



**St. Joseph's College**

**Annual School Plan  
2009/ 2010**

# St. Joseph's College

## Annual School Plan 2009/ 2010

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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 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.

### **1. Major Concern: Building a harmonious school environment**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1.1 Cultivate students' positive self-image and moral values	1.1.1 To organize talks to address topics such as “No bullying”, “Caring for the minorities of our society” etc, through assemblies, Moral & Civic Ed. Sessions, Form-teacher sessions	<ul style="list-style-type: none"> <li>• Students are more aware of current issues and show more care to the society</li> <li>• Students have a stronger sense of responsibility towards the society</li> <li>• Decreased number of bullying incidents over the coming years</li> <li>• More students dedicate songs to their loved ones</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of students’ response/participation during the talks</li> <li>• Checking the amount of positive comments from feedback forms completed by students and parents</li> </ul>	Sept 2009- June 2010	<ul style="list-style-type: none"> <li>• Counselling Team</li> <li>• Discipline Board</li> <li>• Moral &amp; Civil Education Board</li> <li>• Form Teachers</li> <li>• Social Service Group</li> <li>• Old Boys/Guests who shall give the respective talks</li> </ul>	<ul style="list-style-type: none"> <li>• Venue – New Hall/Old Hall</li> <li>• PA System</li> <li>• IT System</li> <li>• e-discipline system</li> <li>• Financial support from the Guidance Programme Fund</li> </ul>
	1.1.2 To encourage students to participate in community services, e.g. the 1 <sup>st</sup> HK Scout Group, the Social Service Group, the Interact Club and the Red Cross	<ul style="list-style-type: none"> <li>• The songs are dedicated to a wide spectrum of people</li> <li>• The fund raised is enough to support the school’s Social Service Group for organizing other voluntary and/or charitable events</li> <li>• Increased number of participants in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation from the organizers including the Counselling Team, the Social Service Group etc.</li> <li>• Reports from teachers</li> <li>• Feedback from parents and staff.</li> <li>• Data collected from the e-discipline system</li> </ul>	Sept 2009- June 2010		
	1.1.3 To encourage students, parents and teachers to participate in the parent-child activities and social service organized by PTA	<ul style="list-style-type: none"> <li>• Students are eager to present cards to their parent</li> <li>• The parent-child relationship getting more loving and caring</li> <li>• Less number of referral cases/complaints from teachers</li> <li>• Less number of students being sent to detention classes</li> <li>• Less number of latecomers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by the APASO system</li> </ul>	Sept 2009- June 2010		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1.2 Foster a loving and caring relationship with family members, teachers and schoolmates	1.2.1 To hold a Song Dedication Fund Raising Event through which students can show their gratitude to or appreciation for the dedicated person including teachers, fellow schoolmates, parents or staff of the school			March 2010	<ul style="list-style-type: none"> <li>• Counselling Team</li> <li>• Social Service Group</li> </ul>	<ul style="list-style-type: none"> <li>• Venue – New Hall, Old Hall or Canteen</li> <li>• Songs from different artists</li> <li>• PA System</li> <li>• IT System</li> </ul>
	1.2.2 To promote writing Appreciation Cards for parents and cards written will be given to parents directly on Parents’ Day			Feb 2010	<ul style="list-style-type: none"> <li>• Moral and Civic Education Team</li> <li>• Parent Teacher Association (PTA)</li> </ul>	<ul style="list-style-type: none"> <li>• Cards sponsored by the PTA</li> </ul>
1.3 Nurture students to become law-abiding, responsible and social conscious citizens willing to serve the society	1.3.1 To launch a new Conduct Assessment System to remind students to behave well inside and outside school			Sept 2009- June 2010	<ul style="list-style-type: none"> <li>• Discipline Board</li> <li>• Teachers, School Prefects and janitors</li> <li>• IT Supporting Staff</li> </ul>	<ul style="list-style-type: none"> <li>• e-discipline system</li> </ul>

## 2. Major Concern: Catering For Learner Diversity in Chinese, English and Math Subjects

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
2.1 Enhance students' sense of achievement	2.1.1 To enhance peer learning in a selected S3 class 2.1.2 To address S4 learner diversity by clear achievement requirement and assignment guidelines 2.1.3 To set exam papers with questions which clearly indicate the levels of difficulty (S1-4)	<ul style="list-style-type: none"> <li>All students actively participate in group discussion and oral presentation</li> <li>Improved work performance</li> <li>Students' creative writing ability be increased by 5% in English and Chinese (compared with another class of similar ability)</li> <li>The marks of the first quartile and third quartile be increased by 5% in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers' lesson observation</li> <li>Reports from teachers</li> <li>Comparison and analysis of tests and examination results</li> </ul>	Sept 2009- June 2010	<ul style="list-style-type: none"> <li>English, Chinese and Mathematics department heads and subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>Office staff to carry out the analysis</li> </ul>
2.2 Enhance students' learning efficiency and effectiveness	2.2.1 To stream S4 students into different ability groups and address each group's needs through curriculum adaptation and appropriate teaching strategies 2.2.2 To adopt a more flexible streaming policy for S4 Mathematics students 2.2.3 To provide more tutorial classes for the less able students in S1-3 through strategic teaching methods and	<ul style="list-style-type: none"> <li>Improved Final examination performance by 5-10% (when compared with the Half-yearly examination results)</li> <li>Students will be able to handle tailored-made assignments</li> <li>Students enjoy their learning</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers' lesson observation</li> <li>Reports from teachers</li> <li>Comparison and analysis of tests and Examination results</li> </ul>	Sept 2009 – June 2010	<ul style="list-style-type: none"> <li>English, Chinese and Mathematics department heads and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> </ul>

	assignments					
2.3 Broaden the horizon of gifted students	<p>2.3.1 To provide school-based programmes for the gifted students</p> <p>2.3.2 To encourage gifted students to participate in inter-school competitions</p>	<ul style="list-style-type: none"> <li>Enhanced achievements in inter-school contests</li> </ul>	<ul style="list-style-type: none"> <li>Achievements in inter-school contests</li> </ul>	Sept 2009 – June 2010	<ul style="list-style-type: none"> <li>English, Chinese and Mathematics departments</li> <li>Teachers in charge of SEN</li> </ul>	<ul style="list-style-type: none"> <li>Panel heads of English, Chinese and Mathematics departments</li> <li>Providers of programmes for gifted students</li> </ul>



### 3. Major Concern: Ensuring the smooth and successful implementation of the NSS curriculum

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
<b>Curriculum</b>						
3.1 Develop and implement the curriculum for the core and elective subjects	<p>3.1.1 Examine the junior form curriculum to ensure that the students are well prepared for the NSS curriculum.</p> <p>3.1.2 Set up curriculum plans based on the strengths and weaknesses of the school and draw up the subject implementation plans</p> <p>3.1.3 Review and refine the curriculum framework and class structure for 2010/11</p>	<ul style="list-style-type: none"> <li>• Smooth interface between junior and senior secondary curricula</li> <li>• Plans are successfully set up and implemented</li> <li>• Elective modules of individual subjects are properly selected and prepared for the NSS implementation</li> <li>• Good students' performance in the programmes</li> <li>• Positive attitude of students towards the subjects</li> <li>• Feedback received from students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Review of students' performance in project work, assignments and tests</li> <li>• Examination of curriculum plans of individual subjects at different levels</li> <li>• Review of examination and test results</li> <li>• Inspection of homework and assignment</li> <li>• Surveys</li> <li>• Formal/Informal meetings</li> <li>• Feedback from teachers and students</li> </ul>	Sept 09- Jun 10	<ul style="list-style-type: none"> <li>• NSS committee</li> <li>• Subject heads/teachers</li> <li>• Survey Team</li> <li>• IT Team</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Manpower</li> </ul>
3.2 Explore opportunities for introducing ApL and Other Language Subjects	<p>3.2.1 Arrange talks to introduce Applied Learning Courses to students</p> <p>3.2.2 Explore Network Programmes for extra subjects</p>	<ul style="list-style-type: none"> <li>• Students understand the nature of Applied Learning and make the right choice</li> <li>• Sufficient funding for the course fee</li> <li>• Association with other institutes offering Applied Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Sept 09- Jun 10	<ul style="list-style-type: none"> <li>• NSS committee</li> </ul>	
3.3 Develop systematic learning program in OLE	3.3.1 Devise a school plan to coordinate and ensure the smooth implementation of all OLE namely	<ul style="list-style-type: none"> <li>• Adequate provision of platform for students to achieve their minimum OLE hours</li> <li>• Majority of students are satisfied with the arrangement and the programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in different ECA</li> <li>• Students' Performance in OLE</li> <li>• Teachers observation</li> </ul>	Sept 09- Jun 10	<ul style="list-style-type: none"> <li>• OLE &amp; ECA committee</li> <li>• OLE committee</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Manpower</li> </ul>

	<p>aesthetic development, physical development, moral and civic education, community services and career related experience to realize our mission statements.</p> <p>3.3.2 Implement a flexible time-table arrangement to facilitate the acquisition of OLE</p>	<ul style="list-style-type: none"> <li>• Arousal of interest among student participants of the OLE programmes</li> <li>• The OLE programmes are smoothly implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Oral feedback</li> </ul>			
<b>Learning and Teaching</b>						
3.4 Enhance students' independent learning and generic skills to prepare them for life-long learning	<p>3.4.1 Motivate students to pursue self-directed learning through talks and seminars</p> <p>3.4.2 Equip students with the generic skills to ensure effective life-long learning</p>	<ul style="list-style-type: none"> <li>• Good students' performance in project learning and other self-directed learning programmes</li> <li>• A majority of students master the generic skills like critical thinking, problem solving, collaboration and communication in the learning programme</li> </ul>	<ul style="list-style-type: none"> <li>• Students performance in project work, assignments, tests and examinations</li> <li>• Teachers' observation</li> </ul>	Sept 09- Jun 10	<ul style="list-style-type: none"> <li>• Subject heads/teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Manpower</li> </ul>
3.5 Restructure the timetable to accommodate different requirements of the NSS curriculum	<p>3.5.1 Review the time-table so as to facilitate the block time-table system for the electives and core subjects</p> <p>3.5.2 Refine the classroom-subject allocation to ensure the smooth running of the new timetable</p>	<ul style="list-style-type: none"> <li>• Smooth running of the timetable</li> <li>• The majority of teachers and students are satisfied with the arrangement</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students</li> </ul>		<ul style="list-style-type: none"> <li>• NSS committee</li> <li>• Time-tabling team</li> <li>• Subject heads</li> </ul>	
3.6 Enhance	3.6.1 Assist teachers to	<ul style="list-style-type: none"> <li>• Teachers feel confident in</li> </ul>	<ul style="list-style-type: none"> <li>• Peer lesson</li> </ul>		<ul style="list-style-type: none"> <li>• School Administrator</li> </ul>	

<p>teachers' capacities in adopting new strategies for effective learning and teaching of the NSS Curriculum</p>	<p>keep abreast of the latest pedagogical development of the NSS curriculum</p> <p>3.6.2 Provide more opportunities for collaboration and professional sharing among teachers</p> <p>3.6.3 Offer relevant professional training and development for teachers</p>	<p>teaching the curriculum.</p> <ul style="list-style-type: none"> <li>• Sufficient provision of collaborative and professional sharing activities and opportunities</li> <li>• Enough provision of professional training and development activities and opportunities</li> <li>• Teachers' appropriate application of knowledge and skills from professional sharing and development activities in teaching</li> </ul>	<p>observation and professional sharing records</p> <ul style="list-style-type: none"> <li>• Continuous Professional Development records</li> </ul>		<ul style="list-style-type: none"> <li>• Subject heads</li> <li>• Time-tabling team</li> </ul>	
<p>3.7 Improve learning effectiveness through more strategic planning of split class/small class to cater for learner differences</p>	<p>3.7.1 Implement small class teaching in NSS for relevant subjects to facilitate more interactive teaching and learning</p> <p>3.7.2 Consolidate and refine teaching strategies to cater for learner differences</p>	<ul style="list-style-type: none"> <li>• Teaching and learning effectiveness are enhanced</li> <li>• Students are more motivated to learn</li> <li>• Teachers are able to identify the strengths and weaknesses of the individual students and offer help</li> </ul>	<ul style="list-style-type: none"> <li>• Test and exam results</li> <li>• Students and teachers evaluation</li> <li>• Students performance in learning activities</li> <li>• Students' and teachers' feedback</li> </ul>		<ul style="list-style-type: none"> <li>• Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Time</li> </ul>
<p><b>Assessment</b></p>						
<p>3.8 Coordinate school-based assessment for all levels in related subjects</p>	<p>3.8.1 Subject department prepares a 3-year plan for SBA for individual subjects</p> <p>3.8.2 Upload relevant materials for assessment at different stages for teachers' and students' reference</p>	<ul style="list-style-type: none"> <li>• Students are well aware of the SBA plan and equipped with the necessary skills and abilities</li> <li>• Majority of the students meeting the requirement</li> <li>• Constant upload of relevant materials for teachers' and students' reference</li> <li>• Sufficient necessary and useful information in the school server</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in SBA of related subjects</li> <li>• Records of SBA plans</li> </ul>	<p>Sept 09- Jun 10</p>	<ul style="list-style-type: none"> <li>• Subject heads/teachers</li> </ul>	

<p>3.9 Develop the student learning profile (SLP) for S4-6 for recording students' achievements both inside and outside school as well as for reflective learning</p>	<p>33.9.1 Develop an electronic platform for SLP</p> <p>33.9.2 Establish a security system for checking the input of achievements</p> <p>3.9.3 Cultivate positive attitude among students towards keeping attainment records</p>	<ul style="list-style-type: none"> <li>• Suitable software are used smoothly</li> <li>• All students are capable of using the software for record keeping</li> <li>• Teachers are familiarized with the operation of the system to ensure correct input of achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the SLP records</li> </ul>		<ul style="list-style-type: none"> <li>• OLE committee</li> <li>• IT team</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• WebSAMS</li> </ul>
<b>Resources</b>						
<p>3.10 Deploy resources to meet the demands of the NSS curriculum and continuous professional development of teachers</p>	<p>3.10.1 Work out the tentative 'period allocation plan ' and 'teaching staff establishment' for 09/12</p> <p>3.10.2 Work out a plan for room conversion for the needs of the NSS curriculum for 09/12</p> <p>3.10.3 Work out a plan of teacher professional training and development for the implementation of the NSS curriculum</p> <p>3.10.4 Deploy additional staff to facilitate substitution for teachers attending training or other administrative needs resulting from the implementation of the NSS curriculum</p>	<ul style="list-style-type: none"> <li>• Development of plans for 'period allocation', 'teaching staff establishment', 'room conversion' and 'teacher professional training and development'</li> <li>• Comprehensive CPD reports of individual teachers</li> <li>• Sufficient training records for individual subjects</li> <li>• Successful deployment of additional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of the records/documents</li> <li>• Feedback from staff</li> </ul>	<p>Sept 09- Jun 10</p>	<ul style="list-style-type: none"> <li>• School development committee</li> <li>• Subject panels</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>

<p>3.11 Develop an electronic platform to facilitate the management of data and files for SLP</p>	<p>3.11.1 Provide training on the use of the electronic platform to facilitate the management of data and for effective teaching and learning</p>	<ul style="list-style-type: none"> <li>• Electronic platform is used effectively in teaching and learning and administrative work</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers and students through surveys and observations</li> </ul>	<p>Sept 09- Jun 10</p>	<ul style="list-style-type: none"> <li>• NSS committee</li> <li>• IT team</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>
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**Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2009/10 to 2011/12 cohort of senior secondary students**

DLG funded Program(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 Programme/course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2009/2010	2010/2011	2011/2012		
Other Languages	To enhance students' competitiveness in the 21st century and increase their chances for tertiary education	French Japanese	3 years	Students who have taken French in junior forms	2 1	2 1	2 1	Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	French teacher
Other Programmes	To give students a chance to develop their talents and interests in different areas	- Music - ERS - Visual arts	3 years	S4-6 students of this cohort of students	3 1 0	3 1 0	3 1 0	Students' achievements in the HKDSE Examination	Music teacher ERS teacher VA teacher
	To provide gifted programmes to help gifted students to develop their talents	Programmes in humanities, mathematics, science and leadership			10	10	10	Evaluation by course providers	Integrated education teacher
ApL	- To offer a range of ApL courses for students with different learning needs and interests - To give students a chance to acquire diversified learning experiences and develop career aspirations	- Creative Studies - Media and Communication - Applied Science	180 hours in 2 years	S5 & S6 students of this cohort of students	0	10	10	- Survey/evaluation report on students' feedback - Assessment of students' performance	Career mistress