

**Inspection Report**  
On Focus Inspection  
**St Joseph's College**

**Address of School : 7 Kennedy Road Central HK**  
**Inspection Period : 29<sup>th</sup> (AM) June, 3<sup>rd</sup> (AM) & 4<sup>th</sup> (WD) July, 2007**

**Quality Assurance Division**  
**Education Bureau**

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**Education Bureau  
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## **1. Inspection Methodology**

- The focus inspection on Life-wide Learning was conducted by Ms CHAN Mei-yuk, Yonny and Ms CHAN Kam-lai , Vanessa on 29<sup>th</sup> (AM) June, 3<sup>rd</sup> (AM) & 4<sup>th</sup> (WD) July 2007.
- The inspectors employed the following methods to understand the situation of the school:

Meetings with the Principal, Vice-Principals, Prefect of Studies, Chair & teachers of ECA Board, Counselling Mistress, Civic Education Mistress, Careers Mistress, teachers in charge of Social Service Groups and students;

Scrutiny and analysis of documents and information collected from the school; and

Observation of school activities such as S.1 Project Presentation, S.3 PSHE Project Presentation, and Inter-class Handball Competition.

- The inspection findings presented in this report were derived from the corporate judgment of the inspection team based on the information collected through the above-mentioned methods during the inspection period.

## 2. Planning and Administration

- To meet school's mission of all-round education, traditionally life-wide learning (LWL) is an integral part of whole-school curriculum. Apart from the formal curriculum delivered during class time, LWL has always been an important strategy to encourage student learning beyond the classroom into other learning contexts to facilitate all-round development of their students. Members of staff share the same school mission and are dedicated to prepare students for their future needs in providing a broad range of learning opportunities to nurture students' moral, intellectual, physical, social, aesthetic and emotional growth. The outside classroom learning experiences also meet the school's vision in inculcating an environment conducive to learning and to interaction between students and teachers. Its objectives are also aligned with EDB's recommendations to enrich student learning through providing authentic experiences for whole-person development; namely the five essential learning experiences related to intellectual development, moral and civic education, community service, physical and aesthetic development, and career-related experiences.
- LWL has always been a priority area of school development as evidence in the heavy proportion it takes up in the School Development Plan and Annual School Plans. To align with the school mission, "Develop students into global citizens, independent and intelligent learners" and "Upkeep school ethos and maintain the Josephian (Lasallian) culture" are rightly pitched as school major emphasis in the current development cycle (2006-2009). The annual themes, "Broaden students' learning sphere" and "Extend the curriculum beyond the classroom", are well accentuated in subject panels and committees in the process of their programme plans. LWL activities are considerably selected and are organized with clear objectives of addressing the major concerns. Admirable effort is made in providing specific learning experiences to cater for the needs of students in their secondary education, such as the overseas study trips in various forms and the project-based learning in junior forms. These learning opportunities interact positively to extend and enrich students' experience for whole-person development, and to enable them to be effective life-long learners.
- As a tradition, strong student involvement is the in-built culture that runs LWL in the school. Students play a key role in planning and decision process of LWL activities. Needs analysis is built through formal consultation of school-based questionnaire and informal consultation with their fellow Josephian and by having class representatives attending the Students' Union (SU) meetings. Students know and learn the importance of LWL from the old boys, such that experience and practice are passed on from the outgoing Josephian to the incoming Josephian. They also act as well-respected advisors that give worthwhile views upon the quality of LWL offered.
- The school has established an efficient organisation structure with clear demarcation of responsibilities in actualization of school's goals. The Principal, Vice-principals and the Prefect of Studies oversee all LWL activities related to academic subjects and non-academic ones. The calendar,

budget plan and programme proposal submitted by the teachers and students are the main tools to maintain good co-ordination at subject /committee levels before plans are finalized. However, with the launch of various development initiatives over the years, there is a need for a holistic overview of the LWL programmes at the school-level to ensure a more effective oversight of the strategic planning, implementation and overall evaluation of LWL. For instance, closer co-ordination and collaboration across subject panels and various student support committees will allow for a more effective deployment of human resources so that more space could be created for quality learning and teaching.

- Despite the constraint in space, the school is able to provide a broad range of learning experiences and adequate participation for students. The school establishes close partnerships with schools under the same sponsoring body and even links with a school in the Mainland, successfully extending the development networks for teachers. Precautionary and safety measures are suitably considered and properly administered for LWL activities. Ample resources, including those contributed by the school's PTA, Student Alumni Association, local communities, and external bodies are tapped to optimize learning opportunities. Financial assistance is also attainable for needy students to apply for. However, there is a need to put in place a clear policy to ensure fair chances for all students.

### 3. Implementation Strategies

- To align with its mission to provide students with a whole-person development, the school recognises the importance of incorporating LWL experience into the school curriculum. A spectrum of activities are organised both within and outside the school in collaboration with the wider school community to provide quality life-wide learning experiences that encompass the five essential learning experiences, namely learning experiences related to intellectual development, moral and civic education, community service, physical and aesthetic development and career-related experiences. To develop students into independent and intelligent life-long learners, the school endeavours to empower students to initiate, organise and take charge of most of the school events and activities, giving them a strong sense of ownership and achievement of their learning.
- In line with the school's major concerns this year, subject panels and student support committees show strong awareness of the imperatives of implementing LWL in the formal curriculum, aiming at "broadening students' learning sphere" as well as "extending the curriculum beyond classrooms". A wide variety of activities provide students with ample opportunities to extend their learning beyond classroom learning. In addition to co-curricular activities such as field trips, visits, cultural activities and exhibitions, a selection of overseas study trips is also offered to widen their horizons. These overseas study trips set students' foot to the doorstep of the world and are well-received by both the parents and students. Setting with specific learning goals and tasks, these trips offer students invaluable learning experiences to extend their knowledge and develop positive manners towards others.
- Project learning is duly addressed and promoted. Junior form students are given adequate opportunities to develop their generic skills through peer learning in the course of conducting research, interviews and presentation. The carefully selected themes of the projects, such as the traditional Chinese Cuisine for S.1 and the future development of Hong Kong districts for S.3, open students' eyes to the Chinese culture and some economic and social issues of Hong Kong. These programmes could successfully broaden students' exposure beyond the classrooms. Besides, their research skills are sharpened and interpersonal skills are refined in the course of peer collaboration. The school is well aware of the significance of reading by designating a weekly "self-reading period" to all levels. To further cultivate an appropriate reading atmosphere, some book sharing and tips on reading skills are conducted by teachers. To further equip students with necessary skills to become independent learners, the library and subject panels could consider closer collaboration in promoting project learning and reading programmes.
- Moral and religious values are appropriately embedded in the Religious Studies and the Moral and Civic Education (MCE) period in the formal curriculum and are supplemented by the co-curricular activities outside

classroom in the form of morning assemblies, sharing sessions and mass events under the umbrella of the Values Education and Academic Promotion Board. Yet, elements like environmental, health, sex and national education incorporated in the MCE curriculum are sketchy and event-based. Cross-departmental collaboration in devising a more systematic and structured planning catering for students' different developmental needs should be strengthened. To foster students' commitment to themselves and society, uniform groups and social service groups such as the Interact Club, the Red Cross Unit, St. John Ambulance and Boys' Scout, provide students with plentiful opportunities to serve both within and outside the school. The Reading Buddies Scheme and the collaboration with St. James' Settlement to run an "Elder Academy" are effective in broadening students' exposure and in cultivating the positive attitudes of empathy and caring for the community.

- With over 40 clubs or associations and the numerous opportunities to participate in inter-school tournaments and competitions, an array of extra-curricular activities is offered to complement the school-based curriculum in promoting life-wide learning, catering for students' diverse needs and interests of students, developing students' multiple intelligences and enriching their life experiences. Students' outstanding performances in academic and sports events in both inter-school and even international competitions and contests win recognition for the school. The SU, various clubs and groups are breeding grounds for leaders as they provide vast opportunities for students to develop their leadership, planning and organizing skills. Student leaders are entrusted with great autonomy to organise and take charge of major events such as Green and White Ball and Internal Talent Quests (ITQ). The SU fully exhibits their maturity and high level of organisation and leadership in the course of selecting and breeding the junior form students for their future leadership roles progressively by serving in the Junior Committee. There is the consensus to facilitate more students to plan, promote and carry out activities on their own so as to polish their leadership skills.
- Careers Guidance Committee selectively organised different career-related activities to the S.3 to S.7 students through a series of career talks by professionals and practitioners. Collaboration with alumnae such as careers luncheon, job shadowing, business tours also offer students authentic job experiences. To foster students' careers awareness, the school could consider helping them to acquire greater self-understanding of careers opportunities progressively from junior forms.
- The school's effort is well rewarded through the enthusiastic response and deep appreciation from the students. The numerous prizes and awards students have gained in the local and international tournaments, contests and competitions give a further endorsement to teachers' good effort. The ability of the student leaders in organizing activities independently is manifested in annual mass events, such as Green & White Day, Sports Carnival, ITQ and public performances. It is also evident that senior form students are able to pass on the school's traditions and their positive attitude towards learning to junior form students through role modelling.

## 4. Evaluation and Follow-up

- A culture of self-review has taken root among students and teachers. School-based questionnaires and stakeholders' surveys are regularly conducted on major LWL programmes for developments and improvement. Opinions and reflections articulated by teachers and students are widely collected and consulted for the betterment of future planning and implementation of such programmes and activities. To further implant self-review mechanism, the Survey Team devise school-based questionnaires, and coordinate collection and analysis of stakeholders' views on school's major concerns for school-level evaluation. These evaluation tools help staff in reviewing school performance systematically. However, there is a lack of attempt to set concrete evaluation criteria and make use of data to inform planning. There is plan to enhance the collaboration of Survey Team with the subject panels and various committees at the early stage of year planning to help teachers set more concrete evaluation criteria and effectively use evaluation statistics to inform future planning needs.
- Student leaders are praiseworthy to brace the culture of self-improvement. The effectiveness of LWL activities is evaluated with in-depth reflection, including immediate feedback from fellow schoolmates and submission of post-activity or post-programme reports. Besides, interim reports and annual reports are instrumental to help students monitor the progress, adjusting and follow up of programmes during the year and refining future plans.
- Assessment of students' work and achievements are celebrated through both ECA Prize Giving Day and Academic Prize Giving Day. An exhaustive range of prizes and scholarships are awarded to students with outstanding performance or improvement in different perspectives such as project presentations, whole person development and religious development. This greatly encourages the cultivation of a positive attitude towards life and studies, and the achievement of excellence across both the academic and non-academic fields. Due recognition is also given to students through public performances, publications and exhibitions to celebrate students' works and for sharing of knowledge. Displays boards being placed in prominent areas within the school campus, are felicitously used to exhibit students learning process and achievements through a wealth of memorable and colourful pictures, illustrations and reflections.
- Students' learning progress in academic and non-academic performance included both achievements and their participation in ECA and community service are systematically recorded and clearly shown in the report card. The school has started to introduce student portfolios and will extensively used to provide a more comprehensive report on the students' achievements and learning progress which helps them to understand themselves and set targets for advancement.



## 5. Concluding Remarks

- The school has clearly identified with its mission of offering an all-round education through delivering an environment conducive to learning and to interaction between students and teachers. Teachers make commendable effort to make good use of resources to incorporate LWL experience into the school curriculum, creating suitable learning contexts with intended educational purposes beyond the classroom.
- The long-standing tradition of having students' strong involvement in running LWL fully empowers students to be the owner of learning, becoming flexible and receptive to face new challenges, and able to apply their learning across the contexts of classroom, school, home and community. These learning opportunities interact positively to extend and enrich students' experience for whole-person development, and to enable them to be effective life-long learners, and are performing with impressive quality output.
- Based on its existing strength, the school could make further advancement in the provision of quality education by conducting a holistic overview of the LWL programmes at the school-level to ensure a more effective oversight of the strategic planning, implementation and overall evaluation. Also, closer co-ordination and collaboration across subject panels and various student support committees should be strengthened to allow a more effective deployment of human resources so as to create more space for quality learning and teaching. Considerations can also be given to strengthen the activities related to students' self-understanding of careers opportunities progressively from junior forms in the school's overall planning for LWL experiences to further enhance the school's strategies in achieving the school's educational goals.