

Aspect : Learning and Teaching

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

Target	Strategy	Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group	
<b>Improve students' performance in public exam</b>	<b>1. Remedial and Enhancement</b>						
	<b>1.1 Enhancement</b>	a. Optimise enhancement policy (e.g. focus on individual papers of language subjects and address the needs of elite students)	Love (Love God and love one's neighbours as brothers and sisters)	Whole year	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	Vice Principal (Learning and Teaching) Academic Board, related subject panel chairpersons and teachers
		b. Reading and writing training for elite classes (Foci: F2 – expository F3 – argumentative)	Truth (Human reason's capacity)	Whole year	i. 80% of students perform satisfactorily ii. 80% of students in elite classes benefit from the reading and writing activities	i. Teacher observation (Teachers' and tutors' follow-up records) ii. Questionnaire (Language Subjects)	Vice Principal (Learning and Teaching) Academic Board, related subject panel chairpersons and teachers
		c. EMI Taskforce follows up and elevates the English performance of elite students in the junior forms	Love	Whole year	Teachers comment positively on the performance of students concerned	Teacher observation (EMI Taskforce) and evidence	EMI Taskforce (Curriculum Development)

Target	Strategy		Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group	
Improve students' performance in public exam (Con't)	<b>1.2 Remedial</b>	Arrange remedial lessons and follow-up support for repeaters	Life (Tribulations and adversities are to be faced with serenity and hope)	Whole year	i. Teachers concerned comment positively on students' performance ii. Students concerned improve in school tests and exams	i. Teacher observation ii. School assessments	Vice Principal (Learning and Teaching) Academic Board, related subject panel chairpersons and teachers	
	<b>2. Policies supporting the learning and teaching for HKDSE</b>							
	<b>2.1 Utilize past papers and live scripts</b>	a.	Students absorb the essence of answered scripts of their seniors in the designated reading section in the library	Truth (Human reason's capacity)	Whole year	80% of students respond positively to the policy	i. Questionnaire (Library) ii. Observation of teacher librarian and assistant librarian	Library
		b.	Core subjects organize marker teachers sharing, analyse examination techniques and strategies	Truth (Human reason's capacity)	First term	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	Subject panel chairpersons and teachers concerned
		c.	Encourage teachers to share marking strategies and promote professional development	Love (Humble service)				
<b>2.2 Promote 'Early Warning System'</b>	a.	Continue with Early Warning System (F5 and F6)	Justice (Responsibilities)	Whole year	80% of students respond positively to the System	Questionnaire (Early Warning System)	Early Warning System	
		b.						

Target	Strategy	Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<b>Cater for learners diversity, elevate the incentive to learn and sense of achievement among students</b>	<b>1. Establish a positive learning and teaching culture</b>					
	1.1 Compliment active learners in class	Love (Love God and love one's neighbours as brothers and sisters)	Whole year	Questionnaire (Academic Board)	Questionnaire (Academic Board)	All teachers
	1.2 Adopt multiple intelligence teaching strategies: eLearning (e.g. Moodle), STEM (VR learning and teaching) and (self-directed learning)	Truth (Human reason's capacity)	Second term	70% of teachers who take part in E-learning/STEM/ self-directed learning think positively about multiple intelligence teaching strategies	Minutes, co-prep meeting and examples from subjects with eLearning/STEM/ self-directed learning	Curriculum Development Team and subjects with eLearning/STEM/self-directed learning
	1.3 Introduce foreign language learning in ECA period (German, French and Japanese), explore various paths for future of students	Truth (Human reason's capacity)	Whole year	Questionnaire (ECA Team), foreign language teachers comment positively on the activities	i. Questionnaire (ECA Team) ii. Observation of foreign language teachers	Vice Principal (Learning and Teaching) ECA Team Guidance Team
	<b>2. Strengthen the support to students with different learning needs</b>					
	Arrange teacher training according to specified SEN category	Love (Humble service)	Second term	70% of teachers respond positively to the training	Questionnaire (Staff Development Com)	SEN Team Staff Development Team
	<b>3. Promote and implement structured teaching strategies in different subjects</b>					
Share small class teaching strategies among subjects	Love (Love God and love one's neighbours as brothers and sisters)	Whole year	70% of teachers respond positively to the sharing	i. Minutes of subjects concerned ii. Questionnaire (Academic Board)	Subject panel chairpersons and teachers concerned, Academic Board	

Target	Strategy	Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
Cater for learners diversity, elevate the learning incentive and sense of achievement among students (Con't)	<b>4. Develop professionalism and efficiency of teachers</b>					
	4.1 Enhance professionalism among teachers with the adoption of the modified teacher appraisal form	Justice (Human rights) Truth (Distinguish right from wrong, good from evil)	Jan-June 2018	There is at least a 10% increase in the number of teachers thinking the modified teacher appraisal form can enhance their professionalism	i. Teacher appraisal ii. Questionnaire (Academic Board)	Principal, Vice Principal and subject panel chairpersons
	4.2 Promote peer assignment evaluation and lesson observation (so as to realize the core values of Catholic education)	Justice (Equity and harmony)	Second term	Over 50% respond positively to peer assignment evaluation and lesson observation	i. Minutes of subjects concerned ii. Questionnaire (Academic Board)	Subject panel chairpersons and teachers concerned, Religious Education Team, Staff Development Team

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

Target	Strategy		Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<b>Nurture confident, disciplined and loving Josephians, realizing the five core values of Catholic Education</b>	1 Boost students' confidence and leadership skills	1.1 Delegate student leaders such as house captains and officials to serve and organize activities	Love (Humble Service) Justice (Responsibilities)	Whole year	a. 75% of students concerned think the policies can boost their leadership skills and confidence b. Prefects can show their confidence and leadership during activities	i. Questionnaire ii. Teacher observation and follow-up record	Student Association, captains of the four houses
		1.2 Nurture prefects through leadership training programmes	Love (Humble Service) Justice (Responsibilities) Life	Summer holiday			ECA Team, Discipline Team
		1.3 Arrange senior formers to host and give speeches in the morning assembly, raising their confidence in public speaking	Justice (Responsibilities) Life	Whole year			Whole-school Reading Programme, Department of Chinese, Department of English, Department of PTH
		1.4 Deliver life education lessons in junior forms, raising students' confidence	Justice (Responsibilities) Life	Whole year			Class teachers in junior forms
		1.5 Nourish leadership skills of students when they join the Student Association, inter-house and club activities	Love (Humble Service) Justice (Responsibilities)	Whole year			Student Association, house captains and club chairmen

Target	Strategy		Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<p><b>Nurture confident, disciplined and loving Josephians, realizing the five core values of Catholic Education (con't)</b></p>	<p>2 Nurture disciplined and proactive students, raising their sense of belonging to the school</p>	<p>2.1 Assign two class teachers to each junior form class, strengthening class management and nurturing disciplined students</p>	<p>Family (Sense of belonging), Truth (Distinguish right from wrong, good from evil)</p>	<p>Whole year</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>i. Questionnaire ii. Teacher observation and follow-up record</p>	<p>Vice Principal (Student development) Class teachers</p>
		<p>2.2 Open school facilities and raise the sense of belonging of students</p>	<p>Family (Sense of belonging)</p>	<p>Whole year</p>			<p>Campus Management Committee</p>
		<p>2.3 Train students to be self-disciplined through marching and life education lessons in the Pre-S1 Bridging Course</p>	<p>Truth (Distinguish right from wrong, good from evil)</p>	<p>August</p>			<p>Teachers of Pre-S1 Bridging Course</p>
		<p>2.4 Assign all F1 students to join uninform 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>Truth (Distinguish right from wrong, good from evil), Life (Tribulations and adversities are to be faced with serenity and hope)</p>	<p>Whole year</p>			<p>Uniform groups Vice Principal (Student development)</p>
		<p>2.5 Students have richer sense of belonging through taking part in the celebrations of the Diamond Jubilee</p>	<p>Family (sense of belonging)</p>	<p>Whole year</p>			<p>Diamond Jubilee Celebration Committee</p>

Target	Strategy		Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<b>Nurture confident, disciplined and loving Josephians, realizing the 5 core values of Catholic Education (con't)</b>	3 Strengthen students' faith in Jesus' love among students, and establish a loving and serving culture among students	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	Love (Humble service), Justice (Responsibilities)	Whole year	a. 75% of students take part in service activities b. 75% of students think the service activities help them to be loving and caring	i. Questionnaire ii. Teacher observation and follow-up record	All subject groups, Vice Principal (Student Development), Religious Education Team
		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	Love (Love Jesus, Love others), Justice (Responsibilities)	November - February			Religious Education Team, Moral and Civic Education Team
		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	Truth Justice Love Life Family	Whole Year			Mass Programme Team, Department of Chinese, Department of English, Department of PTH, Whole-school Reading Programme

Target	Strategy		Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<b>Nurture confident, disciplined and loving Josephians, realizing the 5 core values of Catholic Education (con't)</b>	3 Strengthen students' faith in Jesus' love among students, and establish a loving and serving culture among students (con't)	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	Love (Humble Service), Justice (Responsibilities)	Whole year	a. 75% of students take part in service activity b. 75% of students think the service activities help them to be loving and caring	i. Questionnaire ii. Teacher observation and follow-up record	Class teachers
		3.5 Arrange prefects in senior forms to supervise F1 and F2 during lunchtime, allowing them to serve others	Love (Humble Service), Justice (Responsibilities)	Whole year			Catering Team
		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	Love (Love God and love one's neighbours as brothers and sisters) Life Tribulations and adversities are to be faced with serenity and hope)	Whole year			Guidance Team, Social worker, Vice Principal (Student development), Class teachers, Education psychologist
		3.7 Delegate student leaders to organize activities to serve others	Love (Humble Service), Justice (Responsibilities)	Whole year			Student Association, captains of the four houses



Major Concern : Strengthen staff development, further optimize administration organization

Target	Strategy	Catholic core value	Schedule	Success criteria/Students' performance	Evaluation	Person-in-charge/ Group
<b>Optimize administration structure and strengthen professional training</b>	1. Further combine and simplify administration to raise efficiency, allowing teachers to focus on teaching	Love	Whole year	Senior teachers and teachers take charge of no more than 5 and 3 administrative duties respectively	a. Questionnaire b. Analysis of Stakeholder questionnaire c. End-of-term meeting (Principal, teachers, staff and janitors)	Principal and School Administration Committee
	2. Assign teachers to teach no more than two subjects unless there are special cases	Love Justice	Whole year	70% of teachers can teach what they specialize in when assigning duties		Principal and Vice Principal
	3. Evaluate the development record of teachers, enhancing professionalism	Love Life Family	Whole year	Summary of the development record, over 70% of teachers have taken part in training organized by EDB		Principal, Vice Principal and Staff Development Team
	4. Arrange training for staff and teachers according to the nature of their duties, exposing different stakeholders to various learning opportunities	Love Family	Whole year	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		

<b>Target</b>	<b>Strategy</b>	<b>Catholic core value</b>	<b>Schedule</b>	<b>Success criteria/Students' performance</b>	<b>Evaluation</b>	<b>Person-in-charge/ Group</b>
<b>Open and improve school facilities, and raise students' sense of belonging</b>	Update the facilities in the school according to the needs of students and further open the school campus to raise students' sense of belonging	Love Life Family	Whole Year	There is a 10% increase in the number of students who like the school	a. Questionnaire b. Analysis of Stakeholder questionnaire c. End-of-term meeting (Principal, teachers, staff and janitors)	School Office