



SCHOOL ANNUAL REPORT 2023-24

ST. JOSEPH'S COLLEGE

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.

Mission Statement

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.

*O*ur 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.

OUR SCHOOL



St. Joseph's College has a history of a hundred and forty nine years. It was established by the Christian Brothers (De La Salle Brothers) in the nineteenth century.

In 1875, six La Salle Brothers took over St. Saviour's College, which was founded in 1860, and renamed it as St. Joseph's College.

In 1876, the College expanded and moved from its original premises in Pottinger Street to a larger one at 9 Caine Road, known as Buxley Lodge.

Five years later, a lack of space again resulted in the College being moved to Glenealy below Robinson Road.



Then, in 1918, an earthquake caused severe damage to the premises and the school had to move again to the present site – 7 Kennedy Road, formerly known as the Club Germania (the German Club).



The Old Building where the S.1 – 3 and S.5 classrooms are now situated was erected in 1920; at that time the number of students was about 650.

The SJC landmark standing atop the Triangular Playground (which has been declared a historical monument in the year 2000), has been renamed on 3 March 2010 (Wednesday) “St. Joseph’s College Charles Kao Block” at a ceremony presided by Professor Kao.

In 1925, the Chapel Block was completed and in 1963 the block on Kennedy Road was replaced by the present building.



The New Building was opened by Sir Robert Black, the then Governor of Hong Kong.

In 2016, the Education Bureau allocated the vacant school premises at 26 Kennedy Road in the Central & Western District to the Director in Hong Kong of St. Joseph's College for the physical extension of the St. Joseph's College. The new facilities, which include classrooms for S.4 and S.6 students and venues for a variety of extra-curricular activities, came into service in September 2018.



The Year 2021 marks the commencement of our multi-phase school redevelopment project Vision 22, which aims to revamp and modernise the historical campus on 7 Kennedy Road so as to meet both the learning needs of our students and the demands of the 21st century. The HK\$14.5-million Phase 1 project was completed in November 2021, transforming a total of 920 square metres of space in the New Building into the Innovation Hub and the Faculty Hub.

The Innovation Hub houses workshops and studios previously located in different parts of the campus : Visual Arts Room, STEM Workshop, Computer Lab, and Campus TV Room, thereby bringing together talents across disciplines and facilitating easy sharing of ideas.



from left: Visual Arts Room, and STEM Workshop.



from left: Computer Lab, and Campus TV Room.

The Faculty Hub accommodates staff rooms, a meeting room, a common area, discussion areas, and a reference library, which are all readily available for our staff members.



from left: Staff Room, and Meeting Room.



from left: Common Area, and Discussion Area.

In September 2023, St. Joseph's College proudly marked the completion of Phase 2 of the Vision 22 project, a significant expansion and modernization effort encompassing 1,540 square metres. This phase introduced the Learning Hub, a modern transformation of our old library into a vibrant academic space complete with a lecture theatre and self-study areas, designed to enhance learning and innovation.

The newly unveiled Activity Hub supports our dynamic student life with facilities such as the ECA room, various discussion rooms for collaborative projects, and designated areas for relaxation and performance. Additionally, the introduction of a

state-of-the-art gymnasium and a fully refurbished canteen further enrich our campus facilities, aligning with our commitment to fostering a nurturing environment that respects our heritage while embracing the future.

SCHOOL MANAGEMENT

The sponsoring body of the school is the Institute of the Brothers of the Christian Schools, known as the ‘De La Salle Brothers’, named after the founder of the Institute, John Baptist de La Salle.

Our school was one of the first institutions in Hong Kong to participate in the School Management Initiative (SMI) in 1991. School-based management was implemented by the School Management Committee, comprising of representatives from the School Sponsoring Body, teachers, parents and alumni. The Incorporated Management Committee (IMC) was established in 2013-2014.

Members of the Incorporated Management Committee (2023-2024)

| | | |
|-------------------------|---|---|
| Chairperson | Brother Chan Jeffrey (Supervisor) | |
| Principal | Ms Wong YF | |
| Sponsoring Body Manager | Ms Tam Millie Mr Ching Perrick Mr Ku Eric | Ms Thong Elizabeth Mr Choy Peter Mr Ng Tony |
| Teacher Manager | Mr Wong Joseph | Mr Sin KM (Alternate) |
| Independent Manager | Ms Ma Veronica | |
| Alumni Manager | Mr Chiu David | |
| Parent Manager | Mr Chan Derek | Ms Cheung Crystal (Alternate) |



Members of the Incorporated Management Committee (2023-2024)

OUR STUDENTS

Class Organization

The school enrolment is 892. The students of St. Joseph's College are mainly Chinese and the age range of the students is between 12 and 18 years old. The average class size for S.1 - S.6 is 30.

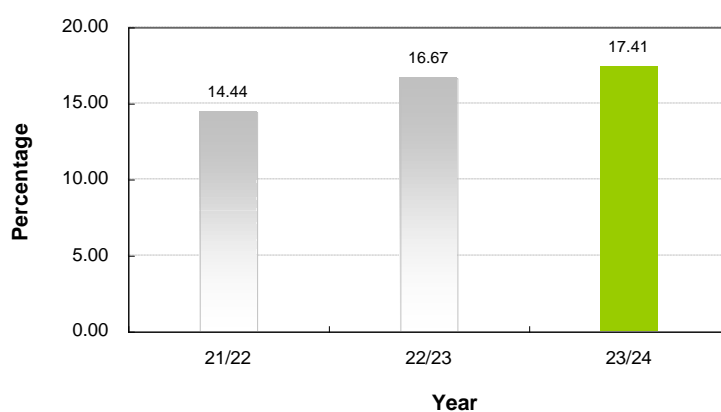
Number of Operating Classes

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|----------------|----|----|----|----|----|----|-------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |

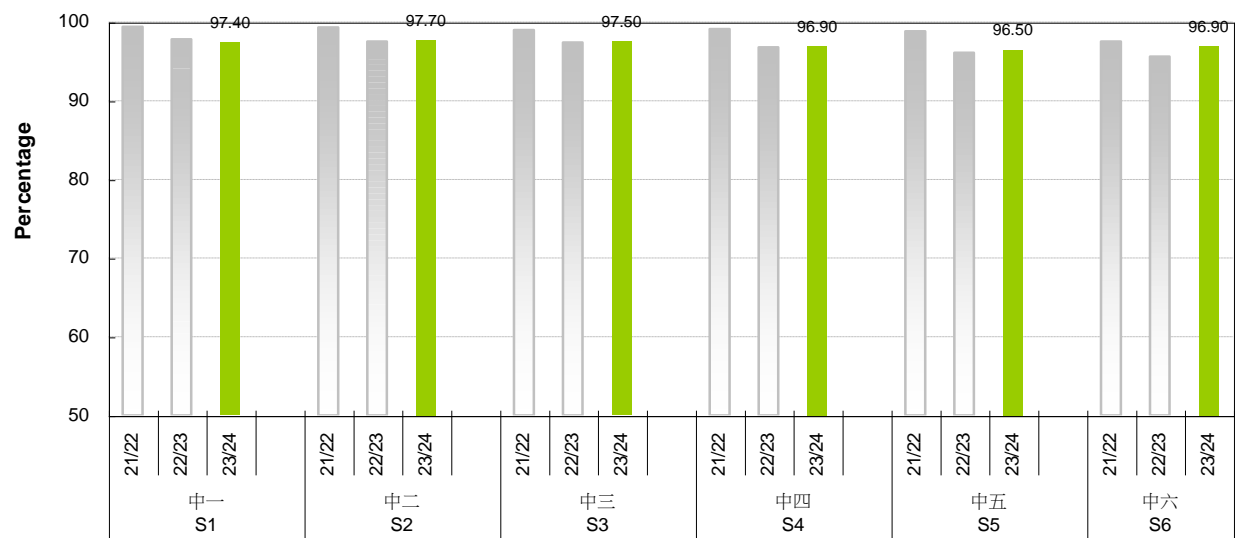
Number of Students

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Boys | 178 | 170 | 156 | 138 | 121 | 129 | 892 |

Unfilled Places

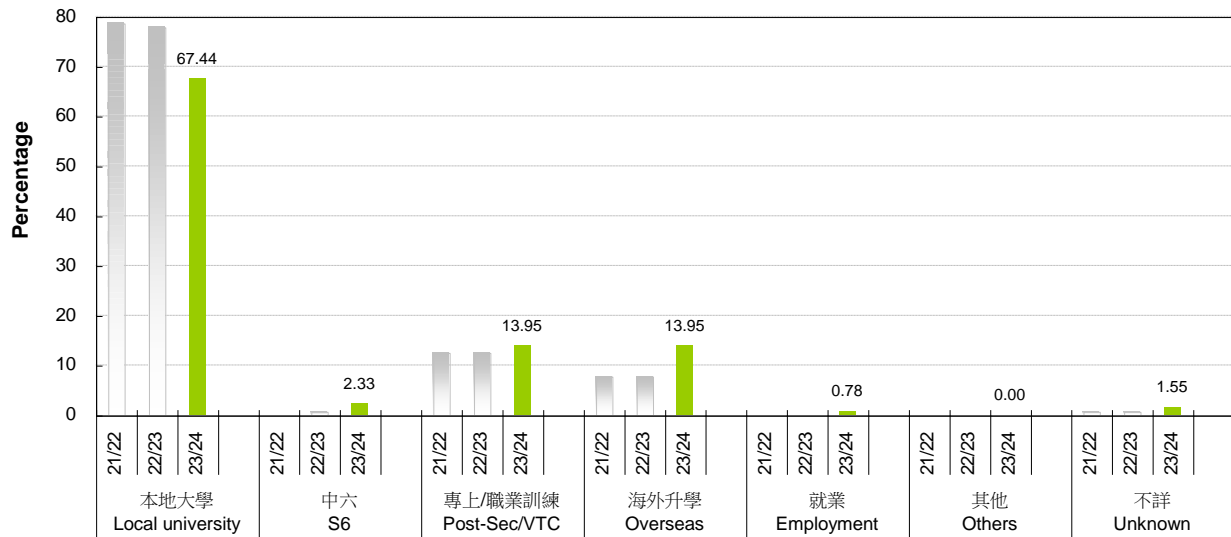


Students' Attendance

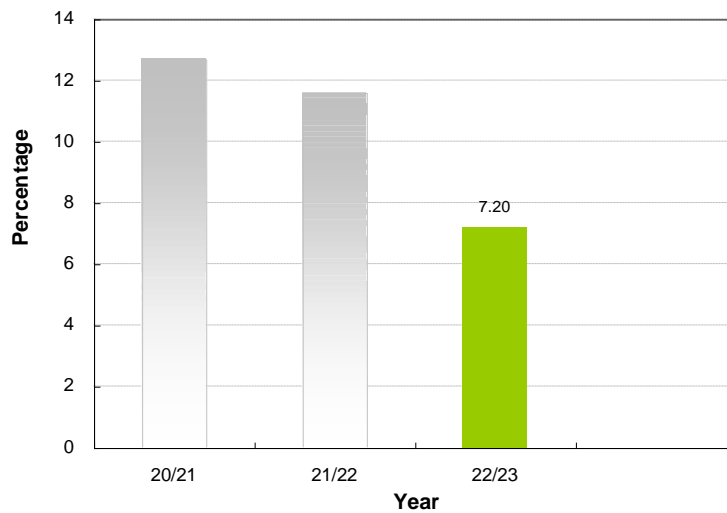


Destination of Exit Students, Including Early Exits

Most of our S.6 graduates pursue further study locally and about ten percent of them study abroad. The destination of S.6 graduates in this year is given below:



The percentage of early exits for all levels in the past three years:



Student Support

Through our school motto “LABORE ET VIRTUTE”, the school spirit is well manifested. We educate students in areas of moral, intellectual, physical, social and aesthetic development by providing them with learning opportunities and experiences in different subjects, extra-curricular activities, as well as activities organized by the Value Education and Academic Promotion Team, the Counselling Team and the Values and National Education Team. All students are invited to join the Junior Police Call in S.1 and at least one of the uniformed groups, namely the 1st Hong Kong Scout Group, Red Cross or St. John’s Ambulance, through which students are trained to be self-disciplined and law-abiding citizens.

The school identifies students’ varied needs for developmental support and is fully cognizant of their attitude, behavioural and intellectual development. A regular form-teacher session every Wednesday is scheduled on the timetable to support students’ personal growth. Class visits are conducted by the supervisor and the principal to promote an open and responsible school culture through closer contact with students.

In order to address students with different learning abilities and learning needs, we launch the Student Support Scheme. The Student Counselling Scheme and the S.1 Orientation Programme help S.1 students to familiarize themselves with a new environment. The S.1 Bridging Course, the Summer Class and the Student Mentoring Programme provide assistance for students in need. The Values and National Education lessons are organized for all students to teach them how to grow into healthy and responsible individuals. A series of Goal Setting Workshops are organized by the Counselling Team to help students who were conditionally promoted to S.3. A Peer Mediation Scheme is run to reinforce camaraderie among our students. Students are encouraged to participate in different international youth exchange programmes, as such they become global, independent and intelligent learners. Moreover, the Summer Internship Programme is offered to our S.5-6 students to expose them to different career experiences.

Small-class teaching is adopted in the teaching of Chinese, English and Mathematics in S.1 and S.2 and in the teaching of the core subjects in senior secondary level. In order to cater for the needs of non-Chinese speaking students and let students in general have a chance to learn a third language, regular French and Japanese classes

are organized for students from S.1 to S.6. They take French or Japanese as an extra language and prepare themselves for the GCE AS Level Examination. A Special Chinese Language programme is organized for non-Chinese speaking students to enable them to take the GCE, GCSE or IGCSE Chinese examination.

The Integrated Education Team provides students with special educational needs (SEN) with appropriate assistance. Two student counsellors, who work closely together with educational psychologists and our school social workers, are employed to take care of these students. Assessments and student interviews are regularly conducted. Professionals, such as social workers and speech therapists from non-governmental organizations are invited to provide training for students so as to enhance their social and verbal skills as well as their ability to control their emotions. Special arrangements during examinations, including extension of duration, change of venue and enlargement of fonts, are made based on the advice from the specialists. Student Improvement Awards are given to encourage students with SEN to strive for greater improvements. Besides, some members of our teaching staff have completed the SEN courses jointly organized by tertiary institutions and the EDB. They are well-equipped with the knowledge and skills about integrated education.

Gifted education programmes are provided for students who are talented in specific areas. Special training sessions for these students are held regularly and outstanding students are nominated to take part in the Hong Kong Mathematics Olympiad, Hong Kong Physics Olympiad, International Junior Science Olympiad – Hong Kong Screening and Hong Kong Olympiad in Informatics. Over the years, our students have performed very well and obtained very good results in these competitions. Gifted students are also selected and referred to the Support Measures for the Exceptionally Gifted Students organized by the Gifted Education Section of the EDB, the training courses conducted by the Hong Kong Academy for Gifted Education and the Secondary Schools – The Hong Kong University of Science and Technology (HKUST) Dual Program.

For students with outstanding academic performance, various scholarships and prizes are offered.

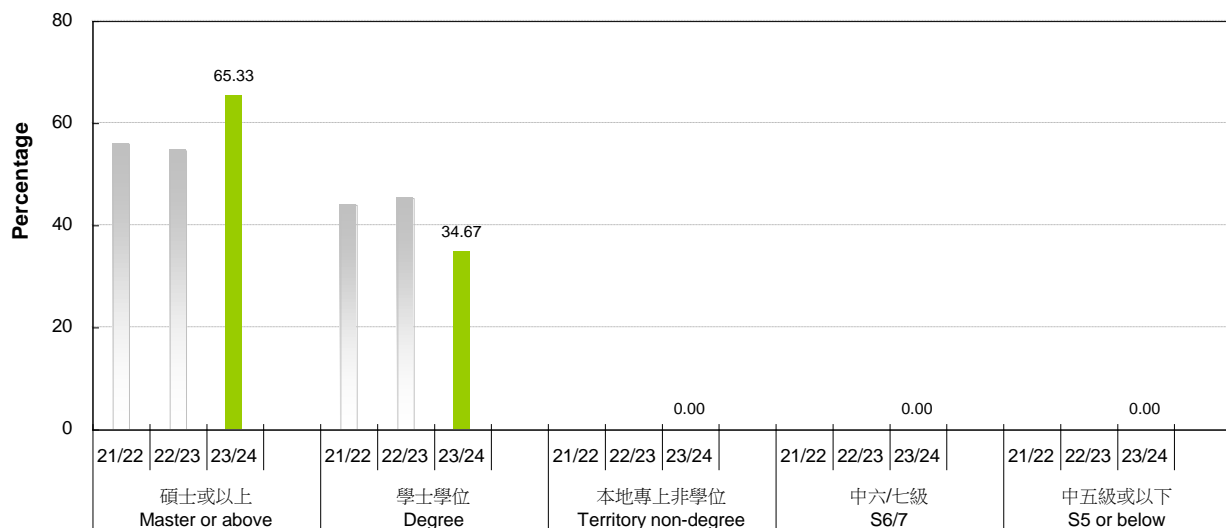
OUR TEACHERS

Qualification

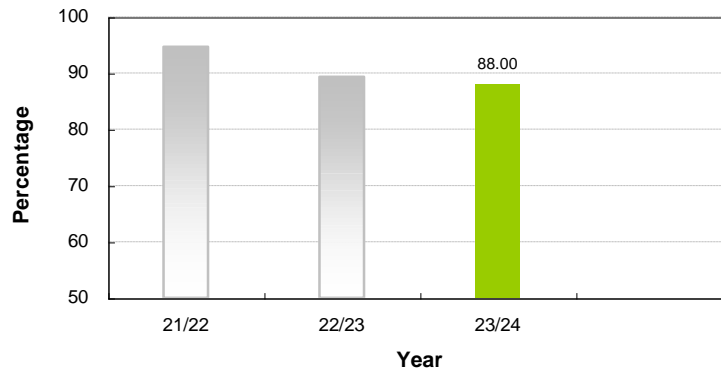
Composition of Teaching Staff in the Past Three Years

| Posts | 21/22 | 22/23 | 23/24 |
|---------------------------|-------|-------|-------|
| Principal | 1 | 1 | 1 |
| Vice-Principals | 2 | 3 | 3 |
| Careers Mistress / Master | 1 | 1 | 1 |
| Counselling Mistress | 1 | 1 | 1 |
| Discipline Mistress | 1 | 1 | 1 |
| ECA Master | 1 | 1 | 1 |
| Classroom Teachers | 51 | 50 | 50 |
| Music Teacher | 1 | 1 | 1 |
| Visual Arts Teacher | 1 | 1 | 1 |
| Librarian | 1 | 1 | 1 |
| Total | 61 | 61 | 61 |

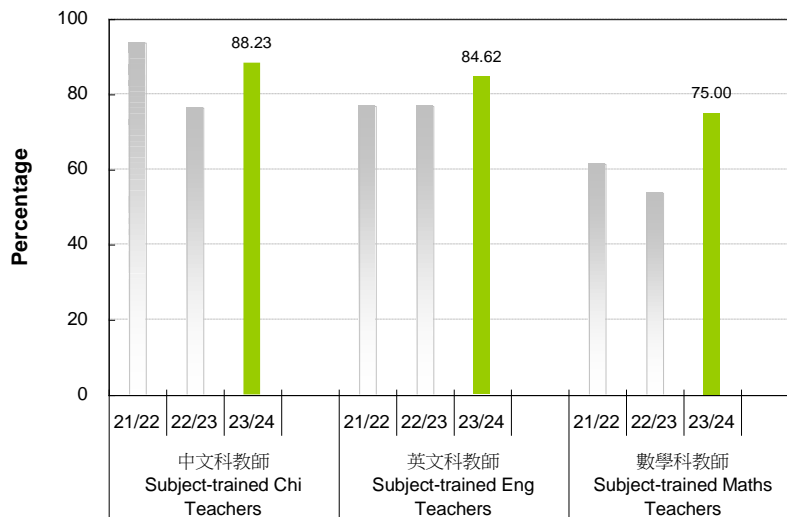
Percentage of Highest Academic Qualifications Attained by Teachers



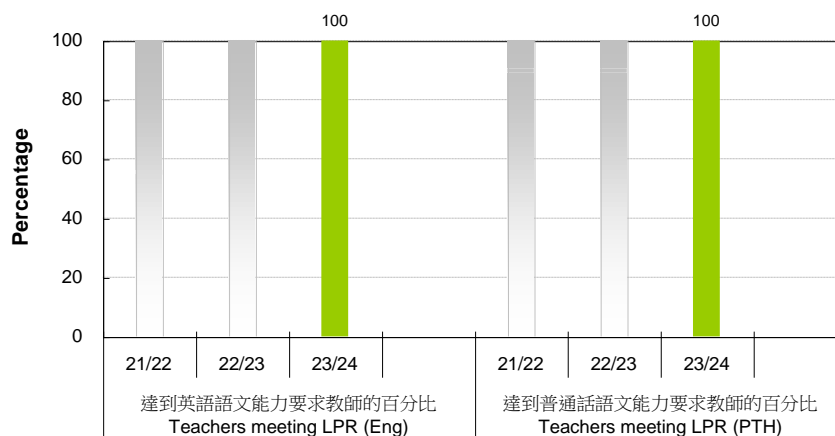
Percentage of Professionally Trained Teachers



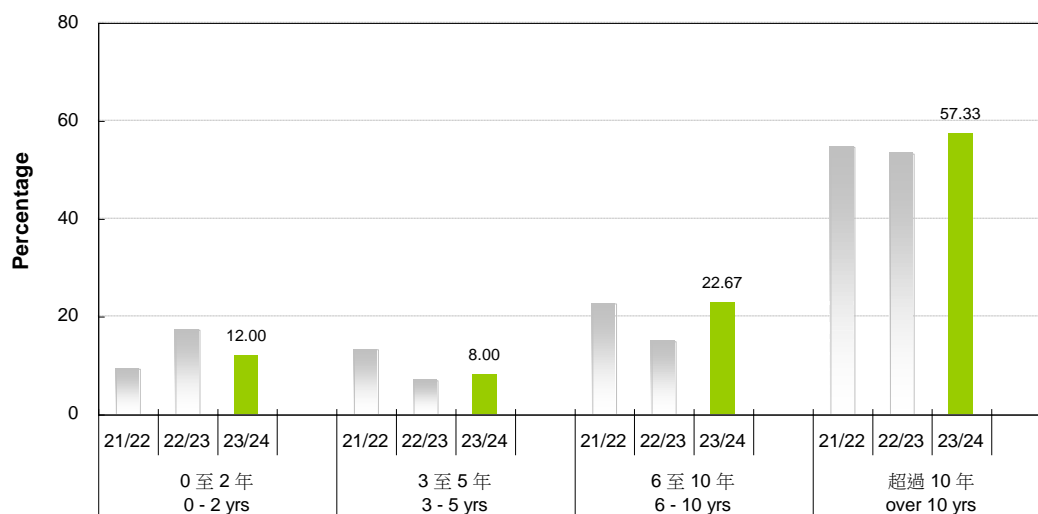
Percentage of Subject-trained Teachers



Percentage of English and Putonghua Teachers with LPR



Teachers' Experience



Professional Development



Staff members of St. Joseph's College (2023-2024)

Three Staff Development Days were held in 2023-24 with the aim of improving teachers' teaching skills and teaching quality. Besides nominating teachers to attend courses and seminars about Senior Secondary (SS) curriculum, e-learning and Special Educational Needs (SEN) organized by the EDB, teachers are strongly encouraged to pursue postgraduate studies.

LEARNING AND TEACHING

English is the medium of instruction in the school. All classes in our school are taught in English except for some Chinese-related subjects, Chinese Language, Chinese History and Putonghua. Besides using English as the medium of instruction (EMI) in the classroom context, English is also the official language for major school events such as the Swimming Gala, Sports Day and Prize Giving Ceremonies. While upholding our EMI status and providing a language environment conducive to learning in EMI, we ensure our students a rich environment to learn Chinese, including Putonghua, adequately. We also provide French and Japanese as elective subjects to all students.

Our students generally possess good academic abilities, positive learning attitudes and good communication skills. The majority of students are serious in doing their assignments and there is a strong and long-established culture of academic integrity and hard work. Students' outstanding performance is demonstrated through cross-discipline, inter-departmental projects which integrate a variety of skills. Students are able to complete projects with minimal teacher guidance and supervision. This independent effort results in a school newspaper and an annual school magazine that are among the best in Hong Kong.

Teachers prepare their lessons well and create interactive forums where students are encouraged to express their opinions, self-analyse their work and craft thoughtful and logical responses to abstract questions. Teachers have adopted strategies such as collaborative lesson planning, lesson observation and frequent skill-specific workshops to enhance their teaching skills. Regular student surveys are conducted to review their teaching strategies.

In order to maximize the quality of teaching and students' work, as well as to create transparency, school-wide homework inspection is carried out at intervals. To further this end, stakeholder surveys are conducted. With reference to the surveys conducted, teachers reflect on their teaching strategies and refine their lesson plans and teaching materials.

In order to enable students to have a balanced development in English, Chinese and Putonghua, the Language Policy Committee has closely coordinated the development of these language subjects in the past years. With the clear goal of nurturing and developing students into bi-literate and tri-lingual individuals, we encourage students to participate in activities like reading schemes for Chinese and English, the Hong Kong Schools Speech Festival, open debating competitions and public speaking competitions.

Apart from placing strong emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster holistic and all-round development of individuals. A variety of activities and opportunities, such as exchange programmes, sports, music and leadership training, IT development and art workshops, are offered. Our ECAs not only enrich students' school life but also provide them with opportunities to acquire various Other Learning Experiences. We endeavour to nurture in our students an active and responsible learning attitude, cognitive thinking skills, social awareness, sense of responsibility and the commitment to serve our community.

In the academic content area, in line with the Senior Secondary curriculum, we offer nine different electives for students to choose based on their strengths and interests.

The needs of students with special educational needs (SEN) are addressed in our school. Teachers are well-informed and fully equipped to teach the students with SEN. They keep track of their academic performance and employ corresponding teaching strategies. Some tailor-made programmes are provided to students in need. With proper support, we believe that students with SEN can develop their potential to the fullest.

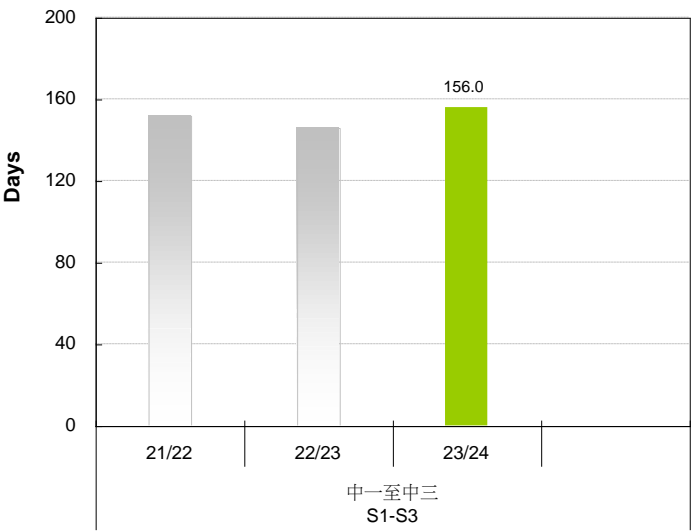
In order to nurture students' reading habit and enable them to become life-long learners, we offer reading award schemes, extensive reading schemes and good book sharing sessions. In addition, book exhibitions are held regularly to promote students' reading habit. Furthermore, to better instill correct moral values in students, the Chinese and the English Department have incorporated Values and National Education lessons into the reading programmes in the past years.

Our students did well in 2024 HKDSE examination. Among all the subjects, students' performance in English was very impressive. Over 83.7% of students attained Level 4 or above, among which 28.7% attained Level 5* or above. Students' performance in Mathematics was equally fine, with over 72.1% of students obtaining Level 4 or above, among which 27.1% attained Level 5* or above. The results students achieved in elective subjects were also exceptional, particularly in Chemistry (88.5% attaining Level 4 or above), Biology (77.0% attaining Level 4 or above) and Physics (87.3% attaining Level 4 or above). We are also very proud that most of our students received desirable offers from the JUPAS. They were admitted into competitive programmes such as Accounting and Finance, Medicine, Law, Architecture, Finance Technology, Data Science and Artificial Intelligence. Besides those admitted into local universities, many students obtained offers from top overseas universities like the University of Oxford, the Imperial College London, the University of Toronto and the Monash University.

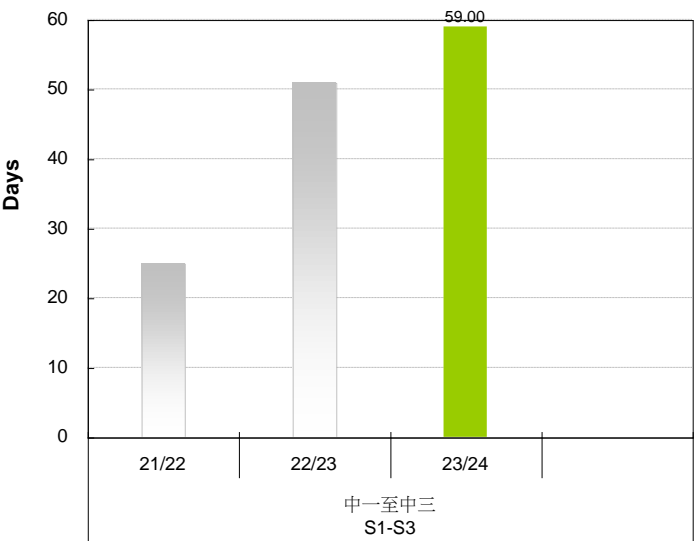
We will continue to provide our students with an excellent learning environment so that they can continue to enjoy the quality education in SJC.

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes

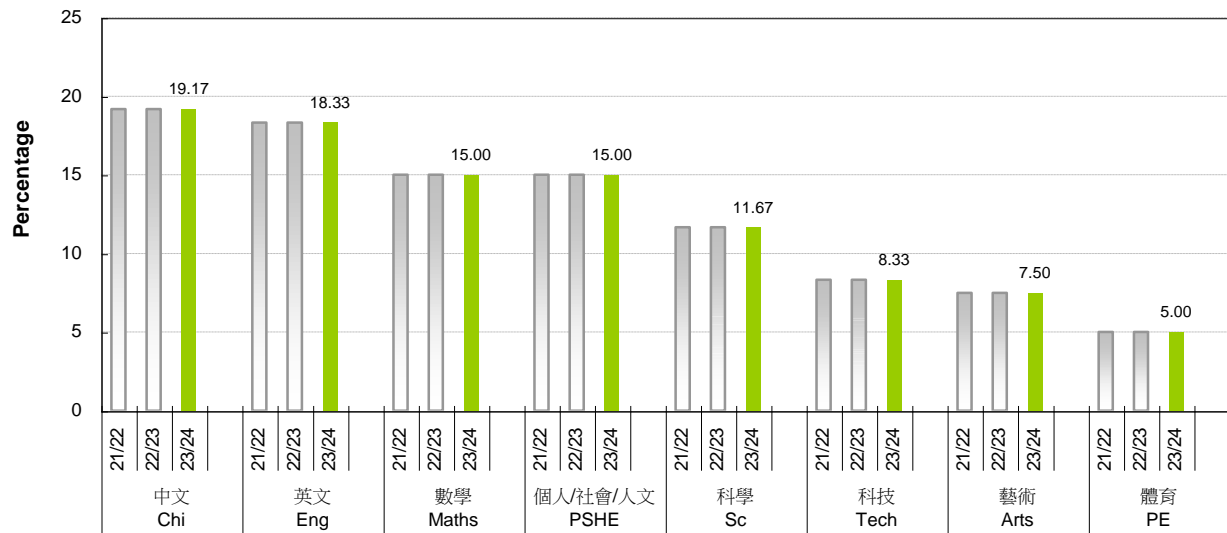


No. of Days in a School Year with Learning Activities



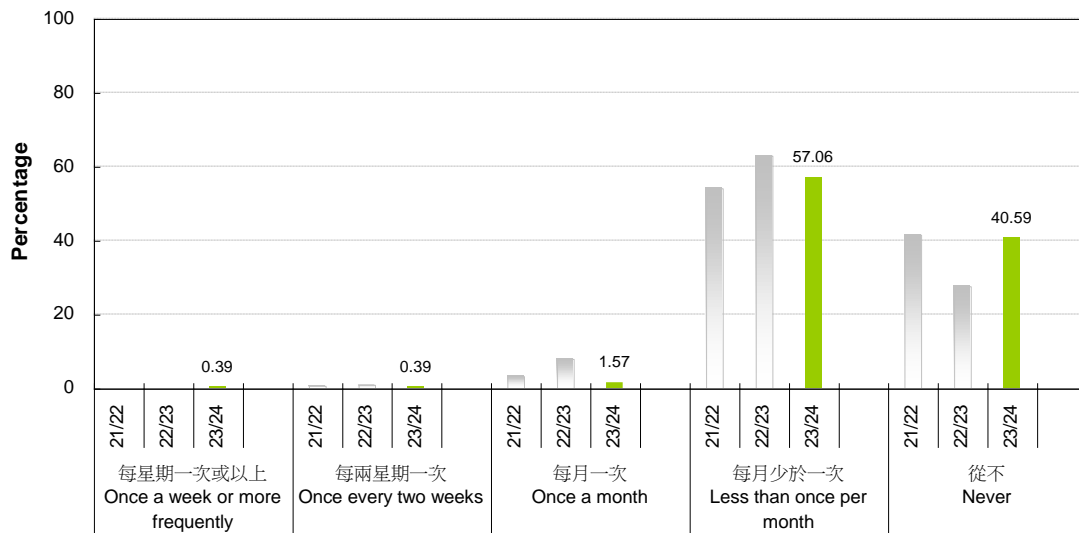
Lesson Time for the 8 Key Learning Areas (KLAs) (S1-S3)

Lesson Time Allocated to the 8 KLAs

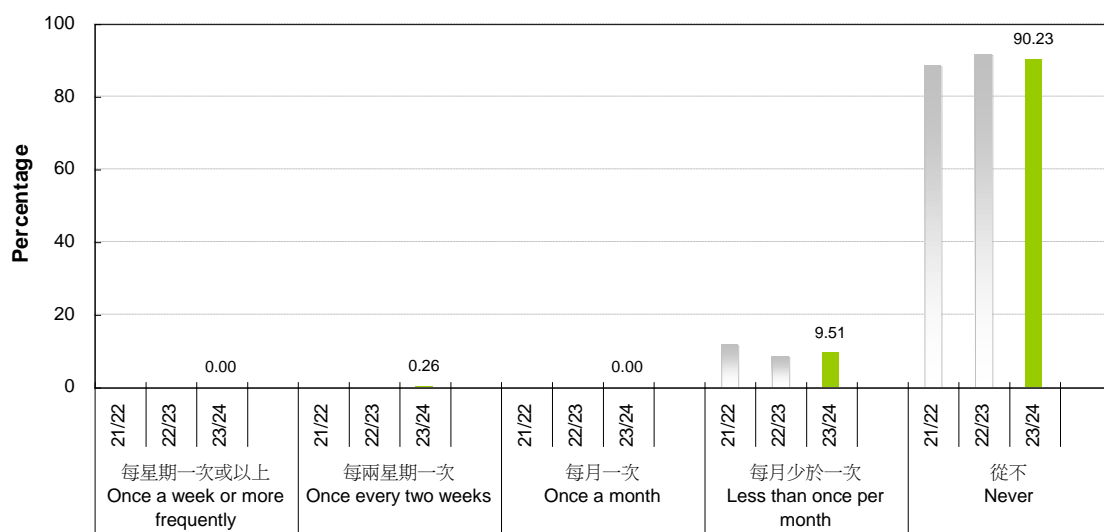


Reading Habit

Students' Frequency of Borrowing Reading Materials from the School Library

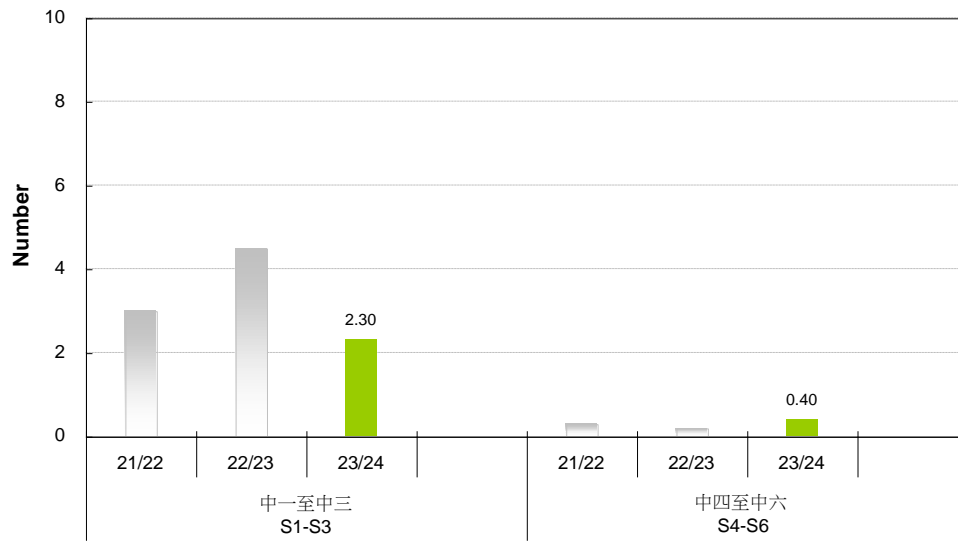


S1 – S3



S4 – S6

Average No. of Reading Materials Borrowed from the School Library Per Student Per Year



ACHIEVEMENTS AND REFLECTIONS ON MAJOR CONCERNS

Priority Task 1: To Foster our Students to Be Life-long Learners in order to Succeed in the 21st Century

| Achievements |
|---|
| <p>1 To reinforce student-centred learning : engage students in the inquiry and discovery processes by building on their creativity and ability so as to reinforce their life-long learning skills and habits</p> <p>1.1 Nurturing self-directed learning (SDL) skills and attitudes</p> <p>By embracing a culture of inquiry and exploration, we can empower students to become independent, critical thinkers who are capable of navigating the challenges and opportunities of the 21st century. The school has made concerted efforts to embrace such culture in order to foster students to be life-long learners.</p> <p>Various departments have organized diverse activities to enrich students' learning beyond the classroom. For example, the Career Guidance and Career Life Planning teams facilitated university campus visits, mentorship programs, and workshops to enhance students' understanding of real-world skills and explore academic and career paths. The Citizenship and Social Development curriculum incorporated projects on the Greater Bay Area and country's achievements to foster lifelong learning abilities.</p> <p>Subject departments have also implemented strategies to stimulate curiosity and nurture holistic development. The Economics Department subscribed newspaper enabling self-directed research and discussions on current issues. The BAFS Department promoted blended learning using resources outside business textbooks. Students participated in competitions and programs applying knowledge and developing communication, creativity, and problem-solving. In Biology, ecological workshops, field studies, and investigations allowed applying knowledge, and communication and problem-solving skills. The Chemistry Department encouraged pre-lesson preparation resulting in fewer misconceptions and more engaged lessons. The RME Department encouraged participation in religious activities exposing students to diverse practices.</p> <p>The Physics Department utilized various strategies such as providing notes, exercises and online resources for self-paced learning. Blended learning techniques like pre-recorded videos particularly benefited weaker students in grasping difficult concepts. STEAM initiatives included the cross-curricular project requiring applying multi-disciplinary knowledge to solve problems. The Joint-School Science Exhibition (JSSE), an annual science competition and STEAM exchange program in Singapore developed students' problem-solving skill, creativity and STEAM awareness through</p> |

workshops and cultural activities.

While some limitations in capacity and student enthusiasm were noted, the school demonstrated a concerted effort across subjects through these multifaceted initiatives. All in all, the school has successfully cultivated students' curiosity, independent learning skills, and ability to apply knowledge to real-world contexts. The diverse array of activities and learning experiences have reinforced lifelong learning habits and prepared students to navigate 21st century challenges and opportunities.

1.2 Enhancing and strengthening assessment literacy among teachers and students

Various departments implemented initiatives to improve assessment literacy. The Economics Department organized assessment design workshops for teachers on effective and holistic assessments that accurately measure learning. This deepened understanding of principles and techniques. Student assessment literacy sessions provided training on assessment types, preparation strategies, and empowered ownership of learning processes. Peer and self-assessment activities developed critical thinking and feedback skills.

The Physics Department studied recent DSE questions and reports to understand trends and performance. The Biology Department aligned tests with HKDSE requirements and adjusted teaching based on assessment performance. The Chemistry Department provided holiday study materials and short tests or quizzes to assess progress and consolidate students' learning. Teachers also attended EDB and HKEAA seminars on latest assessments. Department leaders shared curriculum and assessment updates with teachers to analyse reports and refine teaching. These initiatives have greatly enhanced the effectiveness of learning and teaching and promoted the DSE performance.

1.3 Refining the curriculum to align with the latest curriculum development

To better equip our students for the challenges in the 21st century and align with the latest educational developments, subject departments have been refining their curriculum and teaching strategies.

The Physics Department utilized blended learning by providing online resources, past papers, and marking schemes for self-paced study. The Economics Department and The BAFS Department collaboratively organise various learning and teaching activities, such as the Millennium Entrepreneurship, financial management contests, and company visits to Hong Kong Monetary Authorities and PwC, which allow students gain real-world exposure.

The STEAM Education Committee's cross-curricular projects in S1-S2 required applying multi-disciplinary knowledge to solve real-life problems. Besides, JSSE also promoted students' generic skills like creativity and presentation skills through independent investigations.

The Chinese Language Department implemented spiral teaching to help students master

writing techniques gradually. They also introduced the textbook "Appreciation of Classical Chinese Poetry and Prose in Junior High School" to enhance literary appreciation and critical thinking abilities through analysing classical works. The optimization of the Chinese curriculum laid a solid foundation in writing and literary learning.

In summary, the initiatives taken by various departments have motivated continuous improvement of teaching and assessment practice and the pursuit of excellence through diverse teaching strategies and learning experiences.

2. To provide resources for the development of information literacy, media literacy and technology literacy

2.1 Implement facility upgrades with high impact on learning and teaching

The Biology Department had faced challenges in carrying out interactive lessons using BYOD in all S3 classes. They highlighted how upgrades could help optimize interactive learning approaches by addressing resource constraints faced with current facilities. Upgrading facilities could help address this by providing necessary devices and materials for interactive learning.

The IT Team planned several facility upgrades with potential for high impact on learning and teaching. They planned to regularly update servers and PC patches twice yearly to maintain infrastructure. A new media server was planned to support media literacy initiatives. All S1-3 Apple TVs would be upgraded to enhance capabilities. Regular assessment and upgrades reflecting departmental needs would help maximize the effectiveness of interactive teaching and learning.

2.2 Strengthen e-learning with strategic bring-your-own-device (BYOD) policy

The Economics Department employed various online platforms like Khan Academy and Jodi Eongirl to enhance e-learning skills through quizzes and discussions.

The English Department subscribed all S1-5 students to an e-learning platform. Most teachers adopted apps and tools to make lessons more interactive, especially in junior forms. While senior forms have experienced some challenges with device misuse, these are being actively addressed through enhanced digital citizenship education and stricter monitoring protocols. The Acceptable Use Policy (AUP) would be reviewed to better address the discipline issues arisen from BYOD.

The BAFS Department adjusted teaching strategies using iPads under BYOD policy. This successfully strengthened learning, enhancing information literacy and IT skills. The Physics Department trialled interactive S3 lessons using iPads but found difficulties due to limited resources and materials.

While we have made remarkable strides in utilizing technology for educational enhancement, we recognize the journey towards full digital integration involves

continuous improvement. Issues such as device misuse and the need for policy refinement are being systematically addressed. Our ongoing efforts to assess the impact and coordinate implementation across subjects are crucial in overcoming these barriers and maximizing the benefits of e-learning.

As we move forward, we will continue to adapt and refine our strategies, ensuring that our technology use in education is both effective and responsible. Our commitment to enhancing digital competencies remains steadfast, and we are excited about fostering an innovation culture and preparing our students for emerging technologies.

2.3 Instil students with media and information literacy (MIL)

The Values and National Education committee organized interactive workshops covering topics like misinformation and fact-checking. These workshops were well-received by students and easier for teachers to facilitate with invited experts.

The Integrated Science Department provided tired questions for self-study which help students better understand exam grading requirements. Teachers also conducted in-depth analysis of students' performance, which was highly effective in identifying and addressing misconceptions.

However, The Tourism and Hospitality Studies Department found it difficult to develop the students' ability to evaluate information found on the internet as examining sources is challenging and suggested adopting a whole-school approach requiring coordination across subjects.

While departments undertook their initiatives, continuous refinement through whole-school coordination could help maximize the impact through incorporating concerted efforts across learning areas. An effective whole-school strategies would support fully achieving media and information literacy goals.

2.4 Raise students' awareness of technological advancements on learning and daily life

The ECA Department provided several programs to raise awareness:

- English writing workshops equipped student leaders with social media skills for club promotion
- An urban planning workshop introduced land pricing software, providing hands-on experience in real-world scenarios
- A 3D modelling course with HKUST helped gain technical proficiency and enhance problem-solving through design thinking
- Encouraging CANVA use empowered students to develop design abilities through visually appealing posters

The BAFS Department discussed possibilities of AI technologies in teaching, though absorbing new technologies remains challenging.

While resources were limited, departments utilized various engaging initiatives involving technologies. Continuous exploration of emerging tools and refinement of strategies could help optimize the awareness and readiness of students for technological advancements.

Overall, there is a strong need for future technology plans including assessing new software/technologies, teacher professional development, and educating students on digital citizenship and responsible use. While various departments have successfully implemented technology-focused initiatives, ongoing coordination and policy refinement are essential. These efforts will ensure that our technology integration is seamless and that our educational strategies remain aligned with rapid technological advancements.

3. To enhance teachers' competence in adopting e-learning for teaching

3.1 Provide sufficient technical support to maintain the network and support for e-learning and e-communication

To better support e-learning for teaching and e-communication, the school should ensure the IT infrastructure and network are reliable. To troubleshoot any issues faced by teachers, timely technical support by IT support team is essential.

The school has provided such resources and technical support and ensured teachers can focus on effective technology use in teaching without worrying about technical problems. Specifically, the IT team has set up learning management systems like Google Classroom and eClass to facilitate e-learning. They provided Google for Education training for new teachers to boost competence in e-learning tools. An AI training workshop was also conducted to help leverage the use of artificial intelligence.

In summary, maintaining a robust technical foundation through infrastructure investments and technical support appears crucial. The school's provision of IT support and training indicates efforts to fulfill this requirement. The continuous evaluation of teachers' needs and technological development will be important to guide further enhancement in the technical areas.

3.2 Encourage the use of e-books and digital learning materials in learning and teaching

Teachers of different disciplines adopted various e-learning strategies. The Chemistry Department allowed senior students to use tablet computers with e-books during lessons, enabling quicker referencing and more effective cross-topic problem solving.

The Chinese Language, Citizenship and Social Development, Tourism and Hospitality Studies and Economics Departments utilized various online resources for learning and teaching. The English Department encouraged the use of e-learning platform and established an e-learning team. The Geography Department utilized publisher resources for exercises and virtual trips.

The Physics Department organized e-learning and AI workshops for teachers and teachers also attended EDB courses. However, limited resources and tight schedules hindered promotion.

Overall, departments actively encouraged and supported adoption through various training opportunities and resources to supplement traditional learning and teaching. Continuous assessment of impact and refining support could enhance teachers' competence in e-learning.

3.3 Encourage sharing of e-learning resources among teachers and interflow between subject departments

Various departments facilitated resource sharing and access through centralized depositories. Collaborative platforms and meetings encouraged good practices and strategies sharing.

The Integrated Humanities Department actively shared videos, slides, references among teachers. Teachers conducted demonstrations of e-learning tools to improve e-teaching skills by peer learning.

The Chinese Language Department encouraged peer group online resource sharing. The Physics Department frequently shared pre-lesson materials, assignments and assessments, discussing ideas in meetings. Physics teachers also explored the use of AI in lesson preparation and non-teaching work to spare more time for supporting students. The STEAM and Visual Arts Departments collaborated on digital arts projects using 3D printers, laser cutters and design software, providing trainings and showcasing student outcomes.

To sum up, by providing support, encouraging digital adoption and coordinating resource/expertise exchange, the school has made notable success in e-learning. Continuous evaluation reflecting departments' and students' needs can maximize benefits brought by technologies.

Reflections and Follow ups

1. Through the implementation of strategies mentioned in Tasks 1-3, the school has made progress toward the goal of cultivating students as lifelong learners equipped for 21st century success.

By engaging students in inquiry-based learning that builds on their creativity and abilities, the skills and habits of self-directed learning were reinforced.

Through strengthening information, media and technology literacies by providing resources and initiatives across departments, students were better equipped with the skills necessary to navigate emerging technologies and digital landscapes.

By enhancing teachers' competence in e-learning adoption via adequate technical support,

encouragement of digital adoption and coordinated sharing of expertise, students' learning experiences and continuous growth of competence were optimized.

2. Looking ahead, ongoing assessment and refinement of practices can maximize benefits brought by these initiatives.
3. The school has demonstrated her commitment to foster students' lifelong learning capabilities crucial for them to thrive through lifelong technological and societal changes. The school will pay more effort in promoting self-directed learning.

Priority Task 2: Promotion of Positive Health among Josephians

Achievements

As we progress in our journey as an action school in the Whole School Health Programme, our commitment to enhancing the health and well-being of our students remains steadfast. By implementing structured and proactive initiatives, we aim to create a supportive and nurturing environment that prioritizes the holistic well-being of all members of our school community. Through these efforts, we strive to promote a culture of well-being, growth, and success among our students, staff, and families.

Our students demonstrate remarkably high emotional well-being across various dimensions of affect. They exhibit elevated levels of positive emotions, minimal negative affect, and low levels of academic anxiety. Additionally, students excel in physical exercise, surpassing the average school performance in Hong Kong.

In the academic year 2023-24, our school became a pledged school in the Whole School Health Programme. This initiative has provided us with valuable support from the Department of Health, including online parents' talks, teacher workshops, and expert advice.

Our Educational Psychologist has conducted mental health workshops for our S1 school ambassadors. These workshops involve creating PowerPoint presentations to share essential information on mental health, such as understanding mental health and how to seek help. This program is set to expand to S4 next year.

To ensure the physical well-being of our students, we applied a Free Shuttle Bus service for Student Health Service with a high participation rate among students. We also have implemented a Seasonal Influenza Vaccination School Outreach Programme, providing free vaccinations to 450 students. As part of the TEENS Teeth Award Scheme 2023-24, our S2 school ambassadors have been trained to serve as peer leaders, focusing on promoting oral health through the Oral Health Promotion Programme.

In collaboration with the Chinese University of Hong Kong, we are part of the youth behaviour health research project to analyse electronic device addiction among our students.

Our students achieved outstanding results in the Mascot Design Competition 2023-24 organized by the Department of Health, securing the champion, second, and third places.

During Wellness Week, activities such as Kin-ball, Pastel Nagomi Workshop, and switch sports were conducted by VEAPT. While the event was moderately effective and enjoyable for participating students and teachers, efforts are ongoing to enhance student participation and foster stronger student-teacher connections through increased physical activity in their daily routines.

Throughout the school year, we organized the "Clean School Campaign" twice, and the "Joyful Fruit Week" with the support of parents from the Parent-Teacher Association (PTA), where students were offered fruits upon entering the premises.

The PTA hosted various meaningful events, including Parent Sharing Sessions, Parenting Seminars, and an outing in November. Joint school football matches and the Joyful Fruits Day aimed to promote the health and well-being of both parents and students.

Participating in the Leadership Institute on Narcotics, the Josephians Promotion Council has taken a proactive role in advocating for an anti-drug message through innovative and engaging approaches for the younger generation and the wider community.

Reflections and Follow ups

1. Upon reflection, several areas of concern and opportunities for improvement have surfaced within our student body. While students generally exhibit high emotional well-being, there are moderate concerns related to fear of failure, psychosomatic symptoms, and anxiety or depressive symptoms. These specific areas highlight the need for targeted emotional support and interventions to address these challenges effectively.
2. In terms of relationships, students display a strong self-concept in their interactions with the opposite sex. However, their relationships with peers of the same sex and with parents appear to be weaker. This discrepancy underscores the importance of implementing interventions aimed at strengthening social interactions and familial bonds to enhance overall well-being.
3. During the "Clean School Campaign," it was observed that while some students were proactive in maintaining cleanliness, others only made minimal efforts when under scrutiny from judges. Although the punishment system had some impact, certain S2 classes in the second term still exhibited unsatisfactory performances. Post-campaign, there was a decrease in student concern for cleanliness, suggesting the need for additional measures to instil a culture of cleanliness beyond campaign periods.
4. Regarding the Wellness Week activities, despite a low turnout, participants engaged enthusiastically and found the Nagomi Workshop to be enjoyable and calming. Some students even expressed interest in pursuing pastel art independently, indicating a positive impact on their well-being and interests.
5. It is noteworthy that students excel in emotional stability and hold a positive view of their physical appearance, indicating strong self-esteem and emotional resilience. However, continuous efforts and targeted interventions are essential to address the identified areas of concern effectively and promote holistic well-being among our student community.
6. Moving forward, the Mental Health workshops for school health ambassadors will be extended to include S1 and S4 students to ensure a wider reach and impact across different grade levels. This expansion aims to provide comprehensive mental health education and support to a broader spectrum of students within our school community.

7. One notable observation is that some students appear to lack clear objectives and goals. To address this, it is essential to implement strategies that help students develop a sense of purpose and direction in their academic and personal pursuits. Introducing goal-setting exercises and fostering a culture of ambition and achievement can aid in guiding students towards defining and working towards their objectives effectively.
8. Additionally, it is crucial to introduce resilience-building activities and programs within our school environment. Resilience training can equip students with the necessary skills to navigate challenges, setbacks, and stressful situations with strength and adaptability. By fostering resilience, we empower our students to overcome obstacles and thrive in the face of adversity.
9. Furthermore, the concept of a growth mindset should be emphasized within our educational framework. Encouraging a growth mindset cultivates a belief in the potential for improvement and development through effort and perseverance. By instilling this mindset among students, we can foster a culture of continuous learning, resilience, and personal growth within our school community.

Priority Task 3: Co-creation of Passion-driven Learning Experience

Achievements

1. To Identify students' passion and to uncover their hidden talents

- 1.1 To ask S1 to S3 students to complete at the beginning of the school term an extracurricular activities form (ECA form)

All S1 to S3 students completed an ECA form on which they specify the hobbies and interests they engaged in. The 3-year student ECA tracking system helps students in witnessing their overall growth through tracking their records according to their participation in ECAs, performances, personality traits, and achievements, over the last few years. Teachers encouraged students to try new things in hopes of discovering their hidden talent and abilities which students are unaware of. It is hoped that if students' areas of strengths are identified and relevant training are provided to them at an early stage, they will be able to excel and serve better in every aspect of their life. The school invited teachers to identify gifted and talented students in order to support students' learning and development needs and to help students reach their full potential.

- 1.2 To offer to all students abundant opportunities (e.g., trial workshops, interest groups and mentorship programmes) which expose them to a fuller range of knowledge, skills, and abilities within and beyond the school curriculum

According to the 2023/24 APASO-III data, students were satisfied with the school (Q-Score 116; P-Score 85.7) and were actively engaged in and positive about school-organized after-school co-curricular and learning activities (Q-Score 116; P-Score 85.7), through which they developed their interests and life skills. Subject departments encouraged students to take part in various activities such as Young Astronaut Training Camp, Junior Secondary History e-Reading Award Scheme, etc. The number of school sports teams has increased from 15 to 18. The new school teams are sailing, bowling and lawn bowls.

- 1.3 To ask subject teachers to arrange students to take part in more competitions in order to horn their soft skills, transform potential into success and to boost their confidence

Students took part in various competitions such as Hong Kong Physics Olympiad, Asian Physics Olympiad, the 'Safe Cracking' International Physics Tournament, National Knowledge Competition, Hong Kong Geography Olympiad, etc. From students' ECA reports, the total number of competitions students took part in was 20% more than in the previous year. Our school teams celebrated their most successful year, winning awards in areas ranging from Uniform Groups, STEAM, Speech, Sports, National Security Education, etc. In the stakeholder survey report, students reported taking the initiative to participate in school-organized after-school co-curricular activities and learning activities spanning across a variety of academic subjects, music, sports, and interests.

2. To facilitate, assist, and support students' pursuit of passion

- 2.1 To create an environment in which diverse hobbies and interests (e.g., fencing, calligraphy, and speedcubing) are all appreciated and valued

The APASO-III data suggested that students found the learning atmosphere to be pleasantly competitive (Q-Score 116; P-Score 85.7). Teachers always encouraged students to take up new hobbies or interests, enrol in competitions, and maintain a positive mindset. The Students' Union runs an extracurricular activities recruitment week which offers an array of clubs from which students are given the freedom to explore and then choose.

- 2.2 To encourage teachers' provision of physical, mental, and emotional support to students who are pursuing their passion

Teacher advisors of different school teams, uniform groups, clubs, and societies provided students with ample support and assistance in extracurricular activities. The benefits of students' participation in and engagement with extracurricular activities were evident. According to the APASO-III data, students perceived themselves to process the essential skills of creativity (Q-Score 116; P-Score 85.7), critical thinking (Q-Score 116; P-Score 85.7), leadership (Q-Score 116; P-Score 85.7), and entrepreneurial spirit (Q-Score 116; P-Score 85.7).

3. To recognize the effort students have paid to find, follow, and develop their passion

- 3.1 To acknowledge students' autonomous engagement in passion-driven learning experience

In recognition of students' efforts and achievements, the school organized two internal prize presentations. Accolades and trophies were presented to celebrate the successes in many competitions that have run over the academic year.

- 3.2 To feature on the school website and/or social media accounts selected students inspirational or meaningful stories of pursuing their passion

Inspirational and motivational stories were shared on social media from time to time to showcase the power of overcoming challenges and pushing their boundaries. The Students' Union prepared a video to celebrate moments of brilliance, sportsmanship, sheer determination, and recognize students' accomplishments during the year.

- 3.3. To celebrate students' success in school-, inter-, school-, regional-, and international-level matches, competitions, and tournaments

From students' feedbacks, they agreed that the school had motivated them to pursue higher achievable goals through recognizing their achievements in both big and small award presentation.

Reflections and Follow ups

1. Enhancing Whole-Person Development through OLE

The school recognizes the importance of organizing and coordinating larger-scale Other Learning Experiences (OLE) to foster core values in students, such as empathy, law-abiding citizenship, and social responsibility. By integrating moral and civic education into these experiences, we aim to cultivate a well-rounded character in our students. Future initiatives will include community service projects, workshops, and interactive sessions that allow students to engage with diverse perspectives and develop a deeper understanding of their role in society.

2. Balancing Academic and Extracurricular Achievements

While we celebrate the successes in extracurricular activities, it is crucial to place an equal emphasis on academic achievements. The school plans to implement a more structured approach to recognize academic milestones alongside ECA accomplishments. This includes regular updates on academic performance, awards for academic excellence, and opportunities for students to showcase their scholarly work. By striking this balance, we aim to encourage students to excel in both areas, reinforcing the idea that academic success is just as valuable as extracurricular participation.

3. Diversifying Learning Activities to Meet Varied Needs

To better cater to the diverse interests, needs, and abilities of our students, the school will enhance the use of the Life-wide Learning Grant. This grant will be strategically allocated to departments and student societies to facilitate a wider range of learning activities. By providing financial support for workshops, field trips, and specialized training sessions, we aim to create more inclusive opportunities that resonate with all students. This approach will ensure that learning experiences are not only enriching but also tailored to the unique aspirations of each student.

4. Continuous Feedback and Improvement

To gauge the effectiveness of our initiatives and to ensure that we are meeting the needs of our students, we will regularly solicit feedback from students, parents, and teachers. This will be done through surveys and focus groups aimed at understanding the impact of our programs and identifying areas for improvement. By fostering an open dialogue, we can remain responsive to the evolving landscape of student interests and aspirations.

In conclusion, the reflections and follow-ups outlined here emphasize our commitment to fostering a holistic educational environment. By enhancing OLE initiatives, balancing academic and extracurricular recognition, diversifying learning activities, and maintaining open lines of communication, we aim to support our students in their pursuit of passions and prepare them for future success. We look forward to implementing these strategies in the coming academic year to continue nurturing the talents and interests of every student at St. Joseph's College.

FINANCIAL SUMMARY

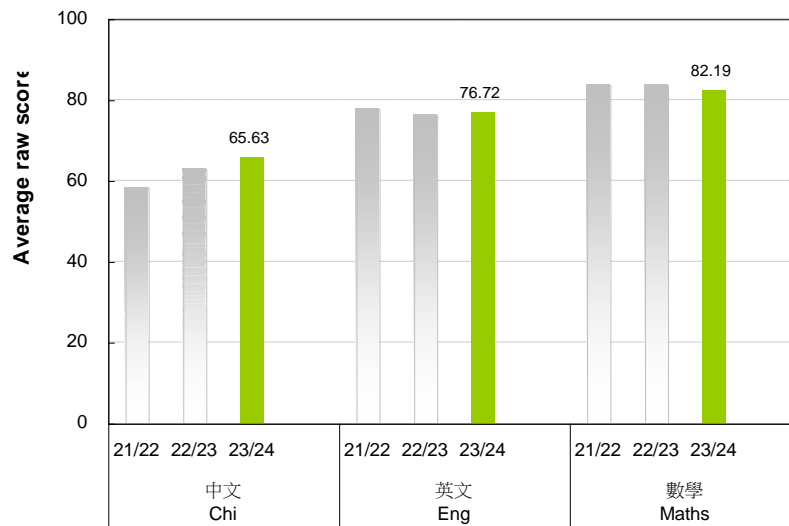
| | Income (\$) | Expenditure (\$) |
|---|--------------|------------------|
| I. Government Funds | | |
| (1) Expanded Operating Expenses Block Grant (EOEBG) | | |
| (a) Non-School Specific Grants (Baseline Reference) | | |
| Grant Received | 2,231,886.73 | |
| Other Income | 180,665.60 | |
| (1) School & Class Grant | | 1,756,771.71 |
| (2) Administration Grant for Additional Clerical Assistant | | 527,151.94 |
| (3) Composite Furniture and Equipment Grant | | 438,986.02 |
| (4) Consolidated Subjects Grants | | 133,401.15 |
| (5) Programme Funds | | 12,993.40 |
| (6) Supplementary Grant | | 34,239.29 |
| (7) Training and Development Grant | | 15,350.00 |
| (8) Vision 22 Phase 2 - Furniture and Equipment | | 981,730.36 |
| <i>Sub-total</i> | 2,412,552.33 | 3,900,623.87 |
| (b) School Specific Grants | | |
| (1) Administration Grant | 4,716,414.00 | 4,634,377.02 |
| (2) Air-conditioning Grant | 669,605.00 | 631,413.00 |
| (3) Composite Information Technology Grant (CITG) | 576,658.00 | 507,239.16 |
| (4) Capacity Enhancement Grant (CEG) | 666,935.00 | 672,874.25 |
| (5) School-based Management Top-up Grant | 52,596.00 | 1,140.00 |
| <i>Sub-total</i> | 6,682,208.00 | 6,447,043.43 |
| (2) Grants outside EOEBG | | |
| (1) Diversity Learning Grant - Applied Learning | 156,950.00 | 156,950.00 |
| (2) Diversity Learning Grant - Other Programmes | 117,000.00 | 72,000.00 |
| (3) Enhanced Funding for Non-Chinese Speaking Students | 1,019,029.00 | 1,015,160.40 |
| (4) Grant for Supporting NCS Students with SEN | 105,191.00 | 161,411.25 |
| (5) Grant for the Sister School Scheme | 162,994.00 | 151,782.98 |
| (6) Information Technology Staffing Support Grant | 333,812.00 | 371,374.75 |
| (7) Learning Support Grant for Secondary Schools | 317,114.00 | 365,923.75 |
| (8) Life-wide Learning Grant | 1,483,217.00 | 2,128,262.88 |
| (9) Moral and National Education Subject Support Grant | 0.00 | 46,670.20 |
| (10) One-off Grant for Mental Health at School | 60,000.00 | 14,947.84 |
| (11) One-off Grant for Mental Health of Parents and Students | 20,000.00 | 0.00 |
| (12) One-off Grant on Parent Education | 200,000.00 | 0.00 |
| (13) One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools | 150,000.00 | 19,800.00 |

| | Income (\$) | Expenditure (\$) |
|--|---------------|------------------|
| (14) One-off Grant for Promotion of Chinese Culture Immersion Activities | 300,000.00 | 0.00 |
| (15) Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development | 0.00 | 9,964.00 |
| (16) Promotion of Reading Grant | 76,064.00 | 79,278.18 |
| (17) Student Activities Support Grant (SAS Grant) | 15,600.00 | 15,600.00 |
| (18) Teacher Relief Grant (TRG) | 1,282,110.00 | 989,822.75 |
| <i>Sub-total</i> | 5,799,081.00 | 5,598,948.98 |
| | | |
| II. School Funds (General Funds) | | |
| (1) Subscription/Tong Fai and other income received | 1,169,635.44 | 892,516.93 |
| (2) Sales of exercise books & stationery | 49,502.40 | 48,044.00 |
| (3) Donations and Scholarships | 416,810.00 | 273,684.00 |
| (4) Photocopying and printing fees | 284,519.55 | 302,742.47 |
| (5) Fees collected by subject departments and functional teams | 1,708,899.21 | 1,720,052.04 |
| (6) Music Department | 357,808.00 | 400,002.30 |
| (7) Approved collection for specific purposes | 1,371,800.00 | 1,966,522.60 |
| (8) Subsidy from SJC Foundation | 13,741,291.18 | 13,741,291.18 |
| <i>Sub-total</i> | 19,100,265.78 | 19,344,855.52 |
| | | |

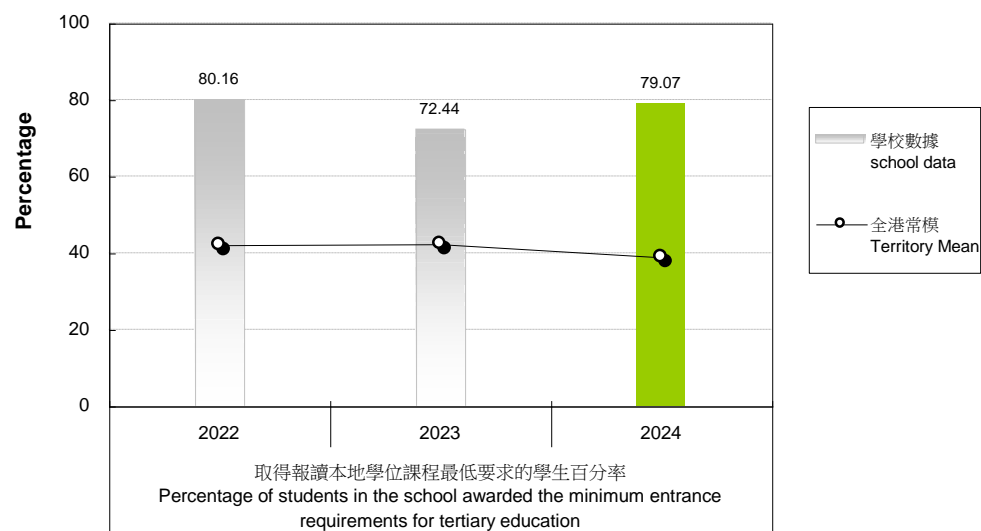
PERFORMANCE OF STUDENTS

HKAT

Students' Average HKAT Scores of S1A Test for the
Subjects Chinese, English & Mathematics



HKDSE



Achievements and Awards

| Nature | Name of Competition / Organization | Award Details | | |
|------------------|--|---|---|--|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Speech Festivals | Hong Kong Schools Speech Festival - English Section | Champion: 16 1 st runner-up: 11 2 nd runner-up: 6 | Champion: 14 1 st runner-up: 7 2 nd runner-up: 14 | Champion: 11 1 st runner-up: 7 2 nd runner-up: 3 |
| | Hong Kong Schools Speech Festival - Chinese Section | Champion: 6 1 st runner-up: 4 2 nd runner-up: 7 | Champion: 4 1 st runner-up: 7 2 nd runner-up: 8 | Champion: 5 1 st runner-up: 3 2 nd runner-up: 2 |
| | Hong Kong Elite Speech Competition | - | Champion: 1 | - |
| | Hong Kong Students Open Speech Competition | Solo Verse Speaking: 1 st Place | - | - |
| | 全港中小學普通話演講比賽 | 港島區高中組 (初賽): 優異星獎: 3 港島區初中組 (初賽): 冠軍: 1 季軍: 1 優異星獎: 2 最佳語音面貌表現獎: 1 最傑出參與學校 | - | - |
| | 全港學生公開朗誦比賽 | - | - | 冠軍: 1 亞軍: 1 季軍: 1 |
| Debating | Hong Kong Schools Mooting and Mock Trial Competition | - | Champion: 1 Bencher's List of Honorary Mention for Outstanding Advocacy: 2 | Champion: 2 |
| | CUHK Model United Nations Conference | - | - | Most Confident Speaker: 1 |
| | Sing Tao Inter-school Debating Competition | - | Most Improved School Award: 1 Most Outstanding Debater Award: 1 | - |
| | Hong Kong Secondary Schools Debating Competition | Term One (Enhanced Format) Champion Junior Division (Enhanced Format): Champion | - | - |
| | 星島全港校際辯論比賽 | - | - | 亞軍 |
| | 聯校中文辯論比賽 | 亞軍 | - | - |
| | 全港學界辯論比賽 | 亞軍 | - | - |
| | 奇趣盃 | 亞軍 | - | - |
| Music | Hong Kong Schools Music Festival | - | Champion: 2 1 st Runner-up: 4 2 nd Runner-up: 2 | Champion: 3 1 st Runner-up: 1 |

| Nature | Name of Competition / Organization | Award Details | | |
|--------|---|---|--|--|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Music | Hong Kong Inter-school Choral Competition cum Masterclass | Gold Award: 1 | - | Gold Award: 2 |
| | Hong Kong Youth Music Interflows | String Quartet Bronze Award String Orchestra Merit Award | - | String Orchestra Silver Award Symphonic Band Silver Award |
| | Joint School Music Association (JSMA) Competition | - | - | Silver: 1 |
| | Rimini International Choral Competition | Equal Voices Choirs: Silver Diploma Children and Youth Choirs: Silver Diploma Popular, Folk, Spiritual/Gospel Choirs: Silver Diploma | - | - |
| | Taipei International Choral Competition | A1 Children Choir Champion Gold Award Creative Choreography Award | - | - |
| Sports | Football (Division I) (HKSSF) | - | A Grade: 1 st B Grade: 1 st C Grade: 2 nd Overall: 1 st Jing Ying Tournament: Champion | A Grade: 3 rd B Grade: 1 st C Grade: 3 rd Overall: 2 nd Jing Ying Tournament: 3 rd |
| | Basketball (Division I) (HKSSF) | 3x3 Basketball Marathon: 3 rd | A Grade: 1 st B Grade: 1 st C Grade: 1 st Overall: 1 st Jing Ying Tournament: Champion | A Grade: 1 st C Grade: 1 st Overall: 1 st |
| | 蘇黎世保險香港學界 3x3 籃球 | - | - | 1 st Runner-up |
| | Panasonic 學界籃球邀請賽 | - | - | 1 st Runner-up |
| | Swimming (Division I) (HKSSF) | A Grade: 2 nd B Grade: 4 th C Grade: 1 st Overall: 2 nd | A Grade: 2 nd B Grade: 2 nd C Grade: 1 st Overall: 2 nd | A Grade: 2 nd B Grade: 2 nd C Grade: 3 rd Overall: 2 nd |
| | Pram Malaysia Invitational Age Group Swimming Championships | - | - | Champion: 8 1 st Runner-up: 2 |
| | Thailand Age Group Swimming Championships | - | Champion: 3 1 st Runner-up: 2 2 nd Runner-up: 1 | - |
| | FINA World Junior Swimming Championships | - | 2 nd Runner-up: 1 | - |
| | Water Polo (HKSSF) | Summer Junior Water Polo Championships: Champion | HKGSA School Invitational Championships: Champion | All Hong Kong Inter-school Water Polo Competition Boys Overall: 2 nd |

| Nature | Name of Competition / Organization | Award Details | | |
|-----------------|---|--|--|---|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Sports | Badminton (Division II/I/I) (HKSSF) | - | - | A Grade: 3 rd Jing Ying Tournament (Open Grade Individual): 2 nd |
| | Tennis (Division II) (HKSSF) | Champion | Overall: Champion | Champion |
| | Volleyball (Division II) (HKSSF) | - | A Grade: 2 nd | A Grade: 2 nd |
| | Table-tennis (Division I) (HKSSF) | Senior: 4 th | A Grade: 3 rd | B Grade: 4 th |
| | Athletics (Division III) (HKSSF) | A Grade: 2 nd B Grade: 1 st C Grade: 1 st Overall: 1 st | A Grade: 1 st B Grade: 1 st C Grade: 1 st Overall: 1 st | A Grade: 2 nd B Grade: 1 st Overall: 1 st |
| | Life-saving (HKSSF) | A Grade: 1 st B Grade: 2 nd Overall: 2 nd | Senior: 1 st Junior: 1 st Overall: 1 st | Senior: 1 st Junior: 1 st Overall: 1 st |
| | Rugby (Division II) (HKSSF) | - | A Grade: 1 st B Grade: 2 nd C Grade: 2 nd | - |
| | Beach Volleyball (Division II) (HKSSF) | - | Junior: 2 nd | - |
| | Fencing | - | 2 nd Runner-up: 2 | 2 nd Runner-up: 1 |
| | BOCHK Bauhinia Bowl Award | - | Outstanding Athlete Award: 3 | - |
| | BOCHK Rising Star Athlete Award | - | Winner: 1 | Winner: 1 |
| | All Hong Kong Schools Jing Ying Badminton Tournament (Secondary Schools Section) | 3 rd Runner-up | 2 nd Runner-up | 1 st Runner-up |
| | All Hong Kong Schools Jing Ying Table Tennis Tournament (Secondary Schools Section) | 3 rd Runner-up | - | Overall: 2 nd Boys Single: 3 rd Boys double: 3 rd |
| | All Hong Kong Inter-School Competition BOCHK Ruby Sevens Cup | - | - | B Grade: 4 th C Grade: 4 th |
| | Swedish Life-saving International Championships | - | - | Gold: 3 Silver: 2 Bronze: 1 |
| | HKFA Jockey Club Futsal Cup | U15 Champion U17 Champion | - | U15 Champion U17 1 st Runner-up |
| | Grantham Outstanding Student Athletes Awards | - | - | Winner: 2 |
| | A. S. Watson Group Hong Kong Student Sports Award | - | Winner: 1 | - |
| | Hong Kong China Swimming Association Invitational Water Polo Championships | 1 st Runner-up | - | - |
| Academic | Joint School Science Exhibition (JSSE) | Overall Champion | Overall Champion | Overall Second |
| | International Junior Science Olympiad (IJSO) - Hong Kong Screening | 1 st Class Honour: 1 2 nd Class Honour: 1 | 1 st Class Honour: 1 3 rd Class Honour: 1 | - |
| | Australian Big Science Competition (BSC) | - | - | High Distinction: 2 |

| Nature | Name of Competition / Organization | Award Details | | |
|----------|---|--|---|--|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Academic | The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Pre-stage and Level 1) | Award of Excellence: 5 Award of Completion: 6 | Award of Exceptional: 2 Award of Excellence: 5 Award of Completion: 3 | Certificate of Excellent Performance: 4 Certificate of Merit: 1 |
| | The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Level 2) | Award of Completion: 2 | Award of Excellence: 2 Award of Completion: 1 | Certificate of Excellence: 2 |
| | HKU Academy for the Talented | Certificate of Excellence: 5 | Certificate of Excellence: 31 | - |
| | International Biology Olympiad (IBO) – Hong Kong Contest | Bronze Award: 1 | - | Silver Award: 1 |
| | International Biology Olympiad (IBO) | - | - | Bronze Award: 1 |
| | HKASME HK Biology Literacy Award | - | 3 rd Class Honours: 2 Merit: 2 | - |
| | Future Advocator in Biology | 1 | 1 | 1 |
| | Asian Physics Olympiad | - | - | Bronze Medal |
| | Hong Kong Physics Olympiad | - | - | 1 st Class Honours: 1 2 nd Class Honours: 1 Honourable Mention for Schools |
| | International Symposium on STEM Education | Awardee: 2 | - | - |
| | STEM+E Consortium | - | - | Most Valuable Player Award |
| | Cambridge X Cathay Pacific Science Essay Competition | - | - | Top 5: 1 |
| | International Mathematical Olympiad Preliminary Selection Contest | - | - | Gold Award: 1 Silver Award: 1 Honourable Mention: 2 |
| | World Mathematics Team Championship – Intermediate Level | - | Silver Award: 1 | - |
| | Singapore Asian Schools Mathematical Olympiad | - | - | Gold Award : 1 |
| | Hong Kong Mathematical High Achievers Selection Contest | Second Honour: 1 Third Honour: 1 | First Honour: 1 | First Honour: 2 Third Honour: 1 |
| | Po Leung Kuk Youth Mathematics High Achiever Contest | - | - | First Class: 2 Third Class: 1 |
| | Hong Kong Mathematics Kangaroo Contest | - | 1 st Prize: 4 3 rd Prize: 2 | Peak Award: 1 3 rd Prize: 2 |
| | MathConception S1 INDV Winner List (HKG Region) | - | - | Champion: 1 Gold: 1 Silver 1 |
| | Hua Xia Cup | Gold Medal: 3 | - | - |
| | The Greater Bay Area Youth AI and CyberSec Challenge | - | - | Merit: 1 |
| | Fundamental Cloud Computing Technology (HKUSPACE) | - | - | Distinction: 1 |

| Nature | Name of Competition / Organization | Award Details | | |
|----------|---|---|--|--|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Academic | Hong Kong Secondary Schools Software Development Invitational Contest | - | Junior Section Silver Award: 1 | - |
| | ABCD Conceptual Competition | Big Data: Silver Award | - | - |
| | VTC New Energy Electric Vehicle Design Competition | - | - | Best Environmental Friendly Design Award Best Team Spirit Award Best Safety Design Award |
| | Young Astronaut Training Camp (Hong Kong Space Museum) | - | - | Top 30: 1 |
| | The First Hong Kong Inter-Secondary School Geology Quest | - | Bronze Award: 1 | - |
| | 全民國情知識大賽 | 初中組總冠軍 | 初中組季軍 | 初中組積極參與獎 |
| | 傳承・想創－積極推廣中國歷史與中華文化學校年度大獎 | 積極學習中國歷史與中華文化獎: 9 積極推廣中國歷史與中華文化學校教師獎 | 積極學習中國歷史與中華文化獎: 10 | 積極學習中國歷史與中華文化獎: 10 |
| | 全港學界「中史解碼」－手機螢幕桌布設計比賽 | - | - | 初中組季軍 |
| | 「認識憲法、《基本法》－與法治同行」全港中學校際演講比賽 | - | - | 初中組冠軍 |
| | 「認識憲法、《基本法》－與法治同行」全港中學校際問答及論證比賽 | - | 優秀表現獎: 10 | - |
| | 國家安全你要知・認識《基本法》網上問答比賽 | - | 優異獎 | - |
| | 「國慶日」網上問答比賽 | 中學組優異獎: 1 | - | - |
| | 全港學界狀元爭霸戰 | 中文 金獎: 5 銀獎: 2 英文 金獎: 9 銀獎: 3 數學 金獎: 11 銀獎: 2 狀元學府大獎 傑出導師大獎 傑出精英培育推動大獎 | 中文 金獎: 5 銀獎: 2 英文 金獎: 9 銀獎: 3 數學 金獎: 10 狀元學府大獎 傑出導師大獎 傑出精英培育推動大獎 | 中文 金獎: 8 銀獎: 7 英文 金獎: 9 銀獎: 3 數學 金獎: 10 狀元學府大獎 傑出導師大獎 傑出精英培育推動大獎 |
| | 22 nd Millennium Entrepreneurship Programme | 1 st Runner-up: 1 Outstanding Presenter | - | Most Astonishing Team Spirit |
| | CASH - 青年創意理財互動空間 理財短片創作大賽 | - | - | 冠軍 |

| Nature | Name of Competition / Organization | Award Details | | |
|--------------|---|---|--|--|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Academic | HKICPA Accounting and Business Management Case Competition | Certificate of Merit: 1 Certificate of Appreciation: 1 | Certificate of Appreciation: 1 | - |
| | HKMA Business Simulation Competition | Champion: 1 Fourth Place: 1 | - | - |
| Scholarships | Sir Edward Youde Scholarship | 2 | 2 | 2 |
| | SCMP Student of the Year Award | Linguist Putonghua: Finalist Sportsperson: Finalist Linguist Cantonese: 2 Shortlisted | Linguist Putonghua: Shortlisted Sportsperson: 1 st runner-up Best Devotion to School: Shortlisted | Sportsperson: 2 nd runner-up Best Devotion to School: Champion |
| | Future Stars – Upward Mobility Scholarship | 2 | - | - |
| | Harmony Scholarships Scheme | 6 | 4 | 4 |
| | Outstanding Ethnic Minority Student Award Scheme 2023 | - | 2 | - |
| | Smart City and Innovation Scholarship | - | 1 | - |
| | Grantham Maintenance Grants | 1 | - | - |
| | Hong Kong Scholarship for Excellence Scheme | - | - | 1 |
| | Belilios Scholarship | - | 6 | - |
| | Woo Hay Tong Scholarship | - | - | - |
| Arts | MTR Metaverse Future Station Facility Creation Competition | - | - | 1 |
| | Poetry Remake Competition | | Commendable Award: 1 | - |
| | Student Visual Arts Work | Gold Prize: 2 | - | - |
| Service | Chief Scout's Award | - | - | 3 |
| | Dragon Scout Award | - | - | 2 |
| | Hong Kong Venture Scout Competition | - | - | 總冠軍 野外挑戰項目 亞軍 活動策劃項目 冠軍 團隊機智項目 亞軍 |
| | Carlton Trophy Victoria District Selection | - | - | Champion: 1 2 nd Runner-up: 1 |
| | Carlton Trophy Hong Kong Island Region Selection | - | - | 2 nd Runner-up |
| | Scout of the Year Selection | Scout of the Year: 1 | - | Scout of the Year: 1 |
| | Hong Kong Scout Challenge Competition | - | 1 st Runner-up: 1 | - |
| | Hong Kong Island Scout International Regatta – Sailing (Double) | - | 1 st Runner-up | - |
| | Hong Kong Island Region Scout Rally Foot Drill Competition | Venture Scout Unit: 1 st Runner-up Air Scout Troop: 2 nd Runner-up, Best Uniform & Best Commander | - | - |

| Nature | Name of Competition / Organization | Award Details | | |
|---------|---|---|--|---|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| Service | Central & Western District Youth First-aid Competition | - | 2 nd Runner-up | - |
| | Hong Kong Red Cross HKID Nursing Competition | Bronze Award: 1 | - | Champion: 3 Best Unit of the Year: 2 nd Runner-up |
| | Hong Kong Island Outstanding Students | Junior Secondary: 2 | Senior Secondary: 1 | Junior Secondary: 1 Senior Secondary: 1 |
| | Hong Kong Island Outstanding Students of the Central & Western District Award | - | Winner: 1 | Winner: 1 |
| | Hong Kong Outstanding Teens Election | - | Top Twenty: 1 | Top Twenty: 1 |
| | Hok Yau Club Outstanding Student Leaders Award | Top Ten Outstanding Student Leaders Award: 1 Student Leader Award: 1 | - | Top Ten Outstanding Student Leaders Award: 1 |
| | Hong Kong Special Administrative Region Outstanding Students Selection | - | - | Top Ten Students: 1 |
| | World Outstanding Student Directory (Asia) | - | - | Winner: 1 |
| | Certificate of Commendation for Volunteering Work | - | Gold Award: 3 Silver Award: 2 Bronze Award: 10 | Gold Award: 11 Silver Award: 5 Bronze Award: 2 |
| | 香港課外活動優秀學生表揚計劃 | - | 1 | |
| | Hong Kong 200 Leadership Project | - | Silver Award: 1 | - |
| | Hong Kong Youth Improvement Award | Hong Kong Youth Improvement Award: 1 Merit: 2 | - | - |
| Others | Harvard Book Prize Essay Award | 1 | 3 | 3 |
| | Department of Justice Mediation Essay Competition | - | Merits Award: 4 | - |
| | The Chartered Institute of Logistics and Transport Essay Competition | - | English Senior 1 st Runner-up: 1 English Junior Merit Award: 1 | - |
| | Hong Kong Young Writers Award | - | Shortlisted: 1 Honourable Mention: 3 | Shortlisted: 1 |
| | Annual Book Report Competition for Secondary School Students | - | Junior Division: 1st Runner-up | - |
| | 仲夏夜之夢寫作比賽 | 各校最受歡迎文章獎: 5 Crossover 創作大獎: 3 傑出文章獎: 1 整體最受歡迎文章獎: 2 | - | - |
| | Princeton Club of Hong Kong Book Award | 1 | - | - |

KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2024 – 2025

Our three major concerns:

- ✧ Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education
- ✧ Unlocking the Power of Students' Digital Competences Needed to Succeed in a Rapidly Changing World
- ✧ Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity

Appendix

- **Capacity Enhancement Grant (CEG) - Programme Evaluation Report (2023-2024)**
- **Diversity Learning Grant (DLG) : Funded Other Programme- Programme Evaluation Report (2023-2024)**
- **Report on the Use of the Life-wide Learning Grant (2023-2024)**
- **Report on One-off Grant for Mental Health at School (2023-2024)**
- **Report on One-off Grant for Mental Health of Parents and Students (2023-2024)**
- **Report on the Use of the Student Activities Support Grant (2023-2024)**
- **Report on the Use of the Promotion of Reading Grant (2023-2024)**
- **Report on Sister School Exchanges (2023 – 2024)**

Capacity Enhancement Grant (CEG) - Programme Evaluation Report (2023-2024)

| Domain | Programme | Objective(s) | Targets | Duration | Teacher i/c | Evaluation | Budget | Expenditure |
|-------------------------|-------------------|---|----------------------------------|-------------------------|--------------------|--|--------------|--------------|
| BAFS | Student Assistant | <ul style="list-style-type: none"> To update the BAFS past paper bank including Core, Account and Management parts. | S4-S6 BAFS students and teachers | 12.5 hours | Ms. Chan Christina | Past papers were well organized by chapter; and teachers and students found it very useful for new and old syllabus. | \$5,400.00 | \$1,500.00 |
| Chinese Language | Assistant Teacher | <ul style="list-style-type: none"> To provide better learning experience to students. To relieve S6 teachers' workload. | S1-S6 | 1 Sept 2023-31 Aug 2024 | Ms. Lam Cathy | Mr. Szeto helped us a lot on administrative work. He also helped us teach junior form students. | \$350,595.00 | \$371,374.75 |
| | Speech Coaching | <ul style="list-style-type: none"> To assist teachers in the training of speech competitions. | S1-S6 | 1 Sept 2023-31 Aug 2024 | Ms. Lam Cathy | Students' abilities in speech are improved. | \$8,000.00 | \$1,000.00 |
| Economics | Student Assistant | <ul style="list-style-type: none"> To update the Econ past paper bank. | S4-S6 ECON students and teachers | 30 hours | Ms. Chu ML | Past papers were well organized by chapter; and teachers and students found it very useful for DSE syllabus. | \$2,000.00 | \$2,500.00 |

| Domain | Programme | Objective(s) | Targets | Duration | Teacher i/c | Evaluation | Budget | Expenditure |
|-------------------------|--|---|---------|-------------------------|-------------------|---|--------------|--------------|
| English Language | Speaking practice with Native Speaker of English | <ul style="list-style-type: none"> To offer students the chances to interact with a native speaker of English in the English language. To familiar students with the exam setting of group discussions and to learn the skills necessary for the speaking exam. | S3 | May 2024 | Ms. Yam Christine | Some students volunteered to take part in the speaking session with a native speaker of English. They learned some essential speaking skills from the tutor and gained additional experiences of group discussion with schoolmates from other classes. The participants found the practice session helpful. | \$10,000.00 | \$2,000.00 |
| | S1-3 Public Speaking Workshop | <ul style="list-style-type: none"> To offer chances for interested students to learn public speaking skills. To enhance students' communication skills. | S1-S3 | May 2024 | Ms. Yam Christine | The public speaking class boosted students' confidence, clarity, and engagement. They improved in organizing thoughts, eye contact, and vocal variety. Constructive feedback fostered a supportive learning environment. | | \$2,400.00 |
| Library | Library Assistant | <ul style="list-style-type: none"> To assist the teacher librarian to perform her duties. To help with library book cataloging. To help with library routine work. | S1-S6 | 1 Sept 2023-31 Aug 2024 | Ms. Fok Annabelle | The library assistant was very helpful and could finish the task in time. Besides, she maintained good library service. | \$275,625.00 | \$292,099.50 |

| | | |
|--------------------|--|--------------|
| Total Expenditure: | | \$671,374.25 |
|--------------------|--|--------------|

St. Joseph's College
Programme Evaluation Report for
DLG – Funded Other Programme (2023-2024)

| Domain | Programme | Objective(s) | Targets | Duration | Deliverables | Evaluation | Expenditure |
|--|-------------------------------|--|--------------------|------------|--|--|-------------|
| English (TIC: Ms. Christine Yam) | S6 Elite Class Writing Course | To help selected students sharpen their writing skills. | S6 top 36 students | 4-5 months | One writing assignment each month | Students received more chances to write and get comments from another tutor. Students' confidence in approaching Paper 2 was improved. Some students were keen to submit work to the hired tutor, while some not. | \$7,380 |
| | DSE Writing Marking Service | 1) Apart from teachers, hired markers will also be assessing students' writing work in assessments – This is to let students have better knowledge of their performance in writing. 2) To allow S6 students to submit their writing work on a voluntary basis to hired tutors for comments. | S6 students | 4-5 months | Writing assessments and voluntary submission of writing pieces to hired tutors | The service served as a reference for school teachers to assess students' writing ability and school's own marking standard. Constructive comments were received from the hired tutor. Some students were benefited from this service as they were keen to submit writing work to hired tutor. Students received a score and comments from hired tutors about their writing performance. | \$11,920 |

| Domain | Programme | Objective(s) | Targets | Duration | Deliverables | Evaluation | Expenditure |
|--|---|--|--|---|---|--|-------------------------------|
| | S6 Oral Practice | To allow students have more chances to practice speaking during self-study period. | S6 students | 1 week | One week during March | This has been a popular service provided to students to train their speaking before the start of DSE paper 4 exam. Students received comments from the hired tutor and got the chance to practice speaking with students from other classes. | \$13,650 |
| | Editing fee for various writing competitions and scholarship applications | To increase the chances of winning in writing competition and getting scholarships. | S4-S6 students | Whole year | On a need base | Students' application essays needed heavy edits from the hired tutor. It was commented by the hired tutor that a workshop on how to write good application essays should be held before students start planning their essay. | \$2,300 |
| BAFS (TIC: Ms. Christina Chan) | Tutorials for students who need reinforcement | To cater for learning diversity, especially students who need reinforcement. | 24 S5-S6 students selected by BAFS Department | A weekly tuition for the elite class and the class of selected students between Sep 2023 and May 2024 | One assignment and class work for each lesson | Both elite and weak students have improved after the tutorial lessons. They have much confidence in answering questions in examinations. | Tutors' fee: \$17,750 |
| Visual Arts (TIC: Ms. WL Ip) | Enrichment programmes for elite students and DSE students | To provide the chance of receiving tutorship from professional young artist; To improve students' abilities and skills on paper I and paper II. | S5 & S6 DSE students selected by VA Department | 8 lessons/ 24 hrs | One to two artwork after the course | Students' performance has improved in the internal examination and public examination. | Workshop HKD 8300 (4800+3500) |

[illegible]

St. Joseph's College
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Jun 2022 ver.

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

| No. | Name, Brief Description and Objective of the Activity | Date | Target Students | | Actual Expenses (\$) | Actual Expenses per Person (\$) | Nature of Expenses* | Domain (Please select or fill in the domain of the activity as appropriate) | Evaluation Results | Essential Learning Experiences | | | | | Subject Panel / Teacher-in-charge |
|-----|---|-------------------|-----------------|------------------------|----------------------|---------------------------------|---------------------|--|--|--|------------------|------------------------------------|-------------------|----------------------------|-----------------------------------|
| | | | Level | 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. | | | | | | | | | | | | | | |
| 1 | Academic Prize Giving Day | Sep-23 | S1-S6 | 800 | \$43,487.90 | \$54.36 | E1 | Cross-Disciplinary (Others) | Students who organized and assisted in the ceremony were trained across different aspects. For one, student leaders of the cabinet developed leadership skills as they were tasked to ensure that their teams would responsibly carry out their duties. Generally speaking, student organisers also learned about event planning, execution, and revaluation throughout the APG as the event required them to plan well ahead of time, stay on top of things during the ceremonies, and reflect upon points of improvement after their completion. Meanwhile, prizewinning students felt recognized, motivated,and engaged in the Academic Prize Giving Day as a result of the ceremony. Parents, teachers, and students expressed senses of pride and achievement during the ceremony. The ceremony alsoshowcased the academic talents of students throughout different forms as well as that of the previous year's graduates. | ✓ | ✓ | ✓ | | | SUEN Rani |
| 2 | BAFS and Economics Competition enrollment fee | Dec-23 | S5 | 18 | \$1,200.00 | \$66.67 | E1 | Others, please specify: BAFS | It motivated students to participate the competition so as to show their potentials. | ✓ | | | | ✓ | CHU ML & CHAN Christina |
| 3 | Chinese Language Workshop for inter-school debate competition | Sep 2023-Aug 2024 | S1-6 | 20 | \$17,490.00 | \$874.50 | E1, E5 | Chinese Language | The student actively participates, and the mentor performs competently. The alumni serving as mentors always have a strong sense of attachment to their alma mater and are highly committed to their involvement. Their dedication is truly commendable. | ✓ | | ✓ | | ✓ | LAM Cathy/ NGUN KW |
| 4 | Chinese Language Workshop for inter-school speech competition | 27/11/2023 | S2 | 35 | \$2,264.00 | \$64.69 | E2 | Chinese Language | The student actively participates in the competition. | ✓ | | ✓ | | ✓ | LAM Cathy/ NGUN KW |
| 5 | Transportation Fee Subsidy: for local experiential learning activities such as volunteer work and life-wide learning activities. | | | | | | | Leadership Training | | | | | | | |
| 5a | Visit to ARUP office, an engineering consultant -learn about the engineering industry -technology of AI -human resources | 20-Sep-23 | S1-S6 | 58 | \$1,500.00 | \$25.86 | E2 | Others, please specify: ECA, STEM and Career | The engineers delivered presentations on their careers and job responsibilities. This content is better suited for senior-level students. Junior-level students particularly enjoy visiting the office. | ✓ | ✓ | ✓ | ✓ | ✓ | TAM CY & FOK Annabelle |

| | | | | | | | | | | | | | | | |
|----|---|----------------------|-------|----|------------|---------|----|---------------------|---|---|---|---|---|--|-----------------------|
| 5b | Hong Kong St. John Ambulance Brigade - Inter Divisional Footdrill Competition | 8/10/2023 (postpone) | S3-S4 | 12 | \$750.00 | \$62.50 | E2 | Leadership Training | Transportation originally was to provide to students to facilitate them to reach the competition venue, yet due to extreme weather condition, the competition was postponed to 4th Nov., 2024 (however the fee couldn't be refunded due to that the Black Rainstorm Warning Signal was hoisted and the change of event was informed in short notice). After a dense schedule of practice, St. John Ambulance SJCAD won 4th place in the drill competition, in which all members are contented with the result. Members' teamwork abilities were enhanced as they worked as a team and strived for the best. | | ✓ | | | | LAW Henry |
| 5c | VEAPT Training Camp | 15-16 Sept | S2-S5 | 55 | \$3,200.00 | \$58.18 | E2 | Leadership Training | The training camp nurtured the students in the organizing committee to be effective Team Heads of the VEAPT. The camp provided insight, training, and activities to develop these students' organizational skills, event planning skills, leadership, and problem-solving skills. It had a positive impact on them by increasing these students' exposure to event planning. Also, apart from being an opportunity to plan events for its organizers, the camp also enhanced the team spirit and loyalty of the students inside the VEAPT. Through multiple team building activities during the camp and interactions with one another, the participants were able to gain more understanding of the VEAPT spirit and | ✓ | ✓ | ✓ | | | SUEN Rani |
| 5d | Caritas Bazaar | 5-Nov-23 | S4-S5 | 12 | \$253.70 | \$21.14 | E2 | Leadership Training | The student helpers diligently assisted in the acquisition of donations for the Caritas charitable sale by facilitating the purchase of various products. This collaborative effort not only contributed to the success of the sale but also heightened their awareness and commitment to serving the underprivileged. | | | | ✓ | | WONG Wendy |
| 5e | 國藝會- Visit to Cultural Museum in Shatin | 15-Nov-23 | S1-S5 | 25 | \$1,800.00 | \$72.00 | E2 | Chinese Language | Students participated in a guided tour to understand the art works and background information of the exhibition, and learned about the cultural and artistic aspects of Chinese culture. | ✓ | | ✓ | | | LAM Cathy/ NGUN KW |
| 5f | Multicultural Club- Visit to Hong Kong Cemetary | 15-Nov-23 | S1-S5 | 15 | \$700.00 | \$46.67 | E2 | Values Education | Students learnt about the history, sociology, and architecture of Hong Kong Cemetery by visiting its historic stone monuments and graves. These impressive structures provide a vivid snapshot of the individuals who played a significant role in the success of old Hong Kong over the past one hundred and fifty years. | | ✓ | | | | FOK Annabelle |

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|----|---|-------------------|-------|-----|------------|----------|---------|-------------------------------------|--|--|---|---|---|---|------------|--------------|
| 5g | Football competition appreciation | 27-Nov-23 | S1-S6 | 120 | \$2,600.00 | \$21.67 | E2 | Physical Education | Enrich students’ Other Learning Experice, Through the activities can let student to better understand the "Josephian Spirit" and the operation of its Cheering team, as a fan/audience/supporter, certain attitudes should be maintained. | | ✓ | ✓ | | | CHU LY | |
| 5h | Red Cross Training Camp | 6/2 & 8/2 | S1-S5 | 40 | \$2,100.00 | | \$52.50 | E2 | Leadership Training | Transportation between the school and the campsite was facilitated. It was cost-efficient. | | ✓ | ✓ | ✓ | | WONG Anthony |
| 5i | Cheering Team for Jing Ying Football match | 12-Mar-24 | S3-S5 | 300 | \$6,900.00 | \$23.00 | E2 | Physical Education | Cheering is pivotal in cultivating unity and enthusiasm among students. Their support for our school teams reflects a deep appreciation for sportsmanship and team spirit. | | ✓ | ✓ | | | CHU LY | |
| 5j | B Grade Football Final- cheering team | 4-Mar-24 | S1-S5 | 130 | \$3,000.00 | \$23.08 | E2 | Physical Education | Cheering is pivotal in cultivating unity and enthusiasm among students. Their support for our school teams reflects a deep appreciation for sportsmanship and team spirit. | | ✓ | ✓ | | | CHU LY | |
| 5k | Social Service Group - Visit to Senior Buddy Charity Farm | 14-Jul-24 | S3-S5 | 11 | \$1,820.00 | \$165.45 | E2 | Moral, Civic and National Education | A visit to the Senior Buddy Charity Farm was arranged through the Social Service Group in July. About 10 boys from S3 to S5 learnt about the STEAM elements (converting coffee grounds to fertilizer, the mechanism of water curtain for cooling effect due to evaporation) from the organizers. | ✓ | ✓ | | ✓ | | WONG Wendy | |
| 5l | Mai Po Nature Reserve | 21-Jun-24 | S4-S6 | 20 | \$900.00 | \$45.00 | E2 | Science | Based on the feedback collected, participants learned more about mangroves in Hong Kong during the event. Over 90% of attendees reported enjoying the visit. Some participants suggested that more similaractivities should be organized in the future. However, they recommended avoiding scheduling such events during extremely hot weather conditions. | ✓ | ✓ | ✓ | | ✓ | CHAN Chloe | |
| 5m | Visit to HAECO | 8-Jul-24 | S1-S4 | 18 | \$1,680.00 | \$93.33 | E2 | Cross-Disciplinary (STEM) | Students learned about the STEAM elements (e.g. mechanism of air flow through the airplane, use of materials for the airplane, movement of airplane after landing) in the visit. The engineers in HAECO also delivered presentations on their careers and job responsibilities. | ✓ | | | | | ✓ | HO Shirley |
| 5n | Joint School Visit to Senior Buddy Charity Farm | 14-Jul-24 | S3-S5 | 11 | \$1,660.00 | \$150.91 | E2 | Moral, Civic and National Education | A visit to the Senior Buddy Charity Farm was arranged through the Social Service Group in July. About 10 boys from S3 to S5 learnt about the STEAM elements (converting coffee grounds to fertilizer, the mechanism of water curtain for cooling effect due to evaporation) from the organizers. | ✓ | ✓ | | ✓ | | WONG Wendy | |
| 6 | Experiential Learning Activities-Training Camp Fee Subsidy: 50% Coverage up to \$200 per Student for Leadership Training/Experiential Learning Camp | Sep 2023-Aug 2024 | S1-S6 | | | | | Leadership Training | | | | | | | | |

| | | | | | | | | | | | | | | | |
|----|---|--------------|-------|----|-------------|----------|----|-----------------------------|---|---|---|---|---|---|--------------|
| 6a | VEAPT Training Camp | 15-16 Sept | S2-S5 | 55 | \$9,146.00 | \$166.29 | E1 | Leadership Training | The training camp nurtured the students in the organizing committee to be effective Team Heads of the VEAPT. The camp provided insight, training, and activities to develop these students' organizational skills, event planning skills, leadership, and problem-solving skills. It had a positive impact on them by increasing these students' exposure to event planning. Also, apart from being an opportunity to plan events for its organizers, the camp also enhanced the team spirit and loyalty of the students inside the VEAPT. Through multiple team-building activities during the camp and interactions with one another, the participants were able to gain more understanding of the VEAPT spirit and get to know their fellow teammates. | ✓ | ✓ | ✓ | | | SUEN Rani |
| 6b | Interact Club- Video Shooting Tutorial Workshop | 6, 9, 14 Nov | S4-S5 | 20 | \$15,000.00 | \$750.00 | E1 | Cross-Disciplinary (Others) | Invite professional instructors to teach students filming techniques, and arrange for students to learn post-production in a studio. The short film was successfully filmed and recorded over 7,000 views (on YouTube). | | | ✓ | | ✓ | HUNG WW |
| 6c | Red Cross Training Camp | 6/2 & 8/2 | S1-S5 | 40 | \$9,998.50 | \$249.96 | E1 | Leadership Training | <p>The camp was immensely successful.</p> <p>All participants were engaged and acquired skills in facing and resolving problems. Student leaders were nourished with the skills to plan, implement and evaluate self-designed activities. Junior participants gained insights in effective communication. The campsite offered commendable bonding activities to the students.</p> <p>Most participants could also apply what they had previously learnt in Red Cross courses, for example, first-aid techniques, orienteering skills, game leading strategies, etc. Events of the same kind shall be organised again in the future.</p> | | ✓ | ✓ | ✓ | | WONG Anthony |
| 6d | Chinese Debate Camp at CUHK | 29/6-30/6 | S4-S5 | 28 | \$4,200.00 | \$150.00 | E1 | Chinese Language | Through participation in this camp, students learnt the preparation skills for debating, such as collecting information and speech writing. Moreover, students enhanced their understanding of speaking and arguing skills after they engaged in several debating and discussing activities. | ✓ | ✓ | | | | CHU KH |
| 6e | Volleyball Training Camp | 24-Apr-24 | S1-S5 | 16 | \$4,779.00 | \$298.69 | E1 | Physical Education | Through the camp, students learnt the skills for volleyball and built up strong relationships as a team. | | | | | | LAW Fortress |

| | | | | | | | | | | | | | | | |
|----|--|--------------------|-------|-----|--------------|----------|--------|-------------------------------------|--|---|---|---|---|---|---------------------------|
| 6f | Interest class by Multicultural Club | 25-Apr-24 | S1-S5 | 25 | \$2,800.00 | \$112.00 | E1 | Cross-Disciplinary (Others) | By crafting Japanese traditional candies, students not only explore diverse cultures but also refine their aesthetic sensibilities in the art of confectionery making. | ✓ | | ✓ | | | FOK Annabelle |
| 6g | Boardgame club workshop | 9-Apr-24 | S1-S5 | 12 | \$300.00 | \$25.00 | E1 | Cross-Disciplinary (Others) | Students exhibit keen interest in this workshop, gaining insights into various types of board games that enhance their creative thinking and logic skills. Eager to delve deeper into this activity, they express a desire to organize additional board game workshops | ✓ | | | | | TAM CY |
| 6i | Civic Club: Long Valley Eco and Heritage Tour | 27-Mar-24 | S1-S5 | 8 | \$1,246.00 | \$158.75 | E1 | Moral, Civic and National Education | Through participation in the tour organised by The Conservancy Association, students explored Long Valley and understood cultural and historical values of the place. Their civil awareness of sustainable development was enhanced. | | ✓ | | | ✓ | WONG Anthony |
| 7 | STEM program: student training on AI, 20-hour 3D modelling, learning virtual exhibition, AI industry sharing seminar, city wide competition on smart city and innovation, job-shadowing experience, Exhibition, media event & city-wide tour | Jan 2024-Aug 2024 | S1-S4 | 300 | \$200,000.00 | \$666.67 | E1 | Cross-Disciplinary (STEM) | Using Blender, students transformed their research about the school's heritage into 3D designs. Some students chose to recreate iconic buildings or landmarks associated with the school, while others focused on creating 3D representations of important symbols or artifacts. By combining their technical skills with their artistic vision, students were able to bring the school's history to life in a visually engaging and immersive manner | ✓ | ✓ | ✓ | | ✓ | YIM Jeffrey & LIN Cherry |
| 8 | ECA Prize-giving Ceremony | 24-May-24 | S1-S5 | 300 | \$10,849.98 | \$36.17 | E1 | Leadership Training | Students reported feeling motivated and engaged in their extra-curricular activities as a result of the ceremony, and many expressed a sense of pride and achievement in receiving an award. Teachers also reported that the ceremony had a positive impact on students. They noted that the ceremony helped to promote a culture of excellence and achievement in extra-curricular activities, and that it helped to showcase the diverse talents and skills of the student body. | ✓ | ✓ | ✓ | ✓ | ✓ | CHENG Steven & CHU David |
| 9 | English Creative Writing Workshop | Mar 2024-May 2024 | S1-S3 | 12 | \$3,800.00 | \$316.67 | E1, E5 | English Language | Students learnt the structures of stories and ways to brainstorm ideas. They produced their own stories, unleashing their creativity. | ✓ | | ✓ | | ✓ | YAM Christine & WONG Marc |
| 10 | English Course -- Football training with Native English Speaker coaches | Nov 2023 -Apr 2024 | S1-S2 | 8 | \$2,324.00 | \$290.50 | E1, E5 | English Language | Students who were interested in football took part in this training coached by a Native English Speaker. It was a fun program that not only allowed students to play football, but also to use English language to communicate. Students had great enjoyment throughout the activity. | ✓ | | ✓ | | ✓ | YAM Christine & WONG Marc |

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|----|--------------------------------------|----------------------|--------------------------------|-----|--------------|----------|--------|------------------|--|---|---|---|--|---|---------------------------------|
| 11 | English Debate Team Regular Training | Oct 2023-Jul 2024 | S2-S3 | 4 | \$300.00 | \$75.00 | E1, E5 | English Language | Students entered the UNESCOs Debating Competition and finished one round of competition. During the process of preparation, they gained skills in debating. | ✓ | | ✓ | | ✓ | YAM Christine & WONG Marc |
| 12 | English Debate Team Regular Training | Oct 2023-Jul 2024 | S4-S5 | 4 | \$2,700.00 | \$675.00 | E1, E5 | English Language | Students entered a Mooting and Mock Trial Competition and finished one round of competition. During the process of preparation, they gained mock trial skills. | ✓ | | ✓ | | ✓ | YAM Christine & WONG Marc |
| 13 | Speaking Workshop | May to June 2024 | S4-S5 | 20 | \$4,500.00 | \$225.00 | E5 | English Language | A native English speaker was hired to hold speaking sessions with students. Students had the chance to speak English with a native speaker and practiced speaking English for the speaking exam in June. It was a voluntary-based workshop. Some interested students found the practice useful. It was suggested by some students and teachers that the speaking topics could be related to some interesting topics and hot issues instead of focusing on DSE speaking exam format. | ✓ | | ✓ | | ✓ | YAM Christine & WONG Marc |
| 14 | Coach Service for Field Studies | 26-Feb-24 | S4-S5 Geography students | 36 | \$3,100.00 | \$86.11 | E2 | Geography | Students were given opportunities to use fieldwork equipments to measure the environmental data for analysis. They learned outside the classroom and experienced the collection of first hand data. Overall, they showed a positive feedback and enjoyed the field studies. | ✓ | ✓ | | | ✓ | CHUNG Florence |
| 15 | Music Workshop and Competition | Sept 2023 - Aug 2024 | S1-S6 | 131 | \$102,850.00 | \$785.11 | E1, E5 | Arts (Music) | The recent participation in the Hong Kong Schools Music Festival, Inter-School Choral Festival, Joint-School Music Association, and Hong Kong Schools Music Interflows yielded outstanding results. Professional musicians served as mentors, providing invaluable guidance that enhanced our students' vocal techniques and musicality. Beyond musical skills, participants developed essential generic skills such as teamwork and time management. Collaborating on performances fostered a strong sense of community, while balancing rehearsals with academic demands taught discipline. Overall, these experiences not only showcased our students' talent but also contributed to their holistic development, equipping them with skills valuable for the future. | ✓ | | ✓ | | ✓ | CHENG Chris |

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|----|---|---------------------------------------|-------|-----|-------------|----------|----|---------------------------|---|---|---|---|--|---|----------------------------|
| 16 | Music Training Camp for 5 Ensembles and Concert Tickets | Christmas, CNY and Easter 2023 - 2024 | S1-S6 | 80 | \$53,169.00 | \$664.61 | E1 | Arts (Music) | The recent funded program that took students to a music training camp and a concert was a resounding success. Participants had the opportunity to engage in intensive workshops led by experienced musicians, which significantly improved their musical skills. Attending the concert provided inspiration and a real-world context for their training, allowing students to see professional musicians in action. This experience deepened their appreciation for music and motivated them to strive for excellence. In addition to musical growth, students developed critical skills such as collaboration, communication, and time management. The camp fostered teamwork as they worked together on Green and White Concert, while the concert experience enhanced their ability to engage as an audience member. | ✓ | | ✓ | | ✓ | CHENG Chris |
| 17 | Service Training | 22nd Nov 2023 | S1-S5 | 20 | \$1,839.30 | \$91.97 | E1 | Other Learning Experience | A whole school approach was implemented, resulting in the collection of more than 50 plastic bottles. | | ✓ | | | ✓ | CHENG Chris/ CHAN Peggy |
| 18 | Service Program | 25/11/2023 | S1 | 21 | \$2,059.60 | \$98.08 | E1 | Other Learning Experience | A total of 21 students participated, with 12 of them being S1 students. About 70% of the participants agree or strongly agree that they have more understanding about the elderly. They changed the perception towards community service after the activity and they are more confident to communicate with the elderly. About 76% of them agree that the activity achieved the aims and about 94% of them maybe or willing to participate in the activity again | | ✓ | | | ✓ | CHENG Chris/ CHAN Peggy |
| 19 | S4 Drama Workshop | Sept 2023- Aug 2024 | S4 | 36 | \$9,000.00 | \$250.00 | E5 | Other Learning Experience | Speakers from various fields and occupational backgrands were invited to school to do sharings with our students. Fields included advertising industry, theatre drama, Correctional Services Department, and radio and multimedia. Speakers shared about their expertise and knowledge and experience of their relevant fields. Participants were inspired by their sharing. | ✓ | ✓ | | | ✓ | CHENG Chris/ YAM Christine |
| 20 | Materials for AE Lesson | Sept 2023- Aug 2024 | S4 | 138 | \$2,476.59 | \$17.95 | E1 | Other Learning Experience | The design class offers students a meditative and creative retreat. As they engage in crafting, from customising a bag with theri own drawing, to building a kalimba and knitting a scarf, students find peace and self-expression. The process of making allows them to pause, reflect, and explore their imagination, discovering the joy and fulfillment that comes with creating something uniquely their own. | ✓ | ✓ | | | ✓ | CHENG Chris/ LIN Cherry |

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|----|------------------------------------|---------------------|-------|-----|--------------|------------|--------|---------------------------|---|---|---|---|--|---|-------------|
| 21 | AE Visits- Sheung Wan Civic Centre | 2/11/2023 | S4 | 180 | \$5,469.20 | \$30.38 | E2 | Other Learning Experience | The recent concert organized by the Music Office, highlighting Chinese orchestral music, was a valuable experience for our Secondary 2 students. It deepened their appreciation for the instruments and cultural significance of the music performed. Students enhanced their listening skills and engaged in critical thinking by analyzing the compositions and musicians' interpretations. This experience also improved their communication skills, as they articulated their thoughts and feelings during post-concert discussions. Additionally, sharing insights fostered teamwork and collaboration among classmates. | ✓ | ✓ | | | ✓ | CHENG Chris |
| 22 | Regular Football Training | Sep 2023 - Aug 2024 | S1-S6 | 80 | \$243,100.00 | \$3,038.75 | E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports. | ✓ | | ✓ | | ✓ | CHU David |
| 23 | Regular Aquatic Sports Training | Sep 2023 - Aug 2024 | S1-S6 | 80 | \$78,100.00 | \$976.25 | E1, E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports. Our aquatics team has captured many prizes in interschool competitions. | ✓ | | ✓ | | ✓ | CHU David |
| 24 | Regular Basketball Training | Sep 2023 - Aug 2024 | S1-S6 | 60 | \$120,000.00 | \$2,000.00 | E5 | Physical Education | The basketball team captured the overall championship in division 1. | ✓ | | ✓ | | ✓ | CHU David |
| 25 | Regular Table-tennis Training | Sep 2023 - Aug 2024 | S1-S6 | 25 | \$44,800.00 | \$1,792.00 | E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports. | ✓ | | ✓ | | ✓ | CHU David |
| 26 | Regular Badminton Training | Sep 2023 - Aug 2024 | S1-S6 | 20 | \$29,250.00 | \$1,462.50 | E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports. | ✓ | | ✓ | | ✓ | CHU David |
| 27 | Regular Volleyball Training | Sep 2023 - Aug 2024 | S1-S6 | 25 | \$64,125.00 | \$2,565.00 | E5 | Physical Education | The volleyball team is promoted to division 1. The team spirit is stronger. | ✓ | | ✓ | | ✓ | CHU David |
| 28 | Regular Athletics Training | Sep 2023 - Aug 2024 | S1-S6 | 20 | \$69,625.00 | \$3,481.25 | E5 | Physical Education | The athletics team is promoted to division 2, the abilities of the teammates are outstanding but the team belonging may not be secure enough. | ✓ | | ✓ | | ✓ | CHU David |

| | | | | | | | | | | | | | | | |
|----|--|---------------------|-------|-----|-------------|------------|----|---------------------------|---|---|---|---|--|---|--------------|
| 29 | Regular Tennis Training | Sep 2023 - Aug 2024 | S1-S6 | 15 | \$24,900.00 | \$1,660.00 | E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports.Tennis Team is promoted to Division 1. | ✓ | | ✓ | | ✓ | CHU David |
| 30 | Regualr Handball Training | Sep 2023 - Aug 2024 | S1-S6 | 30 | \$23,200.00 | \$773.33 | E5 | Physical Education | Students are able to develop skills, knowledge, values and attitudes; establish and enjoy an active and healthy lifestyle. They also build confidence and competence in tackling challenges as teams. They are able to initiate, plan, perform and evaluate sports. | ✓ | | ✓ | | ✓ | CHU David |
| 31 | STEAM Activities - external interest classes, gift programmes and competitions | Sep 2023 - Aug 2024 | S1-S6 | 5 | \$16,831.00 | \$3,366.20 | E1 | Cross-Disciplinary (STEM) | The gifted students have achieved excellent results in the STEAM-related competitions and talented programs. | ✓ | | ✓ | | ✓ | CHUNG Berton |
| 32 | STEAM Activities - Activity Day | Sep 2023 - Aug 2024 | S1-S2 | 170 | \$43,335.00 | \$254.91 | E1 | Cross-Disciplinary (STEM) | The students gained valuable hands on experience in engineering design and modelling. | ✓ | | ✓ | | ✓ | CHUNG Berton |
| 33 | ATEC Workshop | Oct 2023 - Apr 2024 | S1-S2 | 35 | \$23,300.00 | \$665.71 | E1 | Cross-Disciplinary (STEM) | The activity successfully fulfilled its objectives by offering junior form students engaging D&T lessons. Students acquired foundational knowledge regarding the safe usage of metal and woodworking tools within the learning center. By providing them with this essential safety knowledge, the activity ensured that students were equipped with the necessary skills to carry out tasks in a secure and controlled manner. | ✓ | | ✓ | | ✓ | CHUNG Berton |
| 34 | Artist-in-Residence: A 8-week courseworkshop for Woodwork architectural | Sep 2023-Jan 2024 | S1 | 179 | \$87,000.00 | \$486.03 | E1 | Arts (Visual Arts) | The activity successfully met its objectives by equipping students with basic safety knowledge on using woodworking tools in the workshop. Students demonstrated their understanding of the living habits and needs of the subdivided flats kids, incorporating them into their designs for suitable toys. Overall, the students thoroughly enjoyed the workshop and actively participated in the creative process. | ✓ | ✓ | ✓ | | ✓ | IP WL |

| | | | | | | | | | | | | | | | |
|---|---|---------------------|-------|-------|----------------|------------|----|------------------------------|---|---|---|---|--|---|--------------------------------|
| 35 | Artist-in-Residence: An 8-week course for STEAM Workshop | Feb 2024 - May 2024 | S2 | 169 | \$98,400.00 | \$582.25 | E1 | Arts (Visual Arts) | The activity successfully achieved its objectives by offering students valuable learning experiences in 3D drawing, rendering, and operating 3D printers. Students enthusiastically embraced the opportunity to showcase their creativity by designing and producing unique coral and dyeing. Higher-achieving students were engaged in a supplementary science development activity. | ✓ | | ✓ | | ✓ | IP WL |
| 36 | Fitness Class for Students | Feb 2024 - May 2024 | S1-S5 | 200 | \$50,000.00 | \$250.00 | E5 | Physical Education | A professional fitness trainer come to our school, so that students can receive guidance and exercise in the gym during their free time, enhancing their physical fitness. | | | ✓ | | ✓ | CHU David |
| 37 | Chinese Language Competition | Mar 2024 - May 2024 | S1-S4 | 70 | \$2,000.00 | \$28.57 | E1 | Chinese Language | Students participated in the inter-class debate competition, which can improve their speaking skills and train their critical thinking abilities. | ✓ | | | | | LAM Cathy |
| 38 | English Language Competition | 28/7/2024 | S4-S5 | 7 | \$2,450.00 | \$350.00 | E1 | English Language | By participating in the competition, students could hone their critical thinking and comprehension skills, broaden their horizons and boost their self-esteem. | ✓ | | | | | WONG Marc |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | | |
| Sub-total of Item 1.1 | | | | 4,384 | \$1,565,628.77 | | | | | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | | |
| 1 | BAFS Study Trip | Mar 2024 | S5 | 36 | \$64,100.00 | \$1,780.56 | E4 | Others, please specify: BAFS | The study trip had a positive impact on the students' learning focus, tourism experiences, meals and accommodation, transportation arrangements, and overall satisfaction with the services provided. Specific areas for improvement and areas of strength have been highlighted, which can be used to enhance future study trips and ensure an even more enriching experience for students. | ✓ | ✓ | | | ✓ | CHU ML |
| 2 | Chinese Cultural Trip | Mar 2024 | S4 | 26 | \$25,440.00 | \$978.46 | E4 | Chinese Language | The students participated in a cultural trip to Hangzhou, allowing them to understand China's culture and strength, and increase their sense of identity with the country and the nation. | ✓ | ✓ | ✓ | | ✓ | LAM Cathy/ NGUN KW |
| 3 | English Study Trip | Jul 2024 | S1-2 | 29 | \$169,450.00 | \$5,843.10 | E4 | English Language | 29 students participated in the UK Study Tour. During the 17-day long tour, students had the chance to learn the English language with the local tutors, had several tours in some landmarks in London. Students also learned about the history in England. Night activities were arranged. All students had to stay in a university dormitory. Students enjoyed the whole tour. The duration of the tour could be shorter. | ✓ | | ✓ | | | YAM Christine/ WONG Marc |

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|---|--------------------------|----------------|-------|----|--------------|------------|----|---------------------------|--|---|---|---|--|---|-----------------------|
| 4 | Putonghua Study Trip | 23-28 Mar 2024 | S1-4 | 31 | \$45,105.00 | \$1,455.00 | E4 | Chinese Language | The study trip had a positive and life-lasting influence on enhancing the students' independent and self-reliant living skills ; acknowledging the Chinese histroy and traditional culture by visiting museums so as to raise their national recognition; appreciating the learning and living style of the mainland youths through the exchange with Beijing schools with the objective to buliding up understanding and friendship and improving their Putonghua commuication skills which is an important language skill in their future integrating into the Great China region. | ✓ | ✓ | ✓ | | ✓ | SUEN Rani |
| 5 | STEAM and ECA Tour | 23-28 Mar 2024 | S1-3 | 40 | \$121,139.71 | \$3,028.49 | E4 | Cross-Disciplinary (STEM) | Students reported that they enjoyed the trip and would like the school to organise this kind of trip more often. They said through this trip, not only have their communication skills improved, but they have also become more interested in STEAM. The lowest marks given in the survey were for the quality of the hotel. | ✓ | ✓ | ✓ | | ✓ | CHUNG Berton & TAM CY |
| 6 | Basketball Training Camp | 7-11 July 2024 | S2-S6 | 22 | \$17,774.43 | \$807.93 | E4 | Physical Education | This training camp contributed to the team's growth and development. The training programs and friendly matches enhanced the skills and techniques of our players. The experience has not only enhanced the skills and teamwork of our athletes but has also left a lasting impact on their personal growth. | ✓ | ✓ | ✓ | | ✓ | CHU LY & CHOW SK |

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|---|--|--|--|-------|----------------|--|--|--|--|--|--|--|--|--|--|
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | 184 | \$443,009.14 | | | | | | | | | | |
| Expenses for Category 1 | | | | 4,568 | \$2,008,637.91 | | | | | | | | | | |

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

| No. | Item | Purpose | Actual Expenses (A) |
|---|--------------------|--------------------------------|---------------------|
| 1 | Music Scores | Music Resources | \$42,777.32 |
| 2 | STEM Learning Kits | STEM Interest Group Activities | \$76,847.65 |
| (Please insert rows above if the space provided is insufficient.) | | | |
| Expenses for Category 2 | | \$119,624.97 | |
| Expenses for Categories 1 & 2 | | \$2,128,262.88 | |

Category 3: Number of Student Beneficiaries

| | |
|--|-----|
| Total number of students in the school: | 900 |
| Number of student beneficiaries: | 850 |
| Percentage of students benefitting from the Grant (%): | 94% |

| | |
|---------------------------------|------------|
| Name of Contact Person for LWL: | C. Y. Tam |
| Post of Contact Person for LWL: | ECA Master |

| | | |
|---|---|--|
| * Input using the following codes; more than one code can be used for each item. | | |
| E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning | E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school | |
| E2 Transportation fees | | |
| E3 Fees for non-local exchange activities / competitions (students) | E7 Purchase of equipment, instruments, tools, devices, consumables | |
| E4 Fees for non-local exchange activities / competitions (escorting teachers) | E8 Purchase of learning resources (e.g. educational softwares, | |
| E5 Fees for hiring expert / professionals / coaches | E9 Others (please specify) | |

One-off Grant for Mental Health at School (2023-2024)

Financial report

| Date | Voucher# | Particulars | Check total | Total | Income | Category 1 | Category 2 | | |
|------------|----------|----------------------------------|-------------|--------------|--------------|-------------|------------|------|------|
| 22/12/2023 | | Grant received | \$ 0.00 | \$ 60,000.0 | -\$ 60,000.0 | | | | |
| 8/5/2024 | 1 | Grow and Clow: Terraium Workshop | \$ 0.00 | -\$ 3,600.0 | | \$ 3,600.0 | | | |
| 8/5/2024 | 2 | ZG Leadership Program | \$ 0.00 | -\$ 4,975.0 | | \$ 4,975.0 | | | |
| 8/5/2024 | 3 | To Be or Not to Be | \$ 0.00 | -\$ 2,800.0 | | \$ 2,800.0 | | | |
| 8/5/2024 | 4 | New Counselling Room | \$ 0.00 | -\$ 3,572.84 | | \$ 3,572.84 | | | |
| | | | \$ 0.00 | | | | | | |
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| | | | \$ 0.00 | | | | | | |
| | | | \$ 0.00 | | | | | | |
| | | Total | \$ 0.00 | \$ 45,052.2 | -\$ 60,000.0 | \$ 14,947.8 | \$ - | \$ - | \$ - |

| | | | | | | | |
|---------------------------|---------------------|----------------------|-------------|-----------|----------|-----------|-------------|
| | Overall Total | Category 1 | Category 2 | \$ | - | \$ | - |
| Summary: Total Income | \$ 60,000.00 | \$ - | \$ - | \$ | - | \$ | - |
| Total Expenditure | -\$ 14,947.84 | -\$ 14,947.84 | \$ - | \$ | - | \$ | - |
| Actual Surplus / -Deficit | <u>\$ 45,052.16</u> | <u>-\$ 14,947.84</u> | <u>\$ -</u> | <u>\$</u> | <u>-</u> | <u>\$</u> | <u>0.00</u> |

Submitted by:

Date:

St. Joseph's College
One-off Grant for Mental Health of Parents and Students (2023-2024)
Financial report

| Date | Voucher# | Particulars | Check total | Total | Income | Category 1 | Category 2 | | |
|------------|----------|----------------|-------------|-------------|--------------|------------|------------|------|------|
| 22/12/2023 | | Grant received | \$ 0.00 | \$ 20,000.0 | -\$ 20,000.0 | | | | |
| | | | \$ 0.00 | | | | | | |
| | | | \$ 0.00 | | | | | | |
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| | | | \$ 0.00 | | | | | | |
| | | | \$ 0.00 | | | | | | |
| | | | \$ 0.00 | | | | | | |
| | | Total | \$ 0.00 | \$ 20,000.0 | -\$ 20,000.0 | \$ - | \$ - | \$ - | \$ - |

| | | | | | |
|---------------------------|---------------------|-------------|-------------|-------------|----------------|
| | Overall Total | Category 1 | Category 2 | \$ - | \$ - |
| Summary: Total Income | \$ 20,000.00 | \$ - | \$ - | \$ - | \$ - |
| Total Expenditure | \$ - | \$ - | \$ - | \$ - | \$ - |
| Actual Surplus / -Deficit | <u>\$ 20,000.00</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 0.00</u> |

Submitted by:
Date:

Report on the Use of the Student Activities Support Grant 2023-24 School Year

I. Financial Overview

| | | |
|---|---|-------------|
| A | Allocation in the Current School Year: | \$15,600.00 |
| B | Expenditure in the Current School Year: | \$15,600.00 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$0.00 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance | | |
| Full-grant under the School Textbook Assistance Scheme | 2 | \$11,700.00 |
| Meeting the school-based financially needy criteria | 1 | \$3,900.00 (capped at 25% of the total allocation for the school year) |
| Total | 3 | \$15,600.00 |

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times ¹ of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|--|---|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
| | | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them | | | | | | | | | |
| 1 | Study Trip | Others, please specify: BAFS | 1 | \$5,000.00 | ✓ | | | | ✓ |
| 2 | Swimming class | Physical Education | 1 | \$850.00 | | | ✓ | | |
| 3 | Piano class | Arts (Music) | 1 | \$5,850.00 | | | ✓ | | |
| 4 | Saxophone class | Arts (Music) | 1 | \$3,900.00 | | | ✓ | | |
| 5 | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | |
| Expenses for Category 1 | | | 4 | \$15,600.00 | | | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times ¹ of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|---|---|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
| | | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | |
| Expenses for Category 2 | | | 0 | \$0.00 | | | | | |
| 3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | |
| Expenses for Category 3 | | | 0 | \$0.00 | | | | | |
| Total | | | 4 | \$15,600.00 | | | | | |

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

| | |
|---------------------------------------|--|
| Contact Person for LWL (Name & Post): | Christina Chan, TIC of Student Financial Supporting Scheme |
|---------------------------------------|--|

St Joseph's College
Reading to Learn
Annual Report 2023-24

1. Overview

Our reading programmes aligned with **Major Concern 1 (MC1): To Foster our students to be life-long learners in order to succeed in the 21st Century**. By encouraging habits such as **read regularly** and **read extensively and intensively**, we have equipped our students with crucial tools for continuous learning and adaptation. These reading practices not only build academic resilience but also foster a curiosity that drives personal and professional success in a rapidly changing world.

In response to **Major Concern 2 (MC2): Promotions of positive health among Josephians**, our reading curriculum recommends extended reading that included materials on health and wellness, for students to **gain awareness about health and wellness**. The themed book exhibitions in particular drew students attention to notable books about topics which promoted a holistic understanding of health, encompassing physical, mental, and emotional well-being.

Finally, addressing **Major Concern 3 (MC3): Co-creation of passion-driven learning experiences**. Various interactive platforms and creative outlets allowed students to **read and share** as they express their interpretations of books in class, on paper, and on the stage. These collaborative discussions and presentations have enriched the classroom dynamics and has enabled a deeper, more meaningful engagement with the learning material, embodying the essence of passion-driven learning.

These efforts have advanced our institutional goals and prepared our students for the 21st century's challenges and opportunities. Looking ahead, we are committed to further enhancing these programmes to support our students' development into well-rounded individuals through the power of reading.

2. Report on Activities

a. Regular Reading Programmes/Curriculum

Our programs continue to engage S1-5 students in reading during school hours and over extended holidays. With the opening of the school library in a more prominent location, the reading atmosphere was enhanced. However, there is a need for greater encouragement for students to write book reports. For instance, the highest number of *iREAD* entries for S2-3 was only five, which was insufficient to qualify for the Kindle grand prize, leading to a switch to book coupons as rewards. Regarding reading subscriptions, the school has discontinued the subscription to the Chinese e-platform used during the pandemic and redirected the funds to purchase physical books for the library catalogue.

b. Reading Competitions

The school's competitive spirit thrives through diverse reading competitions, which were well-received among students. For book sharing, participants demonstrated remarkable speaking skills while presenting on stage. The Battle of the Books, organised for the first time and limited to S1-3 students due to tighter syllabus constraints for S4-5, saw exceptionally high engagement levels. Students displayed immense enthusiasm during the activities in the hall. We expect these competitions to continue, to make reading a fun and educational experience.

c. Students' Contributions

Students actively contribute to the reading culture through a variety of initiatives. In S1-2 English classes, in-class book presentations enable students to learn from each other's insights. Although the planned Readers' Leaderboards have not yet been implemented due to a short operational period lacking sufficient data, the eReading workshop introduced two apps for accessing digital libraries, paving the way for future integration as the school curriculum incorporate more digital resources along with the BYOD policy. The pilot Book Club has also proven successful, fostering literary discussions among students during lunchtime.

d. Health-related

The themed mini-book exhibitions at the library included topics which helped students understand and appreciate the importance of health in everyday life. These exhibitions feature a carefully selected assortment of books, including titles on mental health, dietary guides, and personal fitness, all displayed in a visible corner near the library entrance. This strategic placement not only attracts more students into the library but also encourages them to engage with materials that emphasise a comprehensive approach to health.

e. Additional Arrangements

We purchased 120 tickets for students to attend the 2024 Hong Kong Book Fair, providing them with an opportunity to explore a vast array of books and literary events. In alignment with the school's iPad policy, we reviewed three online school library platforms, and have narrowed down to the different plans offered by one platform, hoping to integrate digital resources effectively. Additionally, we subscribed to various magazines for the school library, ensuring that students have access to a diverse range of reading materials for the upcoming school year.

3. Financial Report

Promotion of Reading Grant

| | \$ | \$ |
|---|-----------------|-------------------------|
| Balance b/f from 2022-23 | 72,146 | |
| Grant from EDB | <u>74,646</u> | <u>146,792</u> |
| <u>Actual Expenses 2023-24</u> | | |
| Purchase of English books for the school library | 22,805.43 | |
| Purchase of Chinese books for the school library | 23,459.36 | |
| Purchase of VNE books for the school library | 5,894.00 | |
| Purchase of new books for S1 Chinese Reading Scheme | 2,322.40 | |
| Subscription to magazines for the school library (2024-25) | 9051.37 | |
| Equipment for reading activities | 3206.80 | |
| 2024 Hong Kong Book Fair tickets for students | 3,600.00 | |
| Prizes for English <i>iRead</i> Top Readers (Amazon Kindle) | 3,597.12 | |
| Prizes for Battle of the Books | 741.70 | |
| Prizes for S1 Chinese Reading Scheme (book coupons) | 2,500.00 | |
| Prizes for S1-2 Book Sharing Video Competition 23-24 | <u>2,100.00</u> | <u>79,278.18</u> |
| Balance c/f | | <u><u>67,513.82</u></u> |

姊妹學校交流報告書

2023 / 2024 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 |

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

本校曾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 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

| | | | | |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|
| 管理層面 達至預期目標程度 | C1 <input checked="" type="checkbox"/> 完全達到 | C2 <input type="checkbox"/> 大致達到 | C3 <input type="checkbox"/> 一般達到 | C4 <input type="checkbox"/> 未能達到 |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|

乙. 教師層面 (*已舉辦 / *未有舉辦) (*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 checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| D2 | <input checked="" type="checkbox"/> | 觀課/評課 | E2 | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | 促進專業發展 |
| D5 | <input checked="" type="checkbox"/> | 專題研討/工作坊/座談會 | E5 | <input checked="" type="checkbox"/> | 提升教學成效 |
| D6 | <input type="checkbox"/> | 專業發展日 | E6 | <input checked="" type="checkbox"/> | 擴闊視野 |
| D7 | <input type="checkbox"/> | 其他(請註明): | E7 | <input checked="" type="checkbox"/> | 建立友誼/聯繫 |
| | | | E8 | <input type="checkbox"/> | 其他(請註明): |

| | | | | |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|
| 教師層面 達至預期目標程度 | F1 <input checked="" type="checkbox"/> 完全達到 | F2 <input type="checkbox"/> 大致達到 | F3 <input type="checkbox"/> 一般達到 | F4 <input type="checkbox"/> 未能達到 |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|

丙. 學生層面 (*已舉辦 / *未有舉辦) (*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 checked="" 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): |

| | | | | |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|
| 學生層面 達至預期目標程度 | I1 <input checked="" type="checkbox"/> 完全達到 | I2 <input type="checkbox"/> 大致達到 | I3 <input type="checkbox"/> 一般達到 | I4 <input type="checkbox"/> 未能達到 |
|------------------|---|----------------------------------|----------------------------------|----------------------------------|

丁. 家長層面 (*已舉辦 / *未有舉辦) (*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): |

| | | | | |
|------------------|----------------------------------|----------------------------------|----------------------------------|---|
| 家長層面 達至預期目標程度 | L1 <input type="checkbox"/> 完全達到 | L2 <input type="checkbox"/> 大致達到 | L3 <input type="checkbox"/> 一般達到 | L4 <input checked="" type="checkbox"/> 未能達到 |
|------------------|----------------------------------|----------------------------------|----------------------------------|---|

| 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 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): |

| 全年財政報告: | | | |
|---------|-------------------------------------|----------------------------------|----------------|
| 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\$76,042.19 |
| N2 | <input type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用 | HK\$ |
| 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\$70,014.00 |
| N5 | <input checked="" type="checkbox"/> | 交流物資費用 | HK\$5,726.79 |
| N6 | <input 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\$ |
| N7 | <input 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\$ |
| N8 | <input type="checkbox"/> | 其他(請註明): | HK\$ |
| N9 | <input checked="" type="checkbox"/> | 學年總開支 | HK\$151,782.02 |
| N10 | <input type="checkbox"/> | 沒有任何開支 | 不適用 |
| 反思及跟進: | | | |

| 編號 | <input checked="" type="checkbox"/> | 內容 |
|----|-------------------------------------|--|
| O1 | <input checked="" type="checkbox"/> | 有關交流活動的層面 <i>[如適用，請註明]</i> 本年度交流活動大多安排於內地姊妹學校進行，透過學生到訪當地學校，進行體檢及文藝交流，提升他們對姊妹學校的認識，成效顯著。 |
| O2 | <input checked="" type="checkbox"/> | 有關交流活動的形式/內容 <i>[如適用，請註明]</i> 活動形式多元化，除中醫藥講座、工作坊外，學生亦參與姊妹學校體育項目的體驗及共同課堂。此外，學生亦曾運用 STEAM 知識，製作紫蘇肥皂，並主導線上分享及贈予製作方法及成品姊妹學校朋輩師長。 |
| O3 | <input checked="" type="checkbox"/> | 有關交流活動的時間安排 <i>[如適用，請註明]</i> 交流活動安排於全年不同時段進行，包括上課週末、學校假期及期末考試後。受限於學校課程及日程，到訪內地的活動大多須安排於課餘時間，因為參與學生人數受限。 |
| O4 | <input checked="" type="checkbox"/> | 有關交流活動的津貼安排 <i>[如適用，請註明]</i> 津貼運用得宜，一部分用於到訪姊妹學校的開支，另一部分則用以購置視像交流設備及交流物資，以便本年度末籌備下年度相關活動。 |
| O5 | <input type="checkbox"/> | 有關承辦機構的組織安排 <i>[如適用，請註明]</i> |
| O6 | <input type="checkbox"/> | 其他(請註明)： |

| 交流參與人次： | | | |
|---------|-------------------------------------|--------------------|-----------|
| 編號 | <input checked="" type="checkbox"/> | 層面 | 交流參與人次 |
| P1 | <input checked="" type="checkbox"/> | 本校學生在香港與姊妹學校交流的人次 | __8__人次 |
| P2 | <input checked="" type="checkbox"/> | 本校學生到訪內地與姊妹學校交流的人次 | __42__人次 |
| P3 | <input checked="" type="checkbox"/> | 本校學生參與交流的總人次 | __50__總人次 |
| P4 | <input checked="" type="checkbox"/> | 本校教師參與交流的總人次 | __14__總人次 |
| P5 | <input checked="" type="checkbox"/> | 本校學校管理人員參與交流的總人次 | __3__總人次 |

| |
|-----|
| 備註： |
|-----|