

St. Joseph's Anglo-Chinese School Annual Report 2017/2018

Aspect : Learning and Teaching

Major Concern : To pursue excellence and cater for learners diversity so as to improve students' performance

Target	Strategy	Success criteria/Students' performance	Evaluation	Report	
Improve students' performance in public exam	1. Remedial and Enhancement				
	1.1 Enhancement	a. Optimize enhancement policy (e.g. focus on individual papers of language subjects and address the needs of elite students)	Since the entry results of the current F6 students were generally weaker, the improvement % of students obtaining Level 4 in the core subjects of HKDSE is slightly lowered to 5%	Analysis of HKDSE results	<p>a. The number of students obtaining level 4 or above in Chinese Language papers dropped by 10.2% and failed to attain the goal set. However, the training on Paper 4 (Oral) had a significant effect, and the number of students who achieved level 4 or above increased by 8%.</p> <p>b. The number of students obtaining level 4 or above in English Language papers increased by 0.9% but still failed to attain the goal set. However, the number of students who achieved level 5 or above in Paper 3 (listening and extensive writing) and Paper 4 (oral) rose to 3.4% and 10.3% respectively. The number of students getting level 4 or above in Paper 2 (reading) increased by 4.3%, which is close to the goal set.</p> <p>c. The number of students obtaining level 4 or above in Mathematics has a 5.1% increase and successfully achieved the goal set.</p> <p>d. Students obtaining level 4 or above in the Liberal Studies rose slightly by 0.8%, and students obtaining level 5 or above had a 3.4% increase, which was close to the goal set.</p>
		b. Reading and writing training for elite classes (Foci: F2 – expository F3 – argumentative)	80% of students perform satisfactorily 80% of students in elite classes benefit from the reading and writing activities	Teacher observation (Teachers' and tutors' follow-up records) Questionnaire (Language Subjects)	<p>a. Chinese Language : Goal achieved: All students who participated in the Chinese argumentative writing classes feel that the training is helpful to them.</p> <p>b. English Language : Goal partially attained: 70% of students attending English language reading and writing classes agree that the training help improve their expository and argumentative writing skill.</p>

Target	Strategy	Success criteria/Students' performance	Evaluation	Report	
Improve students' performance in public exam (Con't)	1. Remedial and Enhancement				
	1.1 Enhancement	c. EMI Taskforce follows up and elevates the English performance of elite students in the junior forms	Teachers comment positively on the performance of students concerned	Teacher observation (EMI Taskforce) and evidence	<ul style="list-style-type: none"> a. Goal attained: All junior form English elites had positive comments on the course. b. Students were arranged to take the ICAS English Assessment, 3 students obtained the Certificate of Participation, 2 obtained credit, one obtained merit and 1 obtained distinction in the assessment. c. Two of the students conducted English book sharing on campus TV. d. Three of the students participated in the Central Library Youth Reading Activities (English) and obtained certificates.
	1.2 Remedial	Arrange remedial lessons and follow-up support for repeaters	Teachers concerned comment positively on students' performance Students concerned improve in school tests and exams	<ul style="list-style-type: none"> i. Teacher observation ii. School assessments 	<ul style="list-style-type: none"> a. The overall performance of students in the summer remedial classes was pleasing. Only 3 F.2 students and 1 F.3 students were required to attend extra classes in August due to their unsatisfactory performance. b. The overall performance of F.4 students in the summer remedial classes was pleasing. 5 students who performed unsatisfactorily were arranged to attend extra mathematics classes in August to improve their performance. c. 70% of the repeaters (2018-2019) agree that the summer follow-up support course is helpful and are satisfied with the performance of the course instructors. 80% of students are satisfied with the course content and 80% are satisfied with the course schedule. According to students' opinions, they mostly appreciate the guidance and explanations given by the instructors on their homework. d. Performance of repeaters in the 2017-2018 was generally satisfied. Except for 1 repeater, the others were all able to get promoted. The 2 F.1 repeater's performance was weaker while the F.2 repeater performed much better.

Target	Strategy		Success criteria/Students' performance	Evaluation	Report
Improve students' performance in public exam (con't)	Policies supporting the learning and teaching for HKDSE				
	2.1 Utilize past papers and live scripts	<ul style="list-style-type: none"> a. Students absorb the essence of answered scripts of b. their seniors in the designated reading section in the library 	80% of students respond positively to the policy	<ul style="list-style-type: none"> i. Questionnaire (Library) ii. Observation of teacher librarian and assistant librarian 	Goal successfully attained: Nearly 80% of the students used the facilities in the library's restricted reading area. Users were mainly F.5 and F.6 students. Students generally like to read the IES Report of their seniors.
Improve students' performance in public exam (con't)	Policies supporting the learning and teaching for HKDSE (continued)				
	2.1 Utilize past papers and live scripts (con't)	Core subjects organize marker teachers sharing, analyze examination techniques and strategies	<ul style="list-style-type: none"> i. 80% of students respond positively to the sharing sessions ii. 80% of teacher markers share marking strategies in panel meetings 	Minutes of meetings of all subjects	<ul style="list-style-type: none"> a. Chinese Language: Goal successfully attained. More than 80% of students responded positively to the marker teachers sharing. b. English Language: Goal successfully attained. All the F.6 students responded positively to the marker teachers sharing. They agree that the sharing helps them to be more well-prepared for the HKDSE. c. Mathematics: Goal successfully attained. After considering the options of 'strongly agree' and 'agree', about 63% *of students agreed that reviewing the previous students' DSE live scripts and attending the related talks can help them prepare for the HKDSE.*(If including the option of 'no comment', about 93% agreed to the above strategy).
		c. Encourage teachers to share marking strategies and promote professional development			<ul style="list-style-type: none"> a. Chinese Language: Goal successfully attained. More than 80% of the Chinese Language teachers have shared their teaching strategies in the Chinese panel meetings. b. English Language: Goal successfully attained. All English Language teachers have shared their teaching strategies in the English panel meetings. c. Mathematics: Goal successfully attained. All Mathematics teachers have shared their teaching strategies in the Mathematics panel meetings.

Target	Strategy		Success criteria/Students' performance	Evaluation	Report
	2.2 Promote 'Early Warning System'	<ul style="list-style-type: none"> a. Continue with Early Warning System (F5 and F6) b. Introduce Early Warning System to F4 	80% of students respond positively to the System	Questionnaire (Early Warning System)	<ul style="list-style-type: none"> a. Goal successfully attained. b. Early Warning seminars were held for F.6 and F.5 students on September 19, 2017 and March 8, 2018 respectively. It is expected that through simulated distribution of HKDSE reply slips, students are encouraged to plan and review their revision strategies for the public examinations. In the Early Warning seminar for F.6 students, old boys were invited to share their experience on their preparation for public examinations and attending tertiary institutions. c. The Early Warning System was extended to F.4 this school year and the seminar was held on July 10, 2018. d. The response of students was very positive. 88% of the students agree that the seminar helps them to understand the reality of the public examinations in Hong Kong. 80% of the students agree that the seminar helps them to assess their current academic performance and their performance of the public examinations; 71% of the students agree that the seminar enables them to set their examination objectives and review their plans more effectively.
Cater for Learners diversity, elevate the incentive to learn and sense of achievement among students	1. Establish a positive learning and teaching culture				
	1.1 Compliment active learners in class	Questionnaire (Academic Board)	Questionnaire (Academic Board)	Goal successfully attained. According to the student questionnaire, 72.79% of the students have been praised by their teachers in the classroom for their learning motivation and positive performance. According to the teacher's questionnaire, 93 % of the teachers often praise students who have the motivation to learn, and 98 % of the teachers think praising students help to enhance the students' sense of accomplishment. It can be seen that the appreciation culture has begun to take shape and has been recognized by teachers.	

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	<p>1.2 Adopt multiple intelligence teaching strategies: eLearning (e.g. Moodle), STEM (VR learning and teaching) and (self-directed learning)</p>	<p>70% of teachers who take part in E-learning/STEM/ self-directed learning think positively about multiple intelligence teaching strategies</p>	<p>Minutes, co-prep meeting and examples from subjects with eLearning/STEM/ self-directed learning</p>	<p>Goal successfully attained. eLearning coordinators of subject departments are responsible for coordinating E-learning activities in the department this year. A total of 75 eLearning g activities were recorded in the first and second terms. (including one-off and continuous activities) (See attachment for details). According to the Academic Board Questionnaire, more than 70% of teachers (73%) have used eLearning -related teaching strategies in their teaching, 80% of whom believe that the activities can help enhance students' interest in learning and 80% believe that those strategies help improve their teaching effectiveness. The review of each subject group can be found in the minutes of subject panel meetings.</p>
	<p>1.3 Introduce foreign language learning in ECA period (German, French and Japanese), explore various paths for future of students</p>	<p>Questionnaire (ECA Team), foreign language teachers comment positively on the activities</p>	<p>i. Questionnaire (ECA Team) ii. Observation of foreign language teachers</p>	<p>According to the ECA questionnaires, participants of the 3 foreign language classes responded positively to the instructors' performance, course materials and content of the courses. Details are as follows: a. <u>Japanese Training Course:</u> 100% are satisfied with the content of the course, 93.25% are satisfied with the performance of the instructor, and 93.75% believe that the course meets their needs and successfully meets the standard. 17 students participated in the course. According to the observation of the Japanese instructor, most of the participants performed well and would consider to taking the course in 2018-19 school year. \</p> <p>b. <u>German Training Course :</u> 100% are satisfied with the content of the course, 100% are satisfied with the performance of the instructor, and 100% believe that the course meets their needs and successfully meets the standards. 15 students participated in the course. According to the observation of the German instructor, most of the participants performed well. However, as the German training course is only an interest class, students who are interested in studying in the year of 2018-2019 will be re-recruited.</p>

				<p>c. French Training Course: 87.5% are satisfied with the content of the course, 100% are satisfied with the performance of the instructor, but only 67.5% think that the course meets their needs. The school needs to evaluate the course content with the service contractor. According to the observation of the instructor, most of the 11 participants performed well and might consider taking the course next year.</p>
<p>Cater for Learners diversity, elevate the incentive to learn and sense of achievement among students (con't)</p>	<p>Strengthen the support to students with different learning needs</p>			
	<p>Arrange teacher training according to specified SEN category</p>	<p>70% of teachers respond positively to the training</p>	<p>Questionnaire (Staff Development Com)</p>	<p>In 2017-2018, a total of 4 teachers participated in different types of training courses for students with special educational needs. These courses included basic courses, advanced courses, and cognitive and learning needs. (Promoting English Language Learning) and thematic courses of perception, communication and physical needs (for students with hearing and speech impairment). 3 teachers successfully completed the training while 1 failed because of the failure to arrange practicum. All participating teachers have positive comments on the training. SEN Coordinator also attended exchange courses and skills training courses. The teacher team responded positively to the training course, and some teachers have already enrolled in the 2018-2019 courses.</p>
	<p>3. Promote and implement structured teaching strategies in different subjects</p>			
<p>Share small class teaching strategies among subjects</p>	<p>70% of teachers respond positively to the sharing</p>	<p>i. Minutes of subjects concerned ii. Questionnaire (Academic Board)</p>	<p>a. Chinese Language: Goal successfully attained. All participating teachers have positive comments on the sharing of small class teaching strategies. b. English Language: Goal successfully attained. All participating teachers have positive comments on the sharing of small class teaching strategies. All of them agree that small class teaching strategies help teachers provide students the timely individual counseling and reduce the problems caused by learning diversities among students. c. According to the questionnaires of the Academic Board, 91% of the teachers agree that small class teaching has a positive impact on students' learning, while 49% of the teachers surveyed have conducted sharing on small class teaching in their subject department.</p>	

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4. Develop professionalism and efficiency of teachers				
	4.1 Enhance professionalism among teachers with the adoption of the modified teacher appraisal form.	There is at least a 10% increase in the number of teachers thinking the modified teacher appraisal form can enhance their professionalism	<ul style="list-style-type: none"> i. Teacher appraisal ii. Questionnaire (Academic Board) 	<ul style="list-style-type: none"> a. In the revised edition of the teacher appraisal form, the evaluation of individual and department heads on 'skill and attributes' performance of class teacher (B3) and the evaluation of subject panel chairperson are added. b. All (12 teachers) who took part in the trial of the revised teacher appraisal form are satisfied with the revised design and agree that it will help teachers to review their teaching and non-teaching performance. c. The Academic Board questionnaire revealed that 71% of the teachers agree that the revised "Teacher Appraisal System" would help enhance the teaching professionalism of teachers.
	4.2 Promote peer assignment evaluation and lesson observation (so as to realize the core values of Catholic education)	Over 50% respond positively to peer assignment evaluation and lesson observation	<ul style="list-style-type: none"> i. Minutes of subjects concerned ii. Questionnaire (Academic Board) 	The core values of Catholic education are added to the assignment evaluation form this year and teachers did not respond negatively. Not all subjects can pay attention to the core values of Catholic education when assigning homework tasks. In addition to RS teachers, Chinese, English and some humanities teachers have assigned homework tasks with concern to the Catholic values. It is recommended to keep this column and be followed up by the Academic Board and the Ethic Team. Teachers will be encouraged to pay attention to this column when assigning tasks and help the implementation of the core values of Catholic education in all aspects.

Aspect: Student Development and Support

Major Concern : Realize the virtue of Jesus, nurture the characters of students

Target	Strategy		Success criteria/Students' performance	Evaluation	Report
<p>Nurture confident, disciplined and loving Josephians, realizing the five core values of Catholic Education</p>	<p>Boost students' confidence and leadership skills</p>	<p>1.1 Delegate student leaders such as house captains and officials to serve and organize activities</p>	<p>75% of students concerned think the policies can boost their leadership skills and confidence Prefects can show their confidence and leadership during activities</p>	<p>i. Questionnaire ii. Teacher observation and follow-up record</p>	<p>a. The chairpersons and committee members of Student Association, the 4 Houses and school clubs learn leadership skills by organizing different activities such as inter-class competitions, joint school activities, Academic Week competitions, post-test activities, and extracurricular activities. b. According to the questionnaire, 88% of the chairpersons and committee members of Student Association, the 4 Houses and school clubs agree that the policy of empowering student leaders to organize activities and serve others help enhance their self-confidence and leadership skill.</p>
		<p>1.2 Nurture prefects through leadership training programmes</p>			<p>a. Pre-camp training took place on 3 July; a two-day overnight camp training took place on 12 and 13 July in the Tai Tong Resort. b. Training includes adventure training and leadership training. Students actively involved and the result was pleasing. c. The teacher observed the performance of the student cabinet candidates who had participated in the training camp to assess if they were showing the leadership skills during the student union election campaign. d. 86% of the chairpersons and committee members of Student Association, the 4 Houses and school clubs agree that the Leadership Training Programme helps nurture leaders and enhance one's self-confidence and leadership skill.</p>

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		<p>1.3 Arrange senior formers to host and give speeches in the morning assembly, raising their confidence in public speaking</p>			<ul style="list-style-type: none"> a. Arranging senior formers to do book sharing in the morning assemblies and teachers to assess and follow up the performance of those students. b. According to teacher's observation, arranging senior formers to do book sharing in morning assemblies help improve students' organizational and speaking skills. It also helps improve their self-confidence. c. 65% of students agree that arranging senior formers to do book sharing and public speaking in morning assemblies can boost their self-confidence. d. Although the goal of having 75% of students agree to the benefit of doing book sharing is not attained, a majority of our students still see the benefit. It is recommended that the policy of arranging senior formers to do book sharing in the morning assemblies should be kept in the coming school year. It is also suggested that the language teachers can give more advice to students on their preparation of their speeches and their public speaking technique.
		<p>1.4 Deliver life education lessons in junior forms, raising students' confidence</p>			<ul style="list-style-type: none"> a. Deliver life education lessons in junior forms, raising students' confidence. The topics include "Developing and achieving objectives", "Resilience and self-improvement" and "Discovering potential". b. 78% of junior formers agree that life education activities in the weekly assembly help boost students' self-confidence.
		<p>1.5 Nourish leadership skills of students when they join the Student Association, inter-house and club activities</p>			<ul style="list-style-type: none"> a. Nourish leadership skills of students when they join the Student Association, inter-house and club activities. b. 72% of students agree that student leaders can demonstrate leadership and confidence in preparing and implementing activities for the Student Association, inter-house and clubs.

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<p>Nurture confident, disciplined and loving Josephina's, realizing the five core values of Catholic Education (con't)</p>	<p>2. Nurture disciplined and proactive students, raising their sense of belonging to the school</p>	<p>2.1 Assign 2 class teachers to each junior form class, strengthening class management and nurturing disciplined students</p>	<p>a. 75% of students think the policies concerned can help them become disciplined b. There is at least a 10% increase in the number of students who have richer sense of belonging to the school</p>	<p>Questionnaire Teacher observation and follow-up record</p>	<p>a. Assigning 2 class teachers to each junior form class help strengthening class management and nurturing disciplined students. Regular form meetings were held to evaluate the condition of different classes. b. 81% of the students agree with the benefit of classroom management. Through the teaching of the class teacher and having different students in the class be responsible for different positions, students can develop a spirit of self-confidence, self-discipline and compliance. The teacher also reflected that the policy of assigning two class teachers in junior forms can strengthen class management. c. In terms of discipline, there is still room for students to improve their performance. It is suggested that the policy of classroom management should be continued next school year.</p>
		<p>2.2 Open school facilities and raise the sense of belonging of students</p>			<p>a. Classrooms for students are opened for students at lunchtime and after school. The lighting system of the playground was also improved so as to allow students to take part in school activities in the evening. b. 85% of students agree that opening up school facilities can boost students' sense of belonging and help them to be self-disciplined. c. The result is good and the policy of boosting students' sense of belonging will continue.</p>
		<p>2.3 Train students to be self-disciplined through marching and life education lessons in the Pre-S1 Bridging Course</p>			<p>a. Training students to be self-disciplined through marching and life education lessons in the Pre-S1 Bridging Course. b. 55% of the F.1 students agree that they can develop self-discipline and self-management skills through the marching training and life education lessons. The teacher observed that after the training, students' self-discipline and improved. The syllabus of the junior form Life Education lessons also help students to improve their self-management ability. c. The result is good and the policy will continue to be implemented next year.</p>

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		<p>2.4 Assign all F1 students to join uniform groups and encourage F2 and F3 students to take part in Enhanced Smart Teen Project, which help them to be more disciplined through discipline training</p>			<p>a. All F.1 students are required to participate in a uniform team or school team to enhance discipline training. In addition, the school was not successful in the application for Enhance Smart Teen Programmed (ESTP) this year. As a replacement, the school arranged students to participate the Adventure Ship Programme.</p> <p>b. 51% of F.1 students agree that disciplinary training in the 'One Person, One Uniform Team Programme' can help nurture their sense of self-discipline and obedience. 77% of the students believe that the activities offered by the Adventure Ship Programme help nurture their sense of self-discipline, obedience and self-management.</p> <p>c. We will continue to apply for the ESTP so as to give F.2 and F.3 students the opportunity to participate.</p>
		<p>2.5 Students have richer sense of belonging through taking part in the celebrations of the Diamond Jubilee</p>			<p>a. Through various activities for the Diamond Jubilee, such as Walkathon, teacher-student competitions, alumni BBQ activities, burying of time capsule, Open Day, booth games, gala dinner, thanksgiving celebration, etc., student's sense of belonging to the school is enhanced.</p> <p>b. 78% of students agree that the activities for the Diamond Jubilee can enhance the sense of belonging of students to the school.</p>

Target	Strategy		Success criteria/Students' performance	Evaluation	Report
<p>Nurture confident, disciplined and loving Josephians, realizing the 5 core values of Catholic Education (con't)</p>	<p>3. Strengthen students' faith in Jesus' love among students, and establish a loving and serving culture among students</p>	<p>3.1 Incorporate the core values of 'love' and 'justice' into different subjects, promote and strengthen students' faith in Jesus, establish a loving and serving culture among students</p>	<p>75% of students take part in service activities</p>	<p>Questionnaire Teacher observation and follow-up record</p>	<p>a. The Counseling Team organized single-parent children's day, elderly home cleaning services and moon cake distribution activities. In addition, students were encouraged to help volunteer groups to raise funds. b. F.3 and F.4 students participated in the flag-selling activities, and the participants performed well. c. According to the survey, 74% of the students agree that the promotion of community services related to 'love' and 'justice' help build a culture of caring and serving others in the school.</p>
		<p>3.2 Through service learning, encourage students to take part actively in community service, so as to become confident and loving and caring like Jesus</p>	<p>75% of students think the service activities help them to be loving and caring</p>		<p>a. The Religious Education Team implemented the Service Learning Scheme in F.3 and F.4. F.4 students organized games for the elderly and made dumplings together with them in the school hall. F.3 students organized booth activities and visited the elderly living alone. b. The performance of F.3 and F.4 students in the Service Learning Scheme was better than expected. Some elderly people highly praised the polite performance of our students. c. A total of 72% of students participated in community services throughout the year, meeting the level of the participation in the previous years. d. 79% of students agree that participation in the Service Learning Scheme and community services make them more concerned about others, care for the weak and enhance their self-confidence. e. The percentage of F.1 students participating in community services is relatively low. It is recommended that more community services be offered to F.1 students in the next year.</p>

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		<p>3.3 Consolidate students' faith in Jesus, establish a loving culture as well as enrich the understanding of Catholic core values among students through morning prayer, book sharing of teachers and students, Mass and Form Teacher Period</p>		<p>a. The Religious Team coordinated the morning prayers, spiritual sharing and book sharing to promote the loving culture</p> <p>b. 65% of students agree that the morning prayers, spiritual sharing and book sharing of teachers and students, Mass and Form Teacher Period can help build a loving culture in the school.</p>
		<p>3.4 Encourage all class prefects and group leaders to take part in class affairs actively to learn to be loving through serving and award certificates to group leaders or class prefects with outstanding performance at the end of school terms</p>		<p>a. All class prefects and group leaders were encouraged to take part in class affairs actively to learn to love through serving.</p> <p>b. 74% of students agree that they can practice the spirit of caring through the active participation in class affairs.</p>

Target	Strategy		Success criteria/Students' performance	Evaluation	Report
<p>Nurture confident, disciplined and loving Josephians, realizing the 5 core values of Catholic Education (con't)</p>	<p>3. Strengthen students' faith in Jesus' love among students, and establish a loving and serving culture among students (con't)</p>	<p>3.5 Arrange prefects in senior forms to supervise F1 and F2 during lunchtime, allowing them to serve others</p>	<p>75% of students take part in service activity</p>	<p>Questionnaire Teacher observation and follow-up record</p>	<p>Prefects in senior forms are arranged to supervise F.1 and F.2 students during lunchtime in the school canteen and classrooms. From the teachers' observation, the prefects of senior forms were highly responsible and took care of the F.1 and F.2 students. The culture of caring for others by serving is developed. 56% of the senior form prefects agree that taking care of and provide services to F.1 and F.2 students during lunchtime help them learn to care for others.</p>
		<p>3.6 Through early detection, Form Teacher Period and Life Education lessons in junior forms, prevent crises and help students to be more loving and caring</p>	<p>75% of students think the service activities help them to be loving and caring</p>		<p>a. Through early detection, school social workers can identify high-risk students early and provide timely counseling and support. b. Activities such as 'Resilience and self-improvement' and 'Caring and bullying' were held in the Life Education lessons in junior forms. c. A sharing session on positive living attitude was held. d. 69% of students agree that the activities in the Form Teacher Periods and the Life Education lessons help students to develop a sense of caring themselves and others.</p>
		<p>3.7 Delegate student leaders to organize activities to serve others</p>			<p>Student leaders organized different activities this year, such as inter-class ball games, joint-school activities, Academic Week competitions, post-test activities, extra-curricular activities and other activities to serve others. 67% of students agree that by organizing activities, student leaders showed their serving spirit and they can learn to care for others.</p>

Aspect: School Management and Organization

Major Concern : Strengthen staff development, further optimize administration organization

Target	Strategy	Success criteria/Students' performance	Evaluation	Report
Optimize administration structure and strengthen professional training	Further combine and simplify administration to raise efficiency, allowing teachers to focus on teaching	Senior teachers and teachers take charge of no more than 5 and 3 administrative duties respectively	Questionnaire Analysis of Stakeholder questionnaire End-of-term meeting (Principal, teachers, staff and janitors)	According to the data of the administrative duty distribution of the teaching staff throughout the year, only the 2 vice principals and 8 teachers (14 in the previous school year) took more than 5 administrative duties. The remaining 48 teachers (40 in the previous school year) took only 1 to 4 administrative duties. (The school did not assign administrative duties to the 2 teachers who were about to retire). It can be seen that the school has achieved the expected result of simplifying the administrative structure and reducing teacher's work load this school year. In 2018-2019 school years, the school will further simplifying the overall administrative structure and reduce the workload of teachers.
	2. Assign teachers to teach no more than two subjects unless there are special cases	70% of teachers can teach what they specialize in when assigning duties		According to the data of the overall duties of all the 57 teachers in 2017-2018 school year, only 27 of them are teaching one subject (their specialized subject), which accounts for 47% of the total number of teachers, 30 teachers still need to teach more than one subjects, which accounts for about 53% of the total number of teachers. It can be seen that the target of specialized teaching has not been fully attained. The school will continue to move towards the goal of having 70% of the teachers teaching one of their specialized subjects in the coming year.
	3. Evaluate the development record of teachers, enhancing professionalism	Summary of the development record, over 70% of teachers have taken part in training organized by EDB		According to the 2017-2018 teacher training record, about 74 % of the teachers have attended training courses organized by the Education Bureau or other institutions. It can be seen that the goal set has been attained this year.

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	<p>4. Arrange training for staff and teachers according to the nature of their duties, exposing different stakeholders to various learning opportunities</p>	<p>a. 80% or above of teachers can get the latest information on teaching development and apply what they have learnt when teaching after attending the training b. 80% or above staff can benefit from the workshop</p>		<p>a. According to the year-end teacher questionnaire, teachers are positive to the training programmes arranged for them. In general, they agree that the programmes help them grasp the trend of educational development and they can apply what they learn in their daily teaching work in varying degrees. Details are as follows: i. Information Technology Teaching Workshop (94.5 % agree) ; ii. Workshops for eLearning Coordinators of subject departments (88.0% agree) ; b. Regarding non-teaching staff, in addition to arranging them to participate in the 'Mental Education Workshop', they were also arranged to attend an 'Occupational Safety Workshop' (lecture) in response to their request. Both workshops can broaden their horizons in the field of work. According to the survey conducted, nearly 90% of the non-teaching staff is satisfied with the arrangement of the workshops.</p>
<p>Open and optimize campus facilities to enhance students' sense of belonging to the school.</p>	<p>According to the needs of students, update the campus facilities and further open the campus to enhance the sense of belonging of the students.</p>	<p>Students have a 10% increase in the rate of school love.</p>	<p>a. Questionnaire b. Stakeholder survey data c. Semester end interview (Principals and teachers, staff and workers)</p>	<p>a. The school has carried out 24 projects to improve campus facilities this school year, all of which help to provide a better learning environment and allow students to learn in a more ideal learning environment. b. The improvement projects for the whole year are as follows: LED display screen outside the School History Museum (G/ F), air-conditional system repair work in some of the classrooms (6/F) (Room 604-606), projection screens in some of the classrooms (Room 102, 201, 204, 205, 606 and 703), data access area renovation project (3 computers for storing information), Room for Robotic Team (located in the Geography Room) (7/F), wall painting work in 30 classrooms of the whole school , 3 sets of wash basins for male toilets (G/F), floor resurfacing project at School Hall, core value stickers for staircases (G/F), wall painting work for the auditorium and repair work for the floor tiles at the entrance (4/F), wall painting work for the Student Activities Centre (later replaced by posting white brick wallpaper), Installation of LED display screen on the stage and the two sides of the Rev. Brother Paul Sun Memorial Hall (1/F) , list of sponsors on the rock climbing wall and inscription about information of ex-Principal Mr. Chan Kong Chiu Kenneth (G/F), installation of cabinets for teachers outside Staff Room (4/F) , stickers ("Seven Graces of the Sacred God") at the main entrance of</p>

				<p>the school G/F), stickers (school motto and moral education objectives) for the lift doors of all floors (G-7/ F), school playground (basketball court) resurfacing project (G/F) , replacement of 8 classroom air-conditioners (Room 505-506), installation of 6 electric fans (4 /F area for revision and discussion), installation of 8 mounting fans (G/F student uniform team rooms), painting work for bathroom interior walls (G/F and1/F) and floor tile resurfacing work in the Amphitheatre (4/F) .</p> <p>c. According to the stakeholder questionnaire of 2017-2018, the ratio of students loving the school is very close to that of last year, about 66.3% (last year 65.5%). However, it is worth noting that the number of students choosing 'strongly agree' increased from 25.1% in 2016-2017 to 29.6% this year. This shows that even though the rate of "students loving the school" has not increased by 10%, the attitude of students towards the school is positive.</p>
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