



SCHOOL ANNUAL REPORT 2024-25

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 fifty 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 (2024-2025)

Chairperson	Reverend Brother Jeffrey Chan (Supervisor)	
Principal	Mr T. M. Kwok	
Sponsoring Body Manager	Ms Millie Tam Mr K. B. Ching Mr Eric Ku	Mrs Elizabeth Lee Mr Peter Choy Mr Tony Ng
Teacher Manager	Mr Joseph Wong	Mr K. M. Sin (Alternate)
Independent Manager	Ms Veronica Ma	
Alumni Manager	Mr David Chiu	
Parent Manager	Ms Crystal Cheung	Mr Michael Choi (Alternate)



Members of the Incorporated Management Committee (2024-2025)

OUR STUDENTS

Class Organization

The school enrolment is 914. 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 31.

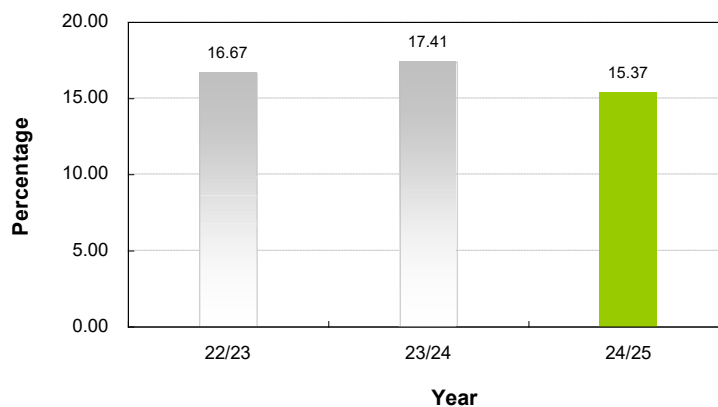
Number of Operating Classes

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

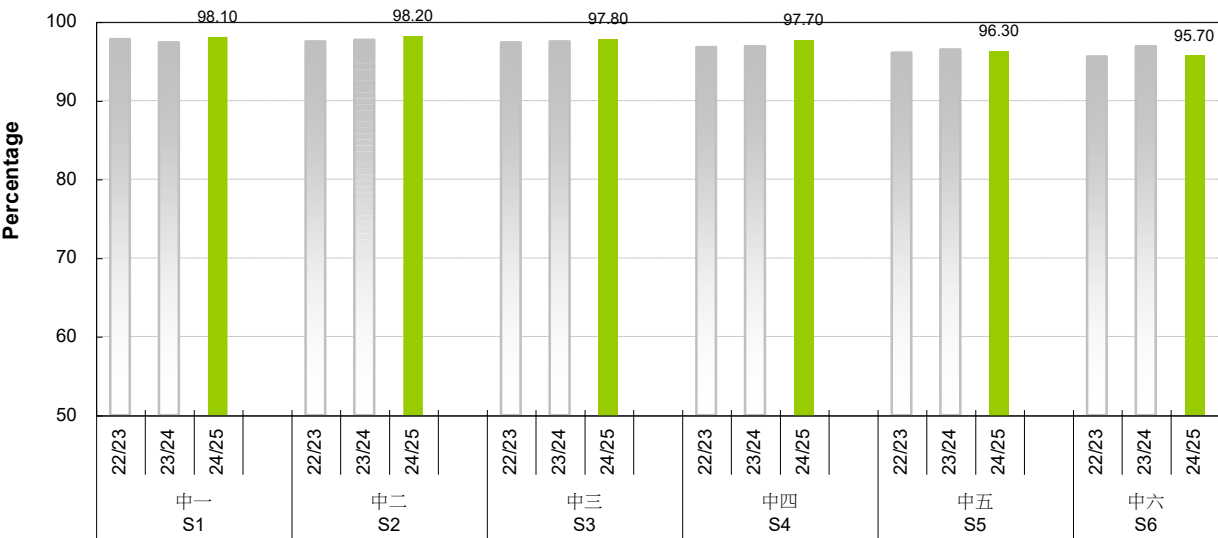
Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	178	178	160	154	131	113	914

Unfilled Places

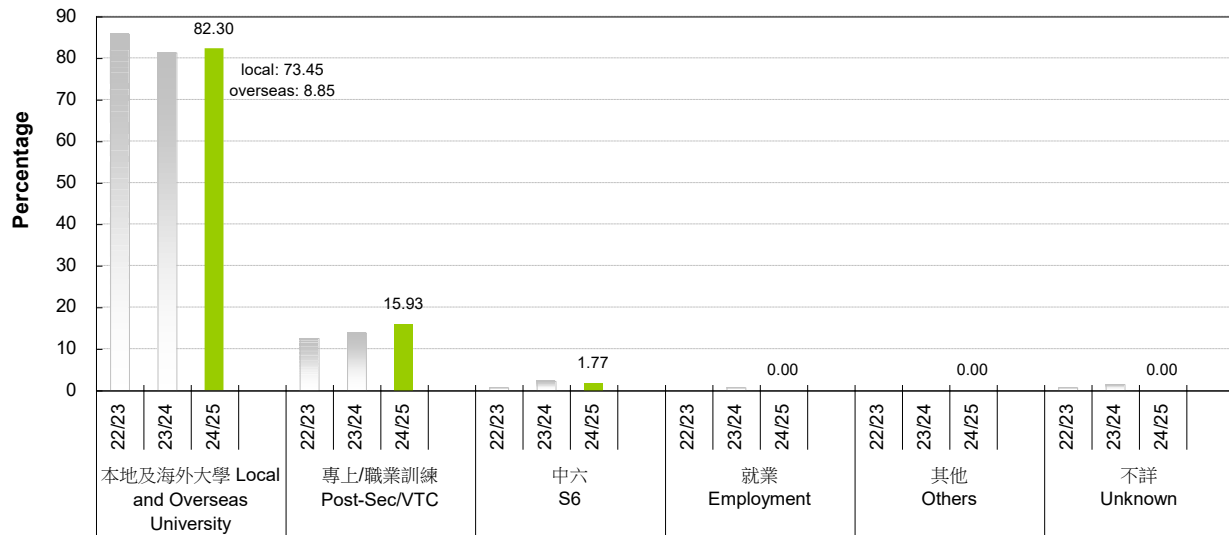


Students' Attendance

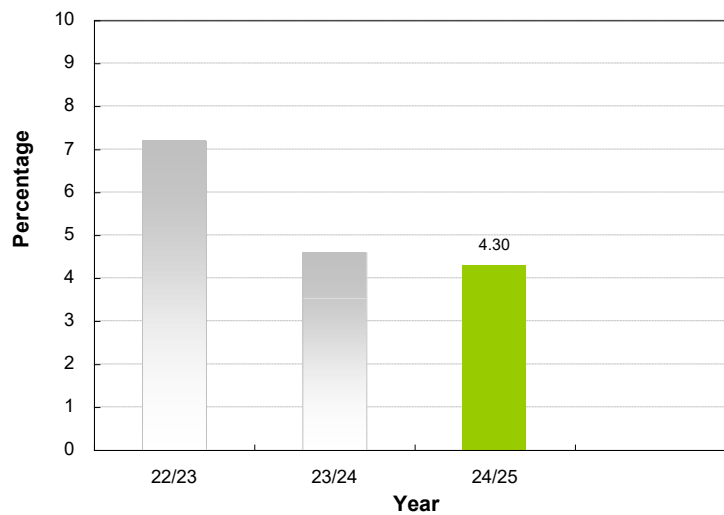


Destination of Exit Students, Including Early Exits

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, the Values Education Team 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 stipulated language examinations administered by the official organisations. 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 International Biology Olympiad – Hong Kong Contest. 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.

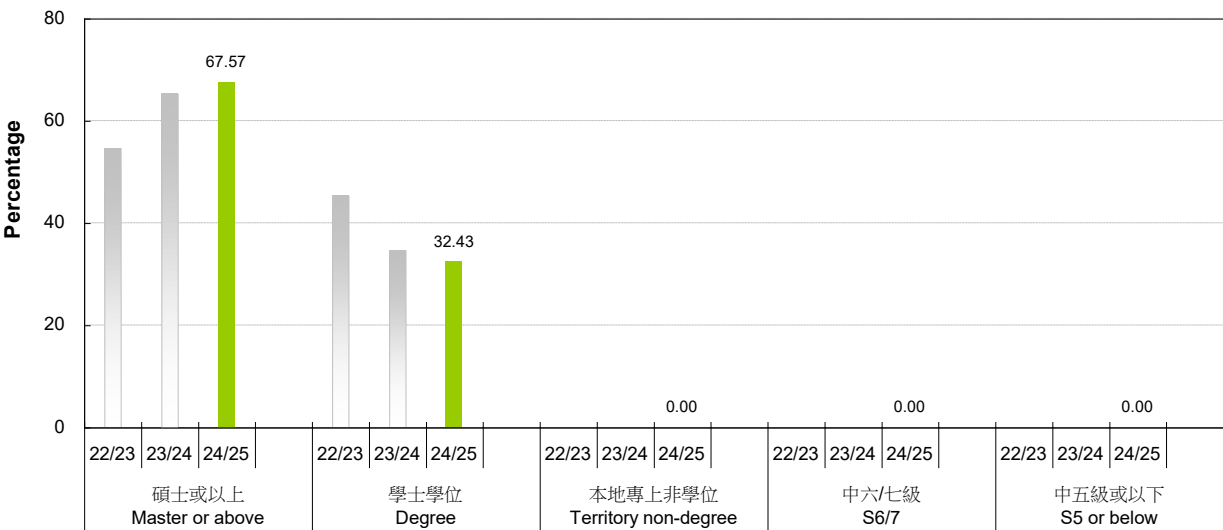
OUR TEACHERS

Qualification

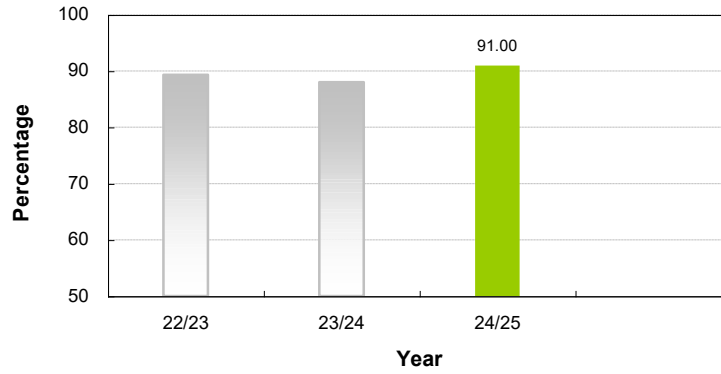
Composition of Teaching Staff in the Past Three Years

Posts	22/23	23/24	24/25
Principal	1	1	1
Vice-Principals	3	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	54	54	54
Music Teacher	1	1	1
Visual Arts Teacher	1	1	1
Librarian	1	1	1
Total	65	65	65

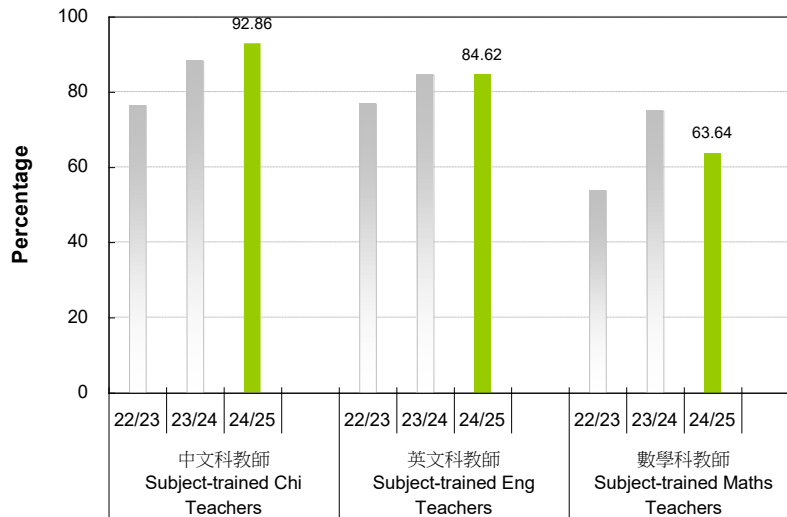
Percentage of Highest Academic Qualifications Attained by Teachers



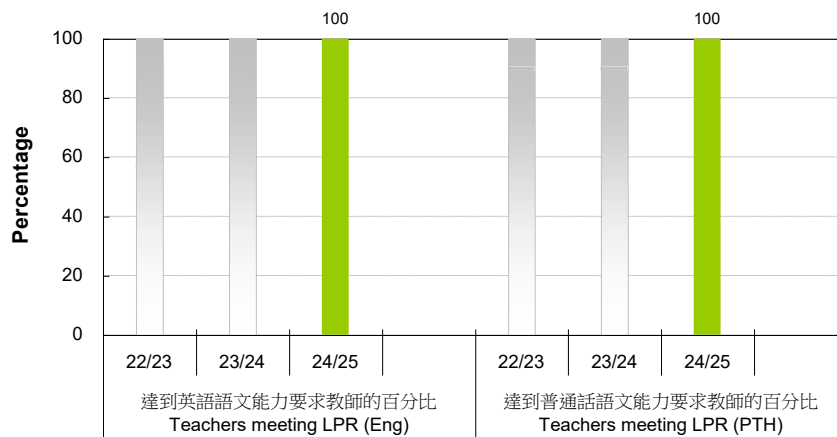
Percentage of Professionally Trained Teachers



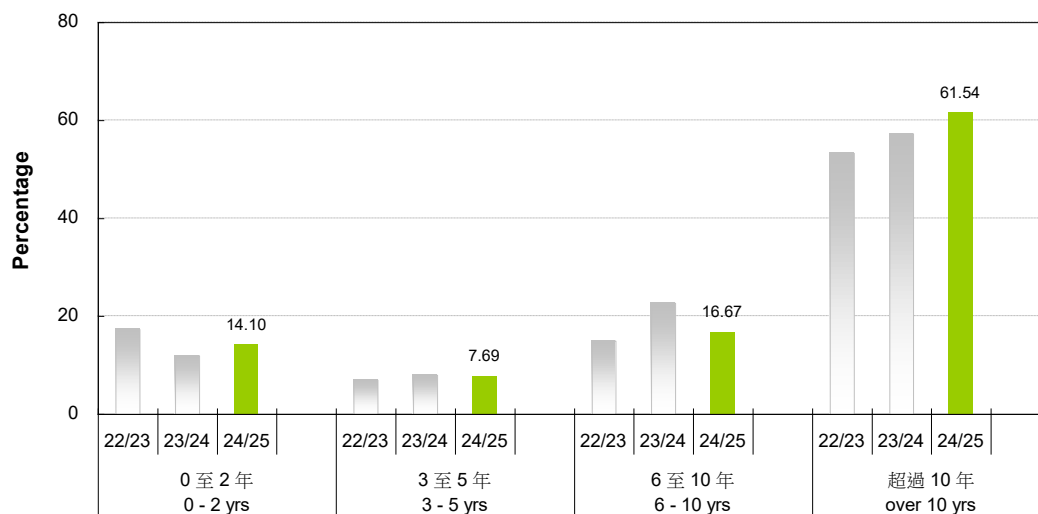
Percentage of Subject-trained (First Degree) Teachers



Percentage of English and Putonghua Teachers with LPR



Teachers' Experience



Professional Development



Staff members of St. Joseph's College (2024-2025)

Three Staff Development Days were held in 2024-25 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.

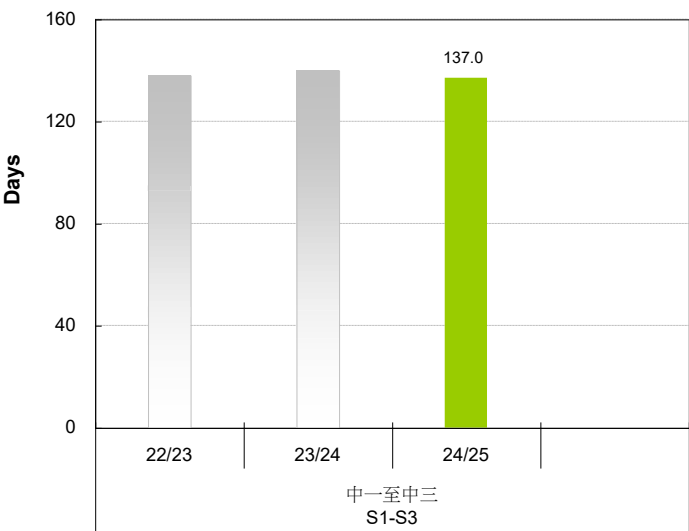
In order to nurture students' reading habit and enable them to become life-long learners, we offer reading award schemes, extensive reading schemes and good book sharing sessions. In addition, book exhibitions are held regularly to promote students' reading habit. Furthermore, to better instill correct 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 2025 HKDSE examination. Among all the subjects, students' performance in English was very impressive. Over 87.5% of students attained Level 4 or above, among which 36.6% attained Level 5* or above. Students' performance in Mathematics was equally fine, with over 86.6% of students obtaining Level 4 or above, among which 28.6% attained Level 5* or above. The results students achieved in elective subjects were also exceptional, particularly in Chemistry (93.0% attaining Level 4 or above), Biology (89.8% attaining Level 4 or above) and Physics (81.4% 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, 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, Durham University, the University of Toronto and the University of British Columbia.

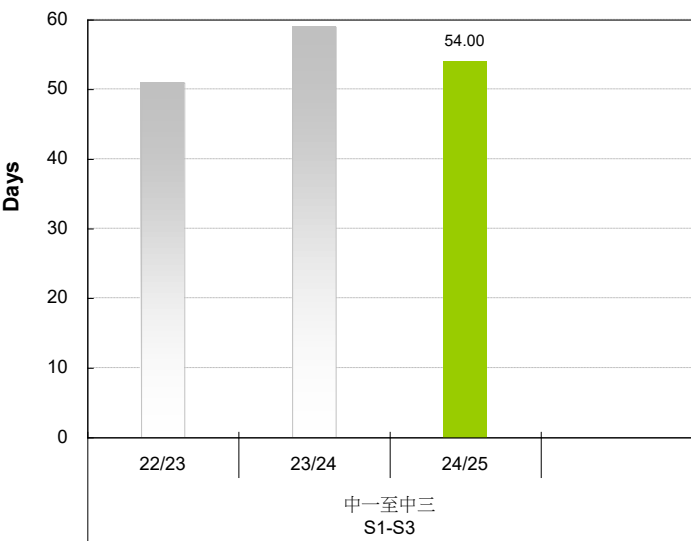
We will continue to provide our students with an excellent learning environment so that they can continue to enjoy the quality education in SJC.

Number of Active School Days (S1-S3)

No. of Days in a School Year with Regular Classes

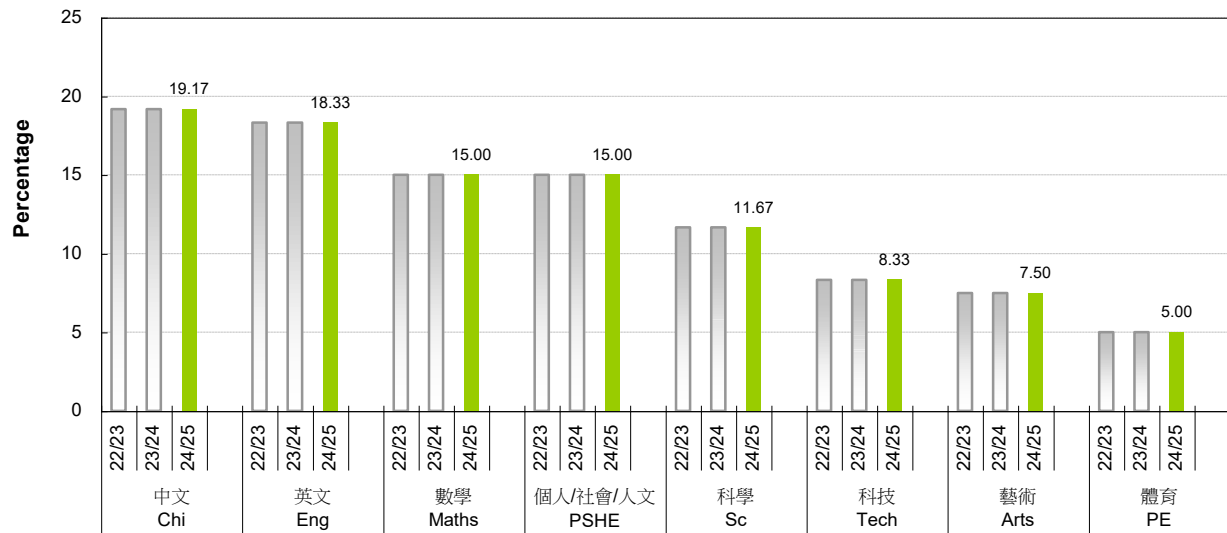


No. of Days in a School Year with Learning Activities



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

Lesson Time Allocated to the 8 KLAs



ACHIEVEMENTS AND REFLECTIONS ON MAJOR CONCERNS

Priority Task 1: Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education

Achievements & Evaluation	
1	<p>To enhance students’ appreciation of Chinese history, culture and values</p> <p>1.1 To integrate the elements of Chinese history, culture and virtues into classes, and instil correct values in students through various subjects and form teacher sessions</p> <p>The school adopted a systematic, multi-pronged approach to curriculum integration. This was managed at a high level, with the Chairman of the National Security Education and Steering Committee attending subject panel meetings to provide direct advice. To ensure quality and consistency, a formal policy for reviewing teaching materials was implemented, requiring panel heads to review all notes, worksheets, and examination papers. As a final layer of quality control, the Steering Committee inspected the final draft of all test and examination scripts before assessment. This robust process ensured that elements of Chinese culture were embedded in subjects such as Economics (Confucian values), Putonghua (The Six Arts), and Integrated Science (our country’s space programme). A key qualitative example was the Values and National Education Team’s collaboration with the Visual Arts Department, helping S3 students explore Intangible Cultural Heritage by crafting Guangzhou Guangcai pottery. These initiatives did not only made students more aware of our country’s scientific breakthroughs but also the importance of a strong moral foundation, a fact quantitatively supported by the APASO-III data, where students scored an exceptional Q-score of 116 on ‘Honesty (Act of Honesty)’ and ‘Morality (Importance)’.</p> <p>1.2 To arrange thematic learning activities for students to enhance their sense of national identity such as board decoration, quizzes, visits, roving exhibition, cross-curricular project, Chinese Culture week, etc.</p> <p>Thematic learning activities were a cornerstone of our approach. A major success was the first Chinese Cultural Week in January 2025, which saw enthusiastic participation from students, teachers, and parents. This was supplemented by other school-wide events, including public speaking and Chinese Fai Chun Activity on relevant VNE themes. The APASO-III results provide strong empirical evidence for this success. In all four dimensions of National Identity – ‘Responsibility, Obligations’, ‘Proud, Love’, ‘National Flag, Anthem’, and ‘Achievements’ – our students achieved a maximum Q-score of 116 (P-score 85.7). These top-tier scores indicate a deeply ingrained and uniformly positive national sentiment, confirming that students understand their shared</p>

bond and destiny as citizens of both Hong Kong and our country.

- 1.3 To stimulate students' interest in reading China-related articles to broaden their perspectives

Reading materials were carefully selected to align with the curriculum, such as learning about the Dongjiang water supply in Integrated Science and China's tourism path in Tourism and Hospitality Studies. Besides, the thematic book exhibitions held on some of the key dates in the event calendar, such as 18th September, 1st July and the National Day, aroused students' interest and patriotism. To ensure critical engagement, this was complemented by media and information literacy talks and workshops organized for different forms. The library collection itself was also systematically reviewed by the Teacher Librarian under the guidance of school leadership to ensure all materials were appropriate. This dual focus on providing quality content related to and beyond our country and building critical literacy skills supports the strong outcomes in the APASO-III report, where students demonstrated robust 'Attention to Global Perspective', achieving a Q-score of 116.

2. To strengthen students' understanding of the importance of the development of modern China towards their own life

- 2.1 To cultivate students' affection and care for our country through first-hand experience and observation (visits to Mainland China and sister schools, student exchange programme, sharing after Mainland Study Tours, CLP talks, etc.)

A number of tours were arranged to enrich students' understanding of China's national strength. A particularly memorable experience from this year was the visit in July 2025, where junior secondary students, accompanied by the Principal and Vice Principal, toured the Zhanjiang and Yuncheng vessels and the Chinese Aircraft Carrier Shandong, expressing great excitement. Interflow was also enhanced through trips by our sports team to sister school Sichuan Chengdu No. 7 High School. Beyond these, these were additional school-led targeted opportunities, such as a Greater Bay Area Trip organized by the CLP Team and the Greater Bay Area Youth Study Tour and Mentorship organized by the Law Society. Participation in these tours was significant. According to the Key Performance Measures (KPM) Report, 100% of S.5 students participated in the Citizenship and Social Development Mainland Study Tour (KPM 8.3.2). Furthermore, other Mainland exchange activities saw participation rates of up to 25% in S.4, 12% in S.5, and 10% in S.1 (KPM 8.3.4). Feedback from trip reports and questionnaires indicates that these first-hand experiences have inspired students and fostered a stronger affection for our country.

- 2.2 To organise patriotic activities and knowledge enrichment activities relating to National Education and National Security Education in various subjects

Patriotic activities were consistently woven into school life. As detailed in the National

Security Education report, the regular “Speech under the National Flag” was delivered by the school leaders and teachers to foster students’ sense of national identity and pride. Furthermore, a group of S.4 students proudly represented the school in the PRC 75th Anniversary Showcase. This commitment is matched by strong student engagement, with 10% of our junior and senior students participating in territory-wide national education competitions in 2024-25 (KPM 21).

3. To enhance students’ awareness of safeguarding national security

- 3.1 To cultivate an accurate view of national security through engaging students in reading and multifarious activities on different issues (such as importance of stabilizing food supply, reducing carbon emissions, preserving Chinese culture, etc.)

The school actively encourages participation in patriotic activities and competitions. Our students participated in numerous events, including the 「全民問答挑戰賽」 and the 「一國兩制知多少」知識競賽, where our school won the “Most Active Participation School Award” and achieved First Runner-up in the final round. A significant example of deep learning was our students’ participation in the Hong Kong Schools Mooting and Mock Trial Competition, where they researched and applied legal principles, gaining an enhanced understanding of the rule of law and the importance of law-abidingness. This high-level engagement is reflected quantitatively, with 10% of junior and senior students participating in related territory-wide competitions (KPM 21).

- 3.2 To deepen students’ understanding of the Constitution, Basic Law, National Security Law and National Symbols through conducting different school-based activities on the key days

The school conducted national flag-raising ceremonies on all key dates, which are also held weekly to reinforce students’ respect for the national symbols. A key achievement this year, as noted in the National Security Education report, was the professional training provided to the 5% of junior and senior students who are formally trained as members of the school flag-raising team (KPM 8.1, 8.2), where Police Officers from Central District were invited to be our instructors. Beyond ceremonies, we deepened student understanding by selecting and nominating students for the Constitution and Basic Law Student Ambassador Training Scheme (《憲法》和《基本法》學生校園大使培訓計劃), empowering them to become leaders in promoting these values.

Overall, our planned actions in this major concern have comprehensively achieved the Seven Learning Goals. By infusing Chinese history, culture, and virtues into various learning activities both inside and outside classroom, our students have been nurtured to become informed and responsible citizens with a sense of national and global identity and an appreciation of proper values and attitudes. The cross-curricular learning design, coupled with Mainland exchange

programmes and experiential learning opportunities, has broadened students' breadth of knowledge and enhanced their understanding of contemporary national developments. Through reading activities, public speaking, and the use of Putonghua and English in various learning contexts, students have strengthened their language proficiency and developed generic skills such as communication, collaboration, and critical thinking. Meanwhile, the reflective elements of national study tours and project-based learning have encouraged life planning by helping students connect their aspirations with the nation's progress. Collectively, these sustained efforts have fostered positive values and civic responsibility, contributing to the cultivation of a healthy lifestyle in both personal and social dimensions.

Reflections and Follow ups

1. Developing Global Perspective and Intercultural Respect

While our students exhibit an exceptionally strong sense of national identity (APASO-III 'National Identity' Q-score 116), their development as global citizens require attention. The APASO-III data shows a weakness in 'Global Perspective (Responsibility, Collaboration)' with a notably low P-score of 39.5 (Q-score 96). Furthermore, 'Respect for People of Different Cultural Backgrounds' is also an area for growth, with a Q-score of 97 and a P-score of 42.1. This indicates a need to broaden our students' understanding of their role in a globally interconnected world and to foster a more consistent practice of intercultural respect.

Proposed Follow-up Actions:

- **Integrate Global Dimensions into National Education:** When teaching about China's achievements, explicitly connect them to global contexts. For example, discuss China's role in international climate agreements, its contributions to global health, or its collaborative scientific projects.
- **Inquiry-based learning on 'China and the World':** Task students with assignments that require them to research and present on the relationship between China and other countries or cultures, focusing on themes of collaboration, mutual influence, and shared challenges.

2. Bridging the Gap between Internalized National Identity and Daily Pro-social Behaviours

There appears to be a disconnect between students' strong reported feelings of national identity and their daily conduct. While APASO-III data shows a peak Q-score of 116 for national pride and responsibility, other indicators suggest this does not always translate into pro-social behaviour. The Stakeholder Survey reveals a significant perception difference in respect for teachers. Students rated their peers' respect for teachers at a mean of 3.68, significantly lower than parents' (4.18) and teachers' (4.30) perceptions (ANOVA $p = 0.00$). This suggests a need to help students bridge the gap between their values and their actions,

internalising that being a responsible citizen begins with respectful and disciplined behaviour within their own community.

Proposed Follow-up Actions:

- **Reinforce Positive Behaviour:** Work with the VE Team and Counselling Team to explicitly link positive behaviours (e.g., helping classmates, showing respect to staff) to the school's core values and our Major Concern during assemblies and school communications, celebrating students who exemplify responsible citizenship in daily actions.

3. Engaging Students in Leisure Reading

The data reveals a significant paradox. While students demonstrate strong technical reading skills (APASO-III 'Good Strategies', Q-score 115, P-score 84.1), their intrinsic motivation to read for pleasure is an area of concern. The APASO-III scores for 'Time for Leisure Reading' (Q-score 93, P-score 32) and 'Reading Non-assigned Materials' (Q-score 88, P-score 21.2) are both below the Hong Kong average. This is further substantiated by the Stakeholder Survey, where "Students' reading interest and reading habits" was identified as a concern across all groups (T59, S12, P5). This suggests that while we have successfully taught students "how" to read, we must now focus on inspiring them to want to read, especially materials related to our Major Concern.

Proposed Follow-up Actions:

- **Curate a "China Today" Reading List:** Collaborate with the Reading and Library Team and subject panels to create a dynamic, multi-genre reading list focusing on modern China, Chinese culture, and global perspectives. Include a mix of fiction, non-fiction, graphic novels, and online articles to appeal to diverse interests.
- **Author/Journalist Talks:** Invite local authors or journalists who write about Chinese culture, history, or current affairs to share their experiences, making reading a more tangible and engaging activity.

Priority Task 2: Unlocking the Power of Students' Digital Competences Needed to Succeed in a Rapidly Changing World

Achievements & Evaluation

1 To adopt diversified pedagogical approaches to enhance students' critical thinking, creativity, collaboration and communication skills inside and outside the classroom

1.1 To promote students' critical thinking and creativity by engaging them in hands-on projects that require them to combat daily-life or global challenges

We have successfully fostered creativity and critical thinking by beginning to shift some of our assessment tasks from traditional paper-and-pencil essays to digital-first projects. In Economics, students created videos and infographics to analyse economic issues, while the English Language and Religious & Moral Education cross-curricular project saw students produce multimedia presentations on "Saints as Models of Love and Care". This cultivation of creativity is strongly validated by the APASO-III data, where students achieved a maximum Q-score of 116 across all four domains of creativity: 'Enjoy', 'Efficacy', 'Science-related' and 'Society-related'.

1.2 To develop students' competency in collaborative problem-solving using group decision-making tasks

Interdisciplinary workshops and business simulations have significantly enhanced collaborative problem-solving. In the S.2 Hovercraft Design Workshop, Science and Computer Literacy students merged physics with coding in a team environment. Similarly, Economics and BAFS students engaged in authentic digital collaboration through JA Company and MEP program simulations. These initiatives develop skills directly reflected in the APASO-III results for 'Learning (Self-monitoring)' and 'Learning (Self-planning)', both of which achieved the highest possible Q-score of 116.

1.3 To encourage students to participate in relevant external programmes and competitions

Student participation and success in high-level external competitions have been a major achievement. Key highlights include earning the Best Schools Award at the Hong Kong Physics Olympiad and winning multiple awards in the International Biology Olympiad and local Mathematics competitions. In this school year, 10% of our junior and senior students participated in territory-wide inter-school competitions related to STEAM (KPM 21), demonstrating widespread engagement and the successful application of collaborative and problem-solving skills under pressure.

1.4 To equip students to understand, analyse, and address complex issues and difficulties through an integrated multidisciplinary approach in learning and teaching

Inquiry-based learning through a multidisciplinary lens has deepened students' analytical capabilities. This academic success is quantitatively supported by the APASO-III data, where 'Critical Thinking' scored a maximum Q-score of 116, placing

our students in the top 15% of their Hong Kong peers.

2. To cultivate a school culture of exploration and innovation by enhancing students' digital competencies and technology skills

- 2.1 To promote our country's effort and achievements in technological advancements (e.g. AI, IoT, robotics, science and medicine, etc.)

A strong foundation for appreciating technological achievement has been established. In the APASO-III report, students achieved a maximum Q-score of 116 (P-score 85.7) for 'Creativity (Science-related)', indicating high aptitude for scientific innovation. This is complemented by institutional investment in teacher capacity, with the KPM Report showing that 20% of teachers participated in STEAM-themed professional development (KPM 5.3), preparing them to guide students in understanding complex technological advancements. The Science Forum, featuring Prof. Lee Chack-fan's session on the construction of the Three Gorges Dam and Prof. Dennis Lo's discussion on medical research conducted in Hong Kong, Great Britain, and the United States, offered students a valuable platform to draw direct comparisons and deepen their appreciation of China's contributions to the global technological landscape.

- 2.2 To promote students' data literacy by enriching subjects' learning and teaching activities

Data literacy of students has been a key focus. The introduction of data analysis projects in Economics and the use of GIS in Geography have provided students with practical data handling skills. In the same vein, the school is also leading by example through its own use of data in evaluating and deciding on support for student development. In the Stakeholder Survey, "The school makes use of data effectively to evaluate the effectiveness of student support services, and to inform planning" (T66) was ranked as the second highest item in the set by teachers, with a strong mean score of 4.12.

- 2.3 To establish a culture of using data to improve learning and teaching

A culture of data-informed reflection is also growing among staff. The Integrated Humanities Professional Sharing (June 2025), for instance, focused on using both qualitative and quantitative co-evaluation for reflective practice. Furthermore, under the coordination of the Prefect of Studies, standardized progress reviews ensured that departmental action plans were aligned with the targets of Major Concern 2, creating a feedback loop for continuous improvement.

- 2.4 To promote a fundamental and vital understanding of AI among stakeholders

The school has successfully piloted AI tools to enhance learning autonomy. The Biology Department's AI Chatbot, which allows students to receive instant feedback and revise independently, was positively received by students and teachers. This

successful infusion of AI into the curriculum is supported by institutional commitment, with the KPM Report indicating that 20% of teachers undertook professional development in STEAM (KPM 5.3), which includes modern AI applications.

- 2.5 To foster a conducive learning environment that values curiosity, risk-taking and a growth mindset in the new era

Our school culture actively encourages innovation, intellectual risk-taking, and resilience. This is strongly reflected in the APASO-III results, where students achieved the highest possible Q-score of 116 for 'Entrepreneurial Spirit (Risk Bearing)'. This survey result is supported by student success in challenging external competitions within and beyond the field of Business, which requires both deep knowledge and a willingness to tackle novel problems.

- 2.6 To infuse digital technology and AI skills into the learning and teaching of various subjects and activities

The infusion of digital technology across subjects has been highly effective. Student engagement is exceptionally high, as shown in the APASO-III report, where 'Information Technology (Time for Learning)' received a maximum Q-score of 116. This demonstrates that students are dedicating significant time to using technology for their learning, a direct result of the unified BYOD policy and the successful integration of tools like GIS, Python, and AI chatbots across multiple departments.

- 2.7 To empower teachers to become facilitators and motivators of learning in the new era

Teachers are successfully evolving into facilitators of learning. The Stakeholder Survey shows that teachers rate themselves highly on adaptive teaching practices. The item "I often take into account students' learning progress and re-adjust my teaching strategies" (T51) saw its mean score rise to 4.53, moving its rank in the set from third to first. This data indicates that teachers are actively using student progress to guide their instruction, a hallmark of a facilitator-centric classroom. This is further enabled by the 20% of staff who participated in STEAM-related professional development (KPM 5.3), equipping them with the latest pedagogical tools.

Viewed holistically, the development and implementation of this major concern exhibit a high level of synergy with the Seven Learning Goals. By enhancing digital competence and promoting creativity, critical thinking, collaboration, and communication, the school has nurtured students' generic skills and strengthened their ability to learn and apply knowledge in an integrative manner. Our students have been empowered to use information and information technology ethically, flexibly and effectively and equipped to thrive in a technology-rich society through the promotion of digital literacy, AI, and data-driven inquiry. Students have broadened their breadth of knowledge and cultivated language proficiency through multimodal communication and interdisciplinary collaboration in cross-curricular learning, STEAM projects, and exposure to our country's scientific and technological advancements. The inquiry-based and reflective elements

embedded in digital projects and innovation challenges have also encouraged deeper self-understanding, and life planning as students explore academic and career pathways within the context of technological change. Furthermore, the cultivation of curiosity, resilience, and a growth mindset has contributed to a balanced and forward-looking disposition, fostering a healthy lifestyle grounded in intellectual engagement and socio-emotional wellbeing. Taken together, these initiatives have empowered students to become informed, responsible citizens, ready to contribute to an increasingly interconnected and innovation-driven world.

Reflections and Follow ups

The transition to a technology-enriched learning environment also expanded opportunities for experiential learning beyond the classroom. Students' strong participation and achievements in external competitions exemplified their growing capacity for teamwork, innovation, and independent learning.

The year's successes, however, also brought valuable insights regarding the next phase of the school's digital transformation.

1. Offering Opportunities for Deeper Engagement

APASO-III and Stakeholder Survey data reveal that while teachers rated their efforts to foster inquiry-based learning highly (mean = 4.29), students perceived these opportunities somewhat less positively (mean = 3.93) ($p = 0.02$). This highlights a perceptual gap between teachers' intentions and students' experiences of empowerment and engagement.

Proposed Follow-up Actions:

- **Enhancing Student Voice and Agency:** Formulate student focus groups and feedback channels to better understand their learning experiences and perceptions, ensuring that innovative pedagogies are not only delivered but also genuinely felt by students.
- **Refinement of Learning and Teaching Strategies (Strategy 1.1):** Incorporate student-led reflections into curriculum planning and lesson evaluation, ensuring deeper two-way communication and co-ownership of learning.

2. Promoting Digital Wellness and Balance

While technology integration has successfully improved engagement, the APASO-III data underscores the need to maintain balance in students' digital and personal lives. The Q-score for Time for Learning with Technology reached a high of 116, whereas Less Time for Leisure recorded a notably lower Q-score of 85. These findings indicate that while students are highly committed to digital learning tasks, their leisure and offline well-being may warrant closer attention.

Proposed Follow-up Actions:

- New Strategy 2.6 – Digital Citizenship and Wellness: Introduce structured education on digital health and balanced living. The program will focus on time management, and strategies for maintaining emotional balance.
- Structural Coordination Measures: Develop a central project coordination calendar to better distribute workload across subjects and prevent overlapping deadlines.

3. Strengthening Assessment Literacy and Recognition of 21st-Century Competencies

The school observed that the traditional forms of assessment often fail to capture students' full range of capabilities, particularly creativity, collaboration, and higher-order problem-solving. While students demonstrated excellence in applying these skills in project-based and interdisciplinary learning contexts, the Stakeholder Survey identified "effectiveness of performance assessments and data-informed curriculum planning" as a lower-ranked area among teachers.

Proposed Follow-up Actions:

- Enhancing Assessment Literacy: Provide professional development opportunities to help teachers design and implement assessment methods that authentically evaluate students' applied skills and abilities.
- Refinement of Success Criteria for Strategy 2.3: Establish practices to enhance the effectiveness of formative and performance-based assessments. Departments will pilot innovative assessment and reporting tools that more accurately capture students' growth in 21st-century skills. The School Data Analysis Team, for example, will implement the Secondary 1 Academic Ability Assessment (AAA) to generate valid and reliable data that supports evidence-based decisions in student placement, benchmarking, and curriculum planning.

Priority Task 3: Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity

Achievements & Evaluation

1. To prepare students to confidently navigate and recover from challenges, building resilience through strategies that honour individual learning differences

1.1 To foster a supportive and inclusive learning environment where students feel secure to take intellectual risks

We are dedicated to cultivating student resilience through a multi-faceted and integrated approach. Our framework is grounded in fostering a supportive and inclusive learning environment where students feel secure to take intellectual risks. The Values and National Education team (VNE) put emphasis on the core values of “Benevolence” and “Perseverance” in its programme plan through which mutual respect and positive education were cultivated in students. Workshops on the importance of respecting others were held. In the inter-class board decoration competition, the theme among junior form classes was “Benevolence”. The Integrated Education Team provided students with SEN with suitable arrangements in schools with assistance of educational psychologists, social workers, student counsellors, teachers and parents. Subject teachers are integral to this target by actively integrating principles of positive education into their classroom practice. A key strategy in this approach is the consistent use of positive feedback to affirm student effort and build confidence. The Counselling Team launched the Z-Generation programme targeted on S1 students with low resilience. The program provided training on interpersonal communication skills, resilience-boosting skills etc throughout the year. Students were offered an opportunity to participate in an overnight training camp in which they challenged sports climbing. Students rated the program positively. They reflected that they learnt to be courageous to face challenges in daily lives, especially after the programme.

The success of target 1 is powerfully demonstrated by the APASO-III report, where students reported exceptionally high emotional well-being, achieving maximum Q-scores of 116 in ‘Positive Affect’, ‘No Negative Affect’, ‘No Fear of Failure’ and ‘No Academic Anxiety’. This is complemented by a profound sense of belonging, with ‘School Atmosphere (Belongingness)’ also scoring a maximum Q-score of 116.

1.2 To challenge students through adventure, leadership, and team-building activities and help them discover and develop their ability to care for themselves, others and the world through challenging experiences by organizing Outward Bound or similar experiences

We complement this foundational support with experiential learning. The Physical Department aimed to develop leadership through sports. A sports captaincy programme was reinforced, through which 60% of the team members undertook

leadership training. Regular sports training, e.g. football, swimming, basketball, table-tennis, was held to build confidence and competence in tackling challenges as teams. The ECA Department adopted “Resilience” as its annual theme. During the whole academic year, a host of ECAs and life-wide learning activities were organised that aimed to hone leadership and teamwork. In particular, an ECA Leadership Talk was organized for S.4 students, a rock-climbing activity was organized for S.6 students and a leadership training camp was organized by Values Education and Academic Promotion Team. In addition, our school has required junior form students to join a uniformed group out of Red Cross, St. John's Ambulance, and Boy Scouts. Participation in uniformed groups provided students with special and meaningful learning experiences. Not only did it equip students with practical skills, it also fostered community engagement and promoted personal growth. Moreover, our school has taken a student-led approach in organizing ECAs. Our senior form students are afforded numerous opportunities to cultivate a sense of responsibility towards themselves, their community, and the wider world. Through active leadership in organisations such as the Students' Union and the Interact Club, they learn to serve others. A crucial aspect of their role involves mentoring junior form students, preparing them to assume future leadership positions. The success of this emphasis on leadership development and peer mentorship is clearly recognized by our parent community. In the Stakeholder Survey, the item “The school enables my child to understand how to get along with others” emerged as a top-ranked item with a high mean score of 4.05. This positive perception is supported by high levels of student engagement in these character-building activities, with the KPM Report showing that 50% of junior secondary students are actively involved in uniformed groups or community services (KPM 22.1).

- 1.3 To build students' understanding about mental well-being by engaging the VNE and Counselling Teams in covering topics on resilience, mindfulness, and stress management

Our Counselling Team organized various talks or workshops related to resilience, emotional health and stress management, e.g. SOS programme with Kinball playing, “Say goodbye to worries” workshop. Some major initiatives that were introduced to arouse students' understanding of mental well-being included S.1 bridging course, S.1 student ambassador programme, student support scheme. Furthermore, a series of events was organized by different teams. The VEAPT organized the Wellness Week and Joyful Fruit Week in November during which the general concept of mental well-being was introduced to students. Some fun and healthy activities included switch sports, liquid art workshop, and stress relief corner. During the Joyful Fruit Week, healthy eating habits were promoted. The ECA team organized Thoughtful Thursday at the beginning of the school year to let students reflect and recharge and to enjoy mindful moments. A team of students from S.1-S.6 was trained to become Healthy School Ambassadors by the Healthy School Committee. In particular, S.1 students

received Mental Health Ambassador training by Education Psychologists, and helped promote well-being in Form Teacher periods and in the school canteens. S.1-2 students participated in the Teens Teeth Award Scheme. The Careers Team organized a Stress Management Workshop for S.6. The Careers Team, Counselling Team and school social workers worked collaboratively to help students become aware of mental health. The success of these programmes is evident in the APASO-III Report, where students demonstrate high ‘Self-concept (Emotional Stability)’ (Q-score of 113) and a profound ‘Meaning in Life’ (Q-score of 116), proving they have the confidence and sense of purpose to thrive.

2. To cultivate a growth mindset among students, enabling them to consistently pursue self-improvement and embrace challenges as valuable opportunities

2.1 To educate on a growth mindset to help students see challenges as valuable opportunities for growth and learning

Our school actively embeds the philosophy of a growth mindset into its culture through a diverse range of programmes, including academics, music, art, sports, STEAM, Modal United Nations and Chinese and English debating, etc, both intra- and inter-school in scale. These activities serve as practical training grounds, encouraging students to step out of their comfort zones in a supportive environment and to view challenges as valuable opportunities for growth and learning. Through dedicating themselves in different activities and competitions, and a willingness to learn from mistakes and feedback, students experienced that intelligence, abilities and talents can be developed. The school strategically facilitates student attendance at sports competitions as spectators, thereby providing direct exposure to sportsmanship and fostering the development of a growth mindset. Every year, the Academic Prize Giving Ceremony and Extra-curricular Activities Prize Giving Day are held to acknowledge the students who do well academically and in ECAs in the previous academic year and to celebrate their achievements and successes. Moreover, our students achieved excellent results in a wide range of competitions. A team of S.4 students captured the overall championship in the Joint School Science Exhibition. In the group event of the 42nd Hong Kong Mathematics Olympiad, our students attained the HK Regional Winners Award. A substantial number of students attained excellent results in the Speech Festival and Music Festival. The effectiveness of this is demonstrated by high levels of participation, with the KPM Report showing that, for instance, 10% of our junior and senior students participated in territory-wide STEAM competitions (KPM 21). This culture of embracing challenges is further proven by the APASO-III data, where students achieved a Q-score of 116 in ‘Entrepreneurial Spirit (Risk-Bearing)’, indicating an exceptional aptitude for innovation and risk-taking. This competitive yet supportive atmosphere is also highly valued by students, who scored 116 and 111 respectively in ‘Learning Atmosphere (Competition)’ and ‘Learning Atmosphere (Cooperation)’.

- 2.2 To inspire teachers to appreciate the value of developing a growth mindset and equip teachers with effective strategies and techniques to promote a growth mindset and character development among students

To enhance the professional capacity of our staff in fostering a growth mindset and a positive school culture, a professional development workshop on positive education was conducted on a Staff Development Day, facilitated by the Counselling Faculty of City University.

Furthermore, selected teachers under the pastoral care teams participated in advanced professional training courses organised by external bodies, such as the Bei Shan Tang Foundation. The school also collaborated with the Bei Shan Tang Foundation to conduct comprehensive surveys assessing the well-being of both students and staff, providing valuable data to inform our ongoing pastoral care strategies.

3. To realize the full potential of every student, by providing opportunities and experiences designed to meet their individual needs and strengths

- 3.1 To inspire students to understand themselves by helping them identify their strengths and weaknesses, enabling the development of a strong and positive personal character

A fundamental objective of our student development is to help students understand themselves. This commitment is built upon age-appropriate programmes introduced by the Careers Team. For junior forms, Careers and Life Planning (CLP) workshops were offered which served as an essential starting point. While for senior students, more intensive and personalised CLP lessons and counselling programmes were provided in S.5 and S.6. S.5 students even had weekly regular CLP lessons. During CLP workshops, students did an attitude test to find out more about their personal character, so that they could be able to make more informed choices for their future. S.3 students participated in a Soci-game programme in which they attended a career-related talk, taster lessons and mini-workshop that aimed to facilitate them to understand themselves better so as to make more informed decisions when selecting their elective subjects. In addition, students could identify their unique strengths and areas of growth through active participation in different ECAs and activities the school offered. Every year, the school welcomes new ECA clubs to cater for the different interests of the students. In the 2024-25 academic year, a Robotics Club was set up. The effectiveness of this continuous, tailored guidance is validated by the APASO-III report, which shows exceptional student engagement with all 'Life Planning' activities (e.g., 'Receive Advice', Q-score 116). This process ensures that students are well-equipped to reflect on their own capabilities, as shown by the high Q-score of 107 for 'Career Aspiration (Consider Own Competence)'.

- 3.2 To expose students to different career opportunities and to help them formulate personal goals and make informed decisions about their future

To broaden students' horizons and prepare them for their future, the school provides robust support to expose them to diverse career opportunities. This is achieved through a structured, multi-year approach taken by the Careers Team, including CLP workshops, practical financial education, and intensive senior-form programmes like the CUHK Medicine Summer Clinical Attachment Programme, Entrepreneurship Talk, Foshan Trip and the SJC OBA Mentorship Programme. Our school also provided valuable opportunities for students to take up internships or job shadowing experiences through SJC OBA Mentorship Programme and Tram+ 2 Day Career Development Programme. In addition, some local visits and overseas tours were organized by different subject departments to broaden students' horizons about different industries, e.g. BAFS and Econ Study Trip, CJ Pui Hua Camp. Overall, students were given different opportunities to unleash and understand their potential through active participation in ECAs, teams, new programmes and excursions. The KPM Report shows that 82.3% of our 2025 graduates pursued full-time Bachelor's degree programmes (KPM 15.1), a figure that significantly surpasses the territory-wide average of 36.5%. The APASO-III data further reveals that our students' 'vision for future careers is clear' ('Expected Future Career', Q-score of 114) and they are highly motivated to achieve specific educational levels.

- 3.3. To provide platforms for students to showcase their skills and talents, enhancing their confidence and personal growth while broadening their horizons which ultimately brings about a sense of fulfilment and enables students to reach their full potential

The school has provided a range of tailored opportunities to let students showcase their different talents. Apart from activities in academics, music, art, sports, STEAM, Modal United Nations and Chinese and English debating, etc, a prime example is in S.4, where students receive 'Other Learning Experiences – Aesthetic Education' in fields like music, design and illustration practice, creative media, and films. The Other Learning Experiences (OLE) curriculum provides students with the autonomy to explore their personal interests, enabling them to broaden their perspectives and gain valuable experiences outside of their core academic studies. Besides, the school offers a diverse range of Extra-Curricular Activities (ECAs). In the past academic year, this provision was expanded to cater more effectively to the broad and varied interests of our student population. Throughout the academic year, students were provided with ample platforms to showcase their diverse talents beyond regular club activities. Major school-wide functions, such as Recruitment Week, and a series of celebration events for the school's 150th anniversary, e.g. the Open Day, Tram designing, painting and launching, Maths Forum, Science Forum, Art Exhibition, the Green and White Concert, Monopoly, and Chess Competition, served as valuable opportunities for students to demonstrate their abilities and contribute to the school community. These initiatives are exceptionally well-received, as the APASO-III report reveals a maximum Q-score of 116 for both 'After-school Co-curricular Activities' and 'After-school Learning Activities (School Organized)'. This high satisfaction is echoed in the Stakeholder

Survey, where “Through the opportunities that the school provides ... I can develop my interests and life skills” was the #1 ranked item for students, with a high mean of 4.03. This demonstrates that our diverse offerings are seen as valuable experiences that contribute directly to students’ holistic personal development and confidence.

In summary, our initiatives under this major concern have broadly achieved the Seven Learning Goals through fostering students’ resilience, self-understanding, and holistic development. By cultivating a caring and inclusive school culture grounded in values such as benevolence and perseverance, the programmes have effectively nurtured students to become informed and responsible citizens with positive values. The diverse experiential learning opportunities – ranging from leadership training, adventure activities, and community service to sports and aesthetic education – have broadened students’ breadth of knowledge and promoted generic skills, including communication, teamwork, collaboration, and problem-solving. The integration of reflective activities in Careers and Life Planning (CLP) programmes, personalised counselling, and mentorship initiatives has deepened students’ life planning skills by helping them understand their own interests, strengths, and aspirations. Through initiatives such as the Wellness Week and Joyful Fruit Week, students are guided to lead a healthy lifestyle and to appreciate the importance of both physical and mental well-being. Moreover, the use of positive education strategies has enabled students to articulate their reflections and aspirations with confidence. As a whole, these achievements embody the holistic intent of secondary education – empowering students to become well-rounded individuals capable of adapting to challenges and contributing constructively to their communities and the wider world.

Reflections and Follow ups

The school is highly successful in empowering students to thrive. By fostering resilience and a growth mindset, it has cultivated self-motivated students who confidently embrace challenges. Through a supportive environment and diverse, tailored opportunities, the school equips students with the purpose and skills to confidently navigate their future paths.

However, some areas of concern were identified in the survey and need to be addressed and followed up.

1. Nurturing Interpersonal Skills and Social Connectedness

While the data confirms our students are exceptionally resilient academically and emotionally, the APASO-III report highlights an opportunity to further enhance their social engagement. The Q-score for ‘Social Behaviour (Time with Friends)’ is 94, and scores for ‘Self-concept (Relationship with Opposite Sex)’ and ‘Self-concept (Relationship with Same Sex)’ are 88 and 93 respectively. The data provides a clear mandate to implement proactive strategies that build on our students’ existing strengths by fostering their interpersonal skills.

Proposed Follow-up Actions:

- “Connection and Communication” Workshops and Camps: Value Education Team will incorporate workshops for junior form students focusing on practical social skills, e.g. gender differences, active listening, conflict resolution, and empathy. ECA Team will host camps designed to enhance team-building and strengthen peer relationships among senior form students.
- Increase joint-school events: Advise subject departments, different ECA clubs and teams to organise more joint-school events so that students will be given chances to collaborate with peers of both the same and opposite sex beyond the context of our school.

2. Enhancing Well-being Amidst Academic Rigour

Whereas the APASO-III report confirms our students are exceptionally resilient and emotionally stable overall, it also provides specific insights into the pressures of a rigorous academic environment. Indicators show that while most students thrive, a notable portion experiences negative emotion. Similarly, the score for ‘No Anxiety, Depressive Symptoms’ (Q-score 98) is solid but highlights a clear opportunity for targeted support.

Proposed Follow-up Actions:

- Provide comprehensive support for student development: Two targeted initiatives will be implemented. Firstly, the Student Learning Progress Support Scheme is designed for repeaters and students experiencing academic difficulties. This scheme involves systematic monitoring of their learning progress and facilitates periodic goal-setting throughout the academic year. A key component is fostering motivation by helping students identify their individual strengths and formally recognising their achievements.

Complementing this, the Counselling Team will launch a new Holistic Support Scheme. This initiative integrates experiential learning through rock climbing with continuous, one-on-one goal-setting consultations. It is designed to support selected students in cultivating both their academic and personal aspirations.
- Establish Positive Education Committee: This committee will help promote positive education within the school setting. The primary objective of the team is to help students develop self-awareness and a growth mindset through Positive Education. A Positive Education Program will be introduced for all S.1 students in the first year in partnership with an external organisation. The program will be introduced to the S.1 cohort in the current academic year. It will then be extended to the next form level sequentially each year. The program consists of four in-class lessons, to be facilitated primarily by registered social workers. Concurrently, the partner organisation will provide ongoing training to committee members and form-teachers throughout the programme’s duration.
- JC LevelMind Program: The Jockey Club’s “JC Levelmind Programme” will be replacing the school’s current “Healthy School Ambassador Programme” for students

in S.1-S.4. A key advantage of this two-year initiative is its adoption of a whole-school approach, which provides a more structured and comprehensive framework for addressing student mental wellness. This model is designed for wider participation, enabling a greater number of students to be involved and benefit.

- Refining strategies for Target 2: In the coming year, the school's growth mindset initiative will evolve from knowledge acquisition to targeted application. The refined strategy will concentrate on embedding a deeper appreciation for the learning process through structured reflection, thereby enhancing students' adaptability across different contexts. A key pillar of this next phase will be the establishment of strong partnerships with parents to create a consistent and supportive learning environment.

FINANCIAL SUMMARY

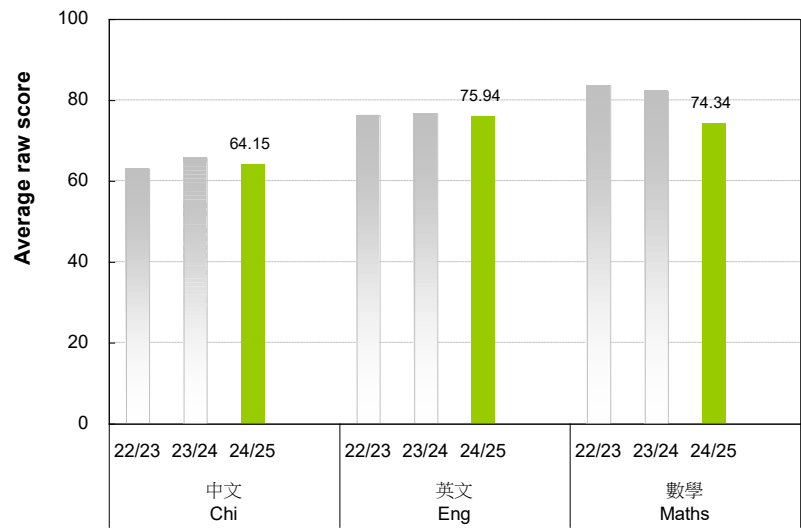
	Income (\$)	Expenditure (\$)
Government Funds		
(1) Expanded Operating Expenses Block Grant (EOEBG)		
(a) Non-School Specific Grants (Baseline Reference)		
Grant Received	2,265,365.03	
Other Income	623,157.60	
(1) School & Class Grant		1,565,628.60
(2) Administration Grant for Additional Clerical Assistant		514,980.00
(3) Composite Furniture and Equipment Grant		273,186.19
(4) Consolidated Subjects Grants		96,092.16
(5) Programme Funds		0.00
(6) Supplementary Grant		24,012.96
(7) Training and Development Grant		8,950.00
<i>Sub-total</i>	2,888,522.63	2,482,849.91
(b) School Specific Grants		
(1) Administration Grant	4,787,136.00	4,608,166.67
(2) Air-conditioning Grant	679,650.00	731,028.00
(3) Composite Information Technology Grant (CITG)	585,308.00	499,242.78
(4) Capacity Enhancement Grant (CEG)	676,944.00	704,536.00
(5) School-based Management Top-up Grant	53,385.00	4,195.50
(6) School-based Support Scheme for Schools with Intake of Newly Arrived Children	42,770.00	5,350.00
(7) School-Based Speech Therapy Admin. Recurrent Grant	8,541.00	0.00
<i>Sub-total</i>	6,833,734.00	6,552,518.95
(2) Grants outside EOEBG		
(1) Diversity Learning Grant - Applied Learning	60,000.00	30,000.00
(2) Diversity Learning Grant - Other Programmes	105,000.00	91,918.30
(3) Enhanced Funding for Non-Chinese Speaking Students	1,049,600.00	935,558.23
(4) Fractional Post Cash Grant	70,932.00	221,004.00
(5) Grant for Supporting NCS Students with SEN	106,769.00	125,979.00
(6) Grant for the Sister School Scheme	165,439.00	165,572.76
(7) Information Technology Staffing Support Grant	338,819.00	377,937.00
(8) Learning Support Grant for Secondary Schools	379,840.00	307,171.00
(9) Life-wide Learning Grant	1,505,474.00	1,604,371.57
(10) Moral and National Education Subject Support Grant	79,030.32	20,941.80
(11) One-off Grant for Mental Health at School	45,052.16	36,110.89
(12) One-off Grant for Mental Health of Parents and Students	20,000.00	18,891.93

	Income (\$)	Expenditure (\$)
(13) One-off Grant on Parent Education	200,000.00	12,100.00
(14) One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	130,200.00	42,500.00
(15) One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	76,595.79
(16) Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	270,039.60	269,959.80
(17) Promotion of Reading Grant	77,205.00	72,053.15
(18) Student Activities Support Grant (SAS Grant)	17,550.00	17,550.00
(19) Teacher Relief Grant (TRG)	876,787.07	996,550.71
<i>Sub-total</i>	5,797,737.15	5,422,765.93

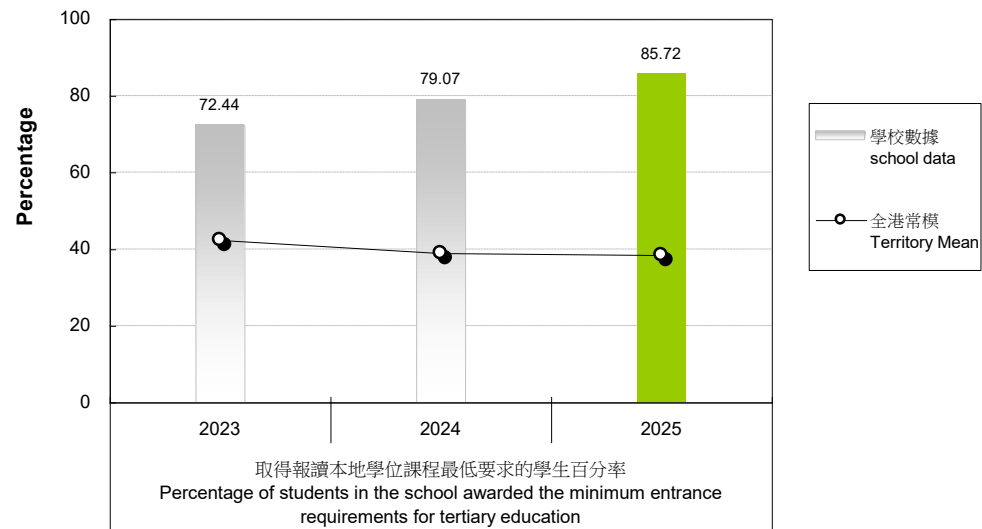
PERFORMANCE OF STUDENTS

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		
		2022/2023	2023/2024	2024/2025
Speech Festivals	Hong Kong Schools Speech Festival - English Section	Champion: 14 1 st runner-up: 7 2 nd runner-up: 14	Champion: 11 1 st runner-up: 7 2 nd runner-up: 3	Champion: 4 1 st runner-up: 7 2 nd runner-up: 6
	Hong Kong Schools Speech Festival - Chinese Section	Champion: 4 1 st runner-up: 7 2 nd runner-up: 8	Champion: 5 1 st runner-up: 3 2 nd runner-up: 2	Champion: 9 1 st runner-up: 7 2 nd runner-up: 6
	Hong Kong Elite Speech Competition	Champion: 1	-	-
	全港青年學藝比賽 - 全港青年演講比賽	-	-	冠軍
	健康學生演說大賽	-	-	中學組冠軍
	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	-
	Inter-school Model United Nations Conference	-	Most Confident Speaker: 1	Best Delegate: 1 Outstanding Delegate: 1 Best Speaker: 2 Most Improved Delegate: 3
	Sing Tao Inter-school Debating Competition	Most Improved School Award: 1 Most Outstanding Debater Award: 1	-	Most Outstanding Debater Award: 1
	Hong Kong Secondary Schools Debating Competition	-	-	Champion: 1
	星島全港校際辯論比賽	-	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	2 nd Runner-up: 2
	Hong Kong Inter-school Choral Competition cum Masterclass	-	Gold Award: 2	Gold Award: 2
	Hong Kong Youth Music Interflows	-	String Orchestra Silver Award Symphonic Band Silver Award	-
	Joint School Music Association (JSMA) Competition	-	Silver: 1	Gold: 5
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	A Grade: 2 nd B Grade: 3 rd C Grade: 3 rd Overall: 2 nd Jing Ying Tournament: 2 nd

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Sports	Basketball (Division I) (HKSSF)	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	B Grade: 3 rd C Grade: 4 th Overall: 3 rd
	Swimming (Division I) (HKSSF)	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	A Grade: 2 nd B Grade: 2 nd C Grade: 3 rd Overall: 2 nd
	Athletics (Division III/II) (HKSSF)	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	A Grade: 4 th
	Badminton (Division I) (HKSSF)	-	A Grade: 3 rd	-
	Beach Volleyball (Division II) (HKSSF)	Junior: 2 nd	-	-
	Cross Country (Division II) (HKSSF)	-	-	B Grade: 4 th C Grade: 2 nd Overall: 2 nd
	Fencing (Open Division) (HKSSF)	2 nd Runner-up: 2	2 nd Runner-up: 1	Champion: 2 2 nd Runner-up: 1
	Life-saving (HKSSF)	Senior: 1 st Junior: 1 st Overall: 1 st	Senior: 1 st Junior: 1 st Overall: 1 st	Senior: 2 nd Junior: 2 nd Overall: 2 nd
	Rugby (Division II) (HKSSF)	A Grade: 1 st B Grade: 2 nd C Grade: 2 nd	-	-
	HKSSF All Hong Kong Inter-School Rugby Sevens Competition BOCHK Ruby Sevens Cup	-	B Grade: 4 th C Grade: 4 th	A Grade: 5 th & Plate Champion B Grade: 2 nd C Grade: 5 th & Plate Champion
	Table-tennis (Division I) (HKSSF)	A Grade: 3 rd	B Grade: 4 th	B Grade: 3 rd Overall: 4 th
	Tennis (Division II) (HKSSF)	Overall: Champion	Champion	Overall: 2 nd
	Volleyball (Division II) (HKSSF)	A Grade: 2 nd	A Grade: 2 nd	-
	Water Polo (HKSSF)	HKGSA School Invitational Championships: Champion	All Hong Kong Inter-school Water Polo Competition Boys Overall: 2 nd	All Hong Kong Inter-school Water Polo Competition Boys Overall: 3 rd Best Shooter: 1
	BOCHK Bauhinia Bowl Award	Outstanding Athlete Award: 3	-	3 rd Runner-up
	BOCHK Rising Star Athlete Award	Winner: 1	Winner: 1	-
	Grantham Outstanding Student Athletes Awards	-	Winner: 2	Winner: 1
	A. S. Watson Group Hong Kong Student Sports Award	Winner: 1	-	Winner: 1
	All Hong Kong Schools Jing Ying Badminton Tournament (Secondary Schools Section)	2 nd Runner-up	1 st Runner-up	-
	All Hong Kong Schools Jing Ying Table Tennis Tournament (Secondary Schools Section)	-	Overall: 2 nd Boys Single: 3 rd Boys double: 3 rd	-

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Sports	HKFA Jockey Club Futsal Cup	-	U15 Champion U17 1 st Runner-up	-
	Panasonic 學界籃球邀請賽	-	1 st Runner-up	-
	蘇黎世保險香港學界 3x3 籃球	-	1 st Runner-up	-
	Milo/Pram Malaysia Invitational Age Group Swimming Championships	-	Champion: 8 1 st Runner-up: 2	Champion: 3
	Thailand Age Group Swimming Championships	Champion: 3 1 st Runner-up: 2 2 nd Runner-up: 1	-	Champion: 7
	FINA World Junior Swimming Championships	2 nd Runner-up: 1	-	-
	Swedish Life-saving International Championships	-	Gold: 3 Silver: 2 Bronze: 1	-
	Spanish Open Lifesaving Championship (Alicante)	-	-	Champion: 2
	National Life Saving Championships	-	-	Champion: 3 1 st Runner-up: 1
	Guangdong-Hong Kong-Macao Greater Bay Area - The HKJC Tennis Team Competition			1 st Runner-up: 2
Academic	Joint School Science Exhibition (JSSE)	Overall Champion	Overall Second	Overall Champion
	International Junior Science Olympiad (IJSO) - Hong Kong Screening	1 st Class Honour: 1 3 rd Class Honour: 1	-	-
	Australian Big Science Competition (BSC)	-	High Distinction: 2	-
	International Biology Olympiad (IBO) – Hong Kong Contest	-	Silver Award: 1	Gold Award: 1 Silver Award: 2 Best Schools Award
	International Biology Olympiad (IBO)	-	Bronze Award: 1	Silver Award: 1
	HKASME HK Biology Literacy Award	3 rd Class Honours: 2 Merit: 2	-	-
	Hong Kong Physics Olympiad	-	1 st Class Honours: 1 2 nd Class Honours: 1 Honourable Mention for Schools	1 st Class Honours: 1 2 nd Class Honours: 2 Honourable Mention: 1 Best Schools Award
	Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad	-	Comprehensive Physics Test 1 st Class Honours: 1	Comprehensive Physics Test 1 st Class Honours: 1 Mechanics Test 2 nd Class Honours: 1 3 rd Class Honours: 1
	Asian Physics Olympiad	-	Bronze Medal: 1	Bronze Medal: 1
	International Mathematical Olympiad Preliminary Selection Contest	-	Gold Award: 1 Silver Award: 1 Honourable Mention: 2	Silver Award: 2 Bronze Award: 1
	Hong Kong Mathematics Olympiad	-	-	HK Regional Winner: 6 First Honour: 1 Third Honour: 2 Third Honour: 1

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Academic	Hong Kong Mathematical High Achievers Selection Contest	First Honour: 1	First Honour: 2 Third Honour: 1	First Honour: 1 Third Honour: 2
	Hong Kong Hua Luo-geng Cup Mathematics Competition			Overall Champion Gold Award: 1 Silver Award: 1
	Po Leung Kuk Youth Mathematics High Achiever Contest	-	First Class: 2 Third Class: 1	-
	Hong Kong Mathematics Creative Problem-Solving Competition	-	-	1 st Runner-up: 4
	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Hong Kong Region)	-	-	狀元獎: 1
	Asia International Mathematical Olympiad	-	-	Gold Award: 1
	World Mathematics Team Championship – Intermediate Level	Silver Award: 1	-	-
	Singapore Asian Schools Mathematical Olympiad	-	Gold Award : 1	-
	Thailand International Mathematical Olympiad			Gold Award: 1
	The Competition on the Mathematics of Information			Silver Award: 1 Bronze Award: 1
	Hong Kong Mathematics Kangaroo Contest	1 st Prize: 4 3 rd Prize: 2	Peak Award: 1 3 rd Prize: 2	1 st Prize: 1
	MathConception S1 INDV (Hong Kong Region)	-	Champion: 1 Gold: 1 Silver 1	Gold: 8 Silver 3 Bronze: 3
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Pre-stage and Level 1)	Award of Exceptional: 2 Award of Excellence: 5 Award of Completion: 3	Certificate of Excellent Performance: 4 Certificate of Merit: 1	Certificate of Excellent Performance: 2 Certificate of Merit: 2
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Level 2)	Award of Excellence: 2 Award of Completion: 1	Certificate of Excellence: 2	Certificate of Excellence: 1
	HKU Academy for the Talented	Certificate of Excellence: 31	-	-
	The Greater Bay Area Youth AI and CyberSec Challenge	-	Merit: 1	2 nd Runner-up
	Fundamental Cloud Computing Technology (HKUSPACE)	-	Distinction: 1	-
	Hong Kong Secondary Schools Software Development Invitational Contest	Junior Section Silver Award: 1	-	-

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Academic	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	初中組季軍	初中組積極參與獎	初中組優異獎
	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: 10	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
	有問有答《基本法》問答比賽	-	-	中學組冠軍
	一國兩制知多少－中小學知識競賽	-	-	全港總亞軍
	「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	-	-
	慶祝『薪火相傳』國民教育活動系列平台成立 15 周年: 學生內地交流計劃『灣區夢成真』行程設計比賽	-	-	初中組優異獎
	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: 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	中文 金獎: 5 銀獎: 5 銅獎: 2 數學 金獎: 3
	22 nd Millennium Entrepreneurship Programme	-	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	-
	HKICPA Accounting and Business Management Case Competition	Certificate of Appreciation: 1	-	-
Scholarships	Sir Edward Youde Scholarship	2	2	1
	SCMP Student of the Year Award	Linguist Putonghua: Shortlisted Sportsperson: 1 st runner-up Best Devotion to School: Shortlisted	Sportsperson: 2 nd runner-up Best Devotion to School: Champion	-

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Scholarships	Hong Kong Scholarship for Excellence Scheme	-	1	-
	The Hong Kong Jockey Club Chairman's Scholarship	-	-	1
	The Hong Kong Jockey Club Striding On Scholarship	-	1	1
	Harmony Scholarships Scheme	4	4	1
	Outstanding Ethnic Minority Student Award Scheme 2023	2	-	-
	Belilios Scholarship	6	-	-
	Smart City and Innovation Scholarship	1	-	-
	Link 20 th Anniversary Outstanding Student Scholarship	-	-	1
Arts	「回歸自然－讓愛延續」綠色殯葬標誌設計比賽	-	-	2 nd Runner-up
	MTR Metaverse Future Station Facility Creation Competition	-	1	-
	全港學界「中史解碼」－手機螢幕桌布設計比賽	-	初中組季軍	-
	Poetry Remake Competition	Commendable Award: 1	-	-
Service	Chief Scout's Award	-	3	5
	Dragon Scout Award	-	2	-
	Hong Kong Venture Scout Competition	-	Overall Champion Wilderness Challenge: 1 st Runner-up Activity Planning: Champion Team Brainpower: 1 st Runner-up	-
	Carlton Trophy Victoria District Selection	-	Champion: 1 2 nd Runner-up: 1	-
	Carlton Trophy Hong Kong Island Region Selection	-	2 nd Runner-up	1 st Runner-up
	Scout of the Year Selection	-	Scout of the Year: 1	-
	Hong Kong Scout Challenge Competition	1 st Runner-up: 1	-	-
	Hong Kong Island Scout Trail Walk – 25 km	-	-	Champion
	The Island Scout Archery Club's President Cup Archery Competition	-	-	Champion: 1
	Hong Kong Island Scout International Regatta – Sailing (Double)	1 st Runner-up	-	-
	Central & Western District Youth First-aid Competition	2 nd Runner-up	-	1 st Runner-up
	Hong Kong Red Cross Training Shield Hong Kong Island Division	-	-	Overall 1 st Runner-up

Nature	Name of Competition / Organization	Award Details		
		2022/2023	2023/2024	2024/2025
Service	Hong Kong Red Cross Humanity Campus Scheme	Humanity Campus Award	Humanity Campus Award	Humanity Campus Award
	Hong Kong Red Cross HKID Nursing Competition	-	Champion: 3 Best Unit of the Year: 2 nd Runner-up	-
	Hong Kong Special Administrative Region Outstanding Students Selection	-	Top Ten Students: 1	Top Ten Students: 1
	Hong Kong Outstanding Teens Election	-	-	Top Ten Outstanding Teen: 1 Outstanding Teen: 1
	Hong Kong Island Outstanding Students	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 Student Service Leaders Award	-	-	Top Ten: 1
	中西區青年發展及公民教育委員會 - 中西區青年獎勵計劃	-	-	優異獎: 3
	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	Gold Award: 4 Silver Award: 12 Bronze Award: 8
	Hok Yau Club Outstanding Student Leaders Award	-	Top Ten Outstanding Student Leaders Award: 1	-
	香港課外活動優秀學生表揚計劃	1	-	-
	Hong Kong 200 Leadership Project	Silver Award: 1	-	-
Others	Hong Kong Young Writers Award	Shortlisted: 1 Honourable Mention: 3	Shortlisted: 1	Shortlisted: 1 Honourable Mention: 4
	Harvard Book Prize Essay Award	3	3	3
	Annual Book Report Competition for Secondary School Students	Junior Division: 1st Runner-up	-	-
	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	-	-
	「閱讀與作」全港中小學生中文寫作比賽	-	-	冠軍
	華萃盃全港中英文硬筆書法比賽	-	-	冠軍
	全港十八區中文硬筆書法比賽	-	-	冠軍
	Brown University Book Prize	-	-	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

St. Joseph's College

Non-Chinese Speaking Student Education Support Programme

Annual Report 2024-2025

(1) The School

St. Joseph's College is committed to the holistic development of students, encompassing moral, intellectual, physical, social, aesthetic, and emotional growth. This report outlines the achievements and progress of the Non-Chinese Speaking (NCS) Student Education Support Programme for the 2024-2025 academic year, reflecting our dedication to providing a human and Christian education that allows all students to cultivate their talents and embrace their cultural heritage.

For more information, please refer to [the school's homepage](https://www.sjc.edu.hk/academic/ncsinfo/), [the Information for Non-Chinese Speaking Students](#) (url: <https://www.sjc.edu.hk/academic/ncsinfo/>) and [the Committee on Home-School Co-operation website](#).

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

This year, the school received a grant of \$1,049,600 from the Education Bureau as educational support for non-Chinese speaking (NCS) students. The programme's activities were aligned with the school's three Major Concerns as outlined in the Annual School Plan 2024-25.

The school's commitment to fostering an inclusive environment was recognised externally this year. We are proud to announce that the school has been commended for accomplishing its racial inclusion initiatives under the 2024/25 Racially Friendly Campus Recognition Scheme by Equal Opportunities Commission. Further testament to our staff's dedication is the "Racial Diversity & Inclusion Teacher Partner Award", which was awarded to three of our Chinese assistant teachers for their outstanding contributions by the Commission.

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

Achievements

Through a dynamic blend of immersive cultural activities, traditional arts, and direct exploration, Non-Chinese Speaking (NCS) students significantly deepened their understanding of Chinese traditions and strengthened their sense of national identity. They actively engaged in cultural arts and celebrations throughout the year. A key highlight was a Cantonese Opera class, where students learned to sing '*Borrowing Arrows from an Enemy* (草船借箭),' a famous episode from "*Romance of the Three Kingdoms* (三國演義)," providing a unique and practical connection to classical Chinese literature and performance art. This was complemented by hands-on activities such as making paper lanterns for the Mid-Autumn Festival, writing spring couplets, and participating in a Chinese Paper Cutting workshop for Chinese New Year.

These hands-on experiences were powerfully contextualised through excursions beyond the classroom. A cornerstone of the programme was the Inland Exploration trip, which enabled Secondary 5 students to visit the Chinese mainland for a firsthand understanding of the country's culture and latest developments. This was further enriched by local excursions, most notably a guided visit to the Hong Kong Palace Museum to view the special exhibition, "*The Origins of Chinese Civilisation*." This landmark exhibition, featuring major archaeological discoveries and over one hundred priceless exhibits from fourteen institutions across the Chinese Mainland and Hong Kong, offered students a comprehensive and tangible connection to the origins and profound achievements of Chinese civilisation, bringing their cultural learning to life.

Reflection

The multi-pronged strategy of combining hands-on cultural arts, immersive travel, and museum-based learning proved highly effective in fostering a genuine connection to Chinese culture. Experiential activities created a more profound and lasting impact than classroom instruction alone, allowing students to form a personal, tactile connection with Chinese traditions and history. The success of this approach was evident in our students' enthusiastic participation. For example, students were absorbed and engaged during the Cantonese Opera class, and they showed great joy and curiosity while making paper lanterns and eating mooncakes at the Mid-Autumn Festival. Furthermore, their engagement was clear as they eagerly learned Chinese character strokes and festive phrases when writing spring couplets. During the visit to the Hong Kong Palace Museum, students expressed deep appreciation for the Chinese civilisation exhibits in their worksheets, demonstrating a tangible link between the activity and their learning. These authentic experiences, combined with empowering students to lead initiatives such as the multicultural stalls on Open Day, were successful in fostering both cultural pride and a sense of inclusion. The external commendation from the 2024/25 Racially Friendly Campus Recognition Scheme validates the success of our whole-school approach to promoting harmony and respect.

Feedback and Follow-up

Based on the success of these initiatives, the school will continue to build upon this effective model in the 2025-2026 academic year. A variety of hands-on cultural workshops, such as Chinese calligraphy, will continue to be offered to celebrate traditional festivals. A similar immersive cultural/history trip will also be planned to provide the next cohort of students with valuable firsthand experiences. The school will also continue to empower students to lead Chinese cultural activities, as this approach not only develops their leadership skills but also deepens their interest in and connection to traditional Chinese culture and their sense of national identity.

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

Achievements

By combining a revised curriculum with modern digital learning tools, NCS students improved their Chinese language skills and developed the competency to engage with contemporary issues. The school-based Chinese curriculum for NCS students was revised, incorporating the “Chinese Made Easy” textbook series and supplementary exercises. To enhance digital literacy, the use of the “時事學中文” application, which was funded by Standing Committee on Language Education and Research (SCOLAR), was promoted, enabling students to learn about current issues in Hong Kong and use new vocabulary to discuss them with teachers and peers.

Reflection

The school successfully implemented the ‘Chinese Language Curriculum Second Language Learning Framework’ by strategically integrating the school-based Chinese for NCS curriculum with the “時事學中文” digital application. This approach proved highly effective, as the application bridged language acquisition with real-world current affairs, directly supporting the Framework’s emphasis on applying language in authentic contexts. The impact on students was significant. By making learning more relevant and boosting their confidence through a self-taught format, NCS students became more active and interested in learning Chinese. This approach also encouraged greater self-direction and ownership of their studies, aligning perfectly with their digital habits and empowering them on their learning journey.

Feedback and Follow-up

The school will continue to use the “Chinese Made Easy” series as the core of the school-based Chinese for NCS curriculum in the 2025-2026 school year, integrating set texts from the mainstream curriculum to further students’ proficiency in Chinese and enable their transition into mainstream Chinese Language classes with a small-step learning approach. The “時事學中文” application will be promoted to all newly admitted NCS students to foster their digital learning habits from an early stage.

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

Achievements

A comprehensive support system of targeted academic tutoring, peer mentorship, and co-curricular activities enabled NCS students to achieve outstanding academic results and integrate more fully into the school community. Academic support was provided through supplementary lessons, leading to excellent public examination results, including an A* and an A in the GCE and grades of 9 in the GCSE. To further support students, a special sharing session was organised where an NCS alumnus shared valuable study skills and examination tips with his juniors. Reading interest was fostered by requiring students to read Chinese books, and a “learning buddy” scheme was implemented to help new students integrate. A Chinese calligraphy class also improved students’ character writing skills, with their works being displayed on Open Day. A significant milestone was achieved when NCS students were given the chance to be the emcee for the Education Talk on Racial Harmony by the Home Affairs Department, speaking confidently in both Chinese and English. This, along with displaying their Chinese painting and calligraphy work on Open Day, provided students with invaluable platforms to showcase their diverse talents and communication skills.

Reflection

Our NCS students achieved outstanding academic results and demonstrated remarkable personal growth, reflecting the success of our holistic support system. This exceptional performance is clearly evidenced in public examinations, where 33.3% of Secondary 5 students earned an A* and another 33.3% an A in the GCE. Similarly, an impressive 83.3% of our Secondary 4 students secured a top-tier band 9 in the GCSE, with the remainder achieving a band 8.

This academic success was complemented by targeted initiatives that fostered significant growth in student confidence and leadership. The alumnus sharing session, for instance, provided a relatable role model who delivered credible, practical advice, making achievement feel more attainable. Furthermore, authentic leadership opportunities, such as having NCS students emcee school events, served as a powerful catalyst for developing public speaking skills in a real-world context.

These successes prove that when given the right platform, NCS students excel. By integrating robust academic and pastoral support with empowering mentorship and leadership roles, we create a holistic environment where students feel valued and are equipped with the confidence and skills to reach their full potential.

Feedback and Follow-up

The school will actively seek out more public-facing leadership roles for NCS students in the 2025-2026 academic year, such as emceeing assemblies. The successful strategies of targeted academic support and the alumnus sharing program will be continued. We will continue to create opportunities for students to publicly display their work and celebrate their achievements.

(3) Student Performance

Attitude and Behaviour

NCS students consistently demonstrated a positive and engaged attitude, actively contributing to a harmonious and inclusive school environment. They participated enthusiastically in cultural visits, extracurricular clubs, and school-wide events. Their willingness to mingle and collaborate with their Chinese-speaking peers was a key factor in fostering a connected and respectful school community.

Participation and Achievement

NCS students translated their positive engagement into exceptional academic and non-academic achievements, earning significant recognition for their talents and character.

- **Academic Performance:** Students showed significant improvement in their Chinese language proficiency. In public examinations, this translated to outstanding results, with one student achieving an A* and another an A in the GCE, while five-sixths of NCS students who took the GCSE achieved a grade of 9.
- **Non-academic Performance and Individual Recognition:** Students showcased their talents and cultural learning through various platforms. Their works from the Chinese painting and calligraphy classes were displayed on Open Day, and several NCS student were nominated for a territory-wide calligraphy competition. A particularly noteworthy achievement was the awarding of the Harmony Scholarship by the Home Affairs Department to a Secondary 4 NCS student. He was nominated by the school for his outstanding academic results, excellent conduct, and significant contributions to promoting racial harmony, reflecting the holistic success of the programme.

(4) Financial Summary

The financial resources for the NCS programme were managed diligently to support the diverse range of activities and staffing needs.

Financial Summary for the 2024/2025 School Year

2024/2025 Income and Expenditure Statement

Item	Item total value (\$)	Item total value (\$)
(A) Income		
(a1) Last year's balance (Surplus)	545,090.03	
(a2) Approved funding - Full year	1,049,600.00	1,594,690.03
(B) Expenditure		
(b0) Assistant Teacher 1	335034	
(b1) Assistant Teacher 2	279027	
(b2) Assistant Teacher 2	279027	
(b3) Purchase of professional services (Cantonese Opera class, Chinese calligraphy class and Chinese painting class)	21000	
(b4) Purchase of teaching resources (including library books, students' readers and teachers' reference books)	4,762.4	
(b5) Activities for promoting positive values through cultural diversity	5,107.83	
(b6) Visits and cultural activities	5600	
(b7) Supplementary Chinese class	6000	935,558.23
(C) This year's balance (Surplus)		<u>659,131.80</u>

Summary:

Teaching activities in various areas such as curriculum development, understanding of local culture and cultural integration were designed. The purpose was to consolidate the learning of non-Chinese speaking students in Chinese language, to help them improve their Chinese proficiency and to help them integrate into the Hong Kong society. The school looks forward to developing more diversified activities and teaching strategies in the coming year.

Principal Kwok Tik Man

Capacity Enhancement Grant (CEG) - Programme Evaluation Report (2024-2025)

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<i>BAFS</i>	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
	Pre-mock examination	To set and mark pre-mock examination to S6 students to prepare for DSE exam	S6 BAFS students	6 hours	Ms. Chan Christina	Students' abilities to perform in the DSE examination were improved		\$2,000.00
<i>Chinese Language</i>	Assistant Teacher	<ul style="list-style-type: none"> To provide better learning experience to students. To relieve S6 teachers' workload. 	S1-S6	1 Sept 2024-31 Aug 2025	Ms. Lam Cathy	Mr. Szeto helped us a lot with administrative work and assisted in teaching Writing Class at junior level. He also helped us teach junior form students.	\$366,912.00	\$377,937.00
<i>Economics</i>	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.	\$2,400.00	\$2,100.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
English Language	Public speaking training for competitions by hired tutor	<ul style="list-style-type: none"> To offer chances for interested students to learn public speaking skills and debating skills. To enhance students' communication and analytical skills. 	S1-3	Mar - May 2024	Mr Ryan Kam	<ul style="list-style-type: none"> According to debater teachers' observation, budding debaters enjoyed each of the sessions. Some debaters expressed experiencing a boost in confidence and eloquence when facing opponents in debates and different people in their daily life. The sessions covered the basic skills of debating and included real opportunities to engage in an internal debate based on an authentic debate motion. These debaters who were trained by the debate tutor had a solid foundation for future debate, which was conducive to teachers' follow up for real competitions like Hong Kong Secondary Schools 	\$12,000.00	\$2,800.00

[illegible]

St. Joseph's College
 Programme Evaluation Report for
 DLG – Funded Other Programme (2024-2025)

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Expenditure
English (TIC: Ms. Christine Yam)	S6 Oral Practice	To allow students have more chances to practice speaking during self-study period.	S6 students	7 school days	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. Participated students felt more confident in taking the DSE speaking exam.	\$14400
	DSE Writing Marking Service	1) To allow S6 students to submit their writing work on a voluntary basis to hired tutors for comments so that they can have better knowledge of their performance in writing.	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 keen students were benefited from this service. Students received a score and comments from hired tutors about their writing performance.	\$4260

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Expenditure
	S6 Elite Class Writing Course	To help selected students sharpen their writing skills.	S6 top 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.	\$2500
	Editing fee for various writing competitions	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.	\$1500
BAFS (TIC: Ms. Christina Chan)	Tutorials for students who need reinforcement	To cater for learning diversity, to both elite and weak students.	S5-S6 elite and weak students selected by BAFS Department	A weekly tuition for the elite class and the class of selected students between Sep 2024 and May 2025	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.	\$21250
Chinese Language (TIC: Ms. Cathy Lam)	DSE Writing Marking Service	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	S6 top 30 Students in writing	3 months	Writing assessments 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. Students received a score and comments from hired tutors about their writing performance.	\$6600

		writing.					
	S6 Elite Class Course and enhancement class course	To help selected students sharpen their reading and writing skills.	S6 Elite students and weak students	2 weeks before DSE	4 lessons each course	Students received more chances to write and get comments from tutors, and learn more skills at Paper 1. Students' confidence in approaching Paper 1 and Paper 2 were improved.	\$9000
Visual Arts (TIC: Ms. WL lp)	Enrichment programmes for elite students and DSE students	To provide the chance of receiving tutorship from professional young artists; To improve students' abilities and skills in exam papers and SBA.	S4 & S6 DSE students selected by VA Department	4 lessons by professional young artists and 4 lessons 1 month before DSE	One to two artworks after the course	Students' performance has improved in the internal examination and SBA.	\$8550

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Expenditure
Geography (TIC: Florence Chung)	Learning materials for selected students	To help selected students sharpen their exam skills. To cater for learning diversity, especially students who need reinforcement.	S6 selected students	Whole year	One assignment for each chapter	Relevant exam questions incorporated with the notes to facilitate learning and teaching. In this way, students found it easier to understand, especially for challenging questions.	\$4980
Chinese History (TIC: Hung WW)	Tutorials for students who need reinforcement	To cater for learning diversity, especially students who need reinforcement.	S5 students selected by Chinese History Department	Once every week	One assignment for each lesson	Students' performance has improved in the internal assessment and examination.	\$3500
Economics (TIC: May Chu)	Tutorials for students who need reinforcement	To cater for learning diversity, especially students who need reinforcement.	24 S5-S6 students selected by Econ. Department	A weekly tuition for the elite class and the class of selected students between Sep 2024 and May 2025	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. Nearly 90% of Economics students obtained level 4 or above in 2025 DSE Econ result. Nearly 20% of Economics students obtained 5** in public examination. Significant improvement was shown in public exam.	\$15,378.3
Mathematics (TIC: Fanny Cheung)	(a) S1 Math Team Training Course (b) S2-S5 IMO Elite Training Course A (Fri) (c) S2-S5 IMO Elite Training Course	The courses target students who are talented in Mathematics and wish to participate in a variety of competitions. To broaden students'	(a) 21 S1 students selected from the screening test. (b) 5 IMO Elite selected from the screening test. (c) 6 IMO Elite selected from the	(a) 7 lessons from Nov 2024 to Mar 2025 (b) 7 lessons from Nov 2024 to Mar 2025 (c) 8 lessons	Assignment and class work for each lesson	Students' mathematical knowledge have been broadened, their problem solving, higher order and logical thinking skills have been strengthened. Significant progress was shown in various Math Contests.	Fee paid by students

	B (Sat)	mathematical knowledge, strengthen their problem solving, higher order and logical thinking skills.	screening test. test.	from Oct 2024 to Mar 2025			
							\$100,418.3

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

Schools are required to upload this Report or the School Report which consists 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 ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness * or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes														
1	Academic Prize Giving Day	Sep 2024	S1-6	400	\$26,900.08	67.25	E1	Cross-Disciplinary (Others)	Students who organized and assisted in the ceremony were trained across different aspects, such as leadership skills, event planning, execution, and reevaluation. Also, prizewinning students felt recognized, motivated, and engaged, while parents, teachers, and students expressed senses of pride and achievement during the ceremony. Finally, the ceremony also showcased the academic talents of students throughout different forms as well as that of the previous year's graduates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SUEN Rani
2	BAFS and Economics Competition enrollment fee	Oct 2024 - May 2025	S4-S5	15	\$1,200.00	80.00	E1	Others, please specify: BAFS	It motivated students to participate the competition so as to show their potentials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAN Christina
3	Chinese Language Workshop for inter-school debate competition	Sep 2024-Aug 2025	S1-6	20	\$25,500.00	1,275.00	E1, E5	Chinese Language	The student actively participates, and the trainer performs competently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LAM Cathy/ NGUN KW
4	Chinese History Workshop for inter-school competition	Sep 2024-Aug 2025	S1-3	10	\$3,750.00	375.00	E1	Chinese History	It motivated students to participate the competition so as to show their potentials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HUNG WW
5	Transportation Fee Subsidy for local experiential learning activities such as volunteer work and life-wide learning activities	Sep 2024-Aug 2025	S1-S5	200	\$17,465.03	87.33	E2	Leadership Training	The transportation subsidy effectively enabled more students to join activities beyond the school campus. It ensured inclusiveness and equitable access to experiential learning opportunities regardless of students' financial background. Students showed increased engagement and motivation to participate in outreach and community-based learning. Teachers observed improvements in students' social awareness, responsibility, and ability to apply classroom knowledge to real-life contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TAM CY
6	Training Camp Fee Subsidy for Leadership Training/Experiential Learning Camp	Sep 2024-Aug 2025	S1-S6	44	\$14,500.00	329.55	E1	Leadership Training	Volleyball Training Camp: Participants demonstrated improved teamwork, communication, and perseverance. Students expressed that the camp strengthened their sense of commitment and team spirit. VEAPT Leadership Training Camp: Participants gained confidence and leadership skills through experiential tasks and reflection sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TAM CY
7	STEAM program: TRAM AI design and painting workshop for 150th anniversary, activities include tram painting, designer workshop, kick-off of SJC tram, etc	Sep 2024-Feb 2025	S1-S5	120	\$89,988.70	749.91	E1	Cross-Disciplinary (STEM)	Participants attended workshops and then applied their learning to design and paint a fully operational Hong Kong tram (No. 150), which served as a mobile exhibition of school history and student artwork for a month. The program is successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YIM Jeffrey & Lin Cherry
8	150th Anniversary Green and White Day: Subsidy for clubs to organize life-wide learning activities (\$1000 per club x 35)	23 Feb 2025	S1-S6	500	\$20,805.20	41.61	E1	Leadership Training	The subsidy enabled each club to design and implement its own innovative learning activity, encourage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TAM CY
9	Funding for setting up new clubs and for any clubs need subsidy for organizing life-wide learning activities	Sep 2024-Aug 2025	S1-S6	5	\$270.00	54.00	E1	Leadership Training	The rented rehearsal venue provided an appropriate and acoustically enhanced environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TAM CY
10	ECA Prize-giving Ceremony	May 2025	S1-S5	500	\$5,999.30	12.00	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHU David
11	Coach service for Green School Outings	February 2025	S3-S6	24	\$1,900.00	79.17	E2	Values Education	According to the feedback collected, most students agreed that the visit helped them gain a better understanding of various environmental issues in Hong Kong. They expressed interest in further exploring topics such as waste reduction, waste management, recycling, and engaging with nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAN Chloe
12	English Learning Workshop (creative writing workshop)	March to April 2025	S4-5	18	\$2,600.00	144.44	E1, E5	English Language	Students were encouraged to use their creativity to write stories. They were introduced to various kinds of story structures, different methods to describe things and how to attract the readers. Feedback was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YAM Christine & WONG Marco
13	English Learning Workshop (creative writing workshop)	March to April 2025	S1-2	18	\$2,711.00	150.61	E1, E5	English Language	Students were encouraged to use their creativity to write stories. They were introduced to various kinds of story structures, different methods to describe things and how to attract the readers. Feedback was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YAM Christine & WONG Marco
14	English Debate Team/ Public Speaking Training Course	Nov 2024 -Apr 2025	S1-S3	26	\$4,000.00	153.85	E1, E5	English Language	The course enhanced students' communication skills, boosted their confidence and helped them overcome the fear of public speaking. The course focused on aspects such as voice projection, delivery, body language, etc. Feedback was positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YAM Christine & WONG Marco
15	English life-wide learning activities: e.g. soccer training, visits and outings, drama and movie appreciation	Oct 2024- Jul 2025	S1-3	27	\$6,783.00	251.22	E1	English Language	Some students were brought to watch the Macbeth play with their English teacher. Macbeth is part of the reading curriculum. Students got to understand and appreciate the story through this chance. Students were subsidized by the LWL grant, and they also have to pay the ticket price. Students enjoyed the show. An English football training workshop (12 participants) was organised to S1-3 students. Interested students had the opportunity to learn football using English as the medium of instructions. This is a fun activity where students had the chance to play their favourite sports while exposing themselves in the English language. Students enjoyed taking part in this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YAM Christine & WONG Marco

16	Model United Nations (SJC MUN25)	28-29 Jun 2025	S1-S5	70	\$3,977.58	56.82	E1, E5	English Language	The inaugural edition of SJC MUN25 was an immense success. Students formed a Secretariat and welcomed 400 students from local and international schools. Fierce academic debates, role-playing as delegations, and public speaking were stimulated. The evaluation feedback from external participants was extremely positive, offering compliments on the smooth operation and maintenance of an academic atmosphere. Internal evaluation results revealed room for improvement in logistics, particularly regarding the use of venues and the setup and clean-up times. Overall, the event is recommended to continue in future years.	ü	ü	ü		ü	YAM Christine & WONG Marc
17	Coach Service for Geography Field Studies	26 May 2025	S4-S5 Geography students	45	\$4,000.00	88.89	E2	Geography	The transportation subsidy effectively enabled more students to join activities beyond the school campus. It ensured inclusiveness and equitable access to experiential learning opportunities regardless of students' financial background.	ü	ü			ü	CHUNG Florence
18	Tutor fee for Music Enrichment Programmes for Concert Band, String Orchestra, String Quartets, Chamber Orchestra, and Chamber Boys' Choir	Sept 2024-July 2025	S1-6 Music Boys	90	\$84,050.00	933.89	E5	Arts (Music)	The hiring of experienced tutors for providing school-based instruction that caters to the diverse needs of music boys. These enrichment programs not only aim to improve technical proficiency and musicality but also prepare students for internal performances and external competitions, including the HKSMSA, HKICF, and JSMA competitions. Students receive guidance which to help elevate their performance levels and musicianship, while also fostering teamwork and creativity within ensembles.	ü		ü			CHENG Chris
19	Music Training Camps for 5 Ensembles and Concert Tickets	Christmas, CNY and Easter 2024 - 2025	S1-S6	60	\$4,947.00	82.45	E1	Arts (Music)	This initiative aims to inspire and motivate our students by exposing them to high-caliber performances, fostering a greater understanding artistry.	ü		ü		ü	CHENG Chris
20	Service Training Programme	Sept 2024- Aug 2025	S1-6	267	\$7,120.00	26.67	E1	Other Learning Experience	To train students with practical skills, fostering community engagement, and promoting personal growth, and to encourage social responsibility, and cultivates a culture of service, ultimately to prepare them for a successful future beyond the classroom.		ü			ü	CHENG Chris
21	S4 Drama Workshop	Sept 2024- Aug 2025	S4	40	\$8,100.00	202.50	E1, E5	Other Learning Experience	Chan Ka Hing, Benny Ko, Lilian Sze, Vincent Hung, and Chung Chi Kwong were invited to AE Classes. Students' understanding of the creative process, storytelling techniques, and performance skills were enhanced. The workshop fosters their artistic development and inspires confidence and collaboration among peers.	ü	ü			ü	CHENG Chris
22	Materials for AE Lesson	Sept 2024- Aug 2025	S4	11	\$2,441.80	221.98	E1	Other Learning Experience	By acquiring a variety of materials, experimentation in different mediums among students was encouraged, so to enabling them to express themselves freely and confidently through their art.	ü	ü			ü	CHENG Chris
23	Regular Football Training	Sep 2024 - Aug 2025	S1-S6	85	\$298,200.00	3,508.24	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
24	Regular Swimming Training	Sep 2024 - Aug 2025	S1-S6	50	\$40,700.00	814.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
25	Regular Basketball Training	Sep 2024 - Aug 2025	S1-S6	60	\$132,000.00	2,200.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
26	Regular Table-tennis Training	Sep 2024 - Aug 2025	S1-S6	25	\$40,000.00	1,600.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
27	Regular Badminton Training	Sep 2024 - Aug 2025	S1-S6	20	\$24,500.00	1,225.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
28	Regular Volleyball Training	Sep 2024 - Aug 2025	S1-S6	25	\$59,700.00	2,388.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
29	Regular Athletics Training	Sep 2024 - Aug 2025	S1-S6	50	\$63,400.00	1,268.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
30	Regular Tennis Training	Sep 2024 - Aug 2025	S1-S6	12	\$44,950.00	3,745.83	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
31	Regular Handball Training	Sep 2024 - Aug 2025	S1-S6	20	\$22,000.00	1,100.00	E5	Physical Education	To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; To build confidence and competence in tackling challenges as teams; To initiate, plan, perform and evaluate sports.	ü		ü		ü	CHU David
32	STEAM Activities - external interest classes, gift programmes and competitions	Sep 2024 - Aug 2025	S1-S6	50	\$15,380.00	307.60	E1	Cross-Disciplinary (STEM)	The gifted students have achieved excellent results in the STEAM-related competitions and talent programmes.	ü		ü		ü	CHUNG Berton
33	STEAM Activities - Activity Days	Sep 2024 - Aug 2025	S1-S5	170	\$38,250.00	225.00	E1	Cross-Disciplinary (STEM)	The students gained valuable hands on experience in engineering design and modelling.	ü		ü		ü	CHUNG Berton
34	ATEC Workshop	Oct 2024 - Apr 2025	S1-S2	48	\$26,400.00	550.00	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.	ü		ü		ü	CHUNG Berton & IP WL

35	Artist-in-Resident: A 7-8-week Woodworking Workshop	Sep 2024-Jan 2025	S1	180	\$87,000.00	483.33	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 needs of elderly and applied design thinking, incorporating them into their designs for a multi-functional walking stick. Overall, the students thoroughly enjoyed the workshop and actively participated in the creative process.	ü	ü	ü		ü	IP WL
36	Artist-in-Resident: A 7-8-week STEAM workshop	Feb 2025 - May 2025	S2	179	\$99,820.00	557.65	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 3D print and tie-dyeing Chinese lamp.	ü		ü		ü	IP WL
37	Visual Art Year Book	Jan 2025	S1-S6	700	\$15,000.00	21.43	E1	Arts (Visual Arts)	The yearbook showcased the artworks of current S1-S6 students. The feedback was positively received by students, parents, and colleagues.	ü		ü		ü	IP WL
38	STEAM workshop (collaborate with Poly U)	Jan 2025	S1-S3	30	\$4,406.00	146.87	E1	Cross-Disciplinary (STEM)	The activity successfully achieved its objectives by providing students with a unique opportunity to assemble the core of a mechanical flower using 3D-printed parts, mechanical components (such as gears, bolts, nuts, and shafts), and electronic components (including microcontrollers, electric motors, and motor drivers). In the end, the students created an installation featuring customized mechanical flowers for an exhibition at PolyU.	ü		ü		ü	IP WL

(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				4,214	\$1,350,714.69										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	BAFS and Econ Study Trip	Apr 2025	S5	30	\$57,532.00	1,917.73	E4	Others, please specify: BAFS	The study trip to Osaka, Japan, has enhanced students' generic skills such as critical thinking skills, problem-solving skills, leadership skills, etc. Students were exposed to the latest technology and business trend during various company visits.	ü	ü			ü	CHU ML & CHAN Christina
2	Chinese Cultural Trip- Senior Form	Apr 2025	S4	34	\$22,400.00	658.82	E4	Chinese Language	The students participated in a cultural trip to Xi'an, allowing them to understand China's culture and strength, and increase their sense of identity with the country and the nation.	ü	ü	ü		ü	YEUNG Benny
3	English Study Trip	Apr 2025	S1-3	30	\$108,450.00	3,615.00	E4	English Language	Students enjoyed the trip throughout. Going to Australia allowed homestay which was one of the highlights of this study tour. Students expressed that they enjoyed their stay with their host families. Communicating with their own host family had improved not only their English speaking proficiency, but also their confidence. In terms of learning, students expressed that they managed to improve their English overall ability and they have become a more confident learner. What excite students most about the trip was the opportunity to meet and learn different exotic animals. Overall, the English Study Trip was a success.	ü		ü			YAM Christine & WONG Marc
4	CJ Pui Hua Camp	Jul 2025	S3-4	10	\$500.94	50.09	E4	Moral, Civic and National Education	The 8-day trip allowed students to develop disciplined habits and participate in a wide range of STEAM, careers-related, artistic, leadership training activities with secondary students and university students from China.	ü	ü	ü		ü	TAM CY & WONG Anthony
5	Tennis Training Camp	Jul 2025	S1-5	8	\$2,790.00	348.75	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.	ü		ü		ü	CHU David
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				112	\$191,672.94										
Expenses for Category 1				4,326	\$1,542,387.63										

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Music Scores (TIC: CHENG Chris, Music Panel Head)	Music Resources	\$15,512.90
2	STEM Learning Kits (TIC: CHUNG Berton, TIC of STEAM Department)	STEM Interest Group Activity	\$77,049.84
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$92,562.74
Expenses for Categories 1 & 2			\$1,634,950.37

Category 3: Number of Student Beneficiaries

Total number of students in the school:	883
Number of student beneficiaries:	850
Percentage of students benefitting from the Grant (%):	96%

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

* 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 materials, activity materials, etc.)	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, resource packs)
E5 Fees for hiring expert / professionals / coaches	E9 Others (please specify)

St. Joseph's College
One-off Grant for Mental Health at School (2024-2025)
Financial report

Date	Voucher#	Particulars	Check total	Total	Income	Activities	Others	Surplus
1/9/2024		Balance b/f	\$ 0.00	\$ 45,052.16	-\$ 45,052.16			
7/11/2024		Transportation for Rock Climbing for S6 students (30/10)	\$ 700.00			\$ 700.0		
2/1/2025		YMCA Rock-climbing activities	\$ 4,200.00			\$ 4,200.00		
2/11/2024		Stress Release Workshop under Healthy School Embasssdors	\$ 324.00			\$ 324.0		
5/12/2024		School Campus Model Project	\$ 99.00			\$ 99.00		
15/1/2025		School Campus Model Project #2	\$ 453.89			\$ 453.9		
22/1/2025		Promotional poster for 7K School Model Project	\$ 358.00			\$ 358.0		
28/2/2025		Dyeing art workshop	\$ 3,000.00			\$ 3,000.0		
28/5/2025		Value Education Workshop (S2 and S5) (30/6/2025)	\$ 4,000.00			\$ 4,000.0		
20/8/2025		HKFYG parenting S1 talk	\$ 0.00			\$ 4,000.0		
1/2/2025		HKFYG overnight training camp for Z-Generation	\$11,784.00			\$ 11,784.0		
8/11/2024		YWP animal assisted interaction with students	\$ 2,800.00			\$ 2,800.0		
29/8/2025		Mental health boosting materials	\$ 4,568.00			\$ 4,568.0		
29/8/2025		Mental health boosting materials	\$ 6,800.00			\$ 6,800.0		
			\$ 0.00					
			\$ 0.00					
			\$ 0.00					
			\$ 0.00					
			\$ 0.00					
		Total	\$43,086.89	\$ 45,052.2	-\$ 45,052.2	\$ 43,086.9	\$ -	\$ -

	Overall Total	Activities	Others	Surplus
Summary: Total Income	\$ 45,052.16	\$ 45,000.00		\$ 52.16
Total Expenditure	-\$ 43,086.89	-\$ 43,086.89	\$ -	\$ -
Actual Surplus / -Deficit	<u>\$ 1,965.27</u>	<u>\$ 1,913.11</u>	<u>\$ -</u>	<u>\$ 52.16</u>

Submitted by:
Date:

St. Joseph's College

Report on the Use of the "One-off Grant for the Mental Health of Parents and Students"

2024/25 School Year

Domain	Area	Actual Expenses (\$)
i	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	5,650.00
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	2,095.49
iii..	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	9,000.00
v.	Other (please specify):Stress release items	2146.44
	Total Expenditure	18,891.93
	Unspent Balance	1,108.07

St. Joseph's College

Report on the use of the One-off Grant on Parent Education (Secondary)

2024/25 School Year

Domain	Area	Budget (\$)
i.	Organising structured or thematic parent education programmes <input type="checkbox"/> Total expenditure on services provided by organisations <input type="checkbox"/> Total expenditure on services provided by individual speakers or experts	12,100
ii.	Designing and producing school-based parent education resources	/
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	/
iv.	Others (please specify):	
	Total Expenditure	\$12,100

St. Joseph's College

Report on the Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2024/2025

To promote overall student health and foster the habit of regular physical exercise in MVPA60 scheme, our school has been actively optimizing fitness facilities and related services in recent years. Below is a summary of key initiatives from the past and upcoming academic years:

2024-2025:

Add Equipment: Body Composition Analyzer (Inbody).

This equipment accurately analyses key user metrics such as muscle mass and body fat percentage, helping students understand their physical condition scientifically, set goals, and track their fitness progress, thereby increasing the specificity and motivation of their training.

Physical trainer was hired in our gym room, which was officially opened for use by all students starting in the second semester.

To ensure students could use the equipment safely and effectively, we specifically hired professional on-site fitness coaches during operating hours. The coaches' primary responsibilities included instructing proper equipment usage, providing basic fitness knowledge consultations, and assisting students in creating personalized basic training plans. This initiative aimed to comprehensively enhance students' fitness knowledge and stimulate their sustained interest in fitness activities.

Learning outcomes

In 2024-25 academic year, SJC through MVPA60 scheme built upon existing services with significant upgrades to provide a more scientific and comprehensive fitness experience.

1. Increased Participation & Cultivation of Fitness Habits

The gym successfully fostered a consistent workout routine among students. This is demonstrated by an average of 15 students per session, across 70 sessions held throughout the year, resulting in over a thousand total participations.

2. Body Composition Analyzer (Inbody) for Data-Driven Training

Students learned to use empirical data to guide their fitness journey, with the coach's guidance, set specific and realistic fitness goals based on their body composition data.

3. Enhanced Fitness Knowledge and Independent Training Competence

Students gained the theoretical knowledge and practical skills to train safely and effectively on their own. Increasing student ability to design a simple and safe personal workout program.

2024-2025 Expenses

2024-25 Gym room coaching	\$34,500
Body components analysis Machine	\$19,800

2024-2025「推廣中華文化體驗活動一筆過津貼」運用報告

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	2024-2025 年 度實際開支金 額(HK\$)
i	舉辦有關中華文化的科本及跨科組學生學習/體驗活動或講座	28,258.29
ii	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	6,819.03
iv.	發展有關中華文化的課程	30,000.00
v.	採購及發展中華文化學與教資源	11,518.47
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	
vii.	其他（請註明）：	
總開支金額（HK\$）		76,595.79
津貼餘款（HK\$）		223,404.21

St. Joseph's College

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

No.	Area	Item Spent	Evaluation	Expenditure
			Bal b/f	\$270,039.60
1.	Subsidising students and teachers to participate in the Mainland study tours	<ul style="list-style-type: none"> • Subsidizing students and teachers participate in Mainland interflow activities or study tours relating to the CS curriculum • S5 CS Mainland Study Tour: T-Shirts, Booklets, Data SIM cards, Application fee of Chinese Visa for two non-Chinese speaking students • Shanghai 4-day Study Tour: Tour fee, T-Shirts, Certificates for participants 	<ul style="list-style-type: none"> • Teachers agreed that the Mainland study tours can broaden students' horizons and promote their interests in and understanding about their country. 	\$213,159.80
2.	Procurement of learning and teaching materials	<ul style="list-style-type: none"> • Foshan which includes 3-D Virtual Tour VR360° and online quiz for: <ul style="list-style-type: none"> • Nanfeng Kiln (南風古灶) • Lingnan Tiandi (嶺南天地) • Guangdong Cantonese Opera Museum (廣東粵劇博物館) • Hongsheng Memorial Hall (鴻勝紀念館) • Hong Kong – the Past which includes 3-D Virtual Tour VR360° and worksheet for <ul style="list-style-type: none"> • Sung Wong Toi (宋王臺) • Kowloon Walled City (九龍城寨) • Hau Wong Temple (侯王廟) • Kai Tak Airport (舊啟德機場) 	<ul style="list-style-type: none"> • Teachers agreed that the teaching aids can improve students understanding of the well-preserved ancient buildings in the Ming and Qing Dynasties and the intangible cultural heritages of China. 	\$20,100.00

3.	Competition entry fee and transportation fee	<ul style="list-style-type: none"> • Coach to Tai O and Safe Community Hub 	<ul style="list-style-type: none"> • -- 	\$5,050.00
4.	Film appreciation	<ul style="list-style-type: none"> • -- 	<ul style="list-style-type: none"> • Few students were interested, and the event had to be canceled. 	----
5.	Workshop on Chinese arts and handicrafts	<ul style="list-style-type: none"> • All S5 students were taught to weave a bamboo coaster for their mother as a Mother's Day present. 	<ul style="list-style-type: none"> • Students not only learnt the art of traditional Chinese folk handicrafts but also prepared a gift that reflected the Chinese traditional virtue of filial piety and gratitude to their mother. 	\$9,050.00
6.	Tai O Tour Fee	<ul style="list-style-type: none"> • S6 students visit the unique history culture of Tai O Fishing Village. They toured the stilt houses, interacted with the residents and experienced the traditional fishing net weaving. 	<ul style="list-style-type: none"> • Students enjoyed the tour and gained valuable insights into the local history of Tai O and its cultural heritage. 	\$22,600.00
				Total: \$269,959.80
				Balance: \$79.80

I. Financial Overview

II. Number of Student Beneficiaries and Subsidised Amount

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

III. Details of Expenses

[illegible]

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)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
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	\$17,550.00					

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 Student Activities Support Grant (Name & Post):	Christina Chan, TIC of Student Financial Supporting Scheme
--	--

St Joseph's College
Reading to Learn
Annual Report 2024-25

1. Overview

Our reading programmes aligned with **Major Concern 1 (MC1): To enhance student national identity and sense of national pride through comprehensive national education**. By encouraging students to **read reflectively**, we have integrated literary themes that connect students with their cultural heritage and broader societal values. Through initiatives such as the Chinese and English Reading Syllabus, the iREAD Reading Award Scheme, and inter-class book report competitions, students have engaged with texts that deepen their understanding of both local and global perspectives. These activities have helped foster a stronger appreciation of national identity through critical and reflective reading.

In response to **Major Concern 2 (MC2): To unlock the power of students' digital competencies needed to succeed in a rapidly changing world**, our reading curriculum has embraced digital and print media to encourage **extensive reading** across platforms. With the introduction of magazine subscriptions and digital reading platforms, students have been exposed to diverse sources of information that enhance their digital literacy. Additionally, initiatives such as the Book Sharing Video Competitions and Inter-class Battle of the Books have motivated students to engage with reading in innovative and interactive ways.

Finally, addressing **Major Concern 3 (MC3): To empower Josephians to thrive in their full potential in everyday life and amid adversity**, our reading programmes have promoted **mindful reading** for holistic health. Themed book exhibitions and reading-sharing sessions at the English Corner have encouraged students to explore literature that supports and fosters discussions on their well-being. These activities have provided a platform for students to learn from one another, cultivating a supportive and intellectually stimulating learning environment.

These efforts have significantly contributed to our institutional goals by preparing students to navigate the complexities of a globalized world with **strong cultural awareness, digital proficiency, and personal well-being**. Looking ahead, we remain committed to expanding and refining these programmes to further empower our students through the transformative 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 Digital Device 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>

Actual Expenses 2023-24

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

2024 / 2025 學年

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

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

全年財政報告:			
編號	<input checked="" 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\$ 136,188.76
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 1,336.00
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\$ 28,193.00
N5	<input type="checkbox"/>	交流物資費用	HK\$
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 checked="" type="checkbox"/>	其他(請註明): 書信交流快遞費用	HK\$ 145.00
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 165,572.76
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> 本年度交流活動涉及管理層、教師及學生層面，大多安排於內地姊妹學校進行，並有三所學校到訪本港及本校。三層交流活動有效促進相互交流：本校管理層與姊妹學校管理層共同議定交流計劃，教師及學生到訪當地學校及在港／在校接待姊妹學校同學，進行多元化學習體驗及文藝交流，提升他們對姊妹學校及內地教育的認識，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（如足球隊友誼賽）的體驗及共同課堂。本年度亦邀得姊妹學校到訪香港，到訪本校開放日，亦有本校學生作為導賞員，以英語帶領姊妹學校同學遊覽香港各處，為他們營造英文學習語境。
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。
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，絕大部份津貼運用於學生交流、學生活動及配套設備以促進交流；一部分則用以購置視像交流設備及交流物資，以便籌備下年度相關活動。
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 <i>【如適用，請註明】</i> 承辦機構能完全按照校方要求及指引安排行程。
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	___20___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	___41___人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	___61___總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	___8___總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	___2___總人次

備註：

School-based After-school Learning and Support Programmes 2024/25 s.y.

School-based Grant—Programme Report

Name of School: St. Joseph's College

Staff-in-charge: Ms. CHAN Kin Wah Christina

Contact Telephone No.: 3652 4873

A. The number of students (count by heads) benefitted under this Programme is 2 (including A. 0 Comprehensive Social Security Assistance (CSSA) recipients, B. 2 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 0 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Scout troop fee	0	2	0	Over 60%	9/2024- 8/2025	2,250	Teachers' feedback	/	Students' discipline and leadership skills has improved.
Fee for volleyball team	0	1	0	70%	9/2024- 8/2025	490	Teachers' feedback	/	The student showed interests in volleyball and has improved skills.
Leadership training camp	0	1	0	100%	27-28/9/2024	700	Teachers' feedback	/	The student has enhanced self-confidence and self-motivation.
Total no. of activities: <u>3</u>									
@No. of man-times	0	4	0		Total Expenses	3,440			
**Total no. of man-times	4								

Note:

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

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

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

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

St. Joseph's College
School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children
2024/25 school year—Programme Report

Name /Type of activity	Period of activity	Evaluation	Expenditure (\$)
Extra-curricular activities	Sep 2024- Aug 2025	Students were able to make new friends and adapt to the school environment quickly.	1,100
Cantonese course	April – May 2025	Students improved their Cantonese-speaking skills, enabling them to communicate effectively with peers.	4,250
Total			<u>5,350</u>

聖若瑟書院
「推廣自主語文學習（普通話）一筆過津貼」
計劃評估報告
2024-2025 年度

本校於 2024-2025 年度「推廣自主語文學習（普通話）一筆過津貼」計劃評估如下：

項目範疇及名稱	活動目標	對象 (級別及參與人數)	活動詳情	活動內容及成效	已用金額(\$)
購買學與教相關的服務： 校內講座 普通話語言美—— 示範與朗誦 (講者：卓露茜老師)	a. 透過課堂以外的學習活動，讓學生認識普通話表演藝術，培養學生對語言學習的興趣 b. 支援學生的語文學習，提升學生的普通話朗誦技巧	中一級 (約 180 人)	2024-2025 年度 2025 年 6 月 24 日 上午 8:30-9:45 舊禮堂	a. 中一學生大致投入於講座中，並願意主動參與朗誦演示（觀察） b. 講座尚能提升他們對朗誦表演的興趣，部分學生表示有意下學年參與朗誦訓練或比賽（問卷調查）	\$2,500
購買學與教相關的服務： 校內講座 理論與實踐—— 普通話朗誦的基本技巧 (講者：陳香花老師)	a. 透過課堂以外的學習活動，讓學生認識普通話表演藝術，培養學生對語言學習的興趣 b. 支援學生的語文學習，提升學生的普通話朗誦技巧	中二級 (約 180 人)	2024-2025 年度 2025 年 6 月 24 日 上午 10:00-11:15 舊禮堂	a. 中二學生較為活躍，部分學生未見投入講座內容，但亦有部分學生願意回應講者的提問（觀察） b. 講座僅能提升部分學生的朗誦興趣，大部分學生指未能掌握講座所分享的內容（問卷調查）	\$2,000
總開支					\$4,500

備註：

- 學校於 2024-2025 學年獲發 \$200,000 推廣自主語文學習（普通話）一筆過津貼，使用期至 2027 年 8 月 31 日。
- 學校已於 2024-2025 學年運用 \$4,500，津貼餘額為 \$195,500，將留待 2025-2026 及 2026-2027 繼續使用。