



# SCHOOL ANNUAL PLAN 2025-26

ST. JOSEPH'S COLLEGE





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## School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

## School Mission

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

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

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

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

Our mission is deemed successful when our students:

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

## School Goals

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

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

## School Motto

### "LABORE ET VIRTUTE"

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

## Core Values of Education and School Spirit

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

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

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To enhance students' appreciation of Chinese history, culture and values	1.1 To promote students' appreciation of Chinese history, culture and values by integrating these elements into the curriculum.  1.2 To instil the priority values in students through various subjects and the structured discussions in form-teacher sessions.	<ul style="list-style-type: none"> <li>• More than 70% of students show that they appreciate Chinese history, culture and values.</li> <li>• More than 70% of students agree that they have increased sense of national identity.</li> <li>• More than two-third of students agree that they are more aware of acting out positive values.</li> <li>• About one-third of the speech under the national flag is delivered by students.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey (Stakeholder Survey, APASO and/or school-based survey)</li> <li>• Plans and reports</li> <li>• Meeting documents</li> <li>• Lesson plans / learning and teaching materials</li> <li>• Teachers' and students' feedback</li> <li>• Assignments / assessments</li> <li>• Circulars / posters</li> </ul>	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• NE Team</li> <li>• ECA Committee</li> <li>• Reading and Library Team</li> <li>• Form-teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Learning and teaching materials</li> <li>• Competitions and activities</li> <li>• Reference materials / guidelines / curriculum documents from EDB</li> <li>• Relevant reference</li> </ul>
	1.3 To deepen students' knowledge of Chinese culture and instil a sense of pride in our country by engaging them in cultural exchanges, visits to heritage sites, museums, author talk, etc.			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• NE Team</li> <li>• Project Learning Committee</li> <li>• ECA Committee</li> <li>• OLE Team</li> <li>• ECA Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• IT support</li> <li>• Learning and teaching materials</li> <li>• Relevant competitions and activities</li> <li>• Funding / EDB grants</li> <li>• External</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
					<ul style="list-style-type: none"> <li>CLP Team</li> <li>Reading and Library Team</li> <li>VEAPT</li> </ul>	expertise / professional supports
	1.4 To enrich students' knowledge and to reinforce students' positive values through the speech under the national flag delivered by teachers and students during the regular flag raising ceremony.			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>NE Team</li> <li>Teachers and members of uniform groups</li> <li>IT Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Reference materials / guidelines / curriculum documents from EDB</li> <li>Relevant competitions and activities</li> <li>External expertise / professional supports</li> </ul>
2. To increase students' exposure to and deepen their understanding of modern China and its relevance to their own life	<p>2.1 To cultivate students' affection and care for our country through first-hand experience and observation, (visits to Mainland China and sister schools, student exchange/ service programme, sharing after Mainland Study Tours, CLP talks, etc.).</p> <p>2.2 To broaden students' understanding of their role in a globally interconnected world by integrating global dimensions into national education and</p>	<ul style="list-style-type: none"> <li>70% of students show that they have strengthened affection and care for the country.</li> <li>70% of students show that they have deepened understanding of the development of modern China and its relationship with their own life.</li> </ul>	<ul style="list-style-type: none"> <li>Survey (Stakeholder Survey, APASO and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>NE Team</li> <li>ECA Committee</li> <li>OLE Team</li> <li>ECA Clubs</li> <li>CLP Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>Learning and teaching materials</li> <li>Relevant competitions and activities</li> <li>Relevant tours</li> </ul>



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	engaging them in relevant inquiry learning activities.		<ul style="list-style-type: none"> <li>materials</li> <li>Programme of events / activities / study trips</li> <li>Homework assignments / activity log books / students' reflection</li> </ul>		<ul style="list-style-type: none"> <li>Community Service Committee</li> <li>Student Success Team</li> <li>Tendering Committee</li> <li>VEAPT</li> </ul>	<ul style="list-style-type: none"> <li>External expertise / professional supports</li> <li>Funding / Life-wide Learning Grant / other EDB grants</li> </ul>
	2.3 To deepen students' understanding on the importance of Hong Kong's integration into the Greater Bay Area by introducing them to diverse media, such as articles or videos about the 15th National Games, collaboration between Hong Kong and other GBA cities in different aspects, etc.		<ul style="list-style-type: none"> <li>Circulars / posters</li> <li>Observation</li> <li>Teachers' and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>PE, CES, CS departments</li> <li>NE Team</li> <li>ECA Committee</li> <li>Reading and Library Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Relevant materials</li> <li>Relevant competitions and activities</li> <li>External experts / professional organizations</li> </ul>
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 military and technology development, etc.	<ul style="list-style-type: none"> <li>70% of students show that they have stronger awareness towards national security.</li> </ul>	<ul style="list-style-type: none"> <li>Survey (Stakeholder Survey, APASO and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>NE Team</li> <li>ECA Committee</li> <li>OLE Team</li> <li>ECA Clubs</li> <li>Student Success Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Learning and teaching materials</li> <li>Relevant competitions and activities</li> <li>Relevant tours</li> <li>External expertise /</li> </ul>



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
			materials <ul style="list-style-type: none"> <li>• Programme of events / activities / study trips</li> </ul>		<ul style="list-style-type: none"> <li>• Tendering Committee</li> <li>• VEAPT</li> </ul>	professional supports <ul style="list-style-type: none"> <li>• Funding / other EDB grants</li> </ul>
	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.		<ul style="list-style-type: none"> <li>• Homework assignments / activity log books / students' reflection</li> <li>• Circulars / posters</li> <li>• Observation</li> <li>• Teachers' and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principals</li> <li>• National Security Education &amp; Steering Committee</li> <li>• Subject departments</li> <li>• TIC of uniform groups and JPC</li> <li>• NE Team</li> <li>• ECA Committee</li> <li>• VEAPT</li> <li>• Reading and Library Team</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• Meetings</li> <li>• Reference materials</li> <li>• Relevant competitions and activities</li> <li>• External experts / professional organizations</li> <li>• Funding / EDB grants</li> </ul>

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To adopt diversified pedagogical approaches to enhance students' critical thinking, creativity, collaboration, and communication skills inside and outside the classroom.	1.1 To promote students' critical thinking and creativity by engaging them in hands-on projects that require them to combat daily-life or global challenges. <ul style="list-style-type: none"> <li>To introduce project learning with sufficient flexibility for students to discover and report their own findings.</li> <li>To encourage students to participate in relevant external programmes and competitions.</li> <li>To collect students' views and opinions through focus group discussions and different channels so that the intended flexibility and opportunities for inquiry can be properly monitored.</li> </ul>	<ul style="list-style-type: none"> <li>Two-thirds of students reckon that they are more proactive in their learning.</li> <li>70% of students agree that they are confident in learning.</li> <li>70% of the teachers agree that students are more engaged in their learning.</li> <li>Two-thirds of students agree that their soft skills, such as collaboration and communication, are improved.</li> <li>Two-thirds of students agree that they are more socially competent.</li> <li>The gap between teachers' and students' perceptions of inquiry-based learning narrows according to the annual Stakeholder Survey.</li> </ul>	<ul style="list-style-type: none"> <li>Survey (Stakeholder Survey, APASO and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Learning and teaching materials</li> <li>Programme of events / activities / study trips</li> <li>Activity log books / students' reflection</li> <li>Assignments / assessments</li> <li>Awards / student performance</li> <li>Observation</li> <li>Teachers' and</li> </ul>	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>Subject departments</li> <li>Project Learning Committee</li> <li>ECA Committee</li> <li>OLE Team</li> <li>ECA Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>IT support</li> <li>Learning and teaching materials</li> <li>Relevant competitions and activities</li> <li>External resources like trainings, venues</li> <li>External expertise / professional supports</li> </ul>
	1.2 To develop students' competency in collaborative problem-solving using group decision-making tasks. <ul style="list-style-type: none"> <li>To introduce group learning and teaching activities requiring students to make group decisions on the contents and/or answers.</li> <li>To encourage students to participate in relevant external</li> </ul>			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>Subject departments</li> <li>Project Learning Committee</li> <li>ECA Committee</li> <li>OLE Team</li> <li>ECA Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>IT support</li> <li>Learning and teaching materials</li> <li>Relevant competitions and activities</li> <li>External</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	programmes and competitions.		students' feedback			resources like trainings, venues <ul style="list-style-type: none"> <li>• Funding</li> <li>• External expertise / professional supports</li> </ul>
	1.3 To equip students to understand, analysis, and address complex issues and difficulties through an integrated multidisciplinary approach to learning and teaching. <ul style="list-style-type: none"> <li>• To design cross-curricular thematic units</li> <li>• To implement school-wide "Case Study Challenges"</li> </ul>			<ul style="list-style-type: none"> <li>• Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• Project Learning Committee</li> <li>• ECA Committee</li> <li>• OLE Team</li> <li>• ECA Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Manpower</li> <li>• IT support</li> <li>• Learning and teaching materials</li> <li>• Relevant competitions and activities</li> <li>• External resources like trainings, venues</li> <li>• External expertise / professional supports</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. To cultivate a school culture of exploration and innovation by enhancing students' digital competencies and technological skills.	<p>2.1 To Promote our Country's effort and achievements in technological advancements of different aspects (e.g. AI, IoT, robotics, science and medicine etc.).</p> <ul style="list-style-type: none"> <li>To organise relevant on-campus/off-campus learning and teaching activities regarding our Country's technological achievements.</li> <li>To further cultivate students' appreciation of our Country's role in transforming the world into a better place.</li> </ul>	<ul style="list-style-type: none"> <li>60% of students show that they have deepened understanding of the development of modern China and its relationship with their own life.</li> <li>60% of students agree that they have increased sense of national identity.</li> <li>Two-thirds of students reckon that they are more proactive in their learning.</li> <li>70% of students agree that they are confident in learning.</li> <li>60% of teachers agree that students are more competent in extracting data and information in given tasks.</li> <li>60% of teachers agree that they are more confident of the reliability of the assessment tools which they have developed to assess student performance.</li> <li>60% of teachers agree that they have strategically adjusted their curriculum after reviewing the entire assessment process as well as the data for the sake of raising learning and teaching effectiveness.</li> <li>70% of teachers agree that</li> </ul>	<ul style="list-style-type: none"> <li>Survey (Stakeholder Survey, APASO and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Learning and teaching materials</li> <li>Programme of events / activities / study trips</li> <li>Activity log books / students' reflection</li> <li>Assignments / assessments</li> <li>Observation</li> <li>Teachers' and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>NE Team</li> <li>ECA Committee</li> <li>OLE Team</li> <li>ECA Clubs</li> <li>CLP Team</li> <li>VEAPT</li> <li>Reading and Library Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Reference materials</li> <li>Relevant competitions and activities</li> <li>External experts / professional organizations</li> <li>Funding / EDB grants</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.2 To promote students' data literacy by enriching subjects' learning and teaching activities.</p> <ul style="list-style-type: none"> <li>To enrich qualitative knowledge with additional data (numbers, figures, charts or graphs).</li> <li>To revisit traditional topics from the perspective of data literacy.</li> <li>To foster students' ability to extract useful information from various data.</li> <li>To foster students' ability to establish linkage between data and phenomena, thus drawing relevant conclusions.</li> </ul>	<p>they are better informed of student learning outcome as a result of adopting different assessment practices and are therefore more able to adjust the lesson design to cater to the needs of students.</p> <ul style="list-style-type: none"> <li>60% of students find the assessment and the feedback useful in informing them of their level of competence.</li> <li>70% of teachers agree that the school curriculum align with the latest curriculum development.</li> <li>50% of the teachers are more confident in using AI and IT technology in learning and teaching.</li> <li>The mean score for "Effectiveness of performance assessments and data-informed curriculum planning" in the Teachers' Survey shows a year-on-year increase.</li> </ul>		<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>ECA Committee</li> <li>ECA Clubs</li> <li>IT Team</li> <li>Reading and Library Team</li> <li>STEAM Committee</li> <li>Project Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Reference materials</li> <li>Relevant competitions and activities</li> <li>External experts / professional organizations</li> <li>Funding / EDB grants</li> <li>Relevant courses / seminars / talks / workshops offered by EDB / external organizations</li> </ul>
	<p>2.3 To Establish a culture of using data to improve learning and teaching.</p> <ul style="list-style-type: none"> <li>To develop techniques to measure additional aspects of students' performance, other than basic statistics, in assessments for/of learning.</li> <li>To adjust learning and teaching strategies based on the interpretation of data collected.</li> <li>To adjust planning of student</li> </ul>	<ul style="list-style-type: none"> <li>New data-informed assessment for a 21st-century skill of students (e.g., creativity or collaboration) are tried out in at least three subjects.</li> <li>The school-based survey shows an increase in students'</li> </ul>		<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Panel heads</li> <li>Subject departments</li> <li>School Self-evaluation Committee</li> <li>TIC of WebSAMS</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>IT support</li> <li>Learning and teaching materials</li> <li>Reference materials / guidelines / curriculum and assessment documents from EDB and HKEAA</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	activities based on the interpretation of data collected.	sense of balance between academic screen time and offline leisure activities.				<ul style="list-style-type: none"> <li>Relevant reference</li> </ul>
	2.4 Empower teachers to become facilitators and motivators of learning in the new era <ul style="list-style-type: none"> <li>To support teachers in familiarising themselves with and operating AI tools to enhance learning and teaching effectiveness</li> <li>To provide teachers with up-to-date trends in education technologies and pedagogy around the globe</li> </ul>			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>ECA Committee</li> <li>ECA Clubs</li> <li>IT Team</li> <li>STEAM Committee</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Learning and teaching materials</li> <li>IT equipment / software</li> <li>Storage system / space</li> <li>Reference materials</li> <li>Relevant competitions and activities</li> <li>External experts / professional organizations</li> <li>Funding</li> <li>Relevant professional development training</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>2.5 Promote a fundamental and vital understanding of AI among stakeholders</p> <ul style="list-style-type: none"> <li>To host AI workshops and seminars for parents, teachers, and students.</li> <li>To launch an "AI in Action" initiative within the curriculum.</li> </ul>			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>VE Team</li> <li>Staff Development Team</li> <li>ECA Clubs</li> <li>IT Team</li> <li>Reading and Library Team</li> <li>STEAM Committee</li> <li>PTA</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>IT equipment / software</li> <li>Reference materials</li> <li>External experts / professional organizations</li> <li>Funding</li> <li>Relevant professional development training</li> </ul>
	<p>2.6 To promote the responsible and balanced use of technology among students by fostering their digital citizenship and wellness.</p> <ul style="list-style-type: none"> <li>To organize student workshops on managing screen time, digital footprint, and online etiquette.</li> <li>To prevent student overload from a packed assignment schedule by implementing a "Project Coordination Calendar" overseen by the Prefect-of-Studies.</li> </ul>			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>VE Team</li> <li>ECA Committee</li> <li>Prefect-of-Studies</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>Reference materials</li> <li>External experts / professional organizations</li> </ul>



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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. To prepare students to confidently navigate and recover from challenges, building resilience through strategies that honour individual learning differences.	1.1 To foster a supportive and inclusive learning environment where students feel comfortable expressing themselves and taking intellectual risks.	<ul style="list-style-type: none"> <li>60% of students agree that they are confident in learning.</li> <li>60% of students have a positive self-image.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey (Stakeholder Survey and/or school-based survey)</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Learning and teaching materials</li> </ul>
	1.2 To challenge students through adventure, leadership, and team-building activities and help them discover and develop their ability to care for themselves, others and the world through challenging experiences by organizing Outward Bound or similar experiences.	<ul style="list-style-type: none"> <li>60% of students feel satisfied with school life in general.</li> <li>60% of students show they understand their strengths and weaknesses.</li> <li>60% of teachers agree that the school helps students develop interpersonal skills and attitudes, e.g. showing respect for others and empathising with others.</li> </ul>	<ul style="list-style-type: none"> <li>Plans and reports</li> <li>Meeting documents</li> <li>Program of events / activities</li> <li>Learning and teaching materials</li> <li>Circulars and posters</li> <li>Observation</li> <li>Teachers' and students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>ECA Committee</li> <li>PE Department</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>Learning and teaching materials</li> <li>External expertise / professional supports</li> <li>Funding/ Life-wide Learning Grant / other EDB grants</li> </ul>
	1.3 To build students' understanding about mental well-being, resilience, mindfulness, and stress management.			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>VE Team</li> <li>Counselling Team</li> <li>Integrated Education Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Learning and teaching materials</li> <li>External expertise / professional</li> </ul>
	1.4 To promote collaborations, empathy, and respect among students to cultivate a sense of belonging to the school and develop resilience.					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	1.5 To nurture students to be a better learner by identifying their strengths and weaknesses and assessing their understanding and performance through metacognitive practices.				<ul style="list-style-type: none"> <li>ECA Committee</li> <li>Healthy School Committee</li> </ul>	supports
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.	<ul style="list-style-type: none"> <li>60% of students show an initiation and proactiveness in learning.</li> <li>60% of students are able to devise proper study plans and goals for themselves and work towards them.</li> <li>60% of students enjoy taking on challenging tasks.</li> <li>60% of students feel confident and satisfied with their learning.</li> <li>60% of teachers feel positive about students' learning attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey (Stakeholder Survey and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Program of events/ activities</li> <li>Learning and teaching materials</li> <li>Circulars and posters</li> <li>Observation</li> <li>Teachers' and students' feedback</li> </ul>	• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>VE Team</li> <li>ECA Committee</li> <li>Integrated Education Team</li> <li>Careers and CLP Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Learning and teaching materials</li> </ul>
	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.			• Sept 2025 – Aug 2026	<ul style="list-style-type: none"> <li>School Administrators</li> <li>Subject departments</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>Learning and teaching materials</li> <li>External expertise/ professional supports</li> <li>Relevant professional development training</li> </ul>
	2.3 To cultivate a mindset in students that appreciates growth and development by emphasizing the value of the learning process while teachers give positive feedback to students.					
	2.4 To foster reflection on the learning processes and guide students in developing metacognitive skills that help					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>increase students' abilities to transfer or adapt their learning to new contexts, tasks and challenges.</p> <p>2.5 To establish strong partnerships with parents in order to support the holistic development of students and share insights on individual learning needs and progress, and strategies to nurture a growth mindset and resilience.</p>					
3. To realize the full potential of every student, from the most challenged to the highest achievers, by providing opportunities and experiences designed to meet their individual strengths and needs.	3.1 To inspire students to understand themselves by helping them identify their strengths and weaknesses, enabling the development of a strong and positive personal character.	<ul style="list-style-type: none"> <li>50% students are able to set challenging learning goals.</li> <li>50% of students find motivation in learning because it will help them achieve their goals in the future.</li> <li>60% of students feel that they can develop their interests and life skills through the opportunities the school provides.</li> <li>60% of teachers feel that the school provides adequate opportunities for students to develop their leadership abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey (Stakeholder Survey and/or school-based survey)</li> <li>Plans and reports</li> <li>Meeting documents</li> <li>Program of events / activities</li> <li>Learning and teaching materials</li> <li>Circulars and posters</li> <li>Observation</li> <li>Teachers' and</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> <li>VE Team</li> <li>Integrated Education Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Reference materials</li> <li>External expertise / professional supports</li> </ul>
	3.2 To expose students to different career opportunities and to help them formulate personal goals and make informed decisions about their future.			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Careers and CLP Team</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Reference materials</li> <li>External expertise / professional supports</li> <li>Funding / EDB grants</li> </ul>
	3.3 To provide platforms for students to showcase their skills and			<ul style="list-style-type: none"> <li>Sept 2025 – Aug 2026</li> </ul>	<ul style="list-style-type: none"> <li>Subject departments</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	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		students' feedback		<ul style="list-style-type: none"> <li>ECA Committee</li> <li>ECA clubs</li> <li>OLE Team</li> <li>VE Team</li> <li>PE Department</li> </ul>	<ul style="list-style-type: none"> <li>Manpower</li> <li>Meetings</li> <li>Relevant competitions and activities</li> <li>Funding / Life-wide Learning Grant / other EDB grants</li> </ul>



**St. Joseph's College**  
**Chinese Department**  
**Non-Chinese Speaking Student Education**  
**Support Programme**  
**Programme Plan (2025 – 2026)**

## 1. Objectives <sup>1</sup>

### A. Aims

To strengthen the following elements through the utilization of the \$1,049,600 government grant:

- To provide more opportunities for the NCS students to merge into the community of the local students through various activities, so as to help them adapt to their school life more easily.
- To raise the Chinese standard of the NCS students for their everyday use as well as public examinations, such as DSE, GCE and GCSE.
- To enhance the ability of the NCS students in appreciating Chinese culture.

### B. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Our school has started the Chinese programme for NCS students for more than ten years since the school year of 2008/09. The school has appointed a Chinese Language teacher to be responsible for this project and she has been looking for resources and assistance from different channels for enhancing the development of this programme. The following is the SWOT analysis of the programme:

#### Strengths:

1. This programme has been operating for several years. The school has accumulated teaching resources.
2. Most of the NCS students are separated from the normal Chinese Language classes and the size of the NCS students' Chinese class is no bigger than 10 students.
3. Our school has not less than 25 non-Chinese students every year, hence receiving \$1,049,600 for 2025/2026 from the EDB to help non-Chinese students learn Chinese.

#### Weaknesses:

1. There is great learners' diversity among the NCS students.
2. The Chinese standard of some of our NCS students has only reached primary level, causing difficulty in teaching.

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<sup>1</sup> Briefly describe the focus and responsibilities of the department.

**Opportunities:**

1. The government has provided great financial assistance to schools for NCS students in order to increase the number of teaching staff and improve teaching materials for NCS students.
2. The Education Bureau (EDB) has been providing various professional training courses and workshops to teachers who teach Chinese for NCS, enhancing their knowledge and skills in teaching.
3. Under the NSS curriculum, students have to pass the Chinese subject in GCSE/GCE/DSE in order to meet the minimum requirement of entering local universities through JUPAS. This provides higher incentives and motivation for NCS students to learn Chinese well.
4. The textbook series “Chinese Made Easy”, written by experienced Chinese teachers for non-Chinese speaking juvenile students, has been used as teaching materials for NCS students from Secondary 1 to Secondary 6. The wide variety of texts of textbooks may increase the motivation to learn of the NCS students.
5. Some Chinese readers which are suitable for shared, guided or independent reading have been bought.

**Threats:**

1. The new teachers may not have sufficient professional training to teach Chinese as a second language for NCS students.
2. There is a lack of comprehensive and ready-made teaching resources for NCS students in Hong Kong currently. Teachers have to design or tailor-make the teaching materials themselves, causing great burden and workload to the teachers.
3. The number of NCS students being admitted to subsidized schools varies every year. With the uncertain number of students every year and the great learners' diversity, the development of long-term teaching strategies would be hindered.
4. Suitable teaching resources for NCS students are limited and the lack of good teaching and learning materials results in unclear learning objectives on the part of the students. Most of the teachers' time will be allocated to designing or tailor-making the teaching materials
5. Surge in Hong Kong teachers quitting leads to hiring difficulties for schools in Hong Kong. It is foreseeable that the recruitment of experienced AT for NCS students will still be difficult in the near future, hindering the progress of teaching and learning, also the stability of the teaching force.

In this school year, the Education Bureau (EDB) has subsidized \$1,049,600 to support NCS students to study Chinese Language and help them integrate into local culture and community. The school has set up this year's programme plan implemented by teaching staff according to the needs of NCS students.

## 2. Action Plan

### 2.1. Action Plan responding to School's Major Concerns

Major Concern 1 Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education in a Whole-school Setting							
<p>Briefly list the feedback and follow-up actions from the previous school year :</p> <p>Approximately two third of NCS students visited the Hong Kong Palace Museum with their teachers in the previous academic year. The teachers should organize a similar activity in 2025-2026.</p>							
Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To enhance student National identity and sense of national pride and to enhance students' interest in the social development of Hong Kong	The teachers organise a visit to cultural and historical site or a museum	(a), (b), (c)	Participating students are engaged in the activity and able to finish the worksheets.	Worksheet and teachers' observation	September 2025	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	Teachers, Worksheets, and Funding



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

Briefly list the feedback and follow-up actions from the previous school year :

The 2024-2025 report indicated that the free application 「時事學中文」 is a valuable tool for self-study. The plan for 2025-2026 is to promote this application to all NCS students to enhance their learning with digital tools.

Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To enhance NCS students' digital literacy and self-directed learning skills in Chinese.	<ul style="list-style-type: none"> <li>Promote the use of the 「時事學中文」 mobile application for learning about current events and related vocabulary.</li> </ul>	(e)	All NCS students have installed and are regularly using the app. They can use vocabulary from the app in their writing and discussions.	<ul style="list-style-type: none"> <li>Teachers' observation and review of student work.</li> </ul>	<ul style="list-style-type: none"> <li>Sep 2025 – Jun 2026</li> </ul>	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	<ul style="list-style-type: none"> <li>Students' own mobile devices.</li> </ul>
	•			•	•		•
	•			•	•		•

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

Briefly list the feedback and follow-up actions from the previous school year :

Approximately two third of NCS students joined at least one activity organized by clubs, societies, or Community Service Team. The teachers should promote the activities to the NCS students.

Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To empower students to thrive in their full potential in everyday life and amid adversity.	All NCS students are encouraged to join at least one activity organized by clubs, societies, or Community Service Team	(a), (b), (c), (d), (e), (f), (g),	NCS students from Secondary 1 to 5 join at least one activity organized by clubs, societies, or Community Service Team	Students' participation and teachers' observation.	<ul style="list-style-type: none"> <li>September 2025 – May 2026</li> </ul>	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	/

## 2.2. Action Plan responding to Departmental Concerns

<b>Concern 1      Catering to the diverse learning needs of NCS students.</b>							
<p>Briefly list the feedback and follow-up actions from the previous school year:</p> <p>The 2024-25 report noted that while supplementary lessons were beneficial, no lessons were arranged for junior form mainstream NCS students due to limited human resources. This will be addressed in the coming year.</p>							
<b>Targets</b>	<b>Implementation Strategies</b>	<b>7 LG^</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
To provide tailored academic support for NCS students across different forms and proficiency levels.	<ul style="list-style-type: none"> <li>Conduct supplementary lessons for students who are weak in Chinese, preparing for GCE/GCSE, and in mainstream classes (including junior forms).</li> </ul>	(b), (c)	At least 70% of participating students show improvement in their Chinese assessments.	<ul style="list-style-type: none"> <li>Assessment and exam scores, teacher feedback, attendance records.</li> </ul>	<ul style="list-style-type: none"> <li>Sep 2025 – Jun 2026</li> </ul>	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	<ul style="list-style-type: none"> <li>Funding for assistant teachers, teaching materials.</li> </ul>
	•			•	•		•
	•			•	•		•

<b>Concern 2      Development and provision of appropriate school-based curriculum and teaching materials.</b>
<p>Briefly list the feedback and follow-up actions from the previous school year:</p> <p>Reports indicate a continued need for tailor-made teaching materials. The successful use of the "Chinese Made Easy" series will continue, supplemented with HKDSE set texts and a wider variety of readers to cater to different levels.</p>

Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To continue developing a comprehensive school-based Chinese curriculum for NCS students.	<ul style="list-style-type: none"> <li>Revise and enrich the existing curriculum using the "Chinese Made Easy" series, HKDSE set texts, and other appropriate readers and resources. Purchase new teaching materials and readers.</li> </ul>	(b), (c)	The curriculum for S1-S6 is better developed and documented. A wider range of readers is available for students.	<ul style="list-style-type: none"> <li>Review of curriculum documents and teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>Sep 2025 – Jun 2026</li> </ul>	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	<ul style="list-style-type: none"> <li>Funding for teaching materials and teacher reference books.</li> </ul>
	•			•	•		•
	•			•	•		•

### 2.3. Regular / Ongoing Programmes

	Programme	7 LG^	People Responsible	Timeline (Month)											
				9	10	11	12	1	2	3	4	5	6	7	8
3.1	Developing NCS students' Chinese language curriculum.	(a), (b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
3.2	Supplementary lessons for the NCS students who are weak at Chinese	(b), (c)	Ms Fok Annabelle and Ms Lily Ho			✓		✓	✓	✓	✓	✓			
3.3	Supplementary lessons for the NCS students who are going to take GCE	(b), (c)	Ms Fok Annabelle and Mr Tse Kelvin		✓	✓		✓	✓	✓	✓	✓			
3.4	Supplementary lessons for the NCS students who are going to take GSCE	(b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, and Mr Huang David			✓		✓	✓	✓	✓	✓			
3.5	Supplementary lessons for the NCS students who are mainstream Chinese classes	(a), (b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho			✓		✓	✓	✓	✓	✓			

			and Mr Huang David													
<b>3.5</b>	Reading Scheme	(a), (b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David		✓	✓	✓	✓	✓	✓	✓	✓				
<b>3.6</b>	Chinese Speech Class	(a), (b), (c), (g)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	✓	✓	✓										
<b>3.7</b>	Chinese Calligraphy Foundation Class	(a), (b), (c), (g)	Ms Fok Annabelle, Ms Lily Ho and Mr Huang David					✓	✓	✓	✓					
<b>3.8</b>	Learning Buddy Scheme	(b), (c), (d)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David		✓	✓		✓	✓	✓	✓	✓				
<b>3.9</b>	An education talk on "Racial Harmony"	(a)	Ms Fok					✓								

			Annabelle and Ms Lily Ho												
<b>3.10</b>	Open day stalls set by the Multicultural Club	(a), (b), (c), (d), (e), (g), (g),	Ms Fok Annabelle, Mr Tse Kelvin, and Mr Huang David						✓						
<b>3.11</b>	Cultural activities organized by the Multicultural Club	(a), (b), (c), (d), (e), (g), (g),	Ms Fok Annabelle, Mr Tse Kelvin, and Mr Huang David		✓	✓					✓				
<b>3.12</b>	Pre-S1 Chinese Bridging Class for New Non-Chinese Speaking Students	(b), (c)	Fok Annabelle											✓	

^7 LG : 7 Learning Goals of Secondary Education

National and Global Identity (a)

Information Literacy (e)

Breath of Knowledge (b)

Life Planning (f)

Language Proficiency (c)

Healthy Lifestyle (g)

Generic Skills (d)



### 3. Budget

#### Expected Income:

Surplus b/f from 2024-25 (estimate)	656,900.00	
Grant from EDB	<u>1,049,600.00</u>	<u>1,705,500.00</u>

#### Expected Expenditure:

(1) Salary for Chinese Assistant Teacher - (1)	316,449.00	
(2) Salary for Chinese Assistant Teacher - (2)	297,171.00	
(3) Salary for Chinese Assistant Teacher - (3)	297,171.00	
(4) Chinese choral speaking class / drama class / Cantonese Opera Class	20,000.00	
(5) Chinese calligraphy class	12,000.00	
(6) Chinese painting class	12,000.00	
(7) Supplementary Chinese class	20,000.00	
(8) Learning and Teaching materials Teacher reference books and student readers	20,000.00	
(9) Promoting positive values through cultural diversity	12,000.00	
(10) Visits and cultural activities	<u>12,000.00</u>	<u>1,018,791.00</u>

#### Expected Surplus:

686,709.00

#### **4. Programme Team<sup>2</sup>**

Teacher:

Ms Fok Annabelle

Assistant Teachers:

Mr Tse Kelvin, Ms Lily Ho and Mr Huang David

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<sup>2</sup> List of members of the Department

## DLG – Funded Other Programme Annual Programme Proposal (2025-26)

Domin	Programme	Objective(s)	Targets	Duration	Teacher i/c	Budget (\$)
Chinese Language	Enrichment programmes	To improve students' abilities in answering different papers.	S4-S6 students	2025-26	Ms Cathy Lam	24,000
Chinese History	Tutorials for students who need reinforcement	To improve the DSE performance.	S5 and S6	2025-26	Mr W.W. Hung	10,000
BAFS	Enrichment programmes	To cater for learning diversity, especially students who need reinforcement.	S5 and S6	2025-26	Ms Christina Chan	26,000
English Language	S5 Elite Writing Course	To improve writing skills among target groups of students.	S5	2025-26	Ms Christine Yam	12,000
	S6 Elite Writing Course	To improve writing skills among target groups of students.	S6	2025-26	Ms Christine Yam	12,000

	S6 DSE Writing Marking Service	To improve writing skills of S6 students (voluntary submission of compositions to hired tutors).	S6	2025-26	Ms Christine Yam	8,000
	Marking of writing assessment by specialist	To improve writing skills of target groups of students.	S5-6	2025-26	Ms Christine Yam	16,000
	S6 Oral Practice for DSE	To improve speaking skills of S6 students (voluntary participation).	S6	2025-26	Ms Christine Yam	20,000
	Editing fee for various writing competitions (s4-S6)	To enhance the quality of writing for competitions.	S4-6	2025-26	Ms Christine Yam	4,000
Geography	Enrichment programmes	To improve the DSE performance.	S5 and S6	2025-26	Ms Florence Chung	6,000
Visual Arts	Enrichment programmes for elite students and DSE students	To improve the DSE performance.	S4 and S6 DSE students and junior form elite students* <i>*Selected by VA Department</i>	2025-26	Ms W.L. Ip	9,000

Mathematics	Enrichment programmes (Elite Courses for various Mathematics Competitions/ HKDSE)	To enhance the techniques for various Mathematics Competitions/ HKDSE.	Maths Elites (S4-S6)	2025-26	Ms Fanny Cheung	20,000
Economics	Enrichment programmes	To cater for learning diversity, especially students who need reinforcement.	30 S5-S6 students selected by Econ Department	2025-26	Ms M.L. Chu	20,000
Total						187,000



# **St. Joseph's College**

## **Reading to Learn**

### **Programme Plan (2025 – 2026)**

#### **1. Objectives**

- Promote a school-wide reading culture that enriches academic learning and personal growth through diverse, high-interest materials beyond typical academic texts.
- Enhance accessibility and visibility of existing reading resources via clearer communication, improved discovery mechanisms, and targeted outreach.
- Leverage both print and digital platforms to cultivate language proficiency, information literacy, cultural sensitivity, and lifelong reading habits.
- Align programmes with the School's Major Concerns (2024–2027) and the Seven Learning Goals of Secondary Education (7 LG).

^7 LG : 7 Learning Goals of Secondary Education

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

## 2. Action Plan

### 2.1 Action Plan responding to School's Major Concerns

Major Concern 1 Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education in a Whole-school Setting							
<p>Briefly list the feedback and follow-up actions from the previous school year :</p> <ul style="list-style-type: none"> <li>• Cultural/nationally themed reading improved engagement and connection.</li> <li>• Recognising student work (reports/competitions) helped sustain motivation.</li> <li>• Whole-book reading in both languages should continue and extend beyond assignments.</li> <li>• Information should be consolidated across channels to improve reach.</li> </ul>							
Targets	Implementation Strategies	7 LG ^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
Build cultural identity through sustained reading	Integrate culturally relevant texts and reflection activities into junior syllabi.	(a)(b)(c)	Satisfactory performance in course materials	Teacher records; student reflections	Sep–Jun	Language Teachers	Library stock; print books, course materials
Strengthen reading habits and recognition	Use tiered recognition to motivate progress in reading schemes.	(b)(c)(d)	More students claiming reading scheme rewards	Scheme analytics	Sep–Jun	Language Teachers	Certificates
Develop critical response skills	Offer guided choices and simple reflection tasks.	(b)(c)(e)	≥70% submissions	Marking records	Sep–Jun	Language Teachers	Book lists



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

Briefly list the feedback and follow-up actions from the previous school year :

- Students are getting more exposure to subject-based digital reading platforms.
- Centralised updates (newsletter) should help improve awareness and usage of new materials.
- Digital reading should complement print via curated, cross-platform pathways.

<b>Targets</b>	<b>Implementation Strategies</b>	<b>7 LG^</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
Broaden access via digital and print platforms	Offer magazine and newspaper subscriptions and set up digital library access.	(b)(c)(e)	60% target students activate platform accounts	Usage/borrowing logs	Sep–Jul	Teacher Librarian; Language teachers	Magazines; newspapers; HyRead; ePlatform (TBC)
Improve discovery and communication	Issue Reading newsletter.	(b)(c)(e)	Newsletter circulation and readership	Distribution records	Sep–Jul	Reading to Learn TIC	Newsletter
Encourage peer sharing and book discussions	Host book-sharing competitions where students use digital tools for their presentations.	(b)(c)(d)	Competition participation; audience response	Participation records	Sep–Jul	Language teachers	Venue; prizes

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

Briefly list the feedback and follow-up actions from the previous school year :

- Wellness-focused reading and peer exchanges build resilience and a sense of belonging.
- Student-led spaces promote authentic sharing and confidence.
- Thematic mini-exhibitions and recommendations spark discovery.

<b>Targets</b>	<b>Implementation Strategies</b>	<b>7 LG^</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
Create safe spaces for sharing and confidence-building.	Facilitate regular, student-led book discussions connected to wellness and life experiences.	(c)(d)(g)	≥4 sessions/year; average ≥15 attendees	Attendance logs; session feedback	Oct–May	English Teachers	Classroom; facilitation materials
Sustain peer communities centred on purposeful reading.	Peer book sharing around themes such as wellbeing, culture, and resilience, with light reflection activities.	(b)(c)(d)(g)	≥4 in-class sharing sessions, and ≥1 book club meeting per term	Attendance/retention; reflections	Oct–Jun	Subject Teachers; Reading Team	Reading sets; sharing structure guides
Encourage thematic exploration and self-discovery.	Run mini-exhibitions tied to the school calendar (e.g., wellness, culture, resilience).	(b)(c)(g)	≥6 exhibitions/year; ≥15% lift in featured-item circulation	Circulation data; display engagement	Sep–Jun	Reading Team; Subject Teachers (consultation)	Display props; printing

## 2.2 Action Plan responding to Departmental Concerns

<b>Concern 1      Improve accessibility, communication, and discovery of reading resources across platforms.</b>							
Briefly list the feedback and follow-up actions from the previous school year: <ul style="list-style-type: none"> <li>Information was scattered across channels, so students missed opportunities.</li> <li>We need a consistent calendar and centralised updates.</li> <li>Cross-promotion can boost participation across programmes.</li> </ul>							
<b>Targets</b>	<b>Implementation Strategies</b>	<b>7 LG^</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
Centralise communications	Maintain a unified reading portal and calendar, plus a monthly newsletter.	(b)(c)(e)	8–10 newsletters; portal updated monthly	Portal analytics; open/click rates	Sep–Jun	Reading to Learn TIC; Teacher Librarian	portal access
Boost discovery across print and digital	Align curated shelves and e-library carousels with monthly themes.	(b)(c)(e)	Themed-month circulation/checkouts up $\geq 15\%$	Library/e-platform stats	Sep–Jun	Teacher Librarian; Library Society	HyRead/e-platform; shelving
Strengthen cross-programme participation	Coordinate messaging across schemes, competitions, and displays.	(b)(c)(d)	Participation increases $\geq 10\%$ vs prior year	Participation logs	Sep–Jun	Reading Teachers	Posters; announcements

<b>Concern 2      Support differentiated engagement for students with varying reading abilities and academic pressures.</b>							
Briefly list the feedback and follow-up actions from the previous school year: <ul style="list-style-type: none"> <li>Exam pressure has reduced leisure reading; concise, varied formats can help students re-engage.</li> <li>Lower-ability readers benefit from scaffolds and recognition of progress.</li> </ul>							
<b>Targets</b>	<b>Implementation Strategies</b>	<b>7 LG^</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources Required</b>
Offer tiered reading pathways	Provide levelled lists and multimodal options (short texts, excerpts, audiobooks) in both languages.	(b)(c)(d)	≥70% positive feedback	Teacher and student surveys	Oct–May	Chinese & English Panels; Teacher Librarian	Book lists
Enable flexible, low-stakes participation	Accept a wider range of books for reading scheme booklets (e.g. 2 short stories from an anthology)	(c)(d)	Increased submissions	Submission counts	Oct–Jun	Reading to Learn Team	Printing; small prizes
Recognise incremental progress	Use badges/merits within schemes to reward milestones	(c)(d)	Increased submissions and rewards claimed	Submission counts	Sep–Jun	English & Chinese Teachers	Printing; small prizes

## 2.3 Regular / Ongoing Programmes

	Programme	7 LG^	People Responsible	Timeline (Month)											
				9	10	11	12	1	2	3	4	5	6	7	8
2.3.1	S1–4 Chinese Reading Syllabus	(b)(c)	Chinese Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2.3.2	S1–4 English Reading Syllabus	(b)(c)	English Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2.3.3	S1–3 Chinese Reading Scheme	(b)(c)(d)	Chinese Teachers	✓	✓	✓	✓	✓	✓	✓	✓				
2.3.4	S1–3 English iREAD Reading Award Scheme	(b)(c)(d)	English Teachers	✓	✓	✓	✓	✓	✓	✓	✓				
2.3.5	S1–5 Inter-class English Book Report Competition	(b)(c)(d)	English Teachers							✓	✓				
2.3.6	S1–5 Summer Book Reports	(b)(c)	English Teachers											✓	✓
2.3.7	Magazine Subscriptions	(b)(c)(e)	Teacher Librarian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.8	Newspaper Subscriptions (print for classes)	(b)(c)(e)	Teacher Librarian	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2.3.9	Online Newspapers (for English Teachers)	(b)(c)(e)	English Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2.3.10	Digital Library (Chinese) – HyRead	(b)(c)(e)	Teacher Librarian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.11	Digital Library (English) – ePlatform (TBC)	(b)(c)(e)	Teacher Librarian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.12	Reading Newsletter	(b)(c)(e)	Reading to Learn TIC		✓	✓	✓	✓	✓	✓	✓	✓			
2.3.13	E-reading Application Workshop	(c)(d)(e)	Reading to Learn TIC					✓							
2.3.14	S1 Chinese Book Sharing Competition	(b)(c)(d)	Chinese Teachers; Library Society											✓	
2.3.15	S2 English Book Sharing Competition	(b)(c)(d)	English Teachers; Library Society											✓	
2.3.16	S1–4 Inter-class Battle of the Books	(b)(c)(d)	English Society									✓		✓	
2.3.17	Themed mini book exhibition	(b)(c)(g)	Teacher Librarian		✓	✓		✓		✓		✓			
2.3.18	Book Sharing at English Corner	(b)(c)(g)	English Teachers			✓		✓		✓		✓			

### 3. Budget

<b>Expected Income:</b>	\$	\$
Surplus b/f from 2024-25	72,000	
Grant from EDB	77,205	149,205
<b>Expected Expenditure:</b>		
Purchase of Chinese readers	20,000	
Purchase of English readers	20,000	
Purchase of books proposed by other subject panels (e.g. science)	5,000	
Subscription to magazines for the school library	8,000	
Subscription to print newspapers for classes	4,000	
Subscription to online newspapers for English teachers	2,000	
Fees for workshop tutors or service providers	5,000	
Fees for reading-related activities (e.g. printing, props, etc)	500	
Fees for printing reading scheme booklets	3,500	
Tickets for Hong Kong Book Fair	2,400	
Prizes for S1 Chinese Reading Scheme (book coupons)	2,500	
Prizes for S1-3 English iRead Reading Scheme (stationery & Kindle)	3,500	
Prizes for S1-3 Battle of the Books (snacks)	1,500	
Prizes for S1-2 Book Sharing Competition (book coupons)	2,000	79,900
<b>Expected Surplus:</b>		69,305

### 4. Programme Team

- Ms Lin Cherry (TIC)
- Ms Lee Alice

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of **Category of the Activity** and **Evaluation Method** for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "—" on the left to hide this part】  
[Please click "Enable Content" / "啟用內容" above before completing the template.]

<b>Category of the Activity:</b>	A1 Values Education A7 Digital Education, Artificial Intelligence and STEAM Education		A2 Intellectual Development	A3 Community Service A8 Student Mental Health	A4 Physical and Aesthetic Development A9 Others (Please specify in column L)	A5 Career-related Experiences	A6 Patriotic Education
<b>Evaluation Method:</b>	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Academic Prize Giving Day	Oct 2025	To celebrate and give recognition to our students who have excelled in the academic field. To train the students leadership skills, in particular planning, execution and revaluation. To develop students' teamwork and organization skills.	S1-6, 400 students	10	5	Guest: 25 Parents: 250	\$32,500.00	/	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences		B1 Questionnaire B2 School Meeting and Discussion B5 Observation B6 Written report and record	
2	BAFS competition enrollment fee	Oct 2025 - May 2026	To broaden students' horizons and unleash their potentials;	S4-5, 20 students	1	/	/	\$1,200.00	/	A1 Values Education A2 Intellectual Development A5 Career-related Experiences		B2 School Meeting and Discussion B5 Observation	
3	Chinese Language Workshop for inter-school debate competition	Sep 2025-Aug 2026	To broaden students' horizons and unleash their potentials;	S1-6, 20 students	1	/	S1-S5,20	\$28,000.00	/	A2 Intellectual Development		B5 Observation	
4	Chinese Language Workshop for inter-school speech competition	Oct 2025-Nov 2026	To provide extra support to competitors and teachers To enhance the appreciation of literary texts.	S1-6, 40 students	1	/	S1-S5,20	\$8,000.00	/	A2 Intellectual Development		B5 Observation	
5	Chinese History Workshop for inter-school competition	Sep 2025-Aug 2026	To provide extra support to competitors and teachers.	S1-3, 20 students	1	/	/	\$4,000.00	/	A2 Intellectual Development		B5 Observation	
6	Transportation Fee Subsidy: for local experiential learning activities such as volunteer work and life-wide learning activities	Sep 2025-Aug 2026	To broaden students' horizons and unleash their potentials; To provide opportunities for students to explore different learning aspects and career-related area; To develop multiple intelligence; To promote life-wide learning.	S1-5, 200 students	10	/	/	\$20,000.00	/	A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B2 School Meeting and Discussion B5 Observation	
7	Training Camp Fee Subsidy: 50% Coverage up to \$200 per Student for Leadership Training/Experiential Learning Camp	Sep 2025-Aug 2026	To develop and enhance students' leadership skills through activities, workshops, and team-building exercises; To foster self-awareness, improve communication and teamwork, enhance problem-solving abilities, cultivate leadership qualities, promote empathy and social responsibility, encourage resilience and adaptability, and inspire students to become agents of positive change.	S1-6, 300 students	15	/	/	\$25,000.00	/	A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B2 School Meeting and Discussion B5 Observation	
8	Experiential Learning Activities-Participating Fee Subsidy: 50% Coverage up to \$200 per Student	Sep 2025-Aug 2026	To prepare students to confidently navigate and recover from challenges, building resilience. To realize the full potential of every student, by providing opportunities and experiences designed to meet their individual strengths and needs.	S1-6, 100 students	5	/	/	\$20,000.00	/	A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B2 School Meeting and Discussion B5 Observation	

9	Consumables for ECA Community Service Team Outing	Sep 2025-Aug 2026	To provide students with opportunities to interact with people from different backgrounds and understand their needs.	S1-6, 100 students	5	/	/	\$2,000.00	/	A3 Community Service	B5 Observation	
10	Funding for setting up new clubs and for any clubs need subsidy for organizing life-wide learning activities	Sep 2025-Aug 2026	To support the establishment of new clubs by providing the necessary financial resources to help them get started and thrive.	S1-6, 100 students	5	/	/	\$2,000.00	/	A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health	B2 School Meeting and Discussion B5 Observation	
11	ECA Prize-giving Ceremony	May 2026	To celebrate and give recognition to our students who have excelled in the extra-curricular activities.	S1-5, 300 students	1	10	/	\$10,200.00	/	A4 Physical and Aesthetic Development	B2 School Meeting and Discussion	
12	Econ competition enrollment fee	Oct 2025 - May 2026	To broaden students' horizons and unleash their potentials.	S4-5, 20 students	1	/	/	\$1,200.00	/	A1 Values Education A2 Intellectual Development A5 Career-related Experiences	B2 School Meeting and Discussion B5 Observation	
13	Coach service for Green School Outings	Feb 2026	To provide students with hands-on experience in conservation efforts and to deepen their understanding of green-related NGOs.	S3-6, 50 students	2	/	/	\$2,000.00	/	A1 Values Education	B1 Questionnaire	
14	Filming tutorial for Green and White Ball	Dec 2025	To enable students to create an engaging Green and White Ball video, during which they will learn filming, lighting, and editing techniques, while also enhancing their communication skills.	S4-5, 30 students	2	/	/	\$12,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education	B5 Observation	
15	English Workshops	Oct 2025-Jul 2026	To let students learn English-related skills through after-school workshops.	S1-6 students (100 students)	13	/	/	\$8,000.00	/	A2 Intellectual Development	B5 Observation	
16	Debate Training + MUN	Oct 2025-Jul 2026	Debate: To train students confidence, logical and analytical thinking skills. MUN: To let students play the role of delegates from different countries and attempt to solve real world issues with the policies and perspectives of their assigned country.	S1-5, 50 students	8	/	/	\$22,000.00	/	A2 Intellectual Development	B5 Observation	
17	English life-wide learning activities: e.g. soccer training, visits and outings, drama and movie appreciation	Oct 2025-Jul 2026	To let students enjoy different types of activities through English as the medium of instruction.	S1-6, 100 students	13	/	/	\$10,000.00	/	A2 Intellectual Development	B5 Observation	
18	Coach Service for Geography Field Studies	3/11/2025 and 26/1/2026	To provide students with fieldwork experiences. To strengthen their skills in fieldwork. To raise their awareness of environmental issues in Hong Kong. To help them to develop an inquiry mind and explore the surrounding geographical issues in scientific ways.	S5, 21 Geography students and S1-S3 selected students ~20	2 for each	/	/	\$5,000.00	/	A2 Intellectual Development	B5 Observation	
19	Tutor fee for Music Enrichment Programmes for Concert Band, String Orchestra, String Quartets, Chamber Orchestra, and Chamber Boys' Choir	Sept 2025-July 2026	To hire professional conductors and coaches for the mentioned ensembles to raise the school's musical profile, enhance musical skills, train discipline and concentration, cultivate teamwork and collaboration, and facilitate emotional expression.	S1-6, 200 Music Boys	2	/	/	\$81,960.00	/	A4 Physical and Aesthetic Development	B5 Observation	
20	Piano coach / Accompanist	Sept 2025-July 2026	To hire professional pianists for various performance events, enabling students to understand and experience the dedication of professional musicians. This exposure enriches their musical education. Additionally, reserving specific rehearsal hours for training the boy.	S1-6, 200 Music Boys	2	/	/	\$12,000.00	/	A4 Physical and Aesthetic Development	B5 Observation	
21	Music Training Camps for 5 Ensembles and Concert Tickets	Christmas, CNY and Easter 2025 - 2026	To organize multiple days training for music boys. To further uplift the musicality of students. To widen horizons of students in the area of art and culture. To nurture positive values, e.g. teamwork, diligence, humbleness, and appreciation. To sponsor music boys to attend concerts. To further enhance student's listening skill. To fill the gap of classroom teaching and actual music performance, as well as to train active listening skills of students.	S1-S6, 100 students	2	/	/	\$40,000.00	/	A4 Physical and Aesthetic Development	B5 Observation	
22	Purchasing of music scores	Sept 2025-July 2026	To provide music boys with the opportunity to explore various genres and styles, fostering their musical development and encouraging creativity. The scores range from classical masterpieces to contemporary works.	S1-6, 200 Music Boys	2	/	/	\$40,000.00	/	A4 Physical and Aesthetic Development	B5 Observation	
23	Service Training Programme	Sept 2025- Aug 2026	To provide students with chances to deepen and understand civic engagement skills. Students will be working with the community, and will be able to enhance their intra-personal, organizational and interpersonal skills. Students will also learn about the diversity of members in our society.	S1-S6, 100 students	2	/	/	\$10,000.00	/	A3 Community Service	B5 Observation	
24	S4 AE Workshops	Sept 2025- Aug 2026	To further enhance the awareness of aesthetics of students'. Students will be taking part in hands-on workshops, and receive training from directors, actors, photographers, designers and musicians.	S4, 160 students	4	/	/	\$30,000.00	/	A4 Physical and Aesthetic Development	B5 Observation	



25	S4 Drama Workshop	Sept 2025- Aug 2026	To gain first-hand learning experience from professionals in the theater arts. Directors, script writers, MCs, or actors will be invited to share their stories, common practice of the industry and career developments with students.	S4, 60 students	4	/	/	\$13,000.00	/	A4 Physical and Aesthetic Development		B5 Observation	
26	Materials for AE Lesson	Sept 2025- Aug 2026	To facilitate more effective and efficient learning in the area of AE, materials will be purchased, e.g. raw materials for design, scripts and videos for drama, films and development fees, and recordings for music.	S4, 160 students	4	/	/	\$4,000.00	/	A4 Physical and Aesthetic Development		B5 Observation	
27	S1 Positive Education Workshops	Sept 2025- Aug 2026	To help S1 students develop self-awareness and a growth mindset through Positive Education	S1, 180 students	10	2	/	\$57,200.00	/	A8 Student Mental Health		B5 Observation	
28	S2 Positive Education Talk	Sept 2025- Aug 2026	To help S2 students develop self-awareness and a growth mindset through Positive Education	S2, 180 students	5	1	/	\$3,000.00	/	A8 Student Mental Health		B5 Observation	
29	S3 Positive Education Talk	Sept 2025- Aug 2026	To help S3 students develop self-awareness and a growth mindset through Positive Education	S3, 180 students	5	1	/	\$3,000.00	/	A8 Student Mental Health		B5 Observation	
30	Regular Table-tennis Training	Sept 2025- Aug 2026	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.	S1-6, 20 students	1	/	/	\$45,000.00	/	A4 Physical and Aesthetic Development		B7 Others	computer result
31	Regular Badminton Training	Sept 2025- Aug 2026	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.	S1-6, 20 students	1	/	/	\$40,000.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
32	Regular Volleyball Training	Sept 2025- Aug 2026	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.	S1-6, 60 students	1	/	/	\$60,000.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
33	Regular Athletics Training	Sept 2025- Aug 2026	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.	S1-6, 60 students	1	/	/	\$65,000.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
34	Regular Tennis Training	Sept 2025- Aug 2026	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.	S1-6, 12 students	1	/	/	\$45,000.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
35	Regular Rugby Training	Sept 2025- Aug 2026	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.	S1-6, 60 students	1	/	/	\$20,000.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
36	Regular Handball Training	Sept 2025- Aug 2026	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.	S1-6, 55 students	1	/	/	\$22,800.00	/	A4 Physical and Aesthetic Development		B7 Others	competition result
37	STEAM Projects	Sept 2025- Aug 2026	To provide technical, equipment and material support for S1 and S2 STEAM projects	S1-2, 300 students	8	/	/	\$74,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
38	ATEC Workshop	Oct 2025 - Apr 2026	To provide STEAM and Design & Technology related lessons for junior form students.	S1-2, 40 students	1	/	/	\$26,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
39	Equipments for STEAM education	Sept 2025- Aug 2026	To provide equipment and material support for STEAM education	S1-6, 50 students	8	/	/	\$54,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion	
40	Artist-in-Resident: A 7-8-week Woodworking Workshop	Sep 2025-Jan 2026	To provide opportunities for students to learn woodwork and sculpture; To inspire students creating artwork with recycled wood and design thinking.	S1, 180 students	2	/	/	\$78,400.00	/	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
41	Artist-in-Resident: A 7-8-week ICH art project	Feb 2025 - May 2025	To provide opportunities for students to learn 3D drawing, rendering and operating 3D printer; To inspire students creating an ICH Chinese stamp.	S2, 180 students	1	/	/	\$78,400.00	/	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	

42	Green and White Day Art Exhibition	Feb 2025	To showcase and celebrate students' artworks and achievements.	S1-5, 760 students	2	/	/	\$9,000.00	/	A1 Values Education A4 Physical and Aesthetic Development A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health	B5 Observation	
43	Exhibition Visit	Sep 2025 - Jul 2026	To provide opportunities for students to widen their horizons in art and design nowadays.	S1-5, 30 students	2	/	/	\$3,000.00	/	A1 Values Education A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B5 Observation	
44	Fees for Sister School Exchange Activities in Hong Kong	Sep 2025 - Aug 2026	To strengthen the bonding of the school and sister schools in China, to establish a sense of belonging to the country among students, and to enrich and expand students' learning experiences	S1-6, 50 students	5	5	/	\$40,000.00	廣州市荔灣區西關廣雅實驗學校 四川省成都市第七中學 江門市台山第一中學 寧波市惠貞書院 北京市八一學校	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education	B2 School Meeting and Discussion B5 Observation B6 Written report and record	
45	Video Communication Equipment and Other Computer Equipment for Sister Schools	Sep 2025 - Aug 2026	To facilitate online exchange programmes between the school and sister schools in China	S1-6, 200 students	5	5	/	\$40,000.00	廣州市荔灣區西關廣雅實驗學校 四川省成都市第七中學 江門市台山第一中學 寧波市惠貞書院 北京市八一學校	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education	B2 School Meeting and Discussion B5 Observation B6 Written report and record	
46	Miscellaneous & Stationery Expenses for Sister School exchange	Sep 2025 - Aug 2026	To facilitate communication between the school and sister schools in China	S1-6, 100 students	5	5	/	\$12,000.00	廣州市荔灣區西關廣雅實驗學校 四川省成都市第七中學 江門市台山第一中學 寧波市惠貞書院 北京市八一學校	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education	B2 School Meeting and Discussion B5 Observation B6 Written report and record	
[[Please do not delete rows above if this report generated by the software]]				Total estimated expenses of item 1.1				\$1,219,860.00				
1.2 Non-local Activities												
1	BAFS and Econ Study Trip	Apr 2026	A 6-day trip in Korea to understand the management strategies via visits; To enhance the understandings on the real-life operation model and procedure; To recognize the real operation situation, management strategies and skills used through company visits and government official visits; To experience different culture and lifestyle by staying in a host family.	S5, 60 students	6	/	/	\$75,000.00	/	A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B2 School Meeting and Discussion B5 Observation B6 Written report and record	
2	Chinese Cultural Trip- Senior Form	Apr 2026	The students participated in a cultural trip to Hangzhou, allowing them to understand China's culture and strength, and increase their sense of identity with the country and the nation.	S4, 30students	4	/	/	\$15,000.00	/	A5 Career-related Experiences	B1 Questionnaire	
3	English Study Trip	Summer 2026	To provide an English-speaking environment for students to use English to communicate and to learn; To appreciate different cultures through excursions, museum visits and sports; To raise students' proficiency in English; To build up confidence in communicating in English.	S1-2 students (30 students)	4	/	/	\$150,000.00	/	A2 Intellectual Development	B1 Questionnaire B5 Observation B6 Written report and record	
4	Music Trip	Summer 2027	To participate in international competitions, providing students with the experience of learning from high-caliber artists and fostering a culture of setting even higher goals for personal development and music creation at SIC.	S1-6, around 30 students	4	/	/	\$50,000.00	/	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development	B5 Observation	

5	Putonghua Trip	28 Mar 2026 - 2 Apr 2026	To provide local Putonghua language environment so that students have more oppoutunities to practice their listening and speaking skills with a view to boosting their confidence in using Putonghua . To nurture and raise students' appreciation ability in traditional Chinese art by visiting different sites with histroy and cultural value and attending workshops with specific objectives. To establish students' holistic appreciation in national history and development in culture and art through the exchange process, strengthening their recognition in national identity. To nurture students' consciousness in respecting people and self-respect through interative activities with their local counterparts.	S1-3, 30 students	4	Not yet decided	/	\$50,000.00	/	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A6 Patriotic Education		B1 Questionnaire B2 School Meeting and Discussion B5 Observation B6 Written report and record	
6	STEAM Study Trip	27 Dec 2025 - 2 Jan 2026	A group of 40 students from S2 and S4 embarked on a highly successful 7-day STEAM-focused study tour to the United Arab Emirates. The tour provided an invaluable opportunity for our students to engage with cutting-edge technology and rich cultural heritage in Dubai and Abu Dhabi.	S2-4, 40 students	4	1	/	\$150,000.00	/	A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
7	Sister School Visit in Mainland China	Nov 2025, Apr & Jun 2026	To strengthen the bonding of the school and sister schools in China, to establish a sense of belonging to the country among students, and to enrich and expand students' learning experiences	S1-5, 100 students	15	5	/	\$150,000.00	廣州市荔灣區西關廣雅實驗學校 四川省成都市第七中學 江門市台山第一中學 北京市八一學校	A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion B5 Observation B6 Written report and record	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.2								\$640,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,859,860.00					

Name of Teacher Responsible for Life-wide Learning:	Ms Christina Chan	Position:	TIC of Life-wide Learning Grant
Name of Teacher Responsible for the Sister School Scheme:	Mr Anthony Wong	Position:	TIC of Sister School Team

St. Joseph's College

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

2025/26 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	18,200
ii.	Designing and producing school-based parent education resources	/
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	93,750
iv.	Others (please specify):	
	Total:	111,950

## **St. Joseph's College**

### **Plan on the Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2025/2026**

Adding Equipment: Cardio exercise, fitness training, pace running treadmill

Plans are in place to purchase treadmills, expanding the fitness room's cardiovascular training area. This will provide students with more diverse options for aerobic exercise, allowing them to maintain endurance training regardless of weather conditions or as part of a structured workout.

#### **Continued Professional On-Site Coaching**

We will continue to hire professional fitness coaches for on-site support. In addition to assisting the general student body, the coaches will also help student-athletes from school teams conduct more targeted physical conditioning.

#### **Budget**

- |   |          |
|---|----------|
| 1. Cardio exercise, fitness training, pace running, treadmill | \$25,000 |
| 2. Fitness Trainer  | \$57,700 |

**St. Joseph's College**  
**Plan on the use of 「推廣中華文化體驗活動一筆過津貼」2025-2026**

No.	Task	Target	Time Scale	Success Criteria	Method of Evaluation	Budget	Teacher(s)-in-charge
<b>For Chinese Cultural Week</b>							
1	Chinese culture video competition	S1-S5	25-26	Participating students can show that they have internalised the Chinese Culture-related concepts by making a relevant video.	Teachers' questionnaires  Students' questionnaires	2000	Ip KK
2	中華文化周文化茶會	S1-S5	25-26	All participating students will pick up tips and funs about culture from SJC teachers' sharing and being motivated to interact with teachers and enhance students' interest in Chinese culture.	Teachers' questionnaires  Students' questionnaires	700	Tsang Winnie Chu KH
3	聖若瑟書院國藝會與嘉諾撒聖方濟各書院中華文化學會合辦：『生於斯，長於斯。』：本土文學與中華文化一探	S1-S5	25-26	All participating students attend the workshop punctually and learn the culture of the exhibition.	Teachers' questionnaires Students' questionnaires	1500	Lam Cathy
4	中華文化周青花瓷書	S1-S5	25-26	All participating	Teachers'	500	Yeung Benny

	簕工作坊			students attend the workshop punctually and learn the skills of drawing blue-and-white porcelain.	questionnaires Students' questionnaires		
5	國藝會與歷史學會聯合辦香港文化博物館導賞參觀活動	S1-S5	25-26	All participating students attend the workshop punctually and learn the culture of the exhibition.	Teachers' questionnaires  Students' questionnaires	600	Lam Cathy Yeung Benny Yam PY
6	剪紙工作坊 (w/ Aesthetic Society)	S1-S5	25-26	All participating students attend the workshop punctually and learn paper-cutting skills.	Teachers' questionnaires  Students' questionnaires	2700	Huang ZW Ip WL
7	水墨畫工作坊 (w/ Aesthetic Society)	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills of Chinese paintings.	Teachers' questionnaires  Students' questionnaires	2500	Chen Sylvia Ip WL
8	Chinese Culture Board Games Taster	S1-S5	25-26	All participating students attend the workshop punctually and enjoy themselves while appreciating the Chinese Culture.	Teachers' questionnaires  Students' questionnaires	500	Tam Sharon
9	Dumpling workshop	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills of	Teachers' questionnaires  Students'	1500	Wong Anthony

				making dumplings.	questionnaires		
10	Oracle Inscription Workshop	S1-S5	25-26	All participating students attend the workshop punctually and learn the oracle inscription skills.	Teachers' questionnaires Students' questionnaires	2500	Fok Annabelle
11	Quiz on China's Geographic features	S1-S5	25-26	All participating students try their best to apply their knowledge about the geographic features of China in the mode of a competition.	Teachers' questionnaires Students' questionnaires	600	Chung Florence
12	Workshop on Chinese architectural design	S1-S5	25-26	All participating students attend the workshop punctually and learn more about Chinese architecture design.	Teachers' questionnaires Students' questionnaires	16200	Fok Annabelle
13	Panda workshop in Ocean Park	S1-S5	25-26	All participating students come face to face with pandas residing in Ocean Park, feeling thankful about having them in Hong Kong and learning more about them.	Teachers' questionnaires Students' questionnaires	5400	Yim Jeffrey Mak Janice
14	"Cantonese Opera in Bamboo Theatre" Workshop	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students'	2000	Wong Wendy



					questionnaires		
15	Cooking dumplings with PTA	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	700	Wong Anthony Chu ML
16	Chinese medicine sharing by old boy	S1-S5	25-26	All participating students get more basic knowledge about Chinese Medicine and its cultural roots.	Teachers' questionnaires Students' questionnaires	500	Yim Jeffrey
17	S2 Chinese Food Culture Talk	S2	25-26	All participating students get to know more about the traditional Chinese food culture.	Teachers' questionnaires Students' questionnaires	2500	Yeung Benny
28	Bamboo weaving bookmark workshop	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	2500	Ip WL
<b>Chinese Cultural ECAs (outside of Chinese Cultural Week)</b>							
19	課外活動周文化茶會： 聖若瑟書院戰後的文 史教育史	S1-S5	25-26	All participating students will pick up tips and funs about SJC from SJC teachers' sharing and being motivated to interact with teachers and enhance students'	Teachers' questionnaires Students' questionnaires	700	Lam Cathy

				interest in SJC culture.			
20	初中級中文硬筆書法比賽	S1-S3	25-26	All participating students can appreciate the beauty of Chinese calligraphy.	Teachers' questionnaires Students' questionnaires	1500	Yeung Benny
21	聖若瑟書院第一百五十一屆綠與白開放日	S1-S6	25-26	All participating students can enjoy the fun game and Chinese culture.	Teachers' questionnaires Students' questionnaires	1500	Lam Cathy Yeung Benny Tsang Winnie Chan Peggy Lo Jacky Fok Annabelle Tse Kelvin
22	初中級中文班際寫作比賽	S1-S3	25-26	All students join the competition and learn the skills.	Teachers' questionnaires Students' questionnaires	2300	Yam PY
23	國藝會與戲劇學會聯合辦戲曲中心導賞參觀活動	S1-S5	25-26	All participating students attend the workshop punctually and learn the culture of the exhibition.	Teachers' questionnaires Students' questionnaires	500	Lam Cathy Yeung Benny
24	初中級班際國學常識問答比賽	S1-S5	25-26	All students join the competition and apply knowledge about Chinese culture.	Teachers' questionnaires Students' questionnaires	1800	Lam Cathy Yeung Benny
25	Hong Kong Museum of	S1-S5	25-26	All participating	Teachers'	600	Yam PY

	History Visit with Guided Tour			students develop insights into the history of Hong Kong.	questionnaires Students' questionnaires		
26	Kowloon Walled City Park Visit with guided tour	S1-S5	25-26	All participating students attend the workshop punctually and learn the culture of Kowloon walled city in the ture.	Teachers' questionnaires Students' questionnaires	1200	Yam PY
27	Inlaid Enamel Workshop	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills of Inlaid Enamel.	Teachers' questionnaires Students' questionnaires	1500	Ip WL
28	Chinese Scent Pack Design	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	1500	Ip WL
29	Inter class Chinese chess tournament	S1-S5	25-26	All participating students apply skills of Chinese chess in a competition.	Teachers' questionnaires Students' questionnaires	700	Lo Jacky
30	吹糖工作坊	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	3000	Suen Rani

31	"Cantonese Opera in Bamboo Theatre" Workshop (隨搭隨演睇大戲)	S1-S5	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	2700	Wendy Wong
32	班際辯論比賽	S1-S4	25-26	All participating students apply skills of Chinese debating in a competition.	Teachers' questionnaires Students' questionnaires	3000	Lam Cathy
33	Traditional Chinese sachets Workshop 中式傳統佩囊	S1	25-26	All participating students attend the workshop punctually and learn the skills.	Teachers' questionnaires Students' questionnaires	4500	Ip WL Kam Ryan
<b>Chinese Cultural Curriculum Initiatives</b>							
34	Cheung Chau Half-day Tour: Cultural Exploration & Ping On Bun Workshop	S2	25-26	All participating students explore Cheung Chau as a cultural place and make Ping On Buns with the bun stamp they create in the VA lessons.	Teachers' questionnaires Students' questionnaires	14000	Kam Ryan Ip WL
35	教授中史科教具及宣傳文化團宣傳品	S1-S6	25-26	All Chinese History teachers can access the Teachers' questionnaires materials conveniently and use them effectively to supplement classroom	Teachers' evaluation	4900	Hung WW

				teaching.			
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## School-based After-school Learning and Support Programmes 2025/26 s.y. School-based Grant—Programme Plan

Name of School: St. Joseph's College

Staff-in-charge: Chan Kin Wah Christina

Contact Telephone No.: 3652 4873

**A.** The estimated number of students (count by heads) benefitted under this Programme is 10 (including A. 2 Comprehensive Social Security Assistance (CSSA) recipients, B. 5 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 3 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Extra-curricular activities	To enhance students' leadership skills and personal well-being	Students showed active participation in the activities.	- Attendance rate - Teachers' and students' feedback.	Sep 2025 – Aug 2026	1	5	2	\$3,000	
Enhancement classes and mock examinations	To improve students' academic performance and increase their confidence.	Students show improvement in academic performance and shows motivation in learning.	- Tests and examination results. - Teachers' and students' feedback.	Sep 2025 – Aug 2026	1	2	1	\$3,000	
Study Trips	To provide experience for students to learn outside classrooms	Students can gain knowledge and skills according to the programme objectives	- Trip reports and presentations - Teachers' and students' feedback.	Sep 2025 – Aug 2026	0	1	1	\$4,400	
Total no. of activities: <u>3</u>				@ No. of man-times	2	8	4		
				**Total no. of man-times	14				

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****Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/2026 - 2026/2027**

	<b>2025-2027</b>			
	<b>Items</b>	<b>Target students</b>	<b>Academic year</b>	<b>Expenditure</b>
1	AI tools for teaching and learning	S1-6	25-27	\$120,000
2	Develop resources for self-directed learning	S1-6	25-27	\$40,000
3	English activities that enhance self-directed learning	S1-6	25-27	\$40,000
Total				\$200,000

	<b>2025-2026</b>			
	<b>Items</b>	<b>Target students</b>	<b>Academic year</b>	<b>Expenditure</b>
1	AI tools for teaching and learning (Writing)	S1-6	25-26	\$60,000
2	Develop resources for self-directed learning	S1-6	25-26	\$20,000
3	English activities that enhance self-directed learning	S1-6	25-26	\$20,000
Total				\$100,000

	<b>2026-2027</b>			
	<b>Items</b>	<b>Target students</b>	<b>Academic year</b>	<b>Expenditure</b>
1	AI tools for teaching and learning (Writing)	S1-6	26-27	\$60,000
2	Develop resources for self-directed learning	S1-6	26-27	\$20,000
3	English activities that enhance self-directed learning	S1-6	26-27	\$20,000
Total				\$100,000

聖若瑟書院  
「推廣自主語文學習（普通話）一筆過津貼」  
津貼運用計畫及財政預算  
2025--2026 年度

I. 目的：

- 培養學生自主學習，讓他們根據自己的學習需要規劃學習策略和進度，反思學習情況，並適時作出調整，以助他們持續提升語言能力。
- 透過多元的學習活動，營造語言學習環境，讓學生應用所學，培養他們自主學習的能力和習慣，從而提升他們的學習效能。

II. 撥款金額：\$200,000（使用年期：2024-2027）

III. 預算開支

項目範疇	目標	對象 (級別及預計參與人數)	實行學年	評估方法	預計金額(\$)
1. 購買網上自主語文學習平台	a. 創造豐富的語言學習環境，提升學生的普通話學習體驗 b. 增加語言學習的靈活性，以互動模式提升普通話學習的趣味 c. 培養學生自主學習的能力和有效運用學習策略 d. 協助學生規劃學習進度，保持學習動力	中一至中三級 (約 540 人)	2025 至 2026 年度	活動檢討/觀察	\$40,000
2. 聘請不屬編制內的普通話導師	a. 支援學生的語文學習，培訓及提升學生的語言表達能力，如朗誦、演講技巧等 b. 專業導師可提供專業的指導和示範，促進學生對普通話表演藝術的認識與掌握，增強他們運用普通話的信心	中一至中六級 (朗誦：約 15 人) (演講：約 10 人) (廣播劇：約 20 人)	2025 至 2026 年度	活動檢討/觀察	\$30,000



3. 購買學與教相關的服務 3.1 普通話學習體驗活動 3.2 普通話學生互動劇場表演 3.3 普通話講座或工作坊	a. 透過多元學習活動，加強學校語言學習氛圍，培養學生對語言學習的興趣	3.1 中一至中六級 （約 970 人） 3.2 中一至中三級 （約 540 人） 3.3 中一至中三級 （約 540 人）	2025 至 2026 年度	活動檢討／觀察	3.1 \$10,000 3.2 \$10,000 3.3 \$10,000
預算總開支					\$100,000

