



SCHOOL ANNUAL PLAN 2024-25

ST. JOSEPH'S COLLEGE



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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

St. Joseph's College is committed to the holistic development of students, encompassing moral, intellectual, physical, social, aesthetic, and emotional growth. This development is fostered in a nurturing environment that promotes active interactions between teachers and students.

We hold a foundational belief in providing a human and Christian education to our students, as members of the Lasallian family, executed with both FAITH and ZEAL.

In partnership with parents, we dedicate ourselves to shaping the minds and characters of our students. This collaborative effort not only enhances the students' growth but also enriches our teachers, fostering mutual personal development.

We assert that educational success transcends academic performance alone. It is crucial for students to master self-directed learning, critical thinking, and virtuous living.

Our mission is deemed successful when our students:

1. Demonstrate patriotism, cultivate their talents, and embrace their cultural heritage.
2. Achieve a deep understanding and acceptance of themselves and others.
3. Develop the ability to think logically and critically, and to communicate effectively.
4. Possess a clear understanding of their beliefs and the reasons underlying those beliefs.
5. Maintain both physical fitness and mental well-being, avoiding harmful excesses and abuses.
6. Exhibit social awareness and commit to the responsibility of contributing to the common good.

School Goals

St. Joseph's College proudly upholds its rich legacy and long-standing heritage in education while actively adapting to the evolving needs of our students, their parents, the local community, the nation, and the global environment. Our commitment is to ensure that all our students:

- Engage enthusiastically in their learning journey, exhibit proficiency in bi-literacy and tri-lingual communication, demonstrate creativity, and maintain a strong sense of commitment.
- Achieve comprehensive development, which includes not only academic excellence but also proficiency in information technology.
- Cultivate the skills necessary for lifelong learning.
- Actively contribute to society, both locally and globally, including specific contributions to our country and the world at large.

School Motto

"LABORE ET VIRTUTE"

Our College bears the name of Saint Joseph, reflecting the essence of our school motto, "LABORE ET VIRTUTE" (Labour and Virtue). Saint Joseph, a carpenter by trade, epitomised the dignity of labour and the strength of moral character. His virtuous life deemed him worthy of the role as the foster father of Jesus Christ, embodying the virtues we aspire to instil in our students. This motto encapsulates the spirit of our institution – emphasising that through diligence and ethical conduct, our students are poised to succeed and honour the esteemed traditions of the College.

Core Values of Education and School Spirit

St. Joseph's College is steeped in commendable traditions. The school spirit is vividly manifested through students' loyalty to God, their diligent commitment to school duties, and their compassionate care and concern for others. Accordingly, we expect our students to embody exemplary behaviours and values, including :

- Punctuality and consistent attendance.
- Respect for teachers, schoolmates, and the broader school community.
- Personal discipline and self-regulation.
- Obedience and adherence to school rules and regulations.
- Honesty and integrity in all actions.
- Sportsmanship and fair play, both in and out of the athletic field.

Major Concern 1: Enhancing Students' National Identity and Sense of National Pride through Comprehensive National Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To enhance students' appreciation of Chinese history, culture and values	1.1 To integrate the elements of Chinese history, culture and values into classes, and instill correct values in students through various subjects and form teacher sessions.	<ul style="list-style-type: none"> 60% of students show that they appreciate Chinese history, culture and values. 60% of students agree that they have increased sense of national identity. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Lesson plans / learning and teaching materials Teachers' and students' feedback Assignments / assessments 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments VNE Team ECA Committee Reading and Library Team 	<ul style="list-style-type: none"> Manpower Time Meetings Learning and teaching materials Competitions and activities Reference materials / guidelines / curriculum documents from EDB Relevant reference
	1.2 To arrange thematic learning activities for students to enhance their sense of national identity such as board decoration, quizzes, visits, roving exhibition, cross-curricular project, Chinese Culture week, etc.			<ul style="list-style-type: none"> Circulars / posters 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments VNE Team Project Learning Committee ECA

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
					<ul style="list-style-type: none"> Committee • OLE Team • ECA Clubs • CLP Team • Reading and Library Team • VEAPT 	<ul style="list-style-type: none"> • Relevant competitions and activities • Funding / EDB grants • External expertise / professional supports
	<p>1.3 To stimulate students' interest in reading China related articles to broaden their perspectives.</p>			<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • All teachers • Subject departments • VNE Team • Reading and Library Team • IT Team 	<ul style="list-style-type: none"> • Meetings • Manpower • Reading materials • Relevant competitions and activities • Funding / EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>2. To increase students' exposure to and deepen their understanding of modern China and its relevance to their own life</p>	<p>2.1 To cultivate students' affection and care for our country through first-hand experience and observation, (visits to Mainland China and sister schools, student exchange/ service programme, sharing after Mainland Study Tours, CLP talks, etc.).</p>	<ul style="list-style-type: none"> • 60% of students show that they have strengthened affection and care for the country. • 60% of students show that they have deepened understanding of the development of modern China and its relationship with their own life. 	<ul style="list-style-type: none"> • Survey (Stakeholder Survey, APASO and/or school-based survey) • Plans and reports • Meeting documents • Learning and teaching materials • Programme of events / activities / study trips • Homework assignments / activity log books / students' reflection • Circulars / 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • All teachers • Subject departments • VNE Team • ECA Committee • OLE Team • ECA Clubs • CLP Team • Community Service Committee • Student Success Team • Tendering Committee • VEAPT 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Learning and teaching materials • Relevant competitions and activities • Relevant tours • External expertise / professional supports • Funding / Life-wide Learning Grant / other EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	2.2 To organise patriotic activities and knowledge enrichment activities relating to National Education and National Security Education in various subjects.		posters <ul style="list-style-type: none"> • Observation • Teachers' and students' feedback 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • All teachers • Subject departments • VNE Team • ECA Committee • OLE Team • ECA Clubs • CLP Team • VEAPT • Reading and Library Team 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Reference materials • Relevant courses / seminars / talks / workshops offered by EDB / external organizations • Relevant competitions and activities • External experts / professional organizations • Funding / EDB grants
3. To enhance students' awareness of safeguarding national security	3.1 To cultivate an accurate view of national security through engaging students in reading and multifarious activities on different issues such as importance of stabilizing food supply, reducing carbon emissions, preserving Chinese culture, etc.	<ul style="list-style-type: none"> • 60% of students show that they have stronger awareness towards national security. 	<ul style="list-style-type: none"> • Survey (Stakeholder Survey, APASO and/or school-based survey) • Plans and reports • Meeting documents 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • All teachers • Subject departments • VNE Team • ECA Committee • OLE Team 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Learning and teaching materials • Relevant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
			<ul style="list-style-type: none"> • Learning and teaching materials • Programme of events / activities / study trips • Homework assignments / activity log books / students' reflection • Circulars / posters • Observation • Teachers' and students' feedback 		<ul style="list-style-type: none"> • ECA Clubs • CLP Team • Community Service Committee • Student Success Team • Tendering Committee • VEAPT 	<ul style="list-style-type: none"> competitions and activities • Relevant tours • External expertise / professional supports • Funding / other EDB grants
	<p>3.2 To deepen students' understanding of the Constitution, Basic Law, National Security Law and National Symbols through conducting different school-based activities on the key days.</p>			<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • Principal • Vice Principals • All teachers • National Security Education & Steering Committee • Subject departments • TIC of uniform groups and JPC • VNE Team 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Reference materials • Relevant competitions and activities • External experts / professional organizations • Funding / EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
					<ul style="list-style-type: none"> • ECA Committee • VEAPT • Reading and Library Team 	

Major Concern 2: Unlocking the Power of Students' Digital Competencies Needed to Succeed in a Rapidly Changing World

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To adopt diversified pedagogical approaches to enhance students' critical thinking, creativity, collaboration, and communication skills inside and outside the classroom.	1.1 To promote students' critical thinking and creativity by engaging them in hands-on projects that require them to combat daily-life or global challenges. <ul style="list-style-type: none"> To introduce project learning with sufficient flexibility for students to discover and report their own findings. To encourage students to participate in relevant external programmes and competitions. 	<ul style="list-style-type: none"> Two-thirds of students reckon that they are more proactive in their learning. 70% of students agree that they are confident in learning. 70% of the teachers agree that students are more engaged in their learning. Two-thirds of students agree that their soft skills, such as collaboration and communication, are improved. Two-thirds of students agree that they are more socially competent. 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching materials Programme of events / activities / study trips Activity log books / students' reflection 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments Project Learning Committee ECA Committee OLE Team ECA Clubs 	<ul style="list-style-type: none"> Manpower Time Meetings IT support Learning and teaching materials Relevant competitions and activities External resources like trainings, venues External expertise / professional supports
	1.2 To develop students' competency in collaborative problem-solving using group decision-making tasks. <ul style="list-style-type: none"> To introduce group learning and teaching activities requiring students to make group decisions on the contents and/or answers. 			<ul style="list-style-type: none"> Assignments / assessments Awards / student performance Observation Teachers' and students' 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments Project Learning Committee ECA Committee

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> To encourage students to participate in relevant external programmes and competitions. 		feedback		<ul style="list-style-type: none"> OLE Team ECA Clubs 	<ul style="list-style-type: none"> Relevant competitions and activities External resources like trainings, venues Funding External expertise / professional supports

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>2. To cultivate a school culture of exploration and innovation by enhancing students' digital competencies and technological skills.</p>	<p>2.1 To Promote our Country's effort and achievements in technological advancements of different aspects (e.g. AI, IoT, robotics, science and medicine etc.).</p> <ul style="list-style-type: none"> To organise relevant on-campus/off-campus learning and teaching activities regarding our Country's technological achievements. To further cultivate students' appreciation of our Country's role in transforming the world into a better place. 	<ul style="list-style-type: none"> 60% of students show that they have deepened understanding of the development of modern China and its relationship with their own life. 60% of students agree that they have increased sense of national identity. Two-thirds of students reckon that they are more proactive in their learning. 70% of students agree that they are confident in learning. 60% of teachers agree that students are more competent in extracting data and information in given tasks. 60% of teachers agree that they are more confident of the reliability of the assessment tools which they have developed to assess student performance. 60% of teachers agree that they have strategically adjusted their curriculum after reviewing the entire 	<ul style="list-style-type: none"> Survey (Stakeholder Survey, APASO and/or school-based survey) Plans and reports Meeting documents Learning and teaching materials Programme of events / activities / study trips Activity log books / students' reflection Assignments / assessments Observation Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments VNE Team ECA Committee OLE Team ECA Clubs CLP Team VEAPT Reading and Library Team 	<ul style="list-style-type: none"> Time Manpower Meetings Reference materials Relevant competitions and activities External experts / professional organizations Funding / EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.2 To promote students' data literacy by enriching subjects' learning and teaching activities.</p> <ul style="list-style-type: none"> To enrich qualitative knowledge with additional data (numbers, figures, charts or graphs). To revisit traditional topics from the perspective of data literacy. To foster students' ability to extract useful information from various data. To foster students' ability to establish linkage between data and phenomena, thus drawing relevant conclusions. 	<p>assessment process as well as the data for the sake of raising learning and teaching effectiveness.</p> <ul style="list-style-type: none"> 60% of teachers agree that they are better informed of student learning outcome as a result of adopting different assessment practices and are therefore more able to adjust the lesson design to cater to the needs of students. 60% of students find the assessment and the feedback useful in informing them of their level of competence. 70% of teachers agree that the school curriculum align with the latest curriculum development. 50% of the teachers are more confident in using AI and IT technology in learning and teaching. 		<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments ECA Committee ECA Clubs IT Team Reading and Library Team STEAM Committee Project Learning Committee 	<ul style="list-style-type: none"> Time Manpower Meetings Reference materials Relevant competitions and activities External experts / professional organizations Funding / EDB grants Relevant courses / seminars / talks / workshops offered by EDB / external organizations
	<p>2.3 To Establish a culture of using data to improve learning and teaching.</p> <ul style="list-style-type: none"> To develop techniques to measure additional aspects of students' performance, other than basic statistics, in assessments for/of learning. To adjust learning and teaching strategies based on 			<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Panel heads Subject departments School Self-evaluation Committee 	<ul style="list-style-type: none"> Manpower Time Meetings IT support Learning and teaching materials

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>the interpretation of data collected.</p> <ul style="list-style-type: none"> To adjust planning of student activities based on the interpretation of data collected. 				<ul style="list-style-type: none"> TIC of WebSAMS 	<ul style="list-style-type: none"> Reference materials / guidelines / curriculum and assessment documents from EDB and HKEAA Relevant reference
	<p>2.4 Empower teachers to become facilitators and motivators of learning in the new era</p> <ul style="list-style-type: none"> To support teachers in familiarising themselves with and operating AI tools to enhance learning and teaching effectiveness To provide teachers with up-to-date trends in education technologies and pedagogy around the globe 			<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments ECA Committee ECA Clubs IT Team STEAM Committee 	<ul style="list-style-type: none"> Time Manpower Meetings Learning and teaching materials IT equipment / software Storage system / space Reference materials Relevant competitions and activities External experts / professional organizations

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
						<ul style="list-style-type: none"> • Funding • Relevant professional development training

Major Concern 3: Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To prepare students to confidently navigate and recover from challenges, building resilience through strategies that honour individual learning differences.	1.1 To foster a supportive and inclusive learning environment where students feel comfortable expressing themselves and taking intellectual risks.	<ul style="list-style-type: none"> 60% of students agree that they are confident in learning. 60% of students have a positive self-image. 60% of students feel satisfied with school life in general. 60% of students show they understand their strengths and weaknesses. 	<ul style="list-style-type: none"> Questionnaire survey (Stakeholder Survey and/or school-based survey) Plans and reports Meeting documents 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> All teachers Subject departments 	<ul style="list-style-type: none"> Time Manpower Meetings Learning and teaching materials
	1.2 To challenge students through adventure, leadership, and team-building activities and help them discover and develop their ability to care for themselves, others and the world through challenging experiences by organizing Outward Bound or similar experiences.	<ul style="list-style-type: none"> 60% of teachers agree that the school helps students develop interpersonal skills and attitudes, e.g. showing respect for others and empathising with others. 	<ul style="list-style-type: none"> Program of events / activities Learning and teaching materials Circulars and posters Observation Teachers' and students' feedback 	<ul style="list-style-type: none"> Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> ECA Committee PE Department 	<ul style="list-style-type: none"> Time Manpower Meetings Learning and teaching materials External expertise / professional supports Funding/ Life-wide Learning Grant / other EDB grants

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>1.3 To build students' understanding about mental well-being by engaging the VNE and Counselling Teams in covering topics on resilience, mindfulness, and stress management.</p>			<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • VNE Team • Counselling Team • Integrated Education Team • Healthy School Committee 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Learning and teaching materials • External expertise / professional supports
<p>2. To cultivate a growth mindset among students, enabling them to consistently pursue self-improvement and embrace challenges as valuable opportunities.</p>	<p>2.1 To educate on a growth mindset to help students see challenges as valuable opportunities for growth and learning.</p>	<ul style="list-style-type: none"> • 60% of students show an initiation and proactiveness in learning. • 60% of students are able to devise proper study plans and goals for themselves and work towards them. • 60% of students enjoy taking on challenging tasks. • 60% of students reflect on their academic performance. • 60% of teachers feel positive about students' learning attitude. 	<ul style="list-style-type: none"> • Questionnaire survey (Stakeholder Survey and/or school-based survey) • Plans and reports • Meeting documents • Program of events/ activities • Learning and teaching 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • VNE Team • ECA Committee • Integrated Education Team • Careers and CLP Team 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Learning and teaching materials

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	2.2 To inspire teachers to appreciate the value of developing a growth mindset and equip teachers with effective strategies and techniques to promote a growth mindset and character development among students.		materials <ul style="list-style-type: none"> • Circulars and posters • Observation • Teachers' and students' feedback 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • School Administrators • All teachers • Subject departments 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Learning and teaching materials • External expertise/ professional supports • Relevant professional development training
3. To realize the full potential of every student, from the most challenged to the highest achievers, by providing opportunities and experiences designed to meet their individual strengths and needs.	3.1 To inspire students to understand themselves by helping them identify their strengths and weaknesses, enabling the development of a strong and positive personal character.	<ul style="list-style-type: none"> • 50% students are able to set challenging learning goals. • 60% of students find motivation in learning because it will help them pursue a desired job in the future. • 60% of students feel that they can develop their interests and life skills through the opportunities the school provides. 	<ul style="list-style-type: none"> • Questionnaire survey (Stakeholder Survey and/or school-based survey) • Plans and reports • Meeting documents • Program of events / activities 	<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • All teachers • Subject departments • VNE Team • Integrated Education Team 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Reference materials • External expertise / professional supports
	3.2 To expose students to different career opportunities and to help them formulate personal goals	<ul style="list-style-type: none"> • 60% of teachers feel that the school provides adequate opportunities for students to 		<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • Careers and CLP Team 	<ul style="list-style-type: none"> • Time • Manpower

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>and make informed decisions about their future.</p>	<p>develop their leadership abilities.</p>	<ul style="list-style-type: none"> • Learning and teaching materials • Circulars and posters • Observation • Teachers' and students' feedback 			<ul style="list-style-type: none"> • Meetings • Reference materials • External expertise / professional supports • Funding / EDB grants
	<p>3.3 To provide platforms for students to showcase their skills and talents, enhancing their confidence and personal growth while broadening their horizons which ultimately brings about a sense of fulfilment and enables students to reach their full potential</p>			<ul style="list-style-type: none"> • Sept 2024 – Aug 2025 	<ul style="list-style-type: none"> • Subject departments • ECA Committee • ECA clubs • OLE Team • VNE Team • PE Department 	<ul style="list-style-type: none"> • Time • Manpower • Meetings • Relevant competitions and activities • Funding / Life-wide Learning Grant / other EDB grants

Appendix

- **DLG – Funded Other Programme Annual Programme Proposal (2024-2025)**
- **Plan on the Use of the Life-wide Learning Grant (2024-2025)**
- **Plan on the Use of the Promotion of Reading Grant (2024-25)**
- **Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2024-2025)**
- **Plan on the Use of the One-off Grant for Mental Health at School (2024-2025)**
- **Plan on the Use of the One-off Grant for Mental Health for Parents and Students (2024-2025)**
- **Plan on the Use of One-off Grant for Parent Education (2024-2025)**
- **Plan on the Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2024-2025)**
- **Plan on the Use of the One-off Grant for Promotion of Chinese Culture Immersion Activities (2024-2025)**
- **Plan on the Use of the School-based After-school Learning and Support Programmes (2024-2025)**
- **Plan on Sister School Exchanges (2024-2025)**

DLG – Funded Other Programme Annual Programme Proposal (2024-25)

Domin	Programme	Objective(s)	Targets	Duration	Teacher i/c	Budget (\$)
Chinese Language	Enrichment programmes	To improve students' abilities in answering different papers.	S4-S6 students	2024-25	Ms Cathy Lam	24,000
Chinese History	Tutorials for students who need reinforcement	To improve the DSE performance.	S5 and S6	2024-25	Mr W.W. Hung	10,000
BAFS	Enrichment programmes	To cater for learning diversity, especially students who need reinforcement.	S5 and S6	2024-25	Ms Christina Chan	25,000
English Language	S5 Elite Writing Course	To improve writing skills among target groups of students.	S5	Second term 2025	Ms Christine Yam	12,000
	S6 Elite Writing Course	To improve writing skills among target groups of students.	S6	Oct 2024 – Mar 2025	Ms Christine Yam	12,000

	S6 DSE Writing Marking Service	To improve writing skills of S6 students (voluntary submission of compositions to hired tutors).	S6	Dec 2024 – Mar 2025	Ms Christine Yam	8,000
	Marking of writing assessment by specialist	To improve writing skills of target groups of students.	S5-6	2024-25	Ms Christine Yam	16,000
	S6 Oral Practice for DSE	To improve speaking skills of S6 students (voluntary participation).	S6	Feb 2025	Ms Christine Yam	20,000
	Editing fee for various writing competitions (s4-S6)	To enhance the quality of writing for competitions.	S4-6	2024-25	Ms Christine Yam	4,000
Geography	Enrichment programmes	To improve the DSE performance.	S5 and S6	2024-25	Ms Florence Chung	6,000
Visual Arts	Enrichment programmes for elite students and DSE students	To improve the DSE performance.	S4 and S6 DSE students and junior form elite students* <i>*Selected by VA Department</i>	2024-25	Ms W.L. Ip	9,000

Mathematics	Enrichment programmes (Elite Courses for various Mathematics Competitions/ HKDSE)	To enhance the techniques for various Mathematics Competitions/ HKDSE.	Maths Elites (S4-S6)	2024-25	Ms Fanny Cheung	20,000
Economics	Enrichment programmes	To cater for learning diversity, especially students who need reinforcement.	30 S5-S6 students selected by Econ Department	A weekly 2-hour tuition respectively for the elite class and the class of selected students between Sep 2024 and May 2025	Ms M.L. Chu	10,000
Total						176,000

St. Joseph's College
Plan on the Use of the Life-wide Learning Grant
2024-2025 School Year

Jun 2022 ver.

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Academic Prize Giving Day	Sep 2024	S1-6	300	\$42,000.00	\$140.00	To celebrate and give recognition to our students who have excelled in the academic field. To train the students leadership skills, in particular planning, execution and reevaluation. To develop students teamwork and organization skills.	Cross-Disciplinary (Others)	Teachers' observation and students' performance	✓	✓	✓		✓	SUEN Rani
2	BAFS and Economics Competition enrollment fee	Oct 2024 - May 2025	S4-S5	20	\$1,200.00	\$60.00	To broaden students' horizons and unleash their potentials;	Others, please specify: BAFS	Teachers' observation and students'	✓		✓			CHU ML & CHAN Christina
3	Chinese Language Workshop for inter-school debate competition	Sep 2024-Aug 2025	S1-6	20	\$30,000.00	\$1,500.00	To enhance the language ability and other soft skills of debate team members.	Chinese Language	Teachers' observation and students'	✓		✓			LAM Cathy & NGUN KW
4	Chinese Language Workshop for inter-school speech competition	Oct 2024-Nov 2025	S1-6	40	\$3,600.00	\$90.00	To provide extra support to competitors and teachers To enhance the appreciation of literary texts.	Chinese Language	Teachers' observation and students' performance	✓		✓			LAM Cathy & NGUN KW
5	Chinese History Workshop for inter-school competition	Sep 2024-Aug 2025	S1-3	20	\$5,000.00	\$250.00	To provide extra support to competitors and teachers.	Chinese History	Teachers' observation and students' performance	✓		✓			HUNG WW
6	Transportation Fee Subsidy: for local experiential learning activities such as volunteer work and life-wide learning activities	Sep 2024-Aug 2025	S1-S5	200	\$30,000.00	\$150.00	To broaden students' horizons and unleash their potentials; To provide opportunities for students to explore different learning aspects and career-related area; To develop multiple intelligence; To promote life-wide learning.	Leadership Training	Teachers' observation, club reports & students' reflection	✓	✓	✓	✓	✓	TAM CY
7	Training Camp Fee Subsidy: 50% Coverage up to \$200 per Student for Leadership Training/Experiential Learning Camp	Sep 2024-Aug 2025	S1-S6	300	\$40,000.00	\$133.33	To develop and enhance students' leadership skills through activities, workshops, and team-building exercises; To foster self-awareness, improve communication and teamwork, enhance problem-solving abilities, cultivate leadership qualities, promote empathy and social responsibility, encourage resilience and adaptability, and inspire students to become agents of positive change.	Leadership Training	Teachers' observation, club reports & students' reflection	✓	✓	✓	✓	✓	TAM CY

8	Experiential Learning Activities-Participating Fee Subsidy: 50% Coverage up to \$200 per Student	Sep 2024-Aug 2025	S1-S6	100	\$20,000.00	\$200.00	To prepare students to confidently navigate and recover from challenges, building resilience. To realize the full potential of every student, by providing opportunities and experiences designed to meet their individual strengths and needs.	Leadership Training	Teachers' observation, students' performance and students' work	✓	✓	✓	✓	✓	TAM CY
9	STEAM program: TRAM AI design and painting workshop for 150th anniversary, activities include tram painting, designer workshop, kick-off of SJC tram, etc	Sep 2024-Feb 2025	S1-S5	500	\$100,000.00	\$200.00	To explore the synergy between AI and 3D modelling, providing participants with practical knowledge and skills to apply AI techniques in their 3D modelling projects; To foster creativity, collaboration, and understanding of the latest trends in this field.	Cross-Disciplinary (STEM)	Teachers' observation, students' performance and students' work	✓	✓	✓		✓	YIM Jeffrey & LIN Cherry
10	150th Anniversary Green and White Day: Subsidy for clubs to organize life-wide learning activities (\$1000 per club x 35)	23 Feb 2025	S1-S6	900	\$35,000.00	\$38.89	To realize the full potential of every student, by providing opportunities and experiences designed to meet their individual strengths and needs.	Leadership Training	Teachers' observation, students' performance and students' work	✓	✓	✓	✓	✓	TAM CY
11	Funding for setting up new clubs and for any clubs need subsidy for organizing life-wide learning activities	Sep 2024-Aug 2025	S1-S6	100	\$2,000.00	\$20.00	To support the establishment of new clubs by providing the necessary financial resources to help them get started and thrive.	Leadership Training	Teachers' observation, club reports & students' reflection	✓	✓	✓	✓	✓	TAM CY
12	ECA Prize-giving Ceremony	May 2025	S1-S5	300	\$36,700.00	\$122.33	To celebrate and give recognition to our students who have excelled in the extra-curricular activities.	Leadership Training	Teachers' observation, students' performance & students' reflection	✓	✓	✓	✓	✓	CHU David
13	Coach service for Green School Outings	February 2025	S3-S6	50	\$2,000.00	\$40.00	To provide students with hands-on experience in conservation efforts and to deepen their understanding of green-related NGOs.	Values Education	Teachers' observation, students' performance & students' reflection	✓	✓	✓	✓		CHAN Chloe
14	English Learning Workshop (creative writing workshop)	March to April 2025	S4-5	30	\$3,200.00	\$106.67	To teach writing to a group of students who are interested in creative writing. To polish writing skills among senior form students.	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
15	English Learning Workshop (creative writing workshop)	March to April 2025	S1-3	30	\$3,200.00	\$106.67	To teach writing to a group of students who are interested in creative writing. To polish writing skills among junior form students.	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
16	English Debate Team/ Public Speaking Training Course	Nov 2024 -Apr 2025	S1-S2	30	\$4,000.00	\$133.33	To train potential debaters and students who can do public speaking. To build a strong debate team and public speaking team .	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
17	English Debate Team Regular Training	Oct 2024-Jul 2025	S2-S3	30	\$5,000.00	\$166.67	To build a stronger debate team and to capture outstanding results in debate competitions.	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
18	English Debate Team Regular Training	Oct 2024-Jul 2025	S4-S5	20	\$8,000.00	\$400.00	To build a stronger debate team and to capture outstanding results in debate competitions.	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
19	Model United Nation	Oct 2024-Jul 2025	S3-5	10	\$4,000.00	\$400.00	To let students play the role of delegates from different countries and attempt to solve real world issues with the policies and perspectives of their assigned country.	English Language	Teachers' observation and students' performance	✓		✓		✓	YAM Christine & WONG Marc
20	English life-wide learning activities: e.g. soccer training, visits and outings, drama and movie appreciation	Oct 2024- Jul 2025	S1-3	45	\$10,000.00	\$222.22	To let students enjoy different types of activities through English as the medium of instruction.	English Language	Teachers' observation and students' performance	✓	✓	✓		✓	YAM Christine & WONG Marc

21	Coach Service for Geography Field Studies	26 May 2025	S4-S5 Geography students	23	\$5,000.00	\$217.39	To provide students with fieldwork experiences. To strengthen their skills in fieldwork. To raise their awareness of environmental issues in Hong Kong. To help them to develop an inquiry mind and explore the surrounding geographical issues in scientific ways.	Geography	Teachers' observation and students' performance	✓	✓		✓	CHUNG Florence
22	Tutor fee for Music Enrichment Programmes for Concert Band, String Orchestra, String Quartets, Chamber Orchestra, and Chamber Boys' Choir	Sept 2024-July 2025	S1-6 Music Boys	200	\$117,450.00	\$587.25	To hire professional conductors and coaches for the mentioned ensembles to raise the school's musical profile, enhance musical skills, train discipline and concentration, cultivate teamwork and collaboration, and facilitate emotional expression.	Arts (Music)	Performance and competition	✓		✓		CHENG Chris
23	Piano coach / Accompanist	Sept 2024-July 2025	S1-6 Music Boys	200	\$15,000.00	\$75.00	To hire professional pianists for various performance events, enabling students to understand and experience the dedication of professional musicians. This exposure enriches their musical education. Additionally, reserving specific rehearsal hours for training the boy.	Arts (Music)	Performance and competition	✓		✓		CHENG Chris
24	Music Training Camps for 5 Ensembles and Concert Tickets	Christmas, CNY and Easter 2024 - 2025	S1-S6	100	\$75,900.00	\$759.00	To organize multiple days training for music boys. To further uplift the musicality of students. To widen horizons of students in the area of art and culture. To nurture positive values, e.g. teamwork, diligence, humbleness, and appreciation. To sponsor DSE Music students to attend concerts. To further enhance student's listening skill. To fill the gap of classroom teaching and actual music performance, as well as to train active listening skills of students.	Arts (Music)	Teachers' observation and students' performance	✓		✓	✓	CHENG Chris
25	S1 Communication Skill Workshop	Aug 2025	S1	180	\$12,100.00	\$67.22	To equip students with good communication skills. To inspire students to understand the relationship between good communication skills and academics success of students', hence professional success of life.	Other Learning Experience	Teachers' observation and students' performance				✓	CHENG Chris
26	Service Training Programme	Sept 2024- Aug 2025	S1-6	100	\$15,000.00	\$150.00	To provide students with chances to deepen and understand civic engagement skills. Students will be working with the community, and will be able to enhance their intra-personal, organizational and interpersonal skills. Students will also learn about the diversity of members in our society.	Other Learning Experience	Teachers' observation and students' performance		✓		✓	CHENG Chris
27	S4 AE Workshops	Sept 2024- Aug 2025	S4	160	\$28,600.00	\$178.75	To further enhance the awareness of aesthetics of students'. Students will be taking part in hands-on workshops, and receive training from directors, actors, photographers, designers and musicians.	Other Learning Experience	Teachers' observation and students' performance	✓	✓		✓	CHENG Chris

28	S4 Photography Workshop	Sept 2024- Aug 2025	S4	60	\$11,000.00	\$183.33	To gain first-hand learning experience from professionals in media arts industry, designers, photographers, media artists will be invited to share their stories, common practice of the industry and career developments with students.	Other Learning Experience	Teachers' observation and students' performance	✓	✓		✓	CHENG Chris
29	S4 Drama Workshop	Sept 2024- Aug 2025	S4	60	\$17,600.00	\$293.33	To gain first-hand learning experience from professionals in the theater arts. Directors, script writers, MCs, or actors will be invited to share their stories, common practice of the industry and career developments with students.	Other Learning Experience	Teachers' observation and students' performance	✓	✓		✓	CHENG Chris
30	Materials for AE Lesson	Sept 2024- Aug 2025	S4	160	\$6,600.00	\$41.25	To facilitate more effective and efficient learning in the area of AE, materials will be purchased, e.g. raw materials for design, scripts and videos for drama, films and development fees, and recordings for music.	Other Learning Experience	Teachers' observation and students' performance	✓	✓		✓	CHENG Chris
31	AE Visits	Sept 2024- Aug 2025	S4	160	\$18,480.00	\$115.50	To organize visits in the area of theater arts, design, creative media (photography and videography) and music for S4 students in order to gain hands-on and real-life experiences. Students will then understand the art forms in professional setting and standard.	Other Learning Experience	Teachers' observation and students' performance	✓	✓		✓	CHENG Chris
32	Exhibition for NSS Talk	Nov 2024	S3	300	\$2,750.00	\$9.17	To show case works of drama, design, creative media and music in NSS talk for S3 students and parents to understand the learning outcome of S4 AE classes.	Other Learning Experience	Teachers' observation and students' performance		✓	✓	✓	CHENG Chris
33	Regular Football Training	Sep 2024 - Aug 2025	S1-S6	65	\$320,000.00	\$4,923.08	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓		✓	✓	CHU David
34	Regular Swimming Training	Sep 2024 - Aug 2025	S1-S6	65	\$80,000.00	\$1,230.77	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓		✓	✓	CHU David
35	Regular Basketball Training	Sep 2024 - Aug 2025	S1-S6	65	\$132,000.00	\$2,030.77	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓		✓	✓	CHU David

36	Regular Table-tennis Training	Sep 2024 - Aug 2025	S1-S6	20	\$40,000.00	\$2,000.00	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
37	Regular Badminton Training	Sep 2024 - Aug 2025	S1-S6	20	\$40,000.00	\$2,000.00	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
38	Regular Volleyball Training	Sep 2024 - Aug 2025	S1-S6	60	\$60,000.00	\$1,000.00	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
39	Regular Athletics Training	Sep 2024 - Aug 2025	S1-S6	60	\$65,000.00	\$1,083.33	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
40	Regular Tennis Training	Sep 2024 - Aug 2025	S1-S6	12	\$45,000.00	\$3,750.00	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
41	Regular Rugby Training	Sep 2024 - Aug 2025	S1-S6	60	\$10,000.00	\$166.67	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
42	Regular Handball Training	Sep 2024 - Aug 2025	S1-S6	55	\$22,000.00	\$400.00	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	Physical Education	Teachers' observation and competition result	✓	✓	✓	CHU David
43	STEAM Projects	Sep 2024 - Aug 2025	S1-S2	300	\$20,000.00	\$66.67	To provide technical, equipment and material support for S1 and S2 STEAM projects	Cross-Disciplinary (STEM)	Teachers' observation and students' performance	✓	✓	✓	CHUNG Berton
44	STEAM Activities - external interest classes, gift programmes and competitions	Sep 2024 - Aug 2025	S1-S6	50	\$50,000.00	\$1,000.00	To provide students with professional training and necessary equipment in STEAM-related gifted or interest classes.	Cross-Disciplinary (STEM)	Teachers' observation and students' performance	✓	✓	✓	CHUNG Berton

45	STEAM Activities - Activity Days	Sep 2024 - Aug 2025	S1-S5	750	\$50,000.00	\$66.67	To provide students with STEAM-related workshops, exhibitions and activities.	Cross-Disciplinary (STEM)	Teachers' observation and students'	✓	✓	✓	CHUNG Berton
46	ATEC Workshop	Oct 2024 - Apr 2025	S1-S2	40	\$24,000.00	\$600.00	To provide STEAM and Design & Technology related lessons for junior form students.	Cross-Disciplinary (STEM)	Students' feedback and works	✓	✓	✓	CHUNG Berton & IP WL
47	Artist-in-Resident: A 7-8-week Woodworking Workshop	Sep 2024-Jan 2025	S1	180	\$98,000.00	\$544.44	To provide opportunities for students to learn woodwork and sculpture; To inspire students creating artwork with recycled wood.	Arts (Visual Arts)	Students' feedback and works	✓	✓	✓	IP WL
48	Artist-in-Resident: A 7-8-week STEAM workshop	Feb 2025 - May 2025	S2	180	\$98,000.00	\$544.44	To provide opportunities for students to learn 3D drawing, rendering and operating 3D printer; To inspire students creating a Chinese Lamp.	Arts (Visual Arts)	Students' feedback and works	✓	✓	✓	IP WL
49	Green and White Day Art Exhibition	Feb 2025	S1-S5	760	\$10,000.00	\$13.16	To showcase and celebrate students' artworks and achievements.	Arts (Visual Arts)	Students' and guests' feedback	✓	✓	✓	IP WL
50	Visual Art Year Book	Jan 2025	S1-S5	760	\$15,000.00	\$19.74	To showcase and celebrate students' artworks and achievements.	Arts (Visual Arts)	Students' and guests' feedback	✓	✓	✓	IP WL
51	STEAM workshop (collaborate with Poly U)	Jan 2025	S1-S3	20	\$4,500.00	\$225.00	Students will learn how to assemble the core of the mechanical flower from 3D printed parts, mechanical parts and electronic components. Students are expected to create an installation using one or more mechanical flowers with customization for an exhibition.	Cross-Disciplinary (STEM)	Students' feedback and works	✓	✓	✓	IP WL

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1 8,270 \$1,893,880.00

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons

e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36							
1	BAFS and Econ Study Trip	Apr 2025	S5	36	\$90,000.00	\$2,500.00	A 6-day trip in Japan to understand the management strategies via visits To enhance the understandings on the real-life operation model and procedure; To recognize the real operation situation, management strategies and skills used through company visits and government official visits; To experience different culture and lifestyle by staying in a host family.	Others, please specify: BAFS	Comments on students' presentation, evaluation and reflection of the trip, teachers' observation	✓	✓	✓	CHU ML & CHAN Christina
2	Chinese Cultural Trip- Senior Form	Apr 2025	S4	60	\$64,000.00	\$1,066.67	A 6-day trip in mainland China to know more about Chinese culture. To provide opportunities for students to understand Chinese culture and Chinese history. To know more about the development of modern China. To visit local schools for cultural exchange.	Chinese Language	An evaluation has to be prepared within two months after the trip. The evaluation report includes the following items: •date •destination •participants list •teachers list •itinerary •preparation procedure (outline)	✓	✓	✓	YEUNG Benny

3	English Study Trip	Apr 2025	S1-3	30	\$240,000.00	\$8,000.00	To provide an English-speaking environment for students to use English to communicate and to learn; To appreciate different cultures through excursions, museum visits and sports; To raise students' proficiency in English; To build up confidence in communicating in English.	English Language	Teachers' observation, questionnaire results from students	✓	✓			YAM Christine & WONG Marc
4	Chamber Boys' Choir Taipei Exchange and Competition Tour	Jul 2025	S1-6	45	\$48,000.00	\$1,066.67	The choir's participation in the Taipei International Choral Competition 2025 represents an opportunity for artistic growth and cultural exchange. Competing on an international stage allows our singers to showcase their talents while learning from diverse choral traditions and techniques. This experience fosters teamwork and camaraderie among members. Engaging with choirs from around the world will broaden their perspectives on global music cultures.	Arts (Music)	Competition	✓	✓	✓		CHENG Chris
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.2	0	\$442,000.00								
				Total for Category 1	8,270	\$2,335,880.00								

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Consumables for Community Service (e.g. gloves, rubbish bag, etc) (TIC: TAM CY, ECA Master)	Community Service	\$2,000.00
2	Music Scores (TIC: CHENG Chris, Music Panel Head)	Music Resources	\$55,000.00
3	STEM Learning Kits (TIC: CHUNG Berton, TIC of STEAM Department)	STEM Interest Group Activity	\$94,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$151,000.00
Estimated Expenses for Categories 1 & 2			\$2,486,880.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	921
Estimated number of student beneficiaries:	900
Percentage of students benefitting from the Grant (%):	98%

Name of Contact Person for LWL:	CHAN Christina
Post of Contact Person for LWL:	TIC of Life-Wide Learning Grant

St Joseph's College
Reading to Learn
PROGRAMME PLAN 2024-25

1. Objective

Reading is more than a simple pastime—it's a vital tool that shapes our students' understanding of the world. To make reading a powerful part of learning, we focus on providing diverse, impactful, and concise materials beyond typical academic texts. We are committed to enriching students' interactions with reading by introducing a wider variety of materials tailored to different interests and learning styles.

Looking forward, we are dedicated to redefining the role of reading in education. Our goal is to elevate reading from a basic skill to a comprehensive experience that enhances academic achievement while also promoting personal growth, cultural sensitivity, and digital literacy. We plan to achieve this by making reading accessible through more extensively sourced reading materials, adopting modern reading strategies, and aligning our content with current societal and technological trends. This approach aims to equip our students with the necessary skills and knowledge to succeed in a globalised environment.

This programme plan is constructed with reference to:

- i. The school's three Major Concerns (2024-2027)
 - (1) To enhance student national identity and sense of national pride through comprehensive national education.
 - (2) To unlock the power of students' digital competencies needed to succeed in a rapidly changing world.
 - (3) To empower Josephians to thrive in their full potential in everyday life and amid adversity.

- ii. The Seven Learning Goals of Secondary Education

- (a) National and Global Identity
- (b) Breadth of Knowledge
- (c) Language Proficiency
- (d) Generic Skills
- (e) Information Literacy
- (f) Life Planning
- (g) Healthy Lifestyle

2. SWOT Analysis

i. Strengths

- Many students at St. Joseph's College already possess a solid foundation in reading ability. This provides a good starting point to encourage more advanced or independent reading.
- Students excel in multiple disciplines and generally display desire to learn about various subjects beyond what is taught in class. This intrinsic motivation can support initiatives to engage them through wide-ranging reading materials.
- The school library contains a large collection of books covering various genres and topics. The collection is continually updated with new titles, some recommended by current students and teachers, ensuring rich reading resources.
- Some language teachers, including the school's teacher librarian, are avid readers who can help select books for the school library and engage in discussions with students about literature.
- Specific novels and literary works are included as part of the Chinese and English curriculum, requiring students to read complete books. This existing practice can readily foster voluntary reading habits beyond class assignments.
- All key stakeholders including teachers, parents and administrators acknowledge the academic and personal benefits of being avid and life-long readers. This consensus helps create a conducive environment for any reading promotion efforts.

ii. Weaknesses

- Academic pressures lead many students to prioritise exam preparation over leisure reading, so it may be difficult to engage readers who are solely motivated by exams. Students with lower reading abilities may also feel less inclined to read for pleasure.
- Limited time in the regular class schedule to incorporate extensive reading promotion activities that enable school-wide participation.
- Distribution of reading-related information at our school is fragmented, spread across various channels such as language teachers, the Library Society's social media platforms, and printed notices in the library, which may lead to inconsistent access and engagement among students.

iii. Opportunities

- The newly opened school library continues to be curious to students, especially to those who stay to use the self-study room next door.
- New reading activities and materials, such as themed book exhibitions and magazine subscriptions, will be introduced to cater to different interests. Participation in these activities could help raise the profile of the library and make reading a more integral part of school life.
- Being the school's 150th anniversary, pilot reading programs and competitions to elicit student work could be held to help promote reading while also generating content for a special display at the commemorative event.

iv. Threats

- Competing priorities on students' time from tutoring, extracurricular classes and other activities mean commitment to sustained reading is difficult.
- Over-emphasis on measurable outcomes may undermine efforts to promote reading solely for enjoyment and exploration.

3. Brief Action Plan (2024-25)

Major Concern	Team Objective	Strategy/Task <i>(See Section 4 for details)</i>	Responsible Parties
<p>(1) To enhance student national identity and sense of national pride through comprehensive national education.</p> <p>(2) To unlock the power of students' digital competencies needed to succeed in a rapidly changing world.</p> <p>(3) To empower Josephians to thrive in their full potential in everyday life and amid adversity.</p>	<p>Read reflectively to foster cultural identity</p> <p>Read extensively across platforms</p> <p>Read mindfully for holistic health</p>	<p>Implement programmes and competitions that engage students with literary themes that reflect their personal experiences and broader societal values, fostering a deeper connection with both their own and other cultures.</p> <ul style="list-style-type: none"> • S1-4 Chinese Reading Syllabus • S1-4 English Reading Syllabus • S1-3 Chinese Reading Scheme • S1-3 <i>iREAD</i> Reading Award Scheme • S1-5 Inter-class English Book Report Competition • S1-5 Summer Book Reports <p>Encourage reading through digital and print media, offering students extensive opportunities to explore a wide array of cultural content through subscriptions, digital libraries, newsletters, and interactive workshops, thereby enhancing their literary comprehension and cultural awareness.</p> <ul style="list-style-type: none"> • Magazine Subscriptions • Newspaper Subscriptions • Digital Library (TBC) • Reading Newsletter • eReading Application Workshop • S1 Chinese Book Sharing Video Competition • S2 English Book Sharing Video Competition • S2 English Reading Cards • S2 Book to Film Appreciation • S1-3 Inter-class Battle of the Books <p>Promote reading activities which are related to wellness and foster an exchange of ideas among students, thereby enhancing their capacity to learn from each other and realise their own strengths.</p> <ul style="list-style-type: none"> • Book Sharing at English Corner • Book Club • Themed mini book exhibition 	<ul style="list-style-type: none"> • Chinese Teachers • English Teachers • S1-2 Reading Teachers <ul style="list-style-type: none"> • Reading to Learn TIC • Teacher Librarian • Chinese Teachers • English Teachers • S1-2 Reading Teachers • S1-2 IL Teachers • English Society • Library Society <ul style="list-style-type: none"> • English Teachers • Subject Teachers (consultation for exhibition selection) • Library Society

4. Action Plan (2024-25)

Strategy/Task	Time		Success Criteria	Method of Evaluation	Responsible Parties	Resources Required	MC	Learning Goals
	Term 1	Term 2						
Regular Reading Programmes/Curriculum								
i. <u>S1 Chinese Reading Scheme (廣泛閱讀計劃)</u> During self-reading IL lessons on Mondays, IL teachers cover a range of reading skills through a variety of fiction and non-fiction texts. Students will submit book sharing videos for in-class discussions.	✓	✓	Students complete the assigned reading tasks.	Students' performance in the reading scheme booklets and in-class tasks.	S1 IL teachers	- Selected readers - Reading scheme booklets	1 2	a b c d e
ii. <u>S2-3 Chinese Reading Scheme</u> Students are required to read at least 8 Chinese books over the school year and give an oral presentation on one of the titles.	✓	✓	Students complete the assigned reading tasks.	Students' performance in the oral presentation.	S2-3 Chinese teachers	- Selected readers - Reading scheme booklets	1 2	a b c d e
iii. <u>S2 English Reading Cards</u> During self-reading IL lessons on Mondays, IL teachers cover a range of reading skills through a variety of fiction and non-fiction texts with comprehension practice.	✓	✓	Students complete the assigned reading tasks.	Students' performance in the reading cards.	S2 IL teachers	- Reading cards in S2 class cupboards	1 2	a b c d e
iv. <u>S1-3 iREAD Reading Award Scheme</u> All S1-3 students are given a booklet to write short reviews, including two to four entries on the assigned readers in the English syllabus. The booklets are collected regularly to award students with prizes based on the number of entries. The student with the most entry in each form is awarded an Amazon Kindle.	✓	✓	Students submit the expected number of entries.	Students' performance in the iREAD booklets and the overall number of entries submitted.	S1-3 English & English Reading teachers	- iREAD booklets - Prizes (stationery & book coupons) for regular entries - 3 Kindles for top reader per form	1 2	a b c d e
v. <u>S1-5 Summer Book Reports</u> Students are required to read 2-3 books during summer and submit reports to their Chinese and English teachers in September.		✓	Students submit the expected number of entries.	Students' performance in the summer book reports.	S1-6 Chinese & English Teachers	- Book report booklets	1 2	a b c d e

Strategy/Task	Time		Success Criteria	Method of Evaluation	Responsible Parties	Resources Required	MC	Learning Goals						
	Term 1	Term 2						a	b	c	d	e	f	g
vi. <u>Magazine Subscriptions</u> The school has subscribed to magazines on various topics to provide students with additional reading materials. Most will be placed in the school library and health-related ones will be placed in the gym.	✓	✓	Students utilise the subscribed materials reasonably.	Students' engagement with the materials or platform.	Chinese and English teachers	- Print magazines	1 2 3	a	b	c	d	e	f	g
vii. <u>Newspaper Subscriptions</u> English teachers will have shared accounts for online newspapers to access current affair reading materials for classroom teaching, which facilitates further reading and research on students' part.	✓	✓	Teachers utilise the subscribed materials reasonably.	Students' engagement with the materials for discussion.	English teachers	- Subscription platforms	1 2 3	a	b	c	d	e	f	g
viii. <u>Digital Library (TBC)</u> Purchase access to a permanent school-based Chinese library provided by <i>HyRead</i> (school edition) that can add to students' growing use of their iPads under the school's BYOD policy.	✓	✓	Students utilise the subscribed materials reasonably.	Students' engagement with the materials or platform.	Chinese teachers	- <i>HyRead</i> platform	2	b	c	d	e			
ix. <u>Reading Newsletter</u> Regular emails will be sent to students about reading-related issues. It will also be shared on the social media page of the Library Society.	✓	✓	3 messages per school term and increased student engagement.	Actual quantity of messages sent	Ms Lin Cherry (Reading to Learn TIC)	- Intranet access - Any reading-related information	2	b	c	d	e			
x. <u>S1-4 Chinese Reading Syllabus</u> Students are guided to appreciate selected books in Chinese lessons and then assessed through a written paper or speaking task.	✓	✓	Students complete the assigned reading tasks.	Students' performance in the assessments.	S1-4 Chinese teachers	- Selected readers - Teaching materials	1 2	a	b	c	d	e	f	g
xi. <u>S1-4 English Reading Syllabus</u> Students are guided to appreciate selected books in English lessons and then assessed through a written paper or speaking task. The S1-2 Reading syllabus is introducing essay questions in the written assessment to encourage higher-order thinking about messages from the books.	✓	✓	Students complete the assigned reading tasks.	Students' performance in the oral presentation.	S1-4 English teachers	- Selected readers - Teaching materials	2 3	a	b	c	d	e	f	g

Strategy/Task	Time		Success Criteria	Method of Evaluation	Responsible Parties	Resources Required	MC	Learning Goals
	Term 1	Term 2						
Reading Competitions								
i. <u>S1 Chinese Book Sharing Video Competition (校長悅讀計劃)</u> IL teacher of each class select best videos from the <i>S1 Chinese Reading Scheme</i> to be submitted to the Principal for choosing the top 10 to show the whole form before awarding prizes to the top 3.	✓	✓	Students submit the required videos, and the winners are awarded on stage.	Students' performance in the videos and the audience's engagement at the final event.	S1 IL teachers & Library Society	- School Hall - Prizes for top 3 students & most popular video	1 2 3	a b c d e g
ii. <u>S2 English Book Sharing Video Competition</u> English teacher of each class asks students to submit book sharing videos to be submitted to the Principal for choosing the top 10 to show the whole form before awarding prizes to the top 3.	✓	✓	Students submit the required videos, and the winners are awarded on stage.	Students' performance in the videos and the audience's engagement at the final event.	S2 English teachers & Library Society	- School Hall - Prizes for top 3 students & most popular video	2 3	b c d e g
iii. <u>S1-5 Inter-class English Book Report Competition</u> Students read books over Christmas holiday and submit report to their English teachers, who then selects the best 3 book reports from each class. Students with the top 3 book reports in the whole form win prizes.		✓	Students submit the required entries, and the winners are awarded.	Students' performance in the book reports.	S1-5 English teachers	- Prizes for top 3 students per form	2 3	b c d e g
iv. <u>S1-3 Inter-class Battle of the Books</u> All students in the same form are assigned a list of books to read. A small book trivia is conducted in class to select a group of representatives who will compete on stage with knowledge about the books.	✓	✓	Students show reasonable understanding of the books.	Students' performance on stage and the audience's engagement.	S1-3 English teachers & English Society	- School Hall - Prizes for winning classes per form	2 3	b c d e
Students' Contributions								
i. <u>S1-2 English In-class Book Presentation</u> Students will read an English book of their choice and give a presentation about it during English Reading lessons to recommend books and showcase public speaking skills.	✓	✓	Students able to give presentation with reasonable content.	Students' performance in the presentation and the audience's engagement.	S1-2 English Reading teachers	(NIL)	2 3	b c d e g

Strategy/Task	Time		Success Criteria	Method of Evaluation	Responsible Parties	Resources Required	MC	Learning Goals
	Term 1	Term 2						
ii. <u>Readers' Leaderboards</u> Motivational leaderboards will be displayed in the school library to showcase the students who have read the most books and the most popular titles borrowed from the library.	✓	✓	Increased student participation and numbers of books read.	Number of books read as recorded in the library system.	Teacher Librarian	- School Library bulletin board	2	b c d e g
iii. <u>Book Sharing at English Corner</u> During some of the activity sessions, students will be invited to share about books they have read and make recommendations.	✓	✓	Students are engaged during the activity.	Students' level of engagement.	English teachers	- English Corner (classroom)	2 3	b c d e f g
iv. <u>eReading Application Workshop</u> Hands-on workshops to teach students how to access and read ebooks using different apps and platforms, especially after we subscribe to the <i>HyRead</i> school edition platform.		✓	Students actively engaged during hands-on activities.	Students' level of engagement.	Teacher Librarian	- School Library discussion space - Digital devices	2 3	b c d e g
v. <u>Book Club</u> Small group of students and teachers gather to share about books they have recently read and make recommendations.		✓	Lively student-led conversations about books.	Students' level of engagement.	Teacher Librarian & Library Society	- School Library discussion space	2 3	b c d e f g
Thematic Engagement								
i. <u>S2 Book to Film Appreciation</u> During IL lessons, students read excerpts from the book <i>Wonder</i> and watch the film adaptation. Afterwards, they are guided to discuss the main character's health condition and experiences.	✓		Students complete the assigned reading tasks and engage in discussion.	Students' level of engagement and relevance of ideas during discussion.	S2 IL teachers	- Movie clips - Book excerpt	1 2 3	a b c d e g
ii. <u>Themed mini book exhibition</u> The school library will utilise the open space near its entrance to display titles related to selected themes. We will collaborate with subject groups and hold at least 3 exhibitions per school term.		✓	Increase in circulation of the books displayed.	Observation and number of displayed books borrowed after the exhibition.	Teacher Librarian, Reading to Learn TIC, Subject Panel Heads	- School Library shelves	1 2 3	a b c d e f g

Budget

Budget for Promotion of Reading Grant

Expected Income:	\$	\$
Surplus b/f from 2023-24	67,514	
Grant from EDB	74,646	142,160
	<hr/>	<hr/>
Expected Expenditure:		
Purchase of Chinese readers	20,000	
Purchase of English readers	20,000	
Purchase of e-reading platform service (permanent)	10,000	
Purchase of books proposed by other subject panels (e.g. science)	5,000	
Subscription to magazines for the school library	8,000	
Subscription to print newspapers for classes	4,000	
Subscription to online newspapers for English teachers	2,000	
Fees for workshop tutors or service providers	5,000	
Fees for reading-related activities (e.g. printing, props, etc)	500	
Fees for printing reading scheme booklets	3,500	
Tickets for Hong Kong Book Fair	2,400	
Prizes for S1 Chinese Reading Scheme (book coupons)	2,500	
Prizes for S1 English iRead Top Readers (Kindle)	1,000	
Prizes for S1-3 Battle of the Books (snacks)	1,000	
Prizes for S1-2 Book Sharing Competition (book coupons)	2,000	86,900
	<hr/>	<hr/>
Expected Surplus:		<u>55,260</u>

5. Team Members

Ms Young Maria	(Reading and Library Team TIC)
Ms Lin Cherry	(Reading to Learn TIC)
Ms Ting Loretta	(Reading to Learn)
Ms Fok Annabelle	(Teacher Librarian)
Ms Ngun KW	(Chinese Subject representative)
Ms Tsang Winnie	(Chinese teacher)

St. Joseph's College

Plan on the use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2024-25)

No.	Task	Target	Time Scale	Success Criteria	Method of Evaluation	Budget	Teacher(s)-in-charge	
1.	Subsidising students and teachers to participate in the Mainland study tours	S6	24/25	<ul style="list-style-type: none"> • 80% of the students participate in it. • Reports of visits • 80% of the participants are satisfied with the learning activities. 	<ul style="list-style-type: none"> • No. of participating students • Students' report • Questionnaires 	\$1,500 x (30 students + 3 teachers) = \$49,500	Ms Young Maria	
2.	Procurement of learning and teaching materials	S4	24/25	<ul style="list-style-type: none"> • Learning and teaching materials were purchased to facilitate teachers to prepare and deliver learning materials to support student learning 	<ul style="list-style-type: none"> • Teaching materials • Teachers' feedbacks 	\$30,000	All CS teachers	
3.	Competition entry and transportation fees	S4 & S5	24/25	<ul style="list-style-type: none"> • Students take part in the competitions. • Participants gain better understanding of our country. 	<ul style="list-style-type: none"> • 50% of S4 and S5 students participate in at least one competition. • 60% of the participants gain satisfactory results. 	\$4,000	Ms Wendy Wong	
4.	Film appreciation	S4 – S6	24/25	<ul style="list-style-type: none"> • Students agreed that the movies can evoke national pride and rekindle their national spirits 	<ul style="list-style-type: none"> • Students' feedback 	\$50,000	Ms. Young Maria	
5.	Workshop on Chinese arts and handicrafts	S4	24/25	<ul style="list-style-type: none"> • All students have completed some handicrafts on national achievements 	<ul style="list-style-type: none"> • Students' work 	\$40,000	Mr. Yim Jeffrey	
						Total:	\$173,500	

St. Joseph's College

Counselling Team

2024-2025 Proposed expenses

One-off Grant for Mental Health at School

	Area	Activities / Item	Proposed budget
i	Organising activities and programmes related to enhancing the mental health of students and teachers	-Camp -Workshop -Lessons Aim: Strengthen mental health	\$26,000
ii	Providing services related to enhancing the mental health of students and teachers		\$6,000
iii	Designing and producing school-based learning and teaching resources related to mental health	Books and stationery Aim: Guide students building healthy lifestyle Guide students maintain work-life balance	\$2,000
iv	Purchasing items, furniture and equipment to enhance the mental health of students and teachers		\$6,000
v	Others (please specify):		
	Total expenditure		\$40,000

St. Joseph's College**Parent-Teacher Association****One-off Grant on Mental Health of Parents and Students (2024-25)**

Event	Duration	Service Provider	Event Description	Objectives under Curriculum Framework on Parent Education (Secondary school)	Proposed Expenses (\$)
S1 Parents' orientation	1 hrs (14:10 - 15:10)	Mr Remus Kwok (City university of HK)	Organising parent-child or parent activities relating to promoting of the mental health of students and parents	Strand III: Prmotion of parents' physical and psychological well-being	2000.00
PTA Coffee Corner of S1 and S2 Parents	1 hrs (2:30 - 3:30)	Dr. Venus Lee (HK Baptist University)	Organising parent-child or parent activities relating to promoting of the mental health of students and parents	Strand III: Prmotion of parents' physical and psychological well-being	3000.00
PTA Coffee Corner of S1 and S2 Parents	2 hours (2:30-4:30)	Accessory Supplier	Mental health accessory for pressure release	Strand III: Prmotion of parents' physical and psychological well-being	3000.00
Purchases of library books	24-25	Book stores	To equip parents to better understand their child's career/academic aspirations and develop positive attitudes towards work and learning	Strand III: Prmotion of parents' physical and psychological well-being	3000.00
					11000.00

St. Joseph's College
Parent-Teacher Association
One-off Grant on Parent Education (2024-25)

Event	Duration	Service Provider	Event Description	Proposed Expenses (\$)
PTA Parenting Seminar (1)	2.5 hours	Dr. Sandy Li (HKBU) & Mr Daniel Chun (HKUST)	Encouraging parents to understand how AI is transforming teaching methods, personalizing learning experience, and preparing our children for a future where adaptability and innovation are key.	6000.00
Parent-child Financial management	1 hour	Financial management speaker	Encouraging parents to model responsible financial behavior for their children, fostering good habits from a young age. And providing tools and knowledge to alleviate financial stress and improve overall family well-being	3000.00
				<u>9000.00</u>

St. Joseph's College
Proposed Budget
2024-2025

	\$
<u>One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools</u>	
1 Body components analysis Machine(prefer "In-body 120" or similar)	15,000
2 Weight Management Fitness Trainer	30,000
3 Weight Control Seminar- guest speaker	<u>5,000</u>
Total :	<u>50,000</u>

St. Joseph's College

Plan on the use of 「推廣中華文化體驗活動一筆過津貼」 2024/2025

No.	Task	Target	Time Scale	Success Criteria	Method of Evaluation	Budget	Teacher(s)-in-charge
1	Chinese History Teaching Materials	S1-6	24-25	All Chinese History teachers can access the materials conveniently and use them effectively to supplement classroom teaching.	Teachers' questionnaires Teachers' interviews	\$8,000	Hung WW
2	糖畫工作坊	S1-5	24-25	All participating students attend the workshop punctually and learn the skills.	Participating students will have a chance to make this edible art on the Open Day to showcase a cultural tradition of our Country. Students' questionnaires	\$3,000	Suen Rani
3	草編工作坊	S1-3	24-25	All participating students attend the workshop punctually and learn the skills.	Participating students will demonstrate their work in the workshop and the instructor will decide who has the best design. Students' questionnaires	\$2,500	Suen Rani

4	蹴鞠工作坊	S1-6	24-25	All participating students attend the workshop punctually and learn the skills.	Participating students can learn the rules of playing and relieve their stress to restore their mental balance. Students' questionnaires	\$3,000	Mak Derek, Wai Eugene
5	西安文化團	S4	24-25	All participating students will learn more about different cultures in Xi'an, developing a greater sense of appreciation towards the greatness of our Country.	Participating students will finish the tour booklet satisfactorily. Teachers' questionnaires Students' questionnaires	\$20,000	Yeung Benny
6	讀書茶會	S1-6	24-25	All participating students will pick up tips and funs about learning Chinese from SJC teachers' sharing and be motivated to interact with teachers and enhance students' interest in Chinese culture.	Teachers' questionnaires Students' questionnaires	\$600	Lam Cathy, Lau Ada
7	150 校慶主題對聯比賽	S3-6	24-25	Quality works from students will be shared to the whole school. This competition will contribute to the atmosphere of the school anniversary celebration.	Exceptional works will be awarded.	\$600	Ngun Sylvia

8	Joint-School City Tracing 聯校活動: 文學散步	S4-5	24-25	All participating students can finish the proposed route covering different literary knowledge and history of Hong Kong.	Teachers' questionnaires Students' questionnaires	\$2,500	Lam Cathy, Lau Ada
9	香港歷史文化回顧	S1-6	24-25	Committee members of the Chinese Cultural Society will create a short video introducing Hong Kong history to be shown in this session. Teachers will also be invited to share and participate in the students' quiz game.	Teachers' questionnaires Students' questionnaires	\$500	Lam Cathy, Lau Ada
10	Chinese Cultural Week	S1-6	24-25	Headed by the ECA Department, this Week aims to bring all ECA clubs together to organise a wide range of Chinese cultural activities for students to join. Hopefully, students will be immersed in the rich atmosphere of Chinese Culture just before the Chinese New Year.	Teachers' questionnaires Students' questionnaires	\$20,000	Fok Annabelle, Tam CY
11	S3 VA-VNE Ceramic Module	S3	24-25	All S3 students can acquire basic ceramics hand build skills and finish a work showing originality and creativity. Some of the quality finished products will be used in an art installation to celebrate students' learning of Chinese culture.	Teachers' questionnaires Students' questionnaires The final version art installation is done successfully as part of the school aesthetics.	\$30,000	Ip WL

12	S2 Bamboo Craft Workshop (IL Lessons) during Chinese Cultural Week	S2	24-25	All S2 can acquire basic bamboo crafting skills to make a simple coaster.	Teachers' questionnaires Students' questionnaires	\$11,995	Kam Ryan
13	參觀昂船洲解放軍駐港部隊展覽中心	S1-3	24-25	Some selected Constitution and Basic Law Student Ambassadors visit the PLA Hong Kong Garrison Exhibition Centre and enhance their understanding about our Country, further strengthening their sense of patriotism.	Teachers' questionnaires Students' questionnaires	\$3,000	Wong Wendy, Suen Rani

School-based After-school Learning and Support Programmes 2024/25 s.y. School-based Grant—Programme Plan

Name of School: St. Joseph's College

Staff-in-charge: Chan Kin Wah Christina

Contact Telephone No.: 3652 4873

A. The estimated number of students (count by heads) benefitted under this Programme is 13 (including A. 2 Comprehensive Social Security Assistance (CSSA) recipients, B. 7 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 4 under school's discretionary quota).

B. Information on activities to be **subsidised/complemented** by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Enhancement classes	To improve students' academic performance and increase their confidence.	Students show improvement in academic performance and shows motivation in learning.	- Tests and examination results. - Teachers' and students' feedback.	Sep 2024 – Aug 2025	1	5	2	\$5,000	
Study Trips	To provide experience for students to learn outside classrooms	Students can gain knowledge and skills according to the programme objectives	- Tip reports and presentations - Teachers' and students' feedback.	Sep 2024 – Aug 2025	1	2	2	\$4,600	
Total no. of activities: <u>2</u>				@ No. of man-times	2	7	4		
				**Total no. of man-times	13				

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

姊妹學校交流計劃書
2024 / 2025 學年

學校名稱：	聖若瑟書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	王昭權老師

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	四川省成都市第七中學
2.	廣州市荔灣區西關廣雅實驗學校
3.	江門市台山第一中學
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明)：	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明)：

擬運用的監察/評估方法如下：

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明)：

津貼用途及預算開支：

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$80,000
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$50,000
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$20,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$10,000
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$3,000
N7	<input checked="" type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$1,500
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input type="checkbox"/>	學年預計總開支	HK\$164,500
N10	<input type="checkbox"/>	沒有任何開支	不適用

