



St. Joseph's College

**Annual School Plan
2017/2018**

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School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's College is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

School Goals

SJC will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have a sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

St. Joseph's College is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:

Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.

Major Concern 1: Empower Teachers through Enriching Professional Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To nurture professional leadership of middle managers	<p>1.1 Further equip the middle managers to meet challenges of educational needs such as, stress management, etc.</p> <p>1.2 Meet with aspiring middle managers to create an individualized career map.</p> <p>1.3 Encourage aspiring middle managers to participate in leadership to strengthen succession planning.</p>	<ul style="list-style-type: none"> At least one workshop is conducted on stress management Over 40% of the aspiring middle managers discussed with the Principal their individual career maps. Over 60% of the aspiring middle managers agree that they are given the opportunities to participate in leadership 	<ul style="list-style-type: none"> Minutes Feedbacks from middle managers, aspiring middle managers and teachers CPD 	<ul style="list-style-type: none"> Sept 2017 – Aug 2018 Sept 2017 – Aug 2018 Sept 2017 – Aug 2018 	<ul style="list-style-type: none"> Administrators Panel heads Staff development team 	<ul style="list-style-type: none"> Manpower Time Minutes
2. To enhance new teachers' teaching strategies and classroom management skills for better learning outcome	<p>2.1 Continue to arrange experience sharing of classroom management skills for new teachers</p> <p>2.2 Continue to arrange lesson observation of experienced teachers by panel heads for new teachers to enhance their teaching strategies and classroom management skills</p> <p>2.3 Refine lesson observation form to identify areas where new teachers experience difficulties and need additional support</p> <p>2.4 Further strengthen buddy program for new teachers</p>	<ul style="list-style-type: none"> At least one sharing is conducted each term Over 60% of the new teachers agree that the sharing gives them some insight and ideas for classroom management Friendly visits to new teachers' lessons by form coordinators/ panel heads in the first two months Over 60% of the new teachers find feedback from observers conducive to their own teaching reflections Over 60% of the teachers find the lesson observation form effective and user-friendly Over 60% of the new teachers feel supported in their first year in SJC 	<ul style="list-style-type: none"> Feedback from new teachers CPD Minutes 	<ul style="list-style-type: none"> Sept 2017 – Aug 2018 	<ul style="list-style-type: none"> Experienced teachers Panel heads Staff development team 	<ul style="list-style-type: none"> Manpower Time Forms

<p>3. To empower teachers with professionalism in supporting the school's major concerns</p>	<p>3.1 Improve practices in collaboration with external organizations to explore new way of learning and teaching in science, technology, engineering, arts and mathematics.</p> <p>3.2 Further strengthen teachers' skills in collaboration with the Careers and Life Planning Team in offering individual/group guidance for students' career and life planning</p> <p>3.3 Continue to assist the IT Department to further strengthen teachers' IT competence by providing more activities or peer sharing on use of e-teaching resources</p>	<ul style="list-style-type: none"> • At least one sharing/workshop led by external experts is conducted to further develop teaching skills in science, technology, engineering, arts and mathematics. • Over 80% of teachers attended at least 6 CPD hours on CLP. • Over 60% of teachers agree that their IT competency is enhanced. 	<ul style="list-style-type: none"> • CPD • Feedback from teachers 	<ul style="list-style-type: none"> • Sept 2017 – Aug 2018 • Sept 2017 – Aug 2018 • Sept 2017 – Aug 2018 	<ul style="list-style-type: none"> • All teachers • Staff Development Team • CLP Team • IT Team or E-learning Team 	<ul style="list-style-type: none"> • Manpower • Time • Course providers
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Major Concern 2: Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1 To develop a comprehensive and systemic Career and Life Planning Education framework and policy	<p>1.1 Further develop the Career and Life Planning Committee (with members from careers guidance, counseling, MCE, discipline teams, representatives of OBA, PTA, and other related parties) responsible for the overall career and life planning issues.</p> <p>1.2 Further identify the needs of students and the school's focus, and review and formulate the Career and Life Planning policy.</p> <p>1.3 Refine the school curriculum and learning activities to ensure that CLP elements are adequately incorporated</p> <p>1.3.1 Cooperating with subject departments, to explore the possibility to further integrate CLP elements into trips/camps</p>	<ul style="list-style-type: none"> The Career and Life Planning Committee is well-developed with the roles and responsibilities of all functional teams are clearly defined. Career and Life Planning policy is well-formulated. All subject panels are motivated to integrate CLP elements into the curriculum. CLP elements are integrated into the subjects. (2/3 of all subjects) Positive feedback from 65% students. (e.g. agree that CLP elements are incorporated in subjects) Positive feedback from 65% teachers. (e.g. agree that CLP elements are incorporated in subjects) 	<ul style="list-style-type: none"> Students' survey Teachers' survey Feedback from form teachers Review of documents of Student Support Scheme Review of meeting documents 	<ul style="list-style-type: none"> Sept.– Oct.2017 Sept.– Oct.2017 Sept.2017– June 2018 	<ul style="list-style-type: none"> Career and Life Planning Committee members Careers guidance team members Survey team Subject panels School-based Team of CLAP Project sponsored by the HK Jockey Club 	<ul style="list-style-type: none"> CLP Grant Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from the Career and Life Adventure Planning (CLAP) for Youth Project
2 To assist students to make wise and informed career decisions with reference to their interests, abilities and	<p>2.1 Enrich the content and expand the scope of CLP-related services and activities by adopting the whole school approach, thereby broaden students' horizons and enhance their skills and awareness of CLP.</p> <p>2.1.1 Cooperate with the Counseling Team to provide workshops</p>	<ul style="list-style-type: none"> Positive feedback from 65% students (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related 	<ul style="list-style-type: none"> Students' survey Teachers' survey Feedback from parents APASO 	<ul style="list-style-type: none"> Sept.2017– Jul.2018 	<ul style="list-style-type: none"> Career and Life Planning Committee members Careers guidance team 	<ul style="list-style-type: none"> CLP Grant Resources and data from external organizations, e.g. Education Bureau, HKACMGM

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
orientations.	<p>and talk for students on related themes (e.g. emotional management, study skill, stress management, etc.)</p> <p>2.1.2 CLP Talks for students in all forms to raise students' awareness on career planning.</p> <p>2.2 Devise school curriculum and activities/programmes to cultivate and enhance students' awareness of proper work attitude, values and ethics</p> <p>2.2.1 Cooperate with the MCE Team to organize MCE lessons, talks and activities for S.1- 6 students on related topics (e.g. Responsibility, Aspiration, Perseverance, humbleness, respect, career exploration, etc.)</p> <p>2.3 Provide students and parents with sufficient information of CLP</p> <p>2.3.1 To make use of the E-platform run by CLAP for Youth@JC Project, on which students and parents can find useful information related to CLP</p> <p>2.3.2 Overseas Studies Talk for students and parents</p> <p>2.3.3 University Visit Booklets are issued for S.5 students who are encouraged to visit local universities during open days</p> <p>2.3.4 JUPAS Talks for S.6 students on relevant topics</p> <p>2.3.5 S.5 - JUPAS Talk, introducing students the JUPAS</p>	<p>information from teachers, counselor, and school website, etc.)</p> <ul style="list-style-type: none"> ● Positive feedback from 65% teachers (e.g. agree that it is easy for them to access career information and related assistance from the school) ● Positive feedback from 65% parents (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from school, etc.) ● 100% teachers attend workshops related to CLP ● Over 65% of teachers finish fundamental professional training on CLP provided by the CLAP Project sponsored by HK Jockey Club 		<ul style="list-style-type: none"> ● Sept. 2017– May 2018 ● Sept.2017– May.2018 ● Sept.2017– Aug.2018 ● Sept.2017 ● Sept.2017 ● Sept.2017 ● May.2018 	<p>members</p> <ul style="list-style-type: none"> ● Counseling Team members ● MCE Team members ● Form teachers ● School-based Team of CLAP Project sponsored by the HK Jockey Club 	<p>(香港輔導教師協會), experts from the Career and Life Adventure Planning (CLAP) for Youth Project</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>programmes.</p> <p>2.3.6 S.3 NSS Talk I for students and parents, assisting them to choose elective subjects offered by the school</p> <p>2.3.7 S.3 NSS Talk II on S.4 streaming</p> <p>2.3.8 S.3 Soci-Game (模擬選科活動) for students to experience the process of streaming and have a taste of S.4 school life</p> <p>2.3.9 To start building the foundation of "Career Data Bank" in which students can find useful career information or video clips</p> <p>2.4 Assist students on their individual career planning by adopting a holistic approach.</p> <p>2.4.1 Career Counseling Service (individual & group), assisting students to make wise career choices and make individual career plan</p> <p>2.4.2 To put further emphasis on assisting Non-Chinese Speaking (NCS) students on their study/career path</p> <p>2.4.3 Students would be encouraged to finish the online career assessment tests (on E-portal of CLAP Project). For S.5 & 6, result data would be discussed in career counseling sessions</p> <p>2.4.4 To organize programmes/services for students with special needs</p>			<ul style="list-style-type: none"> ● Nov.2017 ● Jul.2018 ● Jul.2018 ● Sept.2017–Aug.2018 ● Sept.2017–Aug.2018 ● Sept.2017–Aug.2018 ● Sept.2017–Aug.2018 ● Sept.2017–Aug.2018 		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>(e.g. SEN, gifted, NCS students, etc.)</p> <p>2.4.5 To maintain the Career and Life Planning Room (for career counseling service)</p> <p>2.4.6 Equipment and materials for CLP activities would be purchased, if needed</p> <p>2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills and knowledge.</p> <p>2.5.1 To equip S.6 form teachers and/or new career teachers with basic knowledge and skills on CLP/JUPAS</p>			<ul style="list-style-type: none"> Sept.2017– Aug.2018 Sept.2017– Aug.2018 Sept.2017 		
3 To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development.	<p>3.1 Strengthen the collaboration with parents through different means to solicit family support for students on CLP.</p> <p>3.1.1 Sharing sessions for parents giving feedback to the school.</p> <p>3.1.2 Educational talk/workshop for parents on assisting students to make wise career choices (collaboration with PTA/OBA).</p> <p>3.2 Foster the cooperation with alumni through various means in order to secure and expand the network of students for their future career.</p> <p>3.2.1 Mentorship Programme co-organized with SJCOBA</p> <p>3.2.2 Inviting old boys to share their experience and career path</p>	<ul style="list-style-type: none"> Collaboration and relationship with parents, alumni and organizations in the community are strengthened Positive feedback from 65% students (e.g. agree that the joint programmes motivate them to plan their future career) Positive feedback from 65% parents (e.g. agree that they will support and assist their sons to make wise career choices) Positive feedback from 65% mentors (old boys) (e.g. agree that students are willing to learn and 	<ul style="list-style-type: none"> Students' survey Teachers' survey Feedback from students and parents Feedback from SJCOBA APASO 	<ul style="list-style-type: none"> Oct.– Dec.2017 Apr.2018 Oct.2017– Aug.2018 Oct.2017– Apr.2018 	<ul style="list-style-type: none"> Career and Life Planning Committee members Careers guidance team members TIC of OLE and Service-Learning SJCOBA School-based Team of CLAP Project sponsored by the HK 	<ul style="list-style-type: none"> CLP Grant Resources and support from stakeholders, e.g. parents (PTA), old boys (OBA) Support from external organizations, e.g. Education Bureau, experts from the Career and Life Adventure Planning (CLAP) for Youth Project, St. James'

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>with students</p> <p>3.2.3 Career Buddies/Advisory Day and SJCOPA Overseas University Fair to be re-organized on a biyearly basis</p> <p>3.2.4 To explore the potential of organizing "Interest workshop" or "Taster workshop" for students to have preliminary exposure on expertise, under the guidance of old boys</p> <p>3.3 Encourage students to participate in career exploration and exposure programmes organized by the school and external organizations to gain first-hand experience, as well as to develop their career aspirations.</p> <p>3.3.1 To train students to be ambassadors (tour guides) and helpers. After training, students would organize tours in SJC for guests and visitors</p> <p>3.3.2 Encourage students to participate in career exposure programmes co-organized by the School and external organization (e.g. ARCH Education, CLAP Project, HKFWS, etc.)</p>	<p>experience)</p>		<ul style="list-style-type: none"> ● Jun. 2018 ● Sept.2017–Jul.2018 ● Sept.2017–Jul.2018 ● Sept.2017–Jul.2018 	<p>Jockey Club</p>	<p>Settlement</p>

Major Concern 3: Empower Learning and teaching via Information TEchnology

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
1. To build an efficient e-learning environment in the school	<p>1.1 Create and maintain warm and effective classroom settings for teachers and students to promote interactive mobile learning</p> <p>1.2 Ensure students and teachers have enough tools and devices for use in e-learning and m-learning</p> <p>1.3 Provide sufficient technical support to maintain the network and support for e-learning and e-communication</p> <p>1.4 Digitize learning materials and use a suitable Learning Management System (LMS) to record students' academic performance and evaluate students' progress</p>	<ul style="list-style-type: none"> Teachers and students can freely use the tools and devices for interactive mobile learning Teachers and students can freely use the tools and devices for e-learning and m-learning No more than 5 technical problems in a year Each department holds at least two learning activities through LMS in each academic year 	<ul style="list-style-type: none"> Feedback from teachers and students by questionnaire Feedback from teachers and students by questionnaire Report from teachers Relevant records in LMS 	<ul style="list-style-type: none"> Whole year Whole year Whole year Whole year 	<ul style="list-style-type: none"> Mr. KK Ip and IT team 	<ul style="list-style-type: none"> Fund of school and Wi-Fi 900
2. To enhance teachers' competence in adopting e-learning for teaching	<p>2.1 Provide training for teachers and ensure them to take an active part in professional development. e.g. using LMS</p> <p>2.2 Encourage teachers to attend IT workshops. e.g. those held by EDB</p> <p>2.3 Extend the "Pilot Team" in each subject department to ensure the successful migration to e-learning in school</p> <p>2.4 Encourage teachers to adopt resources and pedagogies relevant to e-learning in their teaching activities.</p>	<ul style="list-style-type: none"> Pilot teachers have at least 8 hours of training, other teachers have at least 3 hours of training On average, every teacher enrolls in at least one IT course / seminar per academic year Increase the number of Pilot team members by 1-2 Over 80% of teachers adopt e-learning in their teaching activities 	<ul style="list-style-type: none"> Check training record Check CPD records Reports from each subject department Questionnaire 	<ul style="list-style-type: none"> Whole year Whole year (after 1st panel meeting) Whole year 	<ul style="list-style-type: none"> Mr. KK Ip Mr. KK Ip Panel Heads Mr. KK Ip 	<ul style="list-style-type: none"> EDB, IT team, supplier of LMS EDB

	2.5 Evaluate the effectiveness of adoption of e-learning in learning and teaching regularly	<ul style="list-style-type: none"> • Satisfaction rates of teachers (members of pilot teams) no lower than 80% 	<ul style="list-style-type: none"> • Feedback from teachers (Questionnaire / Department meeting evaluation) 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Mr. KK Ip • Panel Heads 	
3. To enhance students' skills and competence in e-learning	<p>3.1 Revise the Computer Literacy curriculum (S1-3) to promote e-learning skills by enhancing students' ability to use mobile devices and learning tools such as the LMS</p> <p>3.2 Encourage students to be independent learners (e.g. students can practise self-learning by adopting strategies like flipped classroom)</p> <p>3.3 Promote and encourage ethical online behaviours and digital citizenship among young people</p>	<ul style="list-style-type: none"> • S1-3 students can submit assignments / participate in learning activities through LMS. • All pilot team members are satisfied with students' ability in using LMS • 80% of students show enhancement of ability to learn and think independently • One seminar / talk on ethical use of Internet online citizenship organized for S1 and S4 per academic year 	<ul style="list-style-type: none"> • Questionnaire • Questionnaire • Questionnaire 	<ul style="list-style-type: none"> • July-Sept 2018 • Whole year • Whole year 	<ul style="list-style-type: none"> • Mr. CK Tse • All teachers • Mr. Tony Chan (TIC of MCE) 	<ul style="list-style-type: none"> • Publishers' materials • Relevant NGOs
4. To enhance learning and teaching with information technology	<p>4.1 Encourage all subjects to build and share e-learning resources for teachers' adoption especially in classroom learning and teaching activities</p> <p>4.2 Promote the use of information technology for learning, researching and communication through assignments and activities of various kinds (e.g. activities involving webpage, video clips, etc.)</p> <p>4.3 Extend learning and teaching beyond classrooms with mobile technology</p>	<ul style="list-style-type: none"> • For each subject department, at least 10 e-learning resources for teachers' adoption especially in classroom learning and teaching activities can be found in S-Drive • At least 8 learning tasks which require integration of different learning tools should be designed and accomplished per academic year (subject to the needs and situations of each department) and uploaded onto S Drive • Learning activities are planned and conducted outside classrooms with use of mobile technology – at least once per academic year 	<ul style="list-style-type: none"> • Annual report • Reports by subject departments / lesson observation reports • Reports by subject departments / lesson observation reports 	<ul style="list-style-type: none"> • Whole year • Whole year • Whole year 	<ul style="list-style-type: none"> • Panel Heads • Panel Heads • Panel Heads 	<ul style="list-style-type: none"> • Publishers' materials, teachers • YouTube, publishers' materials

Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2017/18 to 2019/20 cohort of senior secondary students

DLG funded Programme (s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programmes / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2017/2018	2018/2019	2019/2020		
Other Programmes	To provide gifted programmes to help gifted students to develop their talents	Programmes in humanities, mathematics, science and leadership	2 years	S4-S5 elite students	100	100	0	Evaluation by course providers	Mr. Szeto Godwin, Mr. Ching KB
	Enhance students' debating skills, public speaking skills and writing skills	Intensive training course on aspiring debates and writing	2 years	S4-S5 elite students	100	100	0	Students will improve their skills in debate, public speaking and writing	Ms. Wong YF Mr. Wong Terence
	To provide enrichment music programmes for talented students	Programmes for selected choir and string quartet	2 years	S4-S5 elite students	35	35	0	Students will improve their skills in choir and string performance	Mr. Cheng Chris
	To provide programmes for selected students	Intensive training in Chemistry and Chinese History	2 years	S4-S5 selected students	60	60	0	Students will improve their understanding in respective subjects	Mr. Chan Tony, Mr. Hung WW