

St. Joseph's Anglo-Chinese School
2025-2026
Annual Plan
Subject: English Language

A. Objectives

1. Addressing major concerns of the year – strengthening National Education and upholding positive values, and enhancing the quality of students and nurturing future pillars
2. Developing students' generic skills
3. Catering for learner diversity
4. Promoting assessment for learning
5. Interfacing junior and senior curricula
6. Improving HKDSE results
7. Creating a language-rich environment
8. Cultivating a reading habit among students

B. SWOT Analysis

Strengths:

- Panel members, in particular form coordinators, are enthusiastic, dedicated, cooperative and supportive.
- There is a developed sharing culture in the department which facilitates peer support among panel members.
- Panel members who have served as HKDSE markers are willing to share marking and scoring strategies with colleagues and students.

Weaknesses:

- Students' language foundation is weak in general.
- Students' listening and data file manipulation skills are particularly weak.
- Students are reluctant to join English activities and have to be pushed.
- The percentage of students attaining Level 4 or above is lower than the Hong Kong average.

Opportunities:

- Graded course books are adopted for F.3 students on top of F.1-2 to better cater for learner diversity of all junior formers.
- The introduction of a more well-designed online learning platform may strengthen reading skills more effectively.
- The continual adoption and refinement of the writing booklets for F.1-3 should help students write better.
- Addition of an energetic teacher to the team, bringing fresh enthusiasm and potential for enhanced team dynamics.

Threats:

- There is no split-class arrangement for all F.1 and classes A-C of F.1-2 speaking lessons, implying reduced opportunities for speaking practice.
- The optimisation of the senior secondary curriculum leads to reduced lesson time but not proportionately reduced teaching content, resulting in a tight teaching schedule.
- The professional tutor responsible for F.5-6 enhancement classes has left for overseas studies.
- There are few eligible former students who can serve as tutors for revision classes.



C. Targets of the school year

- **Strengthening National Education and upholding positive values**
 - Enhancing national identity and cultivating a strong sense of civic awareness
 - Enriching students' learning experiences and enhancing their personal qualities
- **Enhancing the quality of students and nurturing future pillars**
 - Honing students' generic skills and increasing learning effectiveness
 - Cultivating students' reading literacy and strengthening their biliteracy and trilingualism
 - Developing students' innovativeness and information literacy

D. Measures in response to the 7 learning goals

7 Learning Goals	Lesson/ECAs/Cross-subject activities (e.g. visits, field trips, workshops, study tours, project learning, learning week, seminars)
1. National and Global Identity [Scheme of Work & 6-year Nurture Plan]	- F.1-6 students completing assignments and/or engaging in individual presentations or group interactions on topics related to the 'cognition-affection-action' dimensions of national education or national security education - F.1 students designing a poster introducing an aspiring national athlete - F.2 and F.4 students watching the play <i>Taming the Dragon</i>, inspired by <i>Romance of the Three Kingdoms</i>, and learn to appreciate the Chinese classic - F.3 students joining the Ocean Park Academy workshop <i>Bamboo Eaters</i> to learn about the giant pandas and their preservation
2. Breadth of Knowledge [Scheme of Work]	The curriculum covering a range of modules that provide exposure to various themes and topics at personal, community, national and global levels
3. Language Proficiency [Scheme of Work]	The curriculum focusing on the four language skills, grammar and vocabulary, helping students develop language proficiency progressively
4. Generic Skills [Implementation Plan]	Students being provided with opportunities to develop their communication skills through making presentations and joining group discussions (F.1-6), and critical thinking skills through writing (F.4-6)
5. Information Literacy [6-year Nurture Plan & Scheme of Work]	- F.2 students designing posters about the protection of wildlife, addressing some of the nine Information Literacy areas outlined in the 'Information Literacy for Hong Kong Students' Learning Framework (2024) - F.1-6 students learning with the aid of online learning platforms and apps



6. Life Planning [6-year Nurture Plan]	F.5 students visiting different workplaces, gaining the opportunity to gain insights for future career and study
7. Healthy Lifestyle [Implementation Plan]	Students participating in the Hong Kong Schools Speech Festival, and joining or watching musical theatre or drama shows to cultivate an appreciation for the arts

Catering for Learners' Diversity (Refer to p.8)

1. More able students

The standard version of the graded textbooks, grammar book and listening book will be adopted, and Set B of the writing books will be designed for more able classes. The students will be challenged by texts of a higher level of complexity in terms of sentence structures and vocabulary exercises of a higher level of difficulty. It aims at sharpening their four language skills, grammar usage and vocabulary. They will also be provided less inputs than their counterparts using Set B of the writing booklets. It allows for more room for creativity and/or critical thinking skills.

2. Less able students

The custom course of the graded textbooks, easier grammar book and listening book will be adopted, and Set A of the writing books will be designed for less able classes. The trimmed texts cater to their ability, reducing helplessness. It aims at consolidating their four language skills, grammar usage and vocabulary. They will also be provided more inputs and guidance than their counterparts using Set A of the writing booklets, which makes writing more manageable and motivates them to complete the writing tasks with increased confidence.

E. Assessment for Learning (Refer to p.9)

Regular assessments like dictations and quizzes, and writing tasks will be conducted on unit basis. Students will also be assessed formatively and given feedback on speaking tasks weekly.

F. Interface of Junior Secondary and Senior Secondary Curricular (Refer to p.5)

Junior form students will be prepared for the senior secondary curriculum by being introduced to the exam paper formats, question types and scoring criteria required in the HKDSE.

G. Implementation Plan

1. Developmental

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Strengthening national education and upholding positive values ① Enhancing national identity and cultivating a strong sense of civic awareness	Arranging for F.2 and F.4 students to watch the play <i>Taming the Dragon</i> , inspired by <i>Romance of the Three Kingdoms</i> and join a post-viewing activity	Family	National identity	Second Term	Students can share about the play and the preservation/promotion of Chinese culture	Teachers' evaluation of students' work	F.2 and F.4 teachers	\$31,680 [from One-off Grant for Promotion of Self-directed Language Learning] → see Appendix
	Arranging for F.1 students to join a poster design competition on an aspiring national athlete	Family	National identity	First Term	Students can identify the attributes and values that can be learnt from the national athletes	Teachers' evaluation of students' work	F.1 teachers	\$300
	Arranging for F.3 students to join the Ocean Park Academy workshop <i>Bamboo Eaters</i> to learn about the giant pandas and their preservation	Family	National identity	Second Term	Students can understand the importance of and see their responsibility in preserving valued national treasured wildlife			\$14,080 [from class fund]
	Designing assignments and/or speaking activities on topics related to the 'cognition-affection-action' dimensions of national education and national security education for F.1-6 students	Family	National identity	Whole school year	- The design of the assignments can address the 'knowledge-emotion-action' dimensions of National Education - Teachers give appropriate and constructive feedback, or guidance in the marking - 75% of students agree that the activities can enhance their understanding of the festivals and their cultural significance	- Assignment inspection - Questionnaire survey (students)	F.1-6 teachers	---

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Enhancing the quality of students and nurturing future pillars ① Honing students' generic skills and increasing learning effectiveness	Preparing F.1-3 students for the senior secondary curriculum: <u>Paper 1</u> : Introducing students to different question types <u>Paper 2</u> : Introducing students to different genres <u>Paper 3</u> : Introducing students to integrated listening, reading and writing tasks <u>Paper 4</u> : Training students to do group discussions and give presentations	Truth	---	Whole school year	- There are different question types in Paper 1 tests and exams - The three questions are of different genres in Paper 2 exams - There is an integrated listening, reading and writing part in Paper 3 exams - Paper 4 exams assess students' performance in making presentations and doing group discussions	Inspection of test and exam papers	F.1-3 teachers	---
	Arranging for F.5 students who take only two elective subjects to join the Strengthening Programme in their free lessons to consolidate their English skills	Love	Benevolence	Whole school year	70% of teachers and students concerned find the arrangement helpful in improving their English skills respectively	- Questionnaire survey (teachers) - Questionnaire survey (students)	F.5 teachers	---

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
❷ Cultivating students' reading literacy and strengthening their biliteracy and trilingualism	Adopting small class teaching for 1ABC, 2ABC, 3AB & 4AB English, and 2DE & F.3-6 Speaking for increased personal attention and students-teacher interaction	Love	Benevolence	Whole school year	70% of teachers and students involved agree that the measure increases student-teacher interaction and boosts students' proficiency respectively	- Questionnaire survey (teachers) - Questionnaire survey (students)	F.1-6 teachers	---
	Organising life-wide learning activities for F.1-6 students	Life	Commitment	Whole school year	70% of English teachers comment positively on the effectiveness of life-wide learning activities	- Minutes of panel/co-prep meetings - Questionnaire survey (teachers)	F.1-6 English teachers	\$12,070 [from class fund]
	Subscribing to an online learning platform to encourage self-paced language learning	Love	Diligence	Whole school year	70% of students regularly complete online work	- Progress report of the online learning platform	F.1-6 English teachers	\$50,000 [from One-off Grant for Promotion of Self-directed Language Learning] → see Appendix
❸ Developing students' innovativeness and information literacy	Utilising information learning and familiarising students by utilising online learning platforms (e.g. EB, DSE/LATTE AI platform)	Truth	Integrity	Whole school year	70% of students regularly complete online exercises	- Progress report of the online learning platform	F.1-6 English teachers	---



2. Maintaining

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Developing students' generic skills	Developing students' communication skills by introducing group discussions and presentations in class	Truth	---	Whole school year	70% of students and teachers agree that doing group discussions and giving presentations facilitate the development of communication skills respectively	- Questionnaire survey (students) - Questionnaire survey (teachers)	- F.1-6 English teachers	---
	Developing F.4-6 students' critical thinking skills through writing	Truth	---	Whole school year	70% of F.4-6 students and teachers agree that writing assignments facilitate the development of critical thinking skills respectively	- Questionnaire survey (students) - Questionnaire survey (teachers)	- F.4-6 English teachers	---



Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Catering for learner diversity	Adopting graded course books for F.1-3 students	Love	Benevolence	Whole school year	- 70% of F.1-3 students find the graded course books helpful in consolidating their vocabulary power, reading skills and grammar knowledge - 30% of 1E, 2E and 3D students get more than 70/100 in Paper 1 uniform tests and exams - 20% of 1AB, 2AB and 3AB students pass Paper 1 uniform tests and exams	- Questionnaire survey (students) - Analysis of uniform test and exam results	F.1-3 English teachers	---
	Producing graded writing booklets for F.1-3 students	Love	Benevolence	Whole school year	- One graded writing booklet is produced for each composition - 70% of F.1-3 students and teachers respond positively to the writing booklets respectively	- Minutes of co-prep meetings - Questionnaire survey (students) - Questionnaire survey (teachers)	F.1-3 English teachers	---
	Including graded questions in F.1-3 Paper 1 uniform tests and exams	Love	Benevolence	Whole school year	At least one part of F.1-3 Paper 1 in uniform tests and exams contains graded questions	- Uniform test and exam paper inspection	F.1-3 English teachers	---

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Promoting assessment for learning	Conducting regular assessments for F.1-3 students	Truth	Diligence	Whole school year	70% of F.1-3 students and teachers agree that regular assessments consolidate learning respectively	- Questionnaire survey (students) - Questionnaire survey (teachers)	F.1-3 English teachers	---
	Teachers giving constructive comments or suggestions for improvement when marking students' compositions	Love	Benevolence	Whole school year	- All teachers give constructive comments or suggestions for improvement when marking students' compositions - 80% of students find teachers' comments or suggestions for improvement useful	- Assignment inspection - Questionnaire survey (students)	F.1-6 English teachers	---
	Teachers giving constructive comments or suggestions for improvement after listening to students' discussions and presentations	Love	Benevolence	Whole school year	- All teachers give constructive comments or suggestions for improvement after listening to students' discussions and presentations - 80% of students find teachers' comments or suggestions for improvement useful	- Questionnaire survey (students) - Questionnaire survey (teachers)	F.1-6 English teachers	---

Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Improving HKDSE results	Organising enhancement classes and exam preparatory classes for selected F.5-6 students according to statistical data analysis	Truth	Diligence	Whole school year	- 70% of course participants and 70% of teachers concerned find the classes useful for HKDSE preparation respectively - 20% of F.6 students attain Level 4 or above - 90% of F.6 students attain Level 2 or above	- Questionnaire survey (course participants) - Questionnaire survey (teachers concerned) - Analysis of HKDSE 2026 results	F.5-6 English teachers	\$15,000 [from Academic Comm]
	Helping students understand the trend of HKDSE, scoring criteria and question answering techniques with the use of live scripts	Truth	Diligence	Whole school year	70% of F.5-6 students and teachers find the measure useful for HKDSE preparation respectively	- Questionnaire survey (F.5-6 students) - Questionnaire survey (F.5-6 teachers)	F.5-6 English teachers	---



Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Creating a language-rich environment	Organising English Week and lunchtime activities for learning and fun	Life	Commitment	Whole school year	- 70% of students participate in at least one activity - 70% of students find the events both enjoyable and educational	- Questionnaire survey (students)	F.1-6 teachers	\$15,000 + \$3,000 [prizes]
	Encouraging students to join the Hong Kong Schools Speech Festival	Life	Perseverance	First Term	- An average of 2-3 students from each class take part in the Speech Festival - 70% of the participating students agree that joining the Speech Festival boosts their interest in English	- Statistical analysis - Questionnaire survey (Speech Festival participants)	NET, local NET & English teachers	\$12,000 [entry fees] \$2,000 [transport]
	Counting students' activity participation rate into exam marks	Justice	Commitment	Whole school year	Below 50% of students get 0 marks for English activities participation in exams	Statistical analysis of exam results	F.1-6 English teachers	---
	Organising a musical theatre workshop for students interested in performing arts	Life	Perseverance	Whole school year	80% of students agree that the musical theatre workshop helps them to learn and understand drama and performing arts	Questionnaire survey (workshop participants)	Teacher advisors of Musical Theatre Team	\$290,000 [from School Fund]
	Organising an overseas study tour	Life	Responsibility	Second Term	80% of participants think the study tour provides valuable opportunities to practise English in an authentic setting and helps boost their confidence in communicating in English	Questions survey (tour participants)	Teacher-in-charge of the study tour	\$140,000



Targets & Objectives	Strategy	Catholic core values	12 Values and Attitudes	Time	Success Criteria	Method of Evaluation	Staff involved	Resources required
Cultivating a reading habit among students	Requiring F.1-3 students to do reading reports	Truth	Diligence	Whole school year	70% of students get an average of 15 marks in RAC	Analysis of exam results	F.1-3 Speaking teachers	---
	Requiring F.1-6 students to engage in online reading via <i>EB</i>	Truth	Diligence	Whole school year	Students are assigned online reading regularly	<i>EB</i> reports	F.1-6 teachers	---
	Promoting the reading of fiction	Truth	Diligence	Whole school year	At least 70% of students agree that the reading logbook encourages them to read more fiction	Questionnaire survey (students)	F.1-6 teachers	\$10,000 [from One-off Grant for Promotion of Self-directed Language Learning] → see Appendix

H. Budget

Items	Amount
<i>Developmental</i>	
1. <u>Strengthening national education and upholding positive values</u>	
- Arranging for F.2 and F.4 students to watch the play <i>Taming the Dragon</i> , inspired by <i>Romance of the Three Kingdoms</i> and join a post-viewing activity (tickets)	\$31,680 [from One-off Grant for Promotion of Self-directed Language Learning]
- Arranging for F.1 students to join a poster design competition on an aspiring national athlete (prizes)	\$300
- Arranging for F.3 students to join the Ocean Park Academy workshop Bamboo Eaters to learn about the giant pandas and their preservation	\$14,080 [from class fund]
2. <u>Enhancing the quality of students and nurturing future pillars</u>	
- Organising life-wide learning activities for F.1-6 students	\$12,070 [from class fund]
- Subscribing to an online learning platform to encourage self-paced language learning	\$50,000 [from One-off Grant for Promotion of Self-directed Language Learning]
<i>Maintaining</i>	
1. Teaching aids	
- Teachers' books and teaching resources	\$14,900
2. Improving HKDSE results	
- Organising enhancement classes and exam preparatory classes for selected F.5-6 students according to statistical data analysis	\$15,000 [from Academic Committee]
3. Creating a language-rich environment	
- Organising English Week and lunchtime activities for learning and fun	\$15,000
- Prizes for English Week competitions	\$3,000
- Entry fees for Speech Festival	\$12,000
- Transportation for Speech Festival	\$2,000
- Organising a musical theatre workshop for students interested in performing arts	\$290,000 [from School fund & TRG]
- Organising an overseas study tour	\$140,000 [from Life-wide Learning Grant]
4. Cultivating a reading habit among students	\$10,000 [from One-off Grant for Promotion of Self-directed Language Learning]
- Promoting the reading of fiction	
Total:	\$47,200 (English Language) \$290,000 (School fund and TRG) \$91,680 (One-off Grant for Promotion of Self-directed Language Learning) \$140,000 (Life-wide Learning Grant) \$15,000 (Academic Committee)

I. Members

Mak TY (Panel Chairperson), Miu SW (Vice Panel Chairperson), Tong YH (Vice Panel Chairperson), Chan KH, Chan YT, Fong MP, Ho SK, Holroyd C, Leung WL, Man SY, Mohamad N, Chan SL (Assistant Teacher)



One-off Grant for Promotion of Self-directed Language Learning (English Language)

Implementation Plan

Year	Item	Objective	Budget
2024-2025	Providing a \$1,000 subsidy per student for the Sydney study tour	- To provide students with the opportunity to practise English in an authentic setting - To strengthen students' confidence in using English for authentic purposes	\$39,000
2025-2026	Subscribing to an online learning platform	- To promote comprehensive English language development - To encourage and facilitate self-directed learning	\$50,000
	Promoting graded reading of fiction	- To develop learner autonomy by enabling students to independently select level-appropriate fiction	\$10,000
	Purchasing tickets for <i>Taming the Dragon</i> (inspired by <i>Romance of the Three Kingdoms</i>)	- To blend cultural education with language learning, national education and national security education	\$31,680
2026-2027	Subscribing to an online learning platform	- To promote comprehensive English language development - To encourage and facilitate self-directed learning	\$50,000
	Promoting graded reading of fictions	- To develop learner autonomy by enabling students to independently select level-appropriate fictions	\$10,000
	Organising activities for enhancing English language learning and fostering identity	- To boost students' interest in English language learning - To foster a sense of national identity and cultural belonging among students	\$9,320
TOTAL:			\$200,000

