

St. Joseph's Anglo-Chinese School

School Development Plan

2018/19 - 2020/21

St. Joseph's Anglo-Chinese School

Foreword

School Development Plan 2015-2018 has been completed. In addition to the consolidation of the achieved targets, we will also launch development projects in various areas for the advancement of the school to a new phase from 2018 to 2021. We attach utmost importance to upgrading St. Joseph's in various domains, maximizing opportunities for students to develop their potentials, lifting the learning atmosphere and academic standards and enhancing the effectiveness of cooperating with the community and neighbouring schools, and hope that our achievements are recognized by every member of the school.

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 goals 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 St. Joseph's Six-year Nurturing Programme.
- 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 a good teacher-student relationship, 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

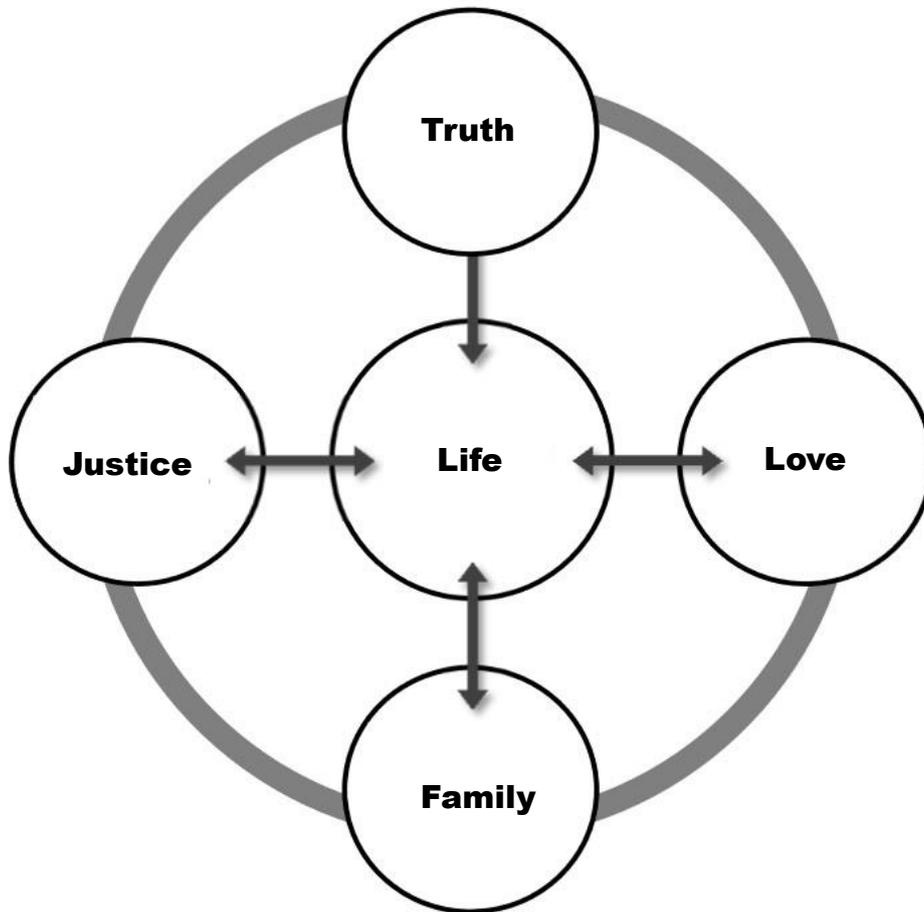
Goodness: Modelling our patron saint and upholding righteousness

Truth: Pursuing the truth and realizing potentials

Benevolence: Caring for the weak and practicing love

4. Educational Beliefs

The core values of Catholic education



We are a Catholic school and we are committed carry on the contribution of the Catholic Church to education, a Catholic School, as its vision and mission, shall uphold and pass on the following core values to young people to prepare them properly for their life and future responsibilities:

Truth: It is what the human intellect is searching for.

- (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

Justice: It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due.

- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

Love: It is the greatest of all virtues.

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

Life: It is a priceless gift from God and is sacred in itself.

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the "Beatitudes" as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

Family: It is the basic unit of society.

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

5. Review of School Situation

Effectiveness of School Development Plan (2015-2018)

Major concern	Rate of success	Follow-up work
<p>1. Enhance students’ public examination performance by encouraging a strive for excellence and catering for learner diversity</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> • Ran after-school enhancement and remedial programmes to enhance students’ performance in the public examination • Implemented small class teaching in junior forms and practise graded teaching <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Encouraged teachers to serve as HKDSE markers • Promoted a culture of commendation to encourage students to excel and improve • Promoted and optimized the Early Warning System to F.4 • Held post-test or exam commendation ceremonies • Provided a variety of SEN student support and training 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> • Continue with enhancement and remedial work in the next cycle and introduce various resources and learning programmes for more desirable results • Continue with the small class teaching arrangement to cater for learner diversity and extend the strategy to language subjects in the senior forms in the next cycle; optimize small class teaching and graded teaching strategies by enhancing teacher training and teaching strategy study so as to increase the effectiveness of caring for learners of different abilities <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Encourage teachers to serve as HKDSE markers as usual, helping potential students get good academic result and university admission • Continue with the culture of commendation to raise active and motivated learners • Continue running the “Early Warning Scheme” to arouse students’ awareness of making improvement and consolidating their academic achievements early, • Continue holding post-test or exam commendation ceremonies and display students’ test or exam results on electronic notice board • Continue caring for SEN students properly by running a variety of training programmes

Major concern	Rate of success	Follow-up work
<p>2. Cultivate the Christian spirit of love among students</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> • Boosted students' confidence and self-discipline through life education for junior formers • Enhanced students' self-discipline by introducing 'co-class teachers' arrangement and facilitating class management • Promoted service learning to boost students' confidence and teach them the Christian spirit of love through active participation in community service • Developed a love and care culture through prayers, teachers and students' book sharing, Mass and religious rites' themes and weekly assembly activities <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Provided ample chances for students to practise public speaking and build up confidence by holding junior forms and senior forms' morning assemblies separately • Strengthened training for student leaders and encourage them to serve so as to develop their leadership and self-confidence • Promoted collaboration among the Student Association, houses and clubs for enhanced leadership training 	<p><u>Items partially achieved (to be followed up):</u></p> <ul style="list-style-type: none"> • As less than 75% of students recognized the effectiveness of life education in making them more self-disciplined, the 'inSpirEd' School Project will be launched in the next cycle for improved control of emotions and reduced impetuosity among students • Disciplining oneself and loving others will be a major concern in the next cycle as some students were found being unable to practise self-discipline • The launch of service learning will continue for F.3 and F.4; arrange community service during OLE Week to spread the message of love; promote a peer support programme to build a spirit of brotherhood and mutual help among Josephians • Introduce a contemplation session before morning prayers; enrich religious atmosphere by utilizing the LED screen in the school hall <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Continue with the arrangement of F.5 and F.6 students delivering speeches in morning assemblies for boosting their confidence • Continue training student leaders for enhanced leadership among potential students

Major concern	Rate of success	Follow-up work
<p>3. Streamline school administrative and managerial framework</p>	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> • Broadened the horizons of different stakeholders by organizing various professional development themes and activities for teaching, clerical and janitor staff • Specialized teaching was implemented among 47% of the teaching staff; over 50% of the teachers had to two subjects and two teachers, three subjects • After the restructuring of the administrative structure, each colleague currently has at least one administrative post; there are only three teachers with more than ten positions (vice principals and executive officer); the average number of administrative positions taken by a teacher is four <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Widened teachers’ horizons by introducing the annual ‘inSpirEd’ programme and introduced resources from other schools according to their needs • Only 16 teachers had to take five or more administrative duties after streamlining the school structure, improving the efficiency of administrative work • Nearly 50% of the teachers reached the goal of practising specialized teaching 	<p><u>Items partially achieved:</u></p> <ul style="list-style-type: none"> • Clerical and janitor staff only took part in two to three professional development activities; a more comprehensive training programme plan should be devised to enable the acquisition of knowledge which can be applied in their daily lives • Increase the ratio of teachers who can practise specialized teaching by hiring new teachers to enhance the teaching effectiveness of the team • Reorganize the administrative work so that most colleagues can work more efficiently with reduced administrative duties <p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Strengthen ‘inSpirEd’ and spiritual development among the teaching staff, which can then be extended to and benefit students’ learning; attach importance to exchanges with other schools for the enhancement of teaching and administrative performance • Continue streamlining administrative structure to allow teachers to focus more on their teaching and administration work • Expedite ‘specialized teaching’ by hiring subject-trained teachers according to personnel changes

Major concern	Rate of success	Follow-up work
<p>4. Offer and improve school facilities to raise students' sense of belonging</p>	<p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • All facilities in the school have been opened to the use of different student activities on weekdays. In addition to open school campus for our alumni, the school rents facilities for parish schools, friends schools, and non-profit making educational institutions. • The number of people who stay in school for self-studying, participating in patrolling practices, and attending interest group activities is increasing. In addition to making good use of the school's facilities, the move also enhances students' sense of belonging towards the school. 	<p><u>Items achieved:</u></p> <ul style="list-style-type: none"> • Continue to encourage students to make good use of the facilities available in the school. To increase their sense of ownership of the school facilities, students are encouraged to submit comments and suggestions to the school management. • Make our students enjoy staying in the campus for activities or revision and let them feel that the school is their second home.

6. Review of the overall school performance

Indicators	Major advantages	Areas to be improved
1. Items having achieved targets	<ul style="list-style-type: none"> • Members of the school’s IMC, including representatives of the school sponsoring bodies, the school supervisor, principals of the primary and secondary sectors, teachers, parents, alumni and independent individuals, participate in the school’s decision-making processes, which enhances the transparency and accountability of the school management, as well as the school’s continued development. • The school maintains close communication with parents via the information system (parent communication application), in which parents could access the monthly newsletters and school news to keep abreast of the latest development of the school and their children. • The administrative structure has been further reorganized and simplified, which enables teachers to dedicate more time to teaching, and hence increases teaching effectiveness. • The school maintains adequate fiscal reserves and therefore a number of school facilities have been updated in recent years to create a better learning environment. • An appraisal system for teachers and non-teaching staff has been set up for professional development and increased accountability • A self-evaluation mechanism, which makes use of questionnaires and student performance, has been established to collect self-assessment data and information. • Departments and functional groups meet regularly to review work progress and formulate improvement measures. 	<ul style="list-style-type: none"> • Some teachers expressed opinions about the current performance appraisal system, which would be further refined in order to promote professional development and enhance accountability. • There is still room for improvement regarding teachers’ attendance and follow-up (late and leaves). • More manpower and resources could be allocated to promote Moodle for students’ self-learning.

Indicators	Major advantages	Areas to be improved
2. Professional leadership	<ul style="list-style-type: none"> • Passionate about education and experienced in both teaching and administrative roles, the principal has led the administrative committee members in formulating development targets and implementation strategies following the school's mission, the trend of education policies and the school's current situation. Manpower and resources are allocated appropriately in order to implement key development works. • The communication between the administrative committee and teachers is close and effective, which allows smooth implementation of school policies. • Professional and experienced members of the middle management formulate and implement plans of departments and functional groups in an orderly manner 	<ul style="list-style-type: none"> • Middle management remains to be strengthened, particularly in terms of how to assist departments/functional groups in matching school's concerns and teachers' professional development within teams.

Indicators	Major advantages	Areas to be improved
3. Curriculum and assessment	<ul style="list-style-type: none"> • The arrangement for the senior curriculum is flexible that classes are organized according to students’ performance, abilities and interests of each year. Except the four core subjects (Chinese, English, Mathematics, Liberal Studies), senior form students are allowed to choose two or three out of twelve elective subjects, including visual arts and physical education, according to their own abilities. This arrangement allows students to choose a combination of both arts and science subjects. • In junior forms, the emphasis is on improving students’ English proficiency and therefore Integrated Humanities and Integrated Science adopt English as the medium of instruction. • Class observation and regular assessments allow the school to understand the progress and effectiveness of teaching. • The departments of Chinese Language and Integrated Humanities have common preparation time to share experiences and enhance teaching effectiveness. • Classes are arranged according to the academic performances of students in order to narrow learning differences in classes. • The school attaches great importance to the use of data, paying attention to the situation of ‘depreciating’ students, and providing them with support and counselling. The Early Warning System serves to remind students to pay attention to certain learning areas and to provide data to each department to assist planning. • The school has been actively promoting the intelligent evaluation system (S Mark) to optimize the efficiency of marking. Through the use of the Student Data Analysis System (SDAS) on E-class, teachers are able to understand students’ progress more comprehensively and to provide corresponding feedback. 	<ul style="list-style-type: none"> • The junior curriculum is mainly taught in English, which put students with weaker English abilities at a disadvantage in terms of academic performance, making them lose confidence in learning. The school has to support these students with appropriate measures. • Integrated Humanities is taught in English in the junior curriculum but in Chinese in the senior curriculum. In addition, some S.3 students failed to enroll in the elective subjects of their choice as they failed to meet certain requirements of the selected elective subjects. The school has to strengthen the counselling measures to support S.3 students. • Professional exchanges within and between departments could be further increased. Interdisciplinary study and peer class observation failed to develop into regular teaching activities. • There is a need to further enhance students’ language abilities through optimizing the language curriculum design and teaching activities strategies. • All departments need to make full use of the data and analysis results to closely follow up and evaluate students’ learning performance.

Indicators	Major advantages	Areas to be improved
4. Learning and teaching	<ul style="list-style-type: none"> • All major subjects offer enhancement and remedial classes according to the difference in students' learning ability, providing them with appropriate assistance. • Homework remedial classes in junior forms are implemented to train students to take homework seriously and submit homework punctually. • Resources are allocated to assist students with weaker learning ability to improve their academic performance. • The school is keen to implement and practice E-learning. In addition to adding suitable equipment in classrooms, two new technology facilities, including Bio-Eco Corner and Virtual Reality system are introduced. Students are trained to manage the Bio-Eco Corner and write VR programmes in order to enhance learning effectiveness and develop responsibility as well as creativity. • Many teachers are experienced DSE markers with good understanding of the exam marking criteria, and this enables them to prepare students for the exams. 	<ul style="list-style-type: none"> • Measures to cater for learning differences, including enhancement and remedial programs, need to be strengthened. • More assistance on homework could be provided to senior form students whereas there is a need to improve quality of homework among junior form students. • Putonghua and English learning context outside the classroom is not strong. Different strategies are needed to increase the motivation of using these two languages outside the classroom. • Boys in general are less interested and capable in reading therefore more relevant support and encouragement should be provided. • Students are less interested in cultural activities so they should be given more exposure and education in this area.

Indicators	Major advantages	Areas to be improved
5. Student support	<ul style="list-style-type: none"> • Each year, the school uses various channels, such as observations, stakeholder questionnaires, affection and social performance assessment kits. The information obtained allows the school to understand the different needs of students in their growth and to formulate policies and measures for student development for the next academic year. • The disciplinary, counselling and academic boards meet regularly to review students' progress and to discuss follow-up plans to support their different needs. • The school provides students with St. Joseph's Six-year Nurturing Programme which includes a diversity of activities and support services. • The Careers and Further Studies team helps senior form students understand the importance of career planning and assists them in understanding their own interests and aspirations as well as in setting their personal goals. The team maintains a good relationship with various institutions, with which the team co-organise different types of activities including education exhibitions to let students learn about different options of further studies. The team also works closely with the Alumni Association to implement the Mentorship Programme, which gives students group and individual career counselling and the opportunity to explore different work experiences. • S.1 placement tests allow the school to identify and cater for students' different needs, and establish a culture of inclusiveness, according to the requirements of anti-discrimination law. All departments and groups collaborate to provide students with appropriate support services, including counselling courses, enrichment courses, bridging courses and therapy. • In order to help teachers take care of the different needs of students more effectively, the school arranges appropriate teacher professional development programmes each year. • Students responded positively on "perception of support for student development" and "perception of school climate" in stakeholder questionnaires. 	<ul style="list-style-type: none"> • Although the school actively cultivates students' good behaviours, there is still room for improvement in their self-discipline. • The 'inSpirEd' programme has been implemented to develop students' attention and control of emotions. • According to the questionnaires of assessment of affective and social outcomes, S.3 students performed relatively poorly in social relationships and national and global citizenship identity. The school plans to provide students with more comprehensive learning opportunities including exchange trips to the mainland and foreign countries. • In the stakeholder questionnaire, parents gave a relatively low score on "School helps my children understand the importance of self-discipline'.

Indicators	Major advantages	Areas to be improved
6. School partners	<ul style="list-style-type: none"> • The school regards parents as important partners in school development and maintains close communication with parents with the information system (parent communication application), through which parents are able to access monthly newsletters and school news. • The Parent-Teacher Association maintains a good and close relationship with the school and actively supports and participates in school's activities. The association is also willing to give suggestions to school policies. In stakeholder questionnaires, parents responded very positively on 'perception of school-family cooperation'. After several years of interaction and cooperation, the primary section gradually agrees to the secondary sector's development direction. Both sectors are keener to develop a close relationship; for example, both principals and administrators actively participate in activities co-organised by both schools. More importantly, there has been an increase in the number of students in the primary sector choosing to further their studies in the secondary sector. This will also help to further establish the goal of the "St. Joseph's Family". • The school receives huge support from the alumni (Alumni Association and Rev. Bro. Paul Sun Education Foundation), who provides students with various types of support and assistance. This nurtures the brotherhood of Josephians and broadens students' learning scope as well as increases their sense of belonging to the school. • The Principal actively participates in various functions of different schools including their anniversary celebrations, exchange activities of primary and secondary schools, open days and parent seminars. This allows people from different districts to understand the school's development. 	<ul style="list-style-type: none"> • In recent years, the socioeconomic status of the students' families has declined and there has been an increase in the number of single-parent families. Also, there have been more problems with parenting; for example, parents in general pay too much attention to students' academic performance, hence overlooking the importance of students' life education. Therefore, there is a need to strengthen parent education and give them greater support.
7. Attitudes and behaviors	<ul style="list-style-type: none"> • According to the Affective and Social Outcomes questionnaire, students' attitude towards the school is generally satisfactory. Most of the ratings are better than the previous school year and that of the norm in Hong Kong. 	<ul style="list-style-type: none"> • According to this year's Affective and Social Outcomes questionnaire, S.1 and S.4 students' performance in 'negative emotions', 'opportunities' and 'community relationships' was relatively weak.

Indicators	Major advantages	Areas to be improved
8. Participation and achievements	<ul style="list-style-type: none"> • The school’s environmental education has received remarkable results and won the Hong Kong Award for Environmental Excellence. • In recent years, the school is committed to promoting science, technology, religion, engineering, art and mathematics (referred to as STREAM) education. The Robotics Club has won a number of local and international awards. • The school has outstanding performance in track and field, basketball and football, and has cultivated many elite athletes. • Various uniform teams have matured, allowing students to learn about life skills and leadership effectively. Some teams such as the Red Cross and Traffic Safety Team have won a number of awards. 	

7. SWOT Analysis

Management and organization:

1. Strengths :

- 1.1. The new supervisor is also the leader of the primary and secondary schools, who actively promotes the contact between primary and secondary schools, and sets a clear direction for the goal of connecting the two schools.
- 1.2. After several years of interaction and cooperation, the Primary School further recognises the development direction of the Secondary School. The two are more active in expanding the cooperative relationship. The principals and administrators of the primary and secondary schools actively participate in the activities organised by the two parties, which contributes to a closer relationship. More importantly, there is an upward trend in the number of primary schools choosing to progress to the secondary school. This will also help to further establish the goal of the "St. Joseph's Family".
- 1.3. The School Management Committee has endorsed and supported the Principal's strategy and objectives in promoting school management. It also actively advises the Principal on the existing initiatives and policies to enhance and develop the school, which is the driving motivation of the school development.
- 1.4. The Parent-Teacher Association members have a good and close relationship with the school. They actively support and participate in the school's activities. They are also happy to comment on the school policy.
- 1.5. Teachers generally support the school management's work direction and policy implementation. The school actively responds to the needs of the school, the teacher's performance, and the structure of the teacher's team, giving teachers the opportunity to change duties and boost their morale.
- 1.6. The school makes good use of the information system (Parent Communication Application) to maintain close communication with parents. Parents can get information of the latest development of the school and the growth of students through the "Monthly Bulletin" and "School News".
- 1.7. The staff of the School Affairs Department actively assist and support the principals and teachers to make the administrative work more efficient and the working atmosphere more harmonious.
- 1.8. The administrative structure has been further reorganised and simplified. Teachers are more focused on teaching, which helps to improve teaching effectiveness.
- 1.9. The principal advocates sharing and professional development among schools so as to benefit teachers. Through observation activities and exchanges with the sister schools, teachers broaden their horizons. This helps enhance their personal professional development and

growth.

- 1.10. The school's financial status continues to be stable, which will help to further upgrade school facilities and create a better learning environment.
- 1.11. Most teachers are satisfied with the working attitude of the middle management staff. This helps the school to implement policies and measures.
- 1.12. The school actively improves the learning atmosphere on campus, continues to increase the facilities of the school according to the needs of students, and enhances the sense of belonging of students.
- 1.13. The principal actively participates in the event and contacts the community. The district's impression on the school has improved..
- 1.14. The principal is willing to take the initiative to reach out to different stakeholders (parents, students and alumni) and actively participates in on-campus and off-campus activities to help enhance their sense of belonging.
- 1.15. The alumni support is enormous (Alumni Association and Brother Paul Sun Education Fund). They have strong sense of Josephian brotherhood and are willing to provide different types of support and assistance for the school's younger brothers. Their support helps boost the sense of belonging among our students.

2. Weaknesses:

- 2.1. Some teachers have a lot of opinions on the appraisal system (2016-2017), which is currently being ameliorated, which slows down the development of the appraisal system of the school.
- 2.2. There are still a few teachers who report that the school division of labour (teaching and administrative work) is not fair.
- 2.3. There is still room for improvement in attendance performance and follow-up work (lateness, leave).
- 2.4. Although the school is actively promoting self-learning in Moodle and advocates self-learning among students, human resources hinders its effectiveness. Most of the teachers agree with the development direction, but the progress is slow and it affects the school development.

3. Opportunities :

- 3.1. The Diamond Jubilee brings alumni of different ages together, and the principal also befriends with alumni of different walks of life, which contributes to the bank of experts that supports the school development in future.
- 3.2. The school is aligned with Kwun Tong District. The Development Officer is happy to provide the latest information on the Education Bureau. This will help the school to grasp the development direction early and make appropriate planning.
- 3.3. The principal actively participates in the anniversary celebrations, primary and secondary school exchange activities, open days, parent talks and other events in the same district or inter-district parish primary schools, which allows the general public to have a better

understanding of the school. It also helps the school to enroll students with better academic results.

- 3.4. The principal continues to actively explore the channels of school promotion (in this district or across districts). This will enable more people, parents and students to grasp the latest information of the school and help to enhance the image of the school in the community.
- 3.5. The re-election of the Alumni Association and the Sun Paul Sun Education Fund take place this year. The principal has contacted the new chairpersons and ex-officers of the two organisations, which helps the school to establish a closer relationship with them. This close relationship has positive effects on the development of the school.
- 3.6. The overall statistics of self-enrollment at the secondary level reflects the rising trend of the students' enrollment in the school. The school has the opportunity to take the students who have achieved better performance than the past.
- 3.7. The school was invited to host a primary and secondary school exchange meeting for the Catholic Education Office of the Catholic Diocese of Hong Kong (Primary School District II). This allowed the primary and secondary school principals of the parish to understand the STREAM achievements of the school.

4. Crises :

- 4.1. Affected by the policy of the Catholic Diocese of Hong Kong, the principal may be assigned to serve in another school, which may affect the school's administrative stability.
- 4.2. There are numerous boy schools in Kwun Tong District and the competition for admission is intense.

Learning and teaching affairs:

1. Strengths:

- 1.1. The school is dedicated to allocating resources to cater to the needs of less capable students. A wide range of activities are conducted on regular school days. For instance, there are After-school Homework Support Programme and EMI Support Programme for junior formers, Academic Support Programme for athletes as well as language training programmes for senior formers who have dropped their elective subjects. There are special programmes to improve students Chinese, English and Mathematics as well as to boost their learning attitude.
- 1.2. The school emphasises language development, particularly speaking training. Resources are allocated to enhance the language performance of students according to the requirement of public examination, which strengthens the speaking performance of students
- 1.3. The school allocates students to different classes based on their academic results, which minimises the learning diversity in classroom and enables teachers to adapt suitable teaching strategies; all subjects have adopted subject based strategies to address to the needs of students.
- 1.4. The school is keen on promoting and adopting E-learning. Apart from installing suitable equipment in different classrooms to make E-learning more conducive, the school has been actively promoting the use of iPads to conduct E-lessons and urging teachers to adopt

S-Mark, which enhances the effectiveness of paper-based assessment. At the same time, teachers can master the learning progress of students by using the statistics and analysis of SDAS, which allows them to make corresponding feedback.

- 1.5. In recent years, the school has been committed to promoting science, technology, religion, engineering, art and mathematics (STREAM) Education. This year, two new technology facilities have been introduced, including Bio-Eco Corner and Virtual Reality (VR), and teachers are specially trained. Students are encouraged to manage the Bio-Eco Corner and write VR programmes. These serve to train students to enhance their learning effectiveness, sense of responsibility and creative thinking skills in a personal and independent manner.
- 1.6. In the ECA period of regular teaching timetable, students can apply for German, French or Japanese courses according to their interest. This paves way for their foreign language development and overseas study.
- 1.7. The arrangement of elective lessons is flexible; students are assigned to different classes according to their academic results, ability and interest. The school offers HKDSE PE curriculum, which is welcomed by our students.
- 1.8. Some of our teachers are experienced markers of HKDSE Examination whom master the requirement of public exam. This is conducive to the preparation of HKDSE of students. Some of the DSE subjects have attained the highest level of improvement (Level 9), which are higher than the average level of those attained by schools in the same district as well as in Hong Kong.
- 1.9. The public exam results of 2016-2017 are satisfactory, which boost the confidence of teachers when preparing students for HKDSE Examination. Teachers arrange various lessons after school to help elite students to excel.

2. Weaknesses :

- 2.1. According to the APASO survey of Secondary 1 to Secondary 3 students in this school year, Secondary 2 students have a lower norm in "critical thinking", "solving skills" and "time management" when compared to all the students in Hong Kong.
- 2.2. The language learning environment of Putonghua and English outside classroom is not strong and the motivation for using both languages is not sufficient. Many adolescent boys are ashamed to try or give up because they are afraid of making mistakes.
- 2.3. Students can attain Level 2 or above in the general subjects of the HKDSE Examination. However, the "3344" percentage is still lower than the territory. The language performance has hindered some students from entering the university.
- 2.4. According to the external evaluation and key inspection reports in the past few years, students' attitude towards classroom learning is slightly passive, hence more active training, self-learning skills and high-level thinking skills are needed. More training is needed for the improvement of discipline and public morality of our student.
- 2.5. There is a general lack of interest and ability of boys to read, and more relevant support and encouragement is required for learning.
- 2.6. More than half of the freshmen in Form 1 come from other primary schools instead of our feeder school. Also, in line with the education arrangements of the Education Bureau, the school still needs to continuously re-plan and train teachers to assist our new students to adapt to changes.

2.7. In recent years, the principal has actively provided information to develop students' artistic potential and the atmosphere has improved. However, the students of this school still have low interest in literary activities and need to be trained more.

2.8. Interdisciplinary study and observation exchanges have not yet been developed as part of our regular professional teaching activities.

3. Opportunities :

3.1. Emphasis on promoting teachers to use external teaching resources (such as: purchasing public trial volumes for teachers to participate, formulating teaching strategies for public trial requirements; encouraging teachers to participate in public trials; and encouraging diversified teacher development activities, etc.).

3.2. The bridging course for junior formers will be carried out early. Answering and learning skills for senior curriculum will be introduced to enable students to adapt to the changes before they are promoted to the senior forms. This also serves to improve their high-level thinking and self-directed learning skills.

3.3. In the ESR report, it proposes our school to improve the classroom teaching strategies, activities and the questioning skills of our teachers; we also need to encourage our students to have higher requirements for themselves.

3.4. The use of data and the situation of depreciating students are highly considered. Timely support and counseling are provided to our students. The Early Warning System serves to remind students to pay attention to certain learning areas and to provide data to each department to assist planning. .

3.5. Regulate administrative measures to fit in with the development of learning and teaching (e.g., the homework policy, the enhancement and remedial programme, employing tutors to assist the lower achievers, etc.)

3.6. Arrange students to participate in the Local Secondary School Exchange Programme organised by the Hong Kong Subsidised Secondary Schools Council to enhance the exchange of teachers and students with partner schools and to explore future academic opportunities for collaboration.

3.7. Celebrating the 60th anniversary of the school, teachers and students of the whole school were mobilised to show the effectiveness of STREAM teaching in recent years to the management boards of both primary and secondary sections and alumni. This serves to create opportunities for future academic exchanges and cooperation.

3.8. The principal is committed to promoting inter-school cooperation and exchanges, which will help broaden the horizons and vision of members of each discipline. At the same time, it will also help teachers to introspect and reflect on their own and lay a good foundation for the future development of the school.

4. Crises :

4.1. After deducting the number of repeaters and re-enrollment students, the vacancy allocated for the unified allocation is only 8 according

to the Education Bureau. This information may affect the decision of parents in this district to choose our school as the first choice, and even affect the academic performance of the whole form 1 in the coming year.

- 4.2. If there are insufficient students who are able to use English as the MOI in the 2018/19 school year, the school will not be able to open English classes.
- 4.3. Because of the population declines and the upward shift effect, the level of students sent to the school decreases year by year. The competitiveness of emerging schools in the district has increased while that for our school might be comparatively weaker
- 4.4. The school curriculum emphasises the cultivation of English proficiency. Subjects in junior forms are mainly taught in English, which put students with weaker English abilities at a disadvantage in terms of academic performance, making them lose confidence in learning.
- 4.5. Junior students study IH in English, but the subjects offered in senior forms are taught in Chinese, which does not match accordingly. In addition, students in F3 might not grasp the requirements of elective subjects and make a wrong decision.
- 4.6. Males in general take longer time to be mentally mature and are less eager to think about their academic performance and future. It is advisable to give more guidance at earlier stage.
- 4.7. The new secondary curriculum (HKDSE) is more complicated and difficult than the previous HKCEE. Students with higher ability face the pressure of coping with the school-based assessment and the public examination. Students who are less able find it challenging to keep up with their studies.
- 4.8. Due to the fluctuation of funding from the government in recent years, the charges of co-organised activities increase the burden on students and schools. Some organisers may face shortage or unstable supply of tutors, which may incur last-minute changes.

Nurturing students and development:

1. Strengths :

- 1.1 The implementation of environmental education in the school has achieved remarkable results and won the Hong Kong Award for Environmental Excellence.
- 1.2 The Career and Further Education Team actively attends overseas education exhibitions, which allows students to have access to studying abroad.
- 1.3 The Counselling Team Volunteer Service, the Religious Group Service Learning and the Elder Academy provide different service opportunities for students to learn and grow through planning, implementing, reflecting and assessing their service experience, which establish a caring culture among students.
- 1.4 Through the Joint Departmental Meeting, the Disciplinary Board, the Counselling Team, the Academic Board and the Student Support Team examine the situation of different students regularly and discuss follow-up programmes to support the growth and needs of

different students.

- 1.5 The school has outstanding performance in track and field, basketball and football, and has nurtured many elite athletes and won numerous awards.
- 1.6 The marching training, religious nurturing and life education sessions arranged in the Pre-S1 Bridging Course enable students to integrate into the school smoothly.
- 1.7 The school is keen to add and open school facilities to cater for the needs of students and enhance their sense of belonging.
- 1.8 The uniform teams have matured and students acquire life skills and leadership through the activities.
- 1.9 The religious atmosphere and facilities in the campus (the statue of Hail Mary, the Little Church, the mosaic murals, the five core value brick paintings, and the core value stickers of the main entrance) are increasing, helping teachers and students to understand the Catholic educational philosophy and values.
- 1.10 The Careers and Further Education Team has established good relationships with alumni associations and off-campus organisations to co-organise various types of activities, provide information on further studies, and provide students with a world of work. The Brother Paul Sun Education Fund, which is managed by the alumni, awards scholarships to selected students who have successfully entered university after the result of DSE is released.
- 1.11 The school has a good relationship with other community organisations and makes good use of off-campus resources to enrich the student's learning experience.
- 1.12 The school actively organises overseas study and exchange tours, such as Nanjing Study Tour (March), Guizhou Study Tour (April), Vietnam Ho Chi Minh City Study Tour (July), Beijing Exchange Tour (July) and Australian Gold Coastal Tour, etc.
- 1.13 ECA lessons offer various types of activities for students to choose from, so that they can have diverse development.

2. Weaknesses :

- 2.1 Although the school actively cultivates students' good moral character, students still need to improve their self-discipline.
- 2.2 One of the elite classes in the school comes from our primary school, but the number of students in the class is large, and it is difficult for the teachers to take care of the whole class. The discipline is yet to be improved.
- 2.3 According to the Affective and Social Performance Questionnaires this year, students in F1 and F4 were weak in the domains of 'negative sentiment', 'opportunity' and 'community relationship'.
- 2.4 According to the Affective and Social Performance Questionnaire this year, students in F3 performed weakly in the areas of "interpersonal relationship" and "national identity and global citizenship".
- 2.5 Although the school is a Catholic school, the number of Catholics is small. The number of students enrolling in Catechumenate is still

limited.

3. Opportunities :

- 3.1 Given valuable advice by the Catholic Education Office team consultants, the school has a clearer direction when promoting the Catholic core values.
- 3.2 The 60th Anniversary Diamond Jubilee was successfully completed, which helps to enhance the school's public image and to increase students' sense of belonging to the school.
- 3.3 The campus television station assists in the shooting of major events and enhances students' creativity and communication skills through the filming and interview process.
- 3.4 F1 implements the "Starting, Moving, and Mind" Programme to develop self-awareness and concentration through quiet practice to enhance self-control emotions.
- 3.5 The diversion of senior form and junior form morning assemblies improve the performance of students', and provide senior form students with the opportunity to host morning meetings and give public speeches, which boost their self-confidence.
- 3.6 The junior classes adopt "small class teaching", "double class teacher system" and "class management" to strengthen the teacher-student relationship so that teachers can pay more attention to the needs of individual students.
- 3.7 More teachers began to empower students to run extracurricular activities themselves so that the latter can take greater responsibility, actualise and develop leadership skills.
- 3.8 This year, the secondary school is organising experimental learning lessons for P5 students of the primary section (our feeder school), hoping to attract more primary school students to enroll in the school and strengthen the links between primary and secondary sections.
- 3.9 Different foreign and mainland exchange programmes will be held to broaden students' horizons this school year.
- 3.10 The school is applying for "Good Mood @ School Partner Programme" of the Quality Education Fund to foster students' growth with additional resources, especially to enhance students' resilience and promote mental health protection.

4. Crises :

- 4.1 Social e-sports are prevalent. Some senior and junior form students are addicted to mobile phones or video games.
- 4.2 The general ability of students has dropped slightly. It is more difficult for them to face the school-based assessment and the Hong Kong Diploma of Secondary Education (HKDSE).
- 4.3 In recent years, the socio-economic status of the students' families has declined. More and more parents have problems in managing their children, and the number of broken families has also increased.

- 4.4 In recent years, young people have a negative view of life and lack of perseverance. They usually give up easily and cases of suicide due to academic, emotional or love problems are occasionally reported in newspaper media.
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- 4.5 Parents in general pay too much attention to academic performance. They ignore the importance of nurturing students' lives and this affects their participation in activities related to life education.
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8. Major concerns 2018-2021
(in the order of priority)

1. Boosting students' commitment to learn and improving students' academic results
2. St. Joseph's six-year nurturing and positive growth
3. Strengthening external relations and optimizing team performance

School Development Plan (2018-2021)

1. Learning and teaching - Boosting students' commitment to learn and improving students' academic results

Objective	Outline of strategy	Schedule		
		18-19	19-20	20-21
Empowering students to monitor learning progress and maximizing learning effectiveness	1. Capacitate students to monitor their personal learning progress through after-school tutorial, effective allocation of resources and interpretation of analytical data	✓	✓	✓
	2. Enhance students' literacy skills through reward schemes, reading ambassadors, 'Reading Festival' and subject-based publications	✓	✓	✓
	3. Enhance students' independent inquiry skills and commitment to learning through teaching resources, online platforms, systematic studies and excursions inside and outside of school		✓	✓
Catering for students' individual needs by devising appropriate support measures	Support students with different learning needs and enhance their academic performance and public exam results through effective resource utilization and learning support programmes	✓	✓	✓
Converging teachers' expertise for enhanced capacity of the teaching team	1. Develop a culture of sharing, raise the effectiveness of teaching and learning and pursue excellence by promoting collaboration, peer class observation, lesson study and optimization of the appraisal system	✓	✓	✓
	2. Enhance students' inquiry skills by promoting teacher learning, STREAM teaching and diverse learning activities		✓	✓

2. Student development - St. Joseph's six-year nurturing and positive growth

Objective	Outline of strategy	Schedule		
		18-19	19-20	20-21
Broadening Students' horizons and Showcase arts talents	1. Arrange visits or excursions in China or overseas countries to deepen students' understanding of the motherland and broaden their international horizons	✓	✓	✓
	2. Showcase students' artistic talents by cultivating students' interest in art, developing skills in artistic creation and encouraging active participation in performances and art competitions		✓	✓
Practicing mutual respect and learning to discipline oneself and to love	1. Attach importance to religious education, optimize discipline training, enhance the leadership of students, cultivate correct values, and teach students to opt for good deeds, discipline themselves and love others	✓	✓	
	2. Strengthen class management, introduce moral education lessons, create positive class atmosphere and cultivate a culture of self-discipline, care and mutual respect among students	✓	✓	✓
Promoting voluntary service and establishing a caring and loving culture	1. Promote volunteer service to students of all forms to affirm students' contribution to society and establish a positive caring and loving culture	✓	✓	✓
	2. Promote a peer support programme to build a spirit of brotherhood and mutual help among Josephians		✓	✓
Helping students establish life goals and strengthening their resilience	1. Utilize external resources for strengthened career planning and adventure training to make students understand themselves, recognize goals, and improve learning attitude	✓	✓	✓
	2. Create a religious atmosphere throughout the school, focusing on the development of students' health, body, mind and spirit, cultivating a culture of gratitude and appreciation, practicing the spirit of St. Joseph's family	✓	✓	
	3. Raise students' confidence, help them learn to deal with emotions and impulsiveness, improve problem-solving and communication skills to foster a caring and loving culture and strengthen their resilience	✓	✓	✓

3. School administration - Strengthening external relations and optimizing team performance

Objective	Outline of strategy	Schedule		
		18-19	19-20	20-21
Strengthening external relations and lifting teachers' professionalism	1. Considering the needs of the team, introduce resources from other schools to improve the quality of the team	✓	✓	✓
	2. Further simplify the school's organizational structure, lifting teachers' work efficiency and team morale	✓	✓	
	3. Arrange training programmes or courses for teachers according to their individual needs	✓	✓	✓