrated higher leadership abilities compared to Hong Kong norms, reflecting how the school's diverse activities helped develop students' leadership talents.
- 2.13 In establishing positive values and attitudes, the Religious and Moral Education Committee upheld the five core values of Catholic education and passed on the spirit of St. Joseph through liturgies and in-school religious facilities. The junior forms implemented The inSpirEd programme, allowing students to learn about mindfulness, enhance their awareness of caring for others and society, and find the meaning and calling in life. Furthermore, the school nurtured students to serve as Spiritual Ambassadors, leading students of different grades through mindfulness breathing, mindful eating, and muscle relaxation exercises to heighten their self-awareness of emotions, thoughts, and the five senses, and cultivate concentration.
- 2.14 In enhancing students' interpersonal relationships and social responsibility, the Religious and Moral Education Committee, Counseling Committee, Elder Academy, Parent-Teacher Association, and Alumni Association provided various service opportunities for students, allowing them to plan, execute, reflect on, and evaluate their service experiences, thereby building a caring culture and serving the community.
- 2.15 Stakeholder surveys indicated that nearly 70% of students recognised that the school's arranged learning opportunities (including extracurricular activities) helped develop their interests and life skills. APASO showed that the school's students performed better than the Hong Kong norm in 'learning (self-initiative)' and 'learning (self-monitoring)'. This suggests that students' rich learning experiences at school contributed to the development of their learning proactiveness and leadership talents.

**3 To promote all-round development and lifelong learning of students, the school has been leading the team to continuously improve and develop with the following measures:**

- 3.1 The school has established a culture of self-evaluation. At individual level, teachers can reflect on themselves using diversified evaluation indicators according to the evaluation mechanism. It is followed up in the interviews with appraisers and the school management through which they obtain feedback and formulate action plans. The school aims to promote professionalism among teachers and constantly seeks to perfect the evaluation mechanism. According to the questionnaires completed by the stakeholders (teachers' part), the percentage of 'agreeing' and 'strongly agreeing' with the statements 'the school's appraisal system can fairly evaluate the teachers' performances' and 'the school's appraisal is helpful for my professional growth' increased significantly from 76.4% to 86.5% and 84.8% respectively. At department level, most department heads are able to align with the school's focus areas, develop corresponding strategies and use appropriate assessment tools to review their effectiveness. In addition, the school makes good use of student questionnaires, early warning and data-tracking systems, and the self-evaluation tools provided by the Education Bureau to collect data, systematically analysing and integrating the assessment results of various subject groups. Furthermore, the harmonious and cooperative work environment, together with good teacher morale and teacher-student relationships encourages collaboration between subject groups, creating an atmosphere of continuous improvement in terms of teaching quality and student performances.
- 3.2 Teachers fully recognise the leadership, performance and overall development direction of the school management. When formulating the development plan, the school collects opinions through teachers' meetings, feedback from the school's self-evaluation system and the students' needs so as to align with the seven learning goals, the latest educational goals and trends in Hong Kong. It also stays connected with the core values of Catholic education and the school's mission and considers the backgrounds and characteristics of students so that it can prioritise development measures, set clear goals and develop practical strategies which can support students' all-round development and lifelong learning. During this development cycle, the school successfully established the features of innovation and technology learning and STREAM campus. It was selected as one of the ten leading schools in the 'CUHK Jockey Club AI for the Future Project' twice. Students won various awards in international competitions related to STREAM with remarkable results. Results of the questionnaires completed by the stakeholders (teachers' part) also confirm its success. The percentages of 'agreeing' and 'strongly agreeing' with 'the school can align with the educational goals and seven learning goals of Hong Kong, and formulate a clear development direction', 'the school can guide teachers to build consensus on the direction of continuous development', 'the school effectively monitors the implementation of work' and 'the school actively reports the self-evaluation results to teachers, parents and students' are 91.4%, 91.5%, 93.2% and 86.4% respectively.
- 3.3 The sustainable development of school requires adequate resources. First, the professional development of teachers is a long-term human resource strategy. With reference to the recommendations in the 'Report on How to Use English as the Medium of Instruction in Junior Secondary Education' (2011), the school's External School Review Report (2012) and Report on the Major Inspection of Chinese Language Education (2016), the school commits to creating a culture of collaborative lesson planning, peer lesson observation and cross-subject collaboration, with the aim of improving the teaching performance of teachers. Meanwhile, the school actively encourages teachers to take part in continuous training and professional development to enhance their professional competence, update their professional knowledge, and promote their self-growth and development. The number of professional training hours of the teaching staff has far exceeded the soft target of 150 hours set by the Education Bureau within the three-year cycle. During this development cycle, the school assisted teachers in setting their direction in professional development in line with the T-standard through which we could establish a shared vision. The school also arranged a diversified range of teacher development activities to meet the school's development needs.

To address the increase in the number of new teachers, the school launched a school-based induction programme to provide comprehensive professional guidance and support for the new members of staff. In addition, through continuous optimisation of the administrative structure, the school further strengthened its 'work echelon' to allow more teachers to participate in school administrative affairs, thereby boosting the morale of the teaching team. The above directions have gained the recognition of the majority of teachers and achieved satisfactory results. According to the stakeholder survey (teachers), 88.1% and 83.1% of teachers 'agreed' and 'strongly agreed' that 'the teachers' professional development activities are aligned with the school's development and student needs' and 'the teachers' professional development activities are very helpful for my work'. Moreover, the school actively sought resources to create a more ideal learning and teaching environment. For example, through applying for the Quality Education Fund, the school has started to build a 'Chinese Cultural Relic Exhibition and Activity Classroom', providing an ideal environment for students to learn about Chinese culture. Additionally, through donations from alumni, the school renovated the original computer room (Room 702) into a 'Smart Space' to optimise the learning environment. By participating in various programmes, the school also secured additional funding to benefit students through different channels.

- 3.4 The implementation of school policies has a high level of transparency and with the help of various channels (School Administration Committee meetings, general staff meetings, WhatsApp messages and internal emails, etc.), teaching staff can grasp the latest development, measures and goals which match the school's development cycle. The school arranges at least one annual meeting between all teachers and school managers, allowing opinions and suggestions to be voiced directly. The school also maintains close communication with parents and spreads the latest school information to them via different means so that parents can better understand the development of their children, building a relationship of mutual trust and cooperation. Therefore, parents generally acknowledge and support the school's policies. Through various group meetings, such as School Administration Committee meetings, general staff meetings, panel chairpersons' meetings, form meetings and class meetings, the school regularly reports the progress of students' learning effectiveness and the implementation of different projects. If necessary, the school can adjust strategies and allocates resources in a timely manner, allowing the school leaders and middle managers to play their planning, coordination and monitoring roles effectively. According to the results of stakeholders' questionnaires (teachers' part), the percentages of 'agreeing' and 'strongly agreeing' with 'the principal effectively performs monitoring function', 'the vice-principals effectively monitor the work of subject groups' and 'panel heads effectively monitor the work of subject groups' are 91.5%, 84.7%, and 93.2% respectively.

### c. How can my school be better

- ◆ What are my students' needs?
  - Enhance students' learning attitude, motivation and the learning atmosphere of the school, encouraging them to be persevering, intrinsically motivated, and to learn collaboratively
  - Cultivate students' independent learning and reading habits outside the classroom
  - Strengthen students' emotional attachment to the country and their national identity
  - Improve students' information technology literacy and reduce their use of technology for entertainment
  - Boost students' physical and mental health, especially the physical strength of F.2 and F.3 students
- ◆ What is my school's capacity for continuous improvement and development?
  - Provide diverse learning experiences, such as organising overseas study tours, implementing life planning and vocational courses so as to expand students' pathways for further studies and vocational choices
  - Implement the 'Six-year St. Joseph's Nurture Plan' which designs activities for students in areas including religious education, spiritual education, moral education, leadership training, STREAM education, life planning, study tours and service learning, providing students with opportunities for diversified development and positive growth
  - Offer diversified curriculum, such as school-based courses, elective subjects, and science and technology courses in order to cultivate students' knowledge and creative thinking
  - Foster students' proper values and sense of social responsibility through religious education, spiritual education and moral education
  - Establish a culture of care and awareness of serving the community among students through service learning activities and the work of the Student Support Team
  - Encourage teachers' continuing professional development and build a collaborative team environment, facilitating teachers' exchanges of ideas and resources and promoting passion and a sense of mission within the team
- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
  - Strengthen students' learning initiative and independent learning ability to enhance their learning attitude and motivation
  - Cultivate students' leadership skills and generic competencies such as setting clear goals and self-monitoring
  - Improve students' information technology literacy and reduce their use of technology for entertainment
  - Boost students' physical and mental health, especially the physical strength of F.2 and F.3 students
  - Provide diverse learning experiences, such as life planning and vocational courses so as to expand students' pathways for further studies and vocational choices
  - Establish positive values and attitude

## 5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

1. Strengthening national education and upholding positive values
2. Enhancing the quality of students and nurturing future pillars

### School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale (Pls ✓)			Outline of Strategies	Seven Learning Goals <sup>5</sup>	Committee(s)-in-charge
		Year 1	Year 2	Year 3			
Strengthening national education and upholding positive values	Enhancing national identity and cultivating a strong sense of civic awareness	✓	✓	✓	• Enhancing students' sense of national identity	• National and global identity • Breadth of knowledge	Civic and National Education Com
		✓	✓	✓	• Deepening students' understanding of national history and culture		
		✓	✓	✓	• Enhancing national education activities		
		✓	✓	✓	• Integrating national education elements into the curriculum		
		✓	✓	✓	• Broadening students' perspectives to enhance understanding of the country		
	Enriching students' learning experiences and enhancing their personal qualities	✓	✓	✓	• Cultivating students' respect and sense of responsibility towards life and family	• National and global identity • Breadth of knowledge • Generic skills • Healthy lifestyle	Religious and Moral Education Com Extracurricular Activities Com
			✓	✓	• Increasing exposure to different knowledge domains and cultures to broaden students' horizons		
		✓	✓	✓	• Providing opportunities for sharing and performance to enhance students' self-image and sense of achievement		
		✓	✓	✓	• Developing multiple intelligences through various activities and training		
	Strengthening moral education and creating a positive values-oriented atmosphere	✓	✓	✓	• Optimising classroom management and enhancing teacher professional training	• Generic skills • Information literacy	Staff Professional Development Com Religious and Moral Education Com Discipline Com Guidance & Students Growth Com
		✓	✓	✓	• Supporting junior form students to help them adapt to secondary school life		
		✓	✓	✓	• Strengthening moral education to create a strong moral education environment		
		✓	✓	✓	• Cultivating good habits in using information appliance to improve students' time management		
		✓	✓	✓	• Enhancing information literacy to cultivate students' awareness of digital citizenship, ethics and responsibility		
	Promoting harmony at school and a healthy lifestyle among students	✓	✓	✓	• Strengthening mental health support and emotional counseling services	• Generic skills • Healthy lifestyle	Extracurricular Activities Com Environmental Education Com Guidance & Students Growth Com Student Support Com
			✓	✓	• Promoting students' physical fitness and health to foster a healthy lifestyle		
				✓	• Beautifying and greening the campus environment to enhance the harmonious atmosphere		

<sup>5</sup> All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

Major Concerns	Targets	Time Scale (Pls ✓)			Outline of Strategies	Seven Learning Goals <sup>5</sup>	Committee(s)-in-charge
		Year 1	Year 2	Year 3			
Enhancing the quality of students and nurturing future pillars	Honing students' generic skills and increasing learning effectiveness	✓	✓	✓	• Implementing school-based curriculum reform to strengthen curriculum alignment and adjustments	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• Generic skills</li> </ul>	Academic Com Curriculum Development Com
				✓	• Creating a supportive learning environment to boost learning motivation		
		✓	✓	✓	• Improving students' study methods and learning routines		
			✓	✓	• Inviting academic role models from various subjects to share their learning experiences		
	Developing students' reading literacy and strengthening their biliteracy and trilingualism	✓	✓	✓	• Creating a school-wide reading atmosphere by providing diverse reading platforms and tools	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• Language proficiency</li> <li>• Information literacy</li> </ul>	Academic Com Whole-school Reading Promotion Com
			✓	✓	• Promoting out-of-school reading through home-school cooperation		
		✓	✓	✓	• Running language remedial and small-class teaching to strengthen language proficiency		
			✓	✓	• Introducing cross-disciplinary collaboration to create a multilingual environment		
	Developing students' innovativeness and information literacy	✓	✓	✓	• Promoting STREAM development, implementing the 'IT Innovation Lab' programme to encourage students to participate in innovative activities and competitions related to STREAM and AI	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• Generic skills</li> <li>• Information literacy</li> </ul>	Curriculum Development Com STREAM Education Com IT Support Com
			✓	✓	• Integrating information technology and digital learning resources to incorporate information technology into teaching assessment and the learning process		
		✓	✓	✓	• Enhancing students' information technology skills to improve their learning efficiency		
	Fostering career planning skills and enriching students' artistic and athletic development	✓	✓	✓	• Helping students understand their interests and abilities, as well as the requirements of different industries through workplace visits and work experiences	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• Life planning</li> <li>• Healthy lifestyle</li> </ul>	Careers and Further Studies Com Guidance & Students Growth Com
		✓	✓	✓	• Enhancing student career planning guidance and providing support for further education and employment to increase students' career awareness and cultivate career planning skills		
		✓	✓	✓	• Enriching students' physical and aesthetic development to allow them to showcase their talents		
			✓	✓	• Promoting communication and teamwork to cultivate students' sportsmanship		