St. Joseph's College

Annual School Plan
2010/2011

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Contents

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.

Major Concern 1: <u>Building a harmonious school environment</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1.1 Cultivation of students' positive self-image and moral values	1.1.1 To address topics such as "Love and Care", "Cultivating Good Inter-Personal Skills", "Support and Encouragement", "Perseverance", "Commitment" and "Integrity". in MCE periods, Form teacher sessions and seminars 1.1.2 To encourage parents and students to take part in community service activities organized by the Social Service Group, PTA, Interact Club, Counselling Team and Lions Anti-Drugs Cadet 1.1.3 To study the feasibility of implementing service learning in SJC 1.1.4 To encourage students, parents and teachers to participate in the parent-child activities organized by PTA and VEAPT, such as PTA Outing, PTA Dinner and Board Decoration Competition 1.1.5 To set up an independent School Prefect Body	• Students concerning more about current issues and showing improvement in their social responsibility • Decrease in number of bullying cases • The production of a feasibility report on service learning • Increase in number of participants in community service • Decrease in referral cases / complaints from teachers • Decrease in number of students being sent to detention classes • Decrease in number of latecomers • Active participation of parents and students in attending PTA Outing, Dinner, and Competitions • The success in making preparation for an independent School Prefect Body	• Observation of students' response / participation during the talks • Feedback from the organizers including the Counselling Team, the Social Service Group, etc. • Questionnaires from the participating parents, students, teachers and janitors • Reports from teachers • Feedback from parents and staff • Data collected from the Counselling Team and the E-discipline system • Evaluation by the APASO system	• Sept 2010 - June 2011	• Counselling Team • Discipline Board • Moral & Civil Board • Form Teachers • Social Service Group • School Social Worker • PTA Committee Members	• Venue – New Hall / Old Hall • PA System • IT System • E-discipline System • Financial support from the Guidance Programme Fund • Sponsorship from PTA

	Targets		Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1.2	Fostering a loving and caring relationship with family members, teachers and schoolmates	1.2.1	To hold the Song Dedication Fundraising event to encourage students to show their gratitude and appreciation to their beloved ones e.g. their teachers, fellow schoolmates, their parents, school janitors, etc.	• Increase in number of students taking part in these activities	• students' response / participation during the activities • Feedback from the questionnaires	• March 2011	• Counselling Team • Social Service Group • Moral & Civic Ed.	• Venue – Classroom New Hall or Canteen • Songs from different artists • PA System • IT System
		1.2.2	To continue running the Peer Mediator Scheme Training for F.4 students and to provide peer mediation for junior forms students			• Sept 2010-June 2011	• Counselling Team • Peer Mediators	• Classrooms • School yard
		1.2.3	To continue holding the card appreciation activity for expressing gratitude to family members and teachers			• Jan, 2011	• Moral & Civic Ed. • PTA	• Sponsorship from PTA
1.3	Nurturing students to become law-abiding, responsible and morally-conscious citizens willing to serve the society	1.3.1	To maintain the Conduct Assessment System and encourage teachers to use the system	• All teachers know and are willing to make use of the system to do conduct assessment • Success in launching the E-discipline system	• Observing and analyzing data in the systems • Feedback from the teachers	• Sept 2010 - June 2011	• Discipline Board • I.T. Supporting Staff	• Conduct Assessment System • E-discipline system
		1.3.2	To launch an E-discipline system to help students foster self discipline and time management abilities			• Sept 2010-June 2011		

Major Concern 2: <u>Catering For Learner Diversity in Chinese, English and Math Subjects</u>

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 all S3 classes 2.1.2 To compose and implement a set of achievement requirement and assignment guideline to address the learner diversity issues in S4 and S5 2.1.3 To create a "challenging" section in all S1-S3 Chinese exam papers with the difficulty level of the questions clearly indicated; challenging questions will also be incorporated in the English and Mathematics exam papers	• All students actively participate in group discussion and oral presentation • Improved work performance • The standard deviation will be decreased by 5% in Mathematics • The results in the Chinese-writing and English-reading post-tests will be improved by 5% to those in the pre-tests.	• Questionnaires • Teachers' lesson observation • Reports from teachers • Comparison and analysis of tests and examination results	Sept 2010-June 2011	• English, Chinese and Mathematics department heads and subject teachers	• Office staff to carry out the analysis
2.2 Enhance students' learning efficiency and effectiveness	2.2.1 To stream the S4 and S5 students into different Mathematics ability groups and cater for each group with appropriate curriculum adaptation, teaching strategies and assessment requirement 2.2.2 To adopt a more flexible streaming	• Improved Final examination performance • The standard deviation will be decreased by 5% in Chinese, English and Mathematics (when compared with the Half-yearly examination results) • Students will be able to handle tailored-made	• Questionnaires • Teachers' lesson observation • Reports from teachers • Comparison and analysis of tests and Examination results	Sept 2010-June 2011	• English, Chinese and Mathematics department heads and teachers	• Reference books

		policy in group switching for S4 Mathematics students	• assignments • Students enjoy their learning				
	2.2.3	To provide more tutorial classes / summer classes for the less able students in S1-3					
2.3 Broaden the horizon of gifted students	2.3.1	To provide school-based programmes for the gifted students	• Enhanced achievements in inter-school contests	• Achievements in inter-school contests	Sept 2010-June 2011	• English, Chinese and Mathematics departments • Teachers in charge of SEN	• Panel heads of English, Chinese and Mathematics departments • Providers of programmes for gifted students
	2.3.2	To encourage the gifted students to participate in inter-school competitions					

Major concern 3: <u>Ensuring the smooth and successful implementation of the NSS curriculum</u>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
Curriculum						
3.1 Refine and review the NSS Curriculum and Class Structure	3.1.1 To review the curriculum framework and class structure for 2010/11 3.1.2 To review the LS curriculum, learning and teaching strategies	• Smooth interface between junior and senior secondary curricula • Plans are successfully set up and implemented • Elective modules of individual NSS subjects are properly offered and implemented • Positive attitude of students towards the subjects and electives they choose	• Review of students' performance in project work, assignments and tests • Examination of curriculum plans of individual subjects at different levels • Review of examination and test results • Surveys • Panel Heads and NSS Committee meetings • Feedback from teachers and students	End of academic year 10-11	• NSS committee • Subject heads/teachers • Survey Team • IT Team	• Time • Manpower

3.2	Catering Learning diversity among students	3.2.1 To arrange talks to introduce Applied Learning Courses to students 3.2.2 To explore Network Programmes for ApL courses / extra subjects 3.2.3 All subject departments have to plan and implement strategies to handle learner diversity and to brush up teachers' questioning technique	• Students understand the nature of Applied Learning and make the right choice • Sufficient funding for the course fee • Developing connection with other institutes offering Applied Learning • Most subjects employ proper learner diversity strategies in their subjects	• Survey • Inspection of homework and assignment • Subject reports	Sept 10 - Jun 11	• NSS committee • Careers Team	
3.3	Refine learning program in OLE	3.3.1 Implement the OLE school plan that coordinates and ensures the smooth implementation of all OLE activities 3.3.2 To refine the time-table arrangement to facilitate the OLE activities 3.3.3 To introduce service learning	• Adequate provision of platform for students to achieve their minimum OLE hours • Majority of students are satisfied with the arrangement and the programmes • Students are satisfied with the OLE programmes • The OLE programmes are smoothly implemented	• Number of students participating in different ECA • Students' Performance in OLE • Teachers' observation • Survey • Oral feedback	Sept 10- Jun 11	• OLE & ECA committee • OLE committee	• Time • Manpower
Learning and Teaching							
3.4	Enhance students' independent learning and generic skills to prepare them for life-long learning	3.4.1 To motivate students to pursue self-directed learning through talks and seminars 3.4.2 To encourage and help students to master the generic skills essential for effective life-long learning	• Good students' performance in project learning and other self-directed learning programmes • The majority of students show evidence of mastering the generic skills like	• Number of talks and seminars organized • Students performance in project work, assignments, tests and examinations • Teachers' observation	Sept 10- Jun 11	• Subject heads/teachers	• Time • Manpower

			critical thinking, problem solving, collaboration and communication in the learning programme				
3.5	Restructure the timetable to accommodate different requirements of the NSS curriculum	3.5.1 To review the time-table arrangements so as to facilitate the block time-table system for the electives and core subjects 3.5.2 To refine the classroom- subject allocation to ensure the smooth running of the timetable 3.5.3 To explore the possibility of allocating more periods to elective and core subjects	• Smooth running of the timetable • The majority of teachers and students are satisfied with the arrangement	• Feedback from teachers and students	Sept 10- Jun 11	• NSS committee • Time-tabling team • Subject heads	
3.6	Enhance teachers' capacities in adopting new strategies for effective learning and teaching of the NSS Curriculum	3.6.1 To encourage and assist teachers to keep abreast of the latest pedagogical development of the NSS curriculum especially learner diversity and questioning technique 3.6.2 To provide more opportunities for collaboration and professional sharing among teachers 3.6.3 To offer relevant professional training and development for teachers	• Teachers feel confident in teaching the curriculum • Sufficient provision of collaborative and professional sharing activities and opportunities • Enough provision of professional training and development activities and opportunities • Teachers' appropriate application of knowledge and skills acquired from professional	• Feedback from panel reports • Staff development activities • Peer lesson observation and professional sharing records • Continuous Professional Development records	Sept 10- Jun 11	• School Administrator • Subject heads	

		development activities				
3.7 Improve learning effectiveness through more strategic planning of split class/small class to cater for learner differences	3.7.1 To consolidate and refine teaching strategies to cater for learner differences 3.7.2 To implement the English Enhancement Programme for students who have dropped one of their electives	• Teaching and learning effectiveness is enhanced • Students are more motivated to learn • Teachers are able to identify the strengths and weaknesses of individual students and offer help • Change in classroom practices: improvement in teachers' questioning techniques and feedback so as to further develop students' critical thinking skills and to cater for learner diversity	• Test and exam results • Students' and teachers' evaluation • Students' performance in learning activities • Students' and teachers' feedback • Peer lesson observation	Sept 10- Jun 11	• Subject panels	• Manpower • Time
Assessment						
3.8 Coordinate school-based assessment for all levels in related subjects	3.8.1 Subject departments finalize and implement their individual SBA plans, including the rubrics for assessment 3.8.2 Subject departments upload relevant materials for school-based assessment at different stages for teachers' and students' reference	• Efficient management of SBA procedures and documents • Students are well equipped with the necessary skills and abilities • Majority of the students meeting the requirement • Constant upload of relevant materials for teachers' and students' reference	• Performance of students in SBA of related subjects • Records of SBA plans • Survey of SBA feedback from teachers and students	Sept 10- Jun 11	• Subject heads/teachers	

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	3.9.1 To refine the SLP electronic platform 3.9.2 To refine the security system for checking the input of achievements 3.9.3 To cultivate positive attitude among students towards keeping attainment records	• Suitable software is used smoothly • All students are capable of using the software for record keeping • Teachers are familiarized with the operation of the system to ensure correct input of achievements	• Review of the SLP records • Survey results on teachers and students' opinions on the electronic platform • Subjects developing appropriate assessment systems • Students' performance in assessment • Professional development for SBA experienced by teachers	Sept 10- Jun 11	• OLE committee • IT team • Teachers	• Funding • WebSAMS
3.10 Develop formative and summative forms of assessment to achieve the goal of assessment for learning	3.10.1 To introduce both formative and summative assessment systems to facilitate assessment for learning 3.10.2 To organize staff development programmes on Assessment / Standard-reference reporting systems	• Teachers and students are familiarized with different types of assessment methods / Standard-referencing system • Teachers apply different assessment types successfully	• Teachers' and students' opinions on different assessment systems. • Students' performance in different form of assessment in different subjects.	Sept 10- Jun 11		

Resources						
3.11 Deploy resources to meet the demands of the NSS curriculum and continuous professional development of teachers	3.11.1 To review the 'period allocation plan' and 'teaching staff establishment' for 09/12 3.11.2 To explore the possibility of building new rooms in the school campus 3.11.3 To review the plan for room conversion for the needs of the NSS curriculum for 09/12 3.11.4 To review the plans of teacher professional training and development for the implementation of the NSS curriculum 3.11.5 To deploy additional staff to facilitate substitution for teachers attending training or other administrative needs resulting from the implementation of the NSS curriculum	• Development in plans for 'period allocation', 'teaching staff establishment', 'room conversion' and 'teacher professional training and development' • Comprehensive CPD reports of individual teachers • Successful deployment of additional staff	• Scrutiny of records / documents • Feedback from staff	Sept 10- Jun 11	• School development committee • Subject panels • Principal	• Funding
3.12 Develop an electronic platform to facilitate the management of data and files for SLP	3.12.1 To reinforce the students' training on the use of the electronic platform to facilitate the management of data and for effective teaching and learning	• Electronic platform is used effectively in teaching, learning and administrative work	• Feedback from teachers and students through surveys and observations	Sept 10- Jun 11	• NSS committee • IT team	• Funding

Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for 2010/11 to 2012/13 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 program(s) / course(s) and provider(s)	Duration of the Program / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					2010/ 2011	2011/ 2012	2012/ 2013		
Other Languages	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	French	3 years	Students who have taken French in junior forms	3	3	3	Students' achievements in the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA	French teacher
Other Programs	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	1 2	1 2	1 2	Students' achievements in the HKDSE Examination	Music teacher ERS teacher
	To provide gifted programs to help gifted students to develop their talents	Programs 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	NSS coordinator