

**Aspect : Learning and Teaching**

**Major Concern : To pursue excellence, cater for learners' diversity and enhance overall public examination performance**

Foci of Development	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<b>Uplifting the performance of students in HKDSE</b>	1. Enhancement and Remedial Strategies			
	1.1 Enhancement			
	a. Fine-tune enhancement strategies (pinpointing specific papers in language subjects, addressing the needs of individual student, such as particular question types) <ul style="list-style-type: none"> <li>● The Chinese Department aims to enhance students' proficiency in writing and speaking through individual training</li> <li>● The English Department provides students drillings on writing skills, sentence patterns and grammar</li> </ul>	There is at least a 7-10% increment in the number of students attaining level 4 in Chinese Language and English Language	Statistical analysis of HKDSE results	The results of HKDSE 2017 reflected that the enhancement strategies adopted by the Chinese and English Departments effectively facilitated students to attain Level 4 or above. There was a 5% and 4.8% increment in the number of students attaining level 4 in Chinese Language and English Language respectively and there was a 16.3% increment in Paper 3 (Listening & Integrated Tasks) of English Language.
	b. Elite Class Reading and Writing Training (Foci : F2: Expository, F3: Argumentative) <ul style="list-style-type: none"> <li>● The Chinese Department organizes argumentative writing trainings for elite classes in junior form</li> <li>● The English Department organizes reading and writing trainings to enhance the performance of F2 and F3 elite class students in expository and argumentative composition</li> </ul>	i. 80 % or above students perform satisfactorily (Teacher and Tutor follow-up data) ii. 80% of students in elite class find the measures beneficial to their reading and writing	i. Teachers' observation (teachers/ tutors' follow-up record); ii. Questionnaire survey (language subjects)	<ul style="list-style-type: none"> <li>● All of the participants of the Chinese writing classes agreed that it served to improve their writing skills</li> <li>● 80.8% of the participants of the English writing courses reflected that it served to improve their writing skills, especially on how to write an expository and argumentative writing</li> </ul>
	1.2 Remedial			
Summer learning support programmes were arranged for students who were conditionally promoted and repeaters starting from the beginning of summer vacation <ul style="list-style-type: none"> <li>a. Organizing summer learning support classes for students in F1-F3 who were conditionally promoted from 13<sup>th</sup> -26<sup>th</sup> July;</li> <li>b. Organizing summer learning support classes for repeaters in F1-F3 from 13<sup>th</sup> -29<sup>th</sup> July</li> </ul>	i. Teachers concerned comment positively on the students; ii. Students concerned improve in the test and exam	i. Teachers' observation; ii. Test and Exam in school	<ul style="list-style-type: none"> <li>● Students generally performed satisfactorily in the support classes and the majority of them obtained a pass in 2-3 subjects, only 3 repeaters had to revise in school until 18<sup>th</sup> August.</li> <li>● In the support classes for repeaters, 91% of them (17-18) agreed that they benefited from the course and were pleased with the performance of tutors. 83% were satisfied with the content, 75% were pleased with the arrangement of the timeslot.</li> <li>● Students commented that they benefited a lot from the guidance of tutors, as their explanation and assistance helped much</li> <li>● (16-17) the performance of repeaters was generally satisfactory and they were promoted afterwards</li> </ul>	

Foci of Development	Strategies	Success Criteria	Mode of Evaluation	Effectiveness
<b>Uplifting the performance of students in HKDSE (Con'd)</b>	2. Tailor-made strategies and backup measures to improve learning and teaching in HKDSE			
	2.1 Utilizing past paper and live scripts			
	a. In the restricted reading area in the library, students can learn from the live scripts of the alumni	80% of users comment positively on this practice	i. Questionnaire survey (Library) ii. Observation of teachers and librarian	The live scripts of alumni could not be displayed in the restricted area because of infringement of copyright. Other measures could be suggested next year.
	b. Organizing sharing sessions and arranging marker teachers of core subjects to share marking strategies with students	80%of students comment positively on the session	Questionnaire survey	<ul style="list-style-type: none"> <li>● According to the questionnaires conducted by the Chinese and English Departments, 91% and 100% of students responded positively to the talks featuring HKDSE as they facilitated their learning.</li> <li>● 80% of students agreed that the sharing session of marker teacher made them face HKDSE more confidently.</li> </ul>
	c. Establishing a professional learning community and encourages teachers to share marking strategies	80% of teacher markers share marking strategies in the panel meeting	The minutes of all subjects	80% and 100% of teacher markers in the Chinese and English Departments shared their marking strategies in the panel meetings respectively
	2.2 Promote 'Results Early Warning System'			
Talks about 'Results Early Warning System' for F5 and F6 were held on 20th Sept, 2016 and 8 <sup>th</sup> Mar, 2017	80% of participants comment positively of the activity	Questionnaire (Early Warning System)	<ul style="list-style-type: none"> <li>● 77% believed that 'Results Early Warning System' served to make them understand their current standard and forecast their performance in HKDSE. (20% remained neutral)</li> <li>● 72% recommended the school to organise the same for F4 next year (25% remained neutral)</li> </ul>	
<b>Catering for learners' diversity, elevating learning motivation and sense of achievement</b>	1. Establish a positive learning and teaching culture			
	1.1 Incorporate training on self-management, learning skills and classroom routine into the F1 curriculum Help students to cultivate self-management, learning skills and classroom routine in the F1 Bridging Course in August and the Life Education lessons	F1 teachers comment positively on students' performance	Form meetings of all forms	F1 class teachers believed that students demonstrated better self- management and learning skills, but the performance of elite class was yet to be improved.
	1.2 Compliment on students' active and enthusiastic participation in class. Offer subject award and improvement prizes to students after tests and exams to boost their learning motivation	Students and teachers comment positively on the policy	Questionnaire Survey (Academic Board)	91% teachers agreed that subject awards and improvement awards served to boost the learning motivation of students.

Foci of Development	Strategies	Success Criteria	Mode of Evaluation	Effectiveness
<b>Catering for learners' diversity, elevating learning motivation and sense of achievement (cont'd)</b>	1.3 Multiple learning strategies: E-learning Train teachers to use e-learning platform, like Microsoft O365, ONENOTE and S-Mark on Teachers Development Days in the first and second terms	80% of teachers comment positively on e-learning	Minutes of subjects taking part in e-learning/ Minutes of co-prep meetings	57% of teachers adopted e-learning strategies, 61% of them believed e-learning could raise teaching effectiveness (13% were neutral), 46% of them thought it could motivate students (15% were neutral). The data did not meet the expectation because it included the feedback of teachers who had not adopted any e-learning strategies. Also, insufficient provision of individual portable devices might also hinder them from adopting e-learning strategies.
	2. Strengthen support to SEN students – provide teacher trainings to address the needs of specific SEN students	70% of teachers comment positively on the activity	Questionnaire Survey (Teacher's Development Team)	<ul style="list-style-type: none"> <li>● According to the condition of SEN of the school and to meet the requirement of EDB and preference of teachers, teachers were trained to strengthen the support to SEN accordingly. 3 teachers completed the 'Basic Course on Catering for Diverse Learning Needs' and 1 teacher completed 'Thematic Course on Supporting Students with SEN- Cognition and Learning Needs'.</li> <li>● 4 teachers who received training commented positively on the training.</li> </ul>
	3. Promote and adopt Structured Teaching Strategy – sharing of Small class teaching strategies among different subjects	70% of teachers comment positively on the activity	i. Minutes of subjects concerned; ii. Questionnaire Survey (Academic Board)	70% of teachers commented positively on the sharing
	4. Develop Teaching Professionalism and Efficacy ---Teacher Appraisal is conducted throughout the 1 <sup>st</sup> and 2 <sup>nd</sup> term, the procedures are listed as follows: 4.1 Assign appraisees , class and subject of assignment inspection and lesson observation 4.2 The school office and teachers input personal particulars from mid-September to October 4.3 Lesson observations are conducted from September to December 4.4 Assignment inspections are conducted from November to December 4.5 Subject heads, Team heads and I/C of ECA complete the part on grading of members' performance in January and February 4.6 Teachers complete the Self-assessment in March 4.7 Subject heads meet appraisees and evaluate their teaching performance from April to May.	70% of teachers believe the new Teacher Appraisal can help to improve their teaching profession level	i. Teachers Appraisal ii. Questionnaire Survey (Academic Board)	<ul style="list-style-type: none"> <li>● 52% of teachers were pleased/quite pleased with the allocated time of the 'Teacher Appraisal'</li> <li>● 48% of teachers were not pleased/so pleased with the allocated time of the 'Teacher Appraisal'</li> <li>● Only 36% of teachers were contented with how the 'Teacher Appraisal' was conducted</li> <li>● The majority of teachers reflected that the 'Teacher Appraisal' was a rush job because of the insufficient time, complicated procedures and too much paper work in each stage which did not help to improve teaching quality of teachers</li> <li>● 76% of teachers agreed to optimise the 'Teacher Appraisal Form';</li> </ul>

Foci of Development	Strategies	Success Criteria	Mode of Evaluation	Effectiveness
<b>Catering for learners' diversity, elevating learning motivation and sense of achievement (cont'd)</b>	<p>4.8 The Vice Principals oversee and complete the parts on Administration, Skills and Attributes, Overall Rating and Comments in the 'Teacher Appraisal' in late May</p> <p>4.9 The Principal meets all the teachers and assesses their performance in June and July</p>	<p>70% of teachers believe the new Teacher Appraisal can help to improve their teaching profession level (Cont'd)</p>	<p>i. Teachers Appraisal</p> <p>ii. Questionnaire Survey (Academic Board)</p>	<ul style="list-style-type: none"> <li>● Proposed modifications: <ul style="list-style-type: none"> <li>- Timeslot of lesson observation;</li> <li>- Timeslot of assignment inspection;</li> <li>- Grading of subject panel/functional group head;</li> <li>- Grading of skills and attributes;</li> <li>- Teachers completing self-evaluation;</li> <li>- Appraisers meet appraisees; and</li> <li>- Meeting with Principal</li> </ul> </li> <li>● It was suggested that Teacher Appraisal to be used among current teachers (excluding new teachers) in a 3-year cycle starting from 2018/2019 school year</li> </ul>

**Aspect: Student Development and Support**

**Major Concern : To realize the virtue of Jesus, nurture the characters of students**

Foci of Development	Strategy	Success criteria	Mode of Evaluation	Effectiveness
<p><b>Nurturing obedient and proactive students, raising their sense of belonging to the school</b></p>	<ol style="list-style-type: none"> <li>1. Assign two class teachers to each junior form class for the sake of strengthening class management and nurturing obedient students</li> <li>2. Students develop stronger sense of belonging through taking part in the Student Association, House activities and inter-class activities</li> <li>3. Open school facilities and raise the sense of belonging of students</li> <li>4. Train students to be obedient through marching and Life Education lessons in the F1 Bridging Course</li> <li>5. Assign all F1 students to join uniform groups and encourage F2 and F3 students to take part in the Enhanced Smart Teen Project, which help develop their obedience through discipline training</li> </ol>	<ol style="list-style-type: none"> <li>i. 75% of students think the policies concerned can help them become obedient</li> <li>ii. 70% of students think they have a sense of belonging to the school</li> </ol>	<ol style="list-style-type: none"> <li>i. Questionnaire</li> <li>ii. Teacher observation and follow-up record</li> </ol>	<ul style="list-style-type: none"> <li>● Teachers reflected that having two class teachers in each junior form class strengthened class management; 82% of students agreed such practice helped develop their obedience.</li> <li>● 76% of students acknowledged that taking part in the Student Association, House activities and inter-class activities helped raise their sense of belonging.</li> <li>● 88% of students supported the opening of school facilities, which raised their sense of belonging. 66% of students found displaying large posters around the school campus helpful in boosting their sense of belonging to the school.</li> <li>● 60% of students agreed that the marching and Life Education lessons in the F1 Bridging Course helped train them to be obedient. Teachers reflected that students' self-discipline improved through marching and Life Education lessons in junior forms.</li> <li>● 74% of students reflected that their participation in Enhanced Smart Teen Project helped them to be more obedient. 48% of students acknowledged that their discipline improved through taking part in uniform groups.</li> </ul>
<p><b>Strengthening students' faith in Jesus' love, and establishing a culture of loving and serving</b></p>	<ol style="list-style-type: none"> <li>1. Through service learning, encourage students to take part actively in community services, so as to become confident, loving and caring</li> <li>2. Encourage all class prefects and group leaders to take part in class affairs actively; offer serving and award certificates to group leaders or class prefects with outstanding performance at the end of school terms</li> <li>3. Arrange prefects in senior forms to supervise F1 and F2 during lunch time, allowing them to serve others</li> <li>4. Through Early Detection System, Form Teacher Periods and Life Education lessons in junior forms, prevent crises and help students to be more loving and caring</li> </ol>	<ol style="list-style-type: none"> <li>i. 70% of students take part in service activities</li> <li>ii. 80% of students think the service activities help them to be loving and caring</li> </ol>	<ol style="list-style-type: none"> <li>i. Questionnaire</li> <li>ii. Teacher observation and follow-up record</li> </ol>	<ul style="list-style-type: none"> <li>● As shown in the questionnaires, 80.8% of students acknowledged that service learning and voluntary services served to help them become more considerate and attentive to the vulnerable and help boost their self-confidence. The total number of participations is 1041 among F1 to F5 students. 72% of students took part in social service, which is 6% higher than last year.</li> <li>● 72% of students supported the practice of encouraging class prefects to actively take part in class affairs and serve their classmates.</li> <li>● Teachers reflected that arranging senior form school prefects to supervise F1 and F2 students during lunch enabled the senior formers to learn to serve.</li> <li>● 69% of students agreed that Form Teacher Periods and Life Education lessons encouraged them to be more loving and caring.</li> </ul>

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<b>Strengthening students' faith in Jesus' love, and establishing a culture of loving and serving</b>	5. Consolidate students' faith in Jesus by establishing a loving culture as well as enriching the understanding of Catholic core values among students through morning prayers, book sharing of teachers and students, Masses and Form Teacher Periods	i. 70% of students take part in service activities ii. 80% of students think the service activities help them to be loving and caring	i. Questionnaire ii. Teacher observation and follow-up record	<ul style="list-style-type: none"> <li>● 61% of students agreed that a culture of loving and caring was developed through prayers, teachers' and students' book sharing, Masses, themed religious rites and weekly assembly activities.</li> <li>● 77% of student leaders supported the practice of organizing activities with the aim to care and serve.</li> <li>● 80% of students agreed that the activities incorporated the value of 'empathy' helped them to be more understanding and caring.</li> </ul>
	6. Delegate student leaders to organize activities to serve others			
	7. Incorporate the value of 'empathy' into different subjects, helping students to be more understanding and caring.			

Major Concern : To strengthen staff development, further optimize administration organisation

Foci of Development	Strategy	Success criteria	Mode of Evaluation	Effectiveness
<b>Optimizing administration structure and strengthening professional training</b>	1. Further integrate and simplify administration organisation to raise work efficiency, allowing teachers to focus on teaching	Teachers take charge of no more than 4 administrative duties	i. Questionnaire ii. End-of-term meeting (Principal, teachers, staff and janitors)	Except the two vice-principals, only 14 teachers were assigned more than four administrative duties, while the remaining 40 teaching staff was allowed to focus on their teaching duties. The administrative structure will be further streamlined.
	2. Arrange training for staff and teachers according to the nature of their duties, exposing different stakeholders to various learning opportunities	i. 80% or above of teachers can get the latest information on teaching development and apply what they have learnt when teaching after attending the trainings  ii. 80% or above of staff can benefit from the workshops		<ul style="list-style-type: none"> <li>● The staff development programme of this year included one whole-day workshop and four half-day workshops. The workshops were on the following themes: teachers' spiritual education (whole-day), IT in education (half-day), STEM teaching and S-Mark (half-day), careers and further education (half-day) and setting annual plans (half-day).               <ul style="list-style-type: none"> <li>- Over 80% of teaching staff were satisfied with the workshop on spiritual education, in terms of its content, facilitators, venue and arrangement. 76% of teachers reflected that the workshop had inspired them.</li> <li>- Nearly 70% of teachers were satisfied with the arrangement of the workshop on IT in education and they found the workshop helpful in teaching.</li> <li>- The majority of teachers responded positively to the workshop on STEM Teaching and S-Mark. The average score is 3.6 out of 5.</li> <li>- 77% of teachers responded positively to the workshop on careers and further education. 97% of teachers reflected that the workshop helped them understand the different paths for graduates. Over 90% of teachers were satisfied with the content of the workshop, its smooth rundown and the instructor.</li> <li>- All subject panels were able to submit annual plans as scheduled. 62% of teachers responded positively to the workshop. 57% of teachers considered the data gathered from the stakeholders' questionnaires were useful to the panel's discussion. 68% of teachers agreed that the panel discussion allowed them to voice their opinions. 63% of teachers reflected that having the panel discussion enabled them to reach a consensus.</li> </ul> </li> <li>● Only one activity included non-teaching staff---the whole-day workshop on spiritual education. More trainings and development would be provided for all staff members next year.</li> </ul>

Foci of Development	Strategy	Success criteria	Mode of Evaluation	Effectiveness
<p><b>Opening and improving school facilities, raising students' sense of belonging</b></p>	<p>Update the facilities in the school according to the needs of students and further open the school campus to raise students' sense of belonging</p>	<p>20% increase in the number of students who like the school</p>	<p>i. Questionnaire ii. End-of-term meeting (Principal, teachers, staff and janitors)</p>	<ul style="list-style-type: none"> <li>● In order to offer a better learning environment for students, eleven construction projects updating school facilities were completed. The construction projects included installing an infrared body temperature monitoring system (G/F), installing an additional parking gate (G/F), erecting a statue of Virgin Mary (G/F), optimizing the facilities in the School Archive (G/F), installing a podium (4/F), optimizing library facilities (4/F), installing a mosaic mural (facing the basketball court) (G/F), covering the original sand pit with a mosaic mural (G/F), optimizing the facilities inside the chapel (G/F), introducing and installing a Campus TV channel (7/F), and optimizing gardening facilities (G/F).</li> <li>● According to the stakeholders' questionnaires 2016-2017, 65.5% of students reflected they liked the school, which is similar to last year's figure. Overall, students had a positive perception towards the learning atmosphere at school.</li> </ul>