



聖若瑟書院
St. Joseph's College

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School Mission

The mission of St. Joseph's College (SJC) is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development.

School Information

Supervisor / Chairman of School Management Committee	Rev. Bro. Chan Kok Keong, Jeffrey		
Principal (with Qualifications / Experiences)	Ms. Wong Yuen Fan		
School Type	Aided	Boys	
School Motto	Labour & Virtue		
Name of Sponsoring Body	Institute of the Brothers of the Christian Schools (De Lasalle Brothers)		
Area Occupied by the School	About 6202 Sq. M	Religion	Catholicism
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes

Teaching Staff Information (including School Head) in the 2021/2022 School Year

Number of teaching posts in the approved establishment	64	
Total number of teachers in the school	76	
Qualifications and professional training (% of teaching staff)		
Teacher Certificate / Diploma in Education	95%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	55%	
Special Education Training	27%	
Years of Experience (% of teaching staff)		
0 - 4 years	5 - 9 years	≥10 years
17%	20%	63%

Subjects Offered in the 2021/2022 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua
	English as the medium of instruction	English Language, Mathematics, Religious Studies, Integrated Science (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Computer Literacy, Integrated Humanities, Business Fundamentals (S.2-S.3), Physical Education, Music, Visual Arts
	Adopt a different medium of instruction by class or by group / school-based curriculum	-
S.4 - S.6	Chinese as the medium of instruction	Chinese History, Chinese Language
	English as the medium of instruction	Business, Accounting and Financial Studies, Biology, Chemistry, Information & Communication Technology, Economics, English Language, Geography, Citizenship and Social Development (S.4), Liberal Studies (S.5-6), Mathematics, Physical Education, Physics, Ethics & Religious Studies, Tourism and Hospitality Studies, Aesthetic Education (S.4) (Creative Media, Music, Illustration and Design Practice, Drama, Movie Appreciation), Visual Arts (S.4 and S.6)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua
	English as the medium of instruction	English Language, Mathematics, Religious Studies, Integrated Science (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Computer Literacy, Integrated Humanities, Business Fundamentals (S.2-S.3), Physical Education, Music, Visual Arts
	Adopt a different medium of instruction by class or by group / school-based curriculum	-
S.4 - S.6	Chinese as the medium of instruction	Chinese History, Chinese Language
	English as the medium of instruction	Business, Accounting and Financial Studies, Biology, Chemistry, Information & Communication Technology, Economics, English Language, Geography, Citizenship and Social Development (S.4-S.5), Liberal Studies (S.6), Mathematics, Physical Education, Physics, Ethics & Religious Studies, Tourism and Hospitality Studies, Aesthetic Education (S.4) (Creative Media, Music, Illustration and Design Practice, Drama, Movie Appreciation), Visual Arts (S.5)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2021/2022)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	\$100	\$100	\$100	\$390	\$390	\$390
Parent-Teacher Association Fee	\$500 (lifetime members)					
Student Union / Association Fee	-					
Approved Charges for Non-standard items	S.1-S.3: \$1,150 S.4-S.6: \$1,060					
Other Charges / Fees	-					

Remarks

Non-Chinese speaking students will be offered suitable Chinese language curriculum after taking the Chinese Language Assessment Tool every year. S.4 and senior form students will participate in different public examinations according to their ability and will, such as GCSE, the GCE (AS), the GCE (AL) and DSE. Besides, an after-school French course is offered to students at their own expense. Also, an after-school Japanese course is offered.

S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2022).</p> <p>(A) Performance in primary school as revealed in academic and EDB's rank order (25%), ECA and awards (15%) and conduct (10%).</p> <p>(B) Performance in interview (50%).</p>
<p>Orientation Activities and Healthy Life</p> <p>S.1 Bridging Courses, S.1 Orientation Programme, Freshman Day and S.1 Parent Orientation Talk are offered. We aim to meet the needs of every single student by having a balanced diet, good physique as well as staying emotionally and psychologically healthy to resist temptation, build their emotional resilience and take up challenges ahead. Therefore, the school's Academic Administration Committee, Moral & Civic Education Team, Counselling Team, School Discipline Board, Careers Team, Parent-Teacher Association and School Canteen Management Committee will work in collaboration to provide a desirable learning environment for our students.</p>

School Characteristics**School Management****School's Major Concerns:**

1. To foster our students to be life-long learners in order to succeed in the 21st century;
2. To promote positive health among Josephians;
3. To co-create passion-driven learning experience.

School Management Organisation:

School-based management is implemented by the Incorporated Management Committee, comprising principal, supervisor, SSB manager, teacher manager, parent manager, alumni manager, independent manager. Curriculum planning and organisation, the development of information technology, extra-curricular activities, moral development of students and home-school relation are administered by corresponding committees in the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the school management committee: the principal, the supervisor, the teacher manager, the parent manager, the alumni manager and the independent manager.

School Green Policy:

The School is committed to the creation of sustainable environment, and has adopted the following guidelines:

- We will undertake sound environmental practices throughout the entire school operation;
- We will comply with all relevant regulatory requirements;
- We will minimize resource utilization and waste production;
- We will communicate our environmental objectives, efforts and achievements to all stakeholders of the school and the community;
- We will ensure our staff and students are aware of their environmental responsibilities;
- We believe in green purchasing and expect high environmental standards from suppliers and contractors who work for us.

Learning and Teaching Plan**Whole-school Language Policy:**

Besides Chinese Language, Putonghua, Chinese History, Japanese and French, all lessons are conducted in English. In order to enable students to have a balanced development in English, Chinese and PTH, the Language Policy Committee has closely coordinated the development of these language subjects in the past few years. With the clear goal of nurturing and developing individuals who are both bi-literate and tri-lingual, various language activities have been held throughout the year, including different reading schemes for Chinese and English books, participation in the annual Hong Kong Schools Speech Festival, story-telling competitions, Chinese Cultural Trip, Putonghua Trip, English and French Immersion Trips and Business Study Trip.

Learning and Teaching Strategies:

Apart from placing an emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster a holistic and all-round development of individuals. It has endeavoured to nurture in our students an active and responsible learning attitude, cognitive thinking skills, social awareness, a sense of responsibility and commitment to serving our community. Small-class teaching has been adopted in the teaching of Chinese, English and Mathematics. We offer iRead scheme (a self-reading scheme), reading award scheme, extensive reading scheme and book sharing sessions. Besides, book exhibitions are held regularly, aiming at increasing students' exposure to reading.

School-based Curriculum:

1. Electives: 3X. Students should choose 3 from the 9 electives.
2. Curriculum highlights: English Language, Integrated Humanities (S.1-S.3), Citizenship and Social Development (S.4), Liberal Studies (S.5-S.6), Business Fundamentals (S.2-S.3), Aesthetic Education (S.4)

Development of the Four Key Tasks:

Four Key Tasks:

1. Reading to Learn: Reading lessons of S.1 and S.2 in particular are conducted by language teachers in order to improve and strengthen students' reading skills. The whole-school approach is adopted in a way where different subjects are involved in the implementation of Reading to Learn Scheme and thus reading to learn is promoted to students. To further equip higher-form students, Liberal Studies (LS) teachers are giving S.4 students selected reading materials on LS as well as lessons on how to read them while S.5 students receive guidance and assistance regarding reading materials on focused topics through the lessons on independent enquiry studies.
2. Information Technology for interactive learning: With the introduction of the use of information technology in teaching, learning and extra-curricular activities, our school aims at promoting IT culture in the school. The integration of IT in various subjects and curricula is promoted and an atmosphere to use IT in teaching is cultivated - teachers' capacity and confidence in using computer technology are developed. Teachers can devise learning tasks which integrate with an IT rich environment. By promoting and facilitating students to use IT, students can be equipped as skillful, productive, ethical and prudent users of IT.
3. Project-Learning: Our school implements cross-curricular project-learning for S.1 to S.3 students on various topics. Each project-learning program lasts for a whole academic year. The teacher acts as a role of facilitators of the project-learning. Relevant assessments, seminars and feedback are given by their teacher-supervisors regularly so that the students' ability can be understood by both teachers and students during the learning process.
4. Moral and Civic Education: With the introduction of Moral and Civic Education in school, a whole and balanced person, with a strong sense of moral values can be nurtured. In order to achieve the above goals, our school has joined to the programs of the Department of Health provided for S.1 and S.2 students since 2006. In addition, we have MCE lessons for S.1-S.5.

Life Planning Education:

We aim:

- A. To incorporate career and life planning education into school curriculum and activities.
- B. To assist students to make wise and informed career decisions with reference to students' interests, abilities and orientations.
- C. To raise students' awareness of the importance of life-long career development planning.

Student Support**Whole School Approach to Catering for Learner Diversity:**

In order to cater to students with different learning abilities and learning needs, we launch Student Mentoring Programme and Peer Counselling Scheme to provide help to new students and students in need. In addition, small-class teaching has been adopted in the teaching of Chinese, English and Mathematics.

Whole School Approach to Integrated Education:

Our school is committed to developing an inclusive culture through the Whole School Approach (WSA) to support students with special education needs (SEN). To enhance their learning effectiveness and assist their social inclusion at school, the Learning Support Grant (LSG) is deployed to provide appropriate and diversified support to them. Our Student Support Team is composed of the Vice Principals, Special Educational Needs Coordinator (SENCO), Educational Psychologist (EP), teachers and 2 student counsellors. Our school has utilized the LSG to employ 2 student counsellors to follow up and understand the students' needs on a regular basis. Teachers are also required to take relevant courses to promote their professional development and facilitate the WSA in implementing integrated education. Besides, we acquire different services like speech therapy for students with speech and language impairment, art therapy for students with weak emotional expression, social skills support group and bullying prevention support group for students with poor social skills, as well as seminars on Integrated Education for cultivating an inclusive learning environment. In addition, we make adjustments to learning tasks and tests for students in need. With assistance from the school-based EP, corresponding assessments and assistance is carried out, followed by meetings on Individual Education Plan are followed. The cross-sector collaboration helps students to develop concrete and feasible learning plans. Nevertheless, we treasure home-school cooperation and have established regular communication channels to facilitate parents' participation in the formulation of supportive strategies for students with SEN.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising cultural integration activities. The school has appointed a Chinese Language teacher to be responsible for the project to help NCS students adapt to the school life and assimilate into Hong Kong society.

Measures to provide adaptation for Learning and Assessment:

There are two exams and two assessment tests per annum. Besides, continuous assessment and project learning are adopted to assess students' academic performance and generic skills.

Home-School Co-operation and School Ethos
<p>Home-School Co-operation: PTA Formation: Established in 1995, the Parent-Teacher Association serves to act as a direct linkage between parents, teachers and Josephians. Meetings are held where ideas and suggestions are exchanged between the school authority and members of the Executive Committee. A wide range of meaningful and educational activities like the Parent Child Outing, Annual Dinner-cum-Appreciation Drive, seminars and sharing sessions are also held within the academic year. These meaningful activities tremendously enhance home-school cooperation and improve communication between parents and children.</p>
<p>School Ethos: Through our school motto "LABORE ET VIRTUTE" the spirit of our school is well manifested. We educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development through providing them with learning opportunities and experiences in different subjects, extra-curricular activities and activities organised by the Board of Value Education, Counselling Team and Moral and Civic Education Team.</p>
Future Development
<p>School Development Plan: Our three major concerns for 2021-2024 are: 1. To foster our students to be life-long learners in order to succeed in the 21st century; 2. To promote positive health among Josephians; 3. To co-create passion-driven learning experience.</p>
<p>Teacher Professional Training and Development: Three "Staff Development Days" are held every year with the aim of improving teachers' teaching skills and teaching quality. Teachers are also encouraged to attend courses and seminars organised by the EDB, including the NSS training courses and the courses for "Integrated Education". Besides, many teachers are pursuing postgraduate studies at the moment.</p>
Life-wide Learning (Including Five Essential Learning Experiences to be provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
<p>We offer 50 societies and interests groups; cross-curriculum activities (e.g. project learning) and overseas exchange programmes are held regularly throughout the academic year. We also organize STEM workshops and arts workshops to unleash students' potentials.</p>
School Facilities
<p>School Facilities: Each classroom is fitted with air-conditioners and multi-media facilities. In order to promote e-Learning, our school implements "Bring Your Own Device" (BYOD) and utilises a WiFi-6 network system. Students can use the computers and iPads during lessons in our Innovation Hub and STEM room. The school campus at 7 Kennedy Road is divided into 2 wings, the 4-storey Old Building, and the 7-storey New Building. The new annex at 26 Kennedy Road is opened in 2018. Apart from the aforementioned facilities, in order to facilitate students in study and activities, the school also provides other special rooms: 80-seat Lecture Room (with multi-media facilities), 5 Laboratories & Preparation Room, English Corner, Reading Room, Art Room, School Chapel, Music Hall & Instrument Room, 600-seat New Hall, 400-seat Old Hall, Audio Visual Room, 2 Meeting Rooms, Social Worker's Room, Discipline & Counseling Room, Student Activity Room, Students' Union Room, Rooms for various service groups, 3 Basketball Courts, 2 Football Pitches, and Fitness Room. The school provides each student with an independent locker so that students can store textbooks and articles conveniently.</p>
<p>Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.</p>
Others
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Direct Public Transportation to School
<p>Bus routes: 3B, 12A, 23, 23B, 40, 103; Light bus routes: 1A, 28.</p>