

## *Vision*

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

## *Mission Statement*

The mission of ST. JOSEPH'S COLLEGE is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with **FAITH** and **ZEAL**.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

## OUR SCHOOL



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

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

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

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



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



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

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

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



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



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



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

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



from left: Visual Arts Room, and STEM Workshop.



from left: Computer Lab, and Campus TV Room.

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



from left: Staff Room, and Meeting Room.



from left: Common Area, and Discussion Area.

Phase 2 of the Vision 22 project, which covers a total floor area of 1540 square metres, is due to start in the second quarter of 2023. Upon the completion of this HK\$15-million project, we will see the opening of the Learning Hub, the Activity Hub, a state-of-the-art gymnasium, a multi-purpose room, and a fully refurbished canteen.

# SCHOOL MANAGEMENT

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

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

## Members of the Incorporated Management Committee (2022-2023)

Chairperson	Brother Chan Jeffrey (Supervisor)	
Principal	Ms Wong YF	
Sponsoring Body Manager	Ms Tam Millie Mr Ching Perrick Mr Ku Eric Mr Wong Kenneth (Alternate)	Ms Thong Elizabeth Mr Choy Peter Mr Ng Tony
Teacher Manager	Mr Wong Joseph	Ms Young Maria (Alternate)
Independent Manager	Ms Ma Veronica	
Alumni Manager	Mr Lam Bryan	
Parent Manager	Mr Chan Derek	Dr Mak Daniel (Alternate)



Members of the Incorporated Management Committee (2022-2023)

# OUR STUDENTS

## Class Organization

The school enrolment is 900. The students of St. Joseph's College are mainly Chinese and the age range of the students is between 12 and 18 years old. The average class size for S.1 - S.6 is 30.

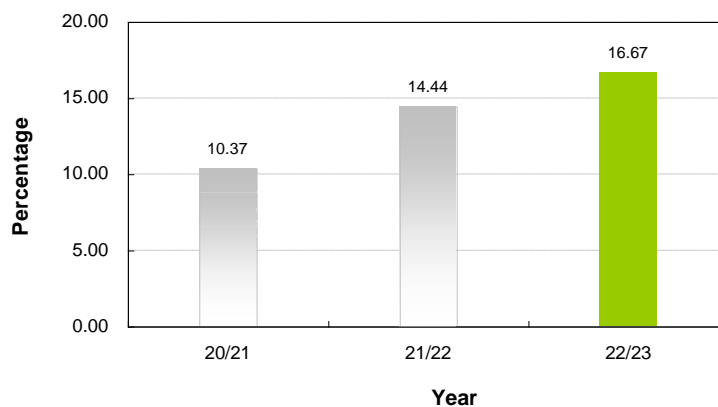
### Number of Operating Classes

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

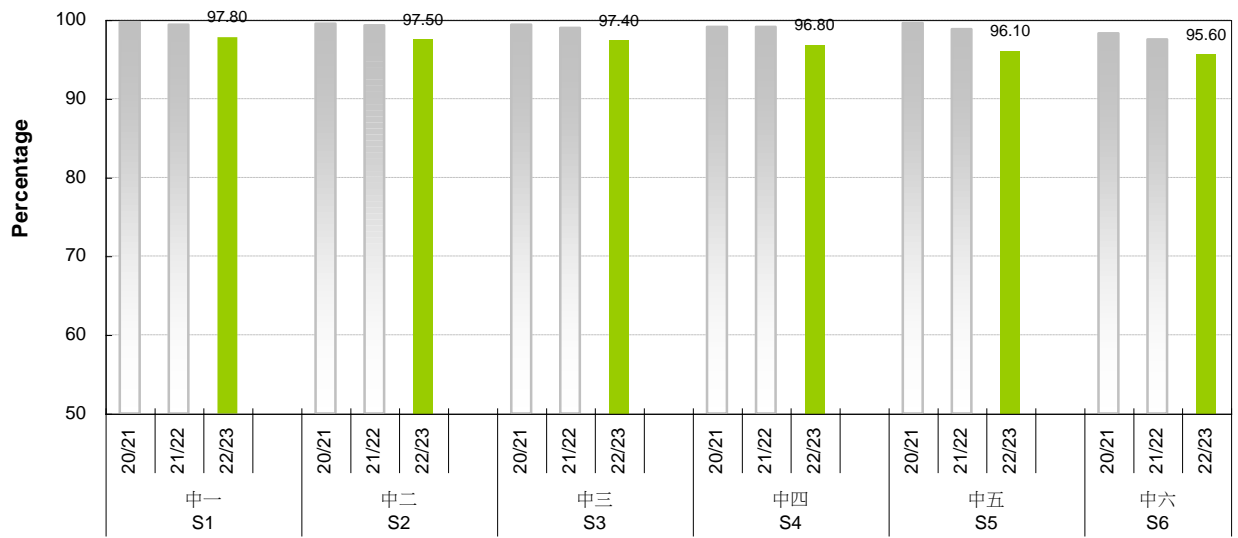
### Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	182	169	148	134	139	128	900

## Unfilled Places



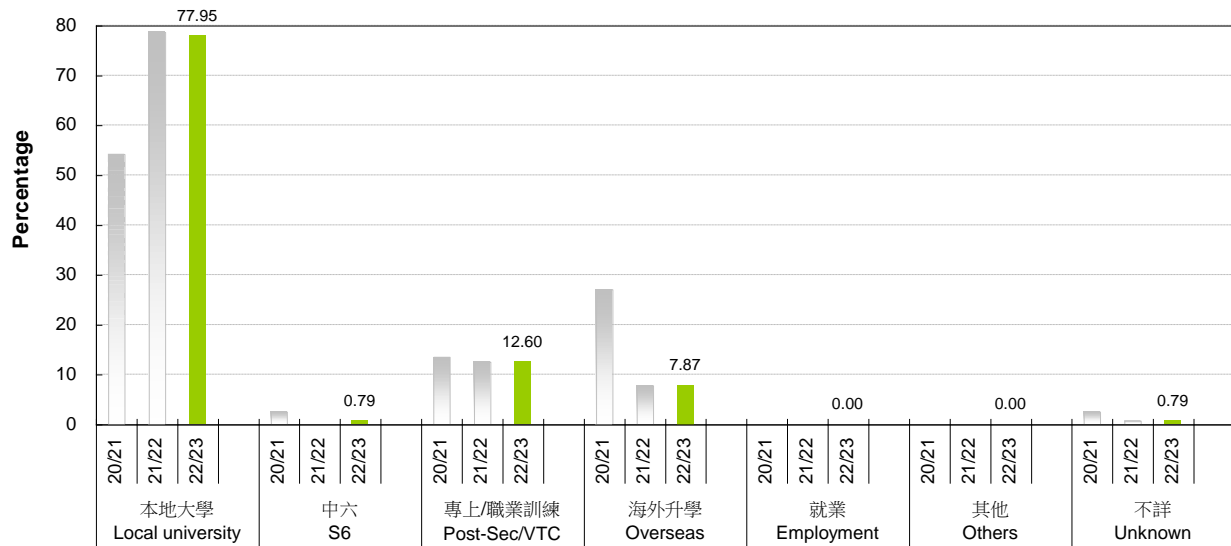
# Students' Attendance



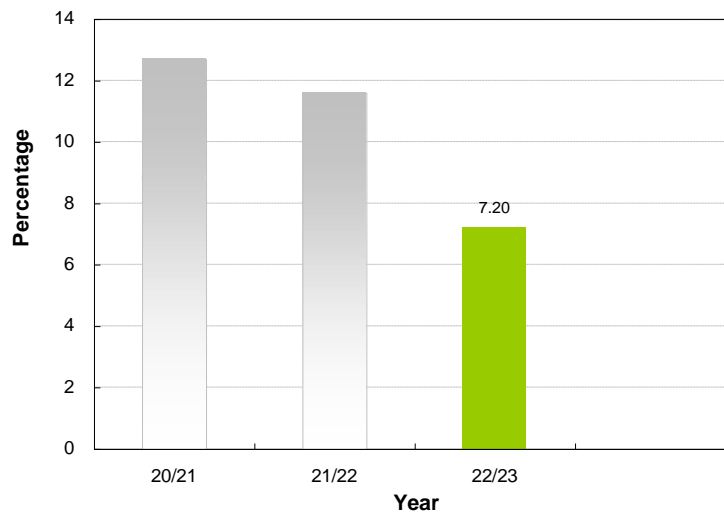


## Destination of Exit Students, Including Early Exits

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



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



## **Student Support**

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

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

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

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

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

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

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

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

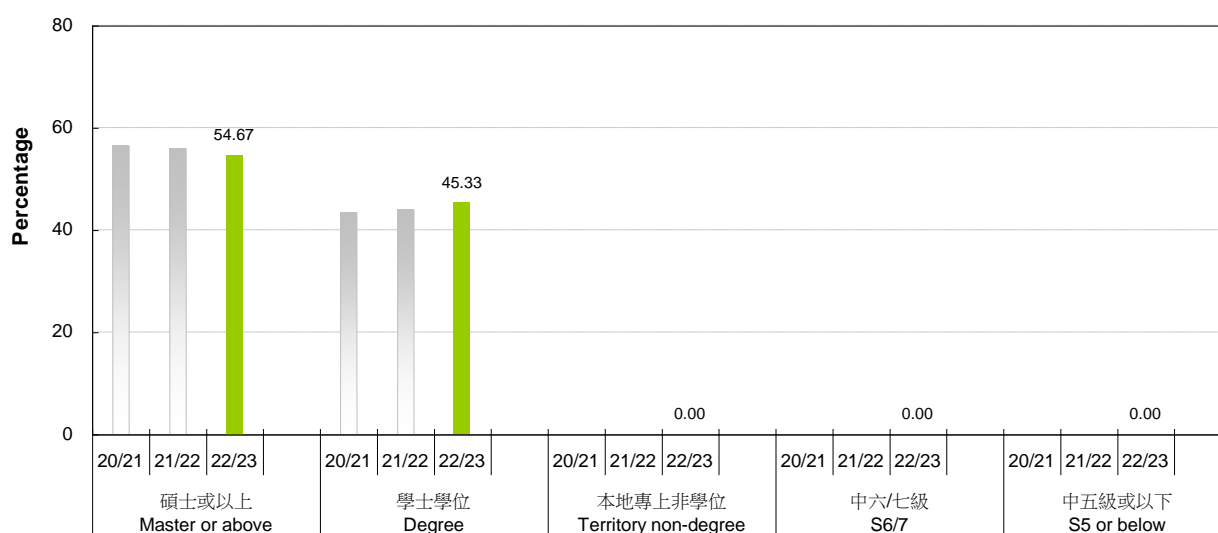
# OUR TEACHERS

## Qualification

**Composition of Teaching Staff in the Past Three Years**

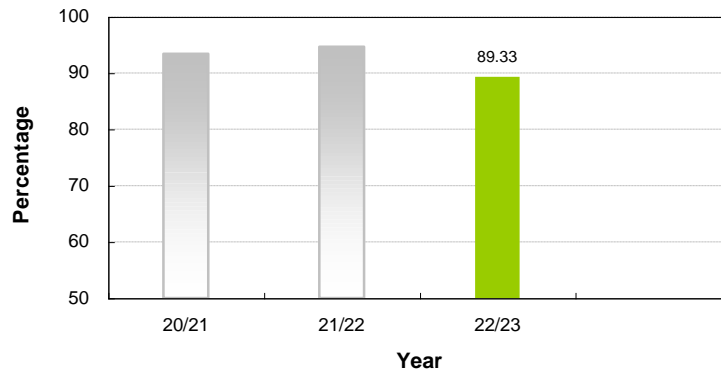
Posts	20/21	21/22	22/23
Principal	1	1	1
Vice-Principals	2	3	3
Careers Mistress / Master	1	1	1
Counselling Mistress	1	1	1
Discipline Mistress	1	1	1
ECA Master	1	1	1
Classroom Teachers	51	50	50
Music Teacher	1	1	1
Visual Arts Teacher	1	1	1
Librarian	1	1	1
<b>Total</b>	<b>61</b>	<b>61</b>	<b>61</b>

**Percentage of Highest Academic Qualifications Attained by Teachers**

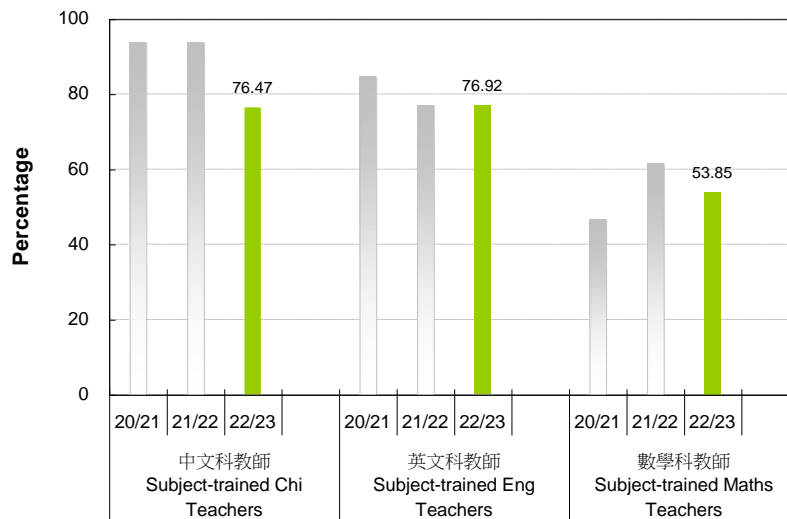




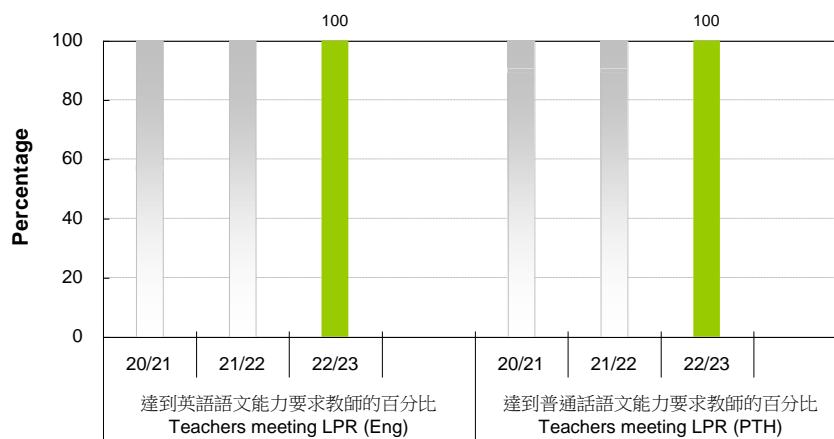
### Percentage of Professionally Trained Teachers



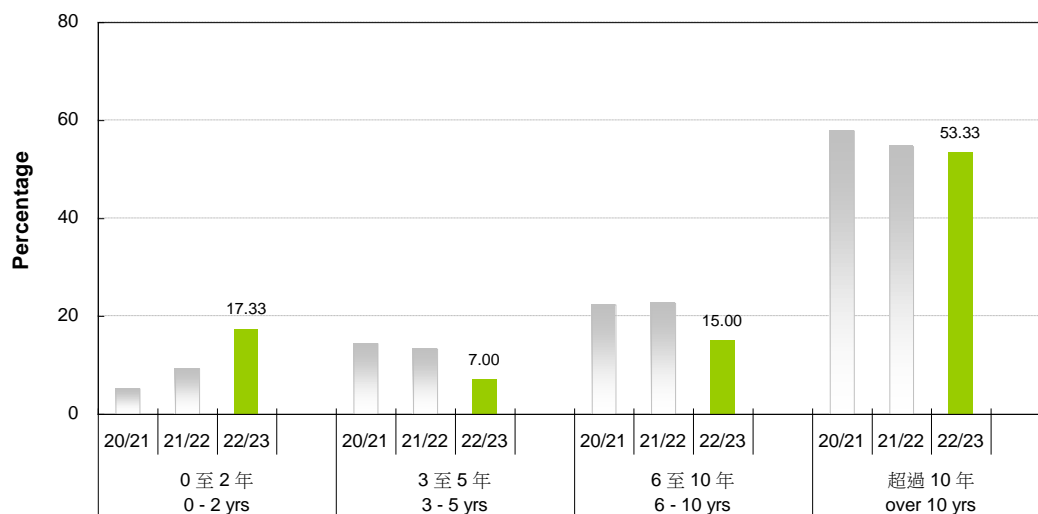
### Percentage of Subject-trained Teachers



### Percentage of English and Putonghua Teachers with LPR



## Teachers' Experience



## Professional Development



Staff members of St. Joseph's College (2022-2023)

Three Staff Development Days were held in 2022-23 with the aim of improving teachers' teaching skills and teaching quality. Besides nominating teachers to attend courses and seminars about Senior Secondary (SS) curriculum, e-learning and Special Educational Needs (SEN) organized by the EDB, teachers are strongly encouraged to pursue postgraduate studies.

## **LEARNING AND TEACHING**

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

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

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

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

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

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

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

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

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

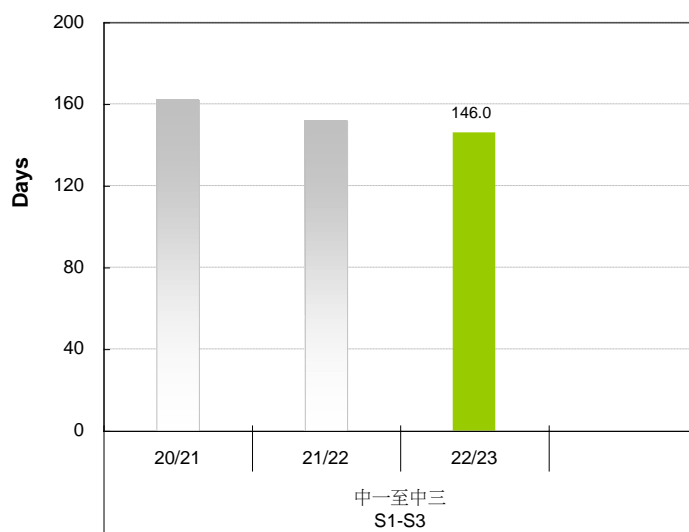


Our students did well in 2023 HKDSE examination. Among all the subjects, students' performance in English was very impressive. Over 79.5% of students attained Level 4 or above, among which 22.0% attained Level 5\* or above. Students' performance in Mathematics was equally fine, with over 74.0% of students obtaining Level 4 or above, among which 18.1% attained Level 5\* or above. The results students achieved in elective subjects were also exceptional, particularly in Chemistry (80.6% attaining Level 4 or above), Biology (85.2% attaining Level 4 or above) and Physics (87.3% attaining Level 4 or above). We are also very proud that most of our students received desirable offers from the JUPAS. They were admitted into competitive programmes such as Accounting and Finance, Medicine, Law, Architecture, Finance Technology, Data Science and Artificial Intelligence. Besides those admitted into local universities, many students obtained offers from top overseas universities like the London School of Economics and Political Science, the Imperial College London, the University of Toronto and the University of New South Wales.

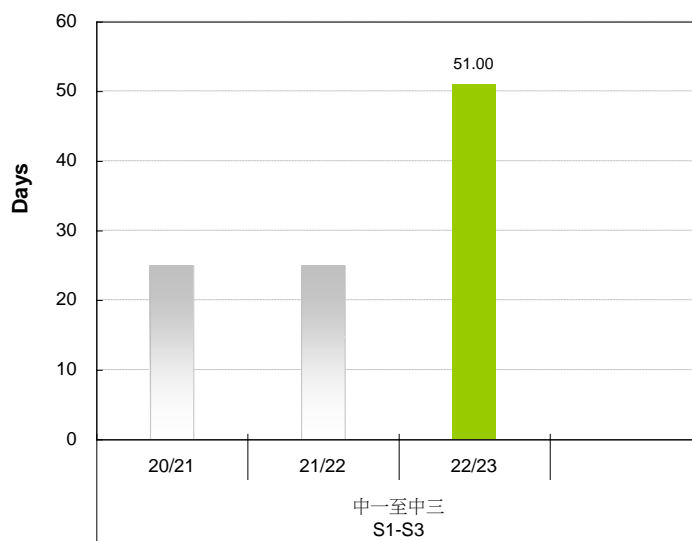
We will continue to provide our students with an excellent learning environment so that they can continue to enjoy the quality education in SJC.

## Number of Active School Days (S1-S3)

### No. of Days in a School Year with Regular Classes

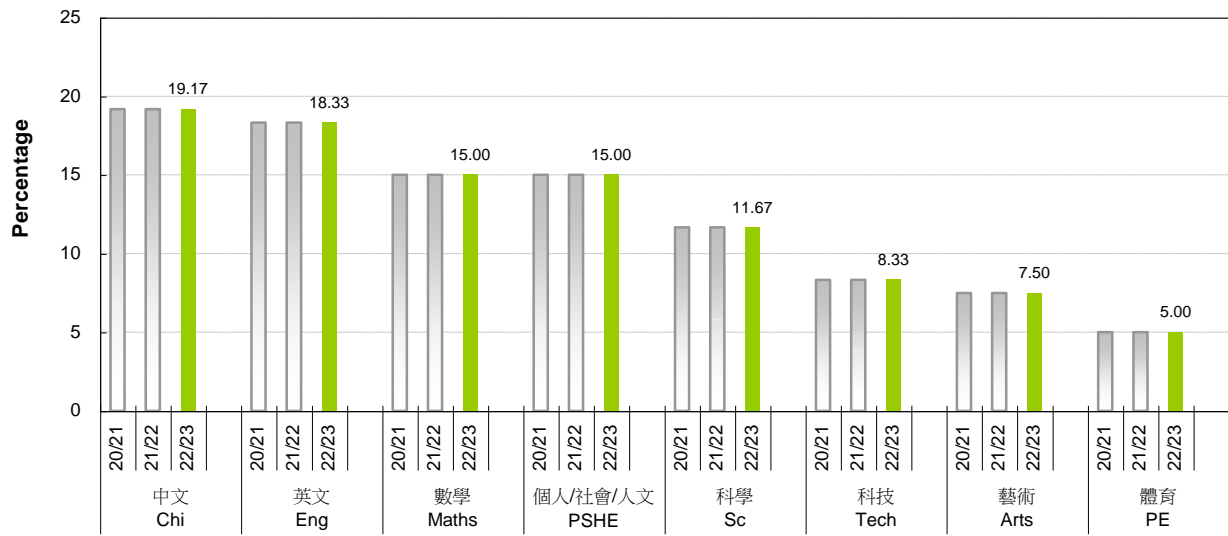


### No. of Days in a School Year with Learning Activities



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

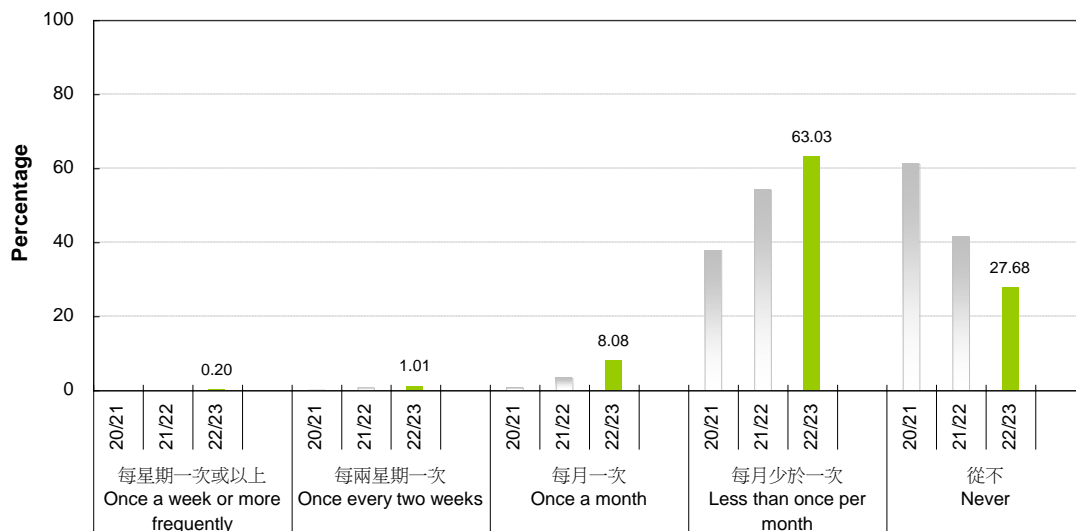
Lesson Time Allocated to the 8 KLAs



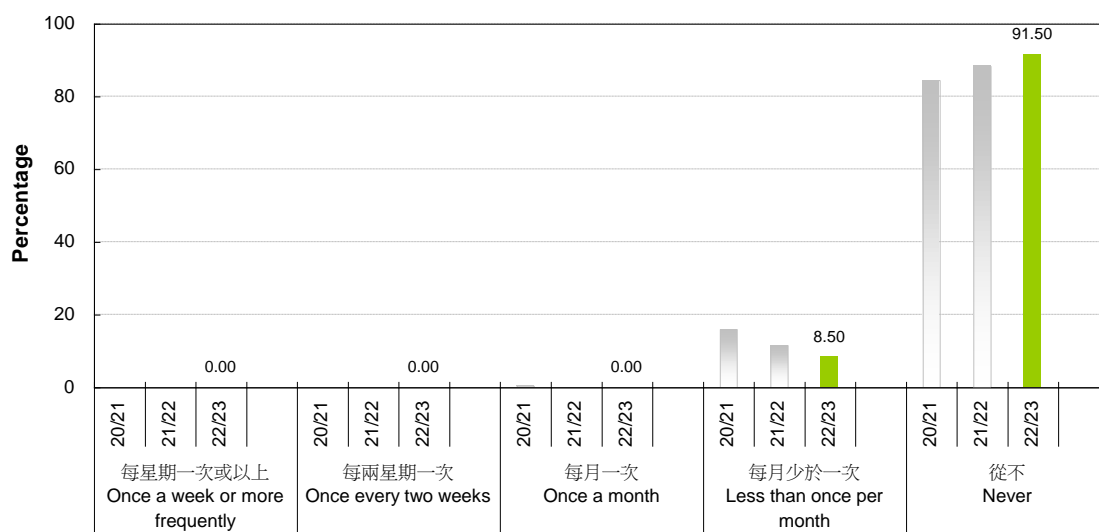
The white dots on the chart represent the territory mean.

# Reading Habit

## Students' Frequency of Borrowing Reading Materials from the School Library



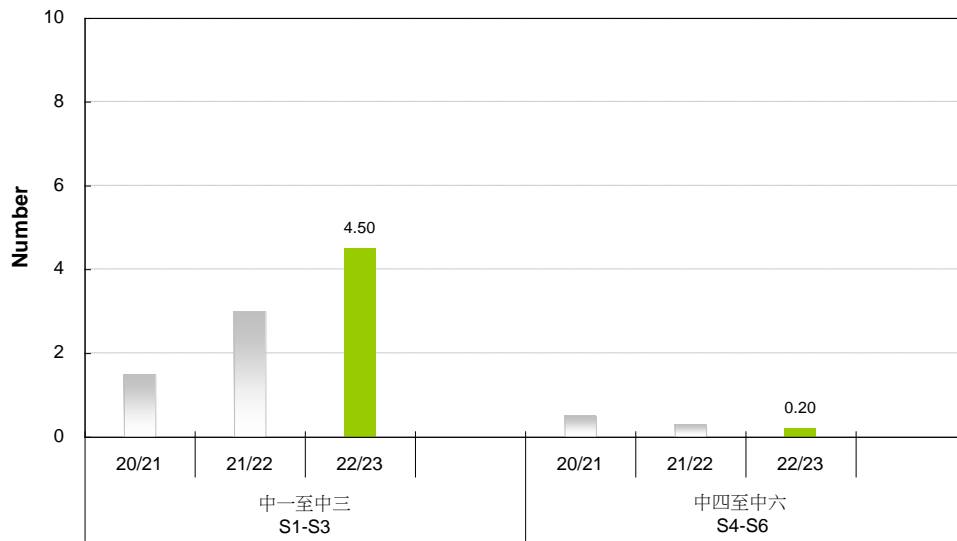
S1 – S3



S4 – S6



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



# ACHIEVEMENTS AND REFLECTIONS ON MAJOR CONCERNS

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

## Achievements

**1. To reinforce student-centred learning : engage students in the inquiry and discovery processes by building on their creativity and ability so as to reinforce their life-long learning skills and habits**

1.1 Nurturing self-directed learning (SDL) skills and attitudes

Self-directed learning plays a vital role in preparing students for both their education and future careers. It can be defined as a learning process in which students take primary responsibility for their own learning. Each department has implemented strategies to enhance students' capacity for self-directed learning.

To foster self-directed learning, most key learning areas have organized various life-wide learning activities. For instance, in Chinese Language and English Language Education, students actively participate in competitions such as speech festivals, writing contests, and debate competitions. In Mathematics, students engage in events like Maths Pi Day and Kahoot Maths Quiz. In Science Education, junior form students take part in a rocket car design competition, while senior Biology students attend ecological workshops. These activities provide students with opportunities to conduct background research based on their interests and abilities, allowing them to determine the breadth and depth of their learning. Notably, a group of S.4 students initiated and participated in a Joint School Science Exhibition, with teachers serving as facilitators rather than leaders.

The Music Department and Visual Arts Department in the Arts Education domain organize various learning activities for students. Additionally, sports-related activities such as swimming galas, interclass competitions, and sports days are organized within the Sports domain.

According to a survey conducted among our student body, over two-thirds of students reported feeling more proactive in their learning. Furthermore, 59% of students expressed confidence in their learning abilities. Similarly, 67% of teachers acknowledged that students display a deep interest in their learning, while 70% of teachers observed students' confidence in their learning endeavors. Additionally, 75.7% of teachers noted that students frequently utilize various resources such as e-learning platforms and community resources to support their learning journeys.

These findings demonstrate the positive impact of our efforts to nurture self-directed learning skills and attitudes among our students. We remain committed to providing them with a supportive environment and engaging activities that foster their autonomy and enthusiasm for learning.

### 1.2 Enhancing and strengthening assessment literacy among teachers and students

Assessment literacy refers to the knowledge and skills for designing or selecting appropriate assessment tasks to achieve assessment purposes, and for making optimal use of assessment data and information to adjust teaching strategies for improving student learning.

Our focus on enhancing assessment literacy among teachers and students has yielded positive results :

- 90% of teachers find the performance assessment methods adopted by subject panels effective in assessing student performance.
- 88.6% of teachers regularly ask questions at different levels to stimulate critical thinking.
- 82.8% of teachers agree that subject panels use data to evaluate curriculum effectiveness and inform planning.
- 58.6% of students frequently reflect on their performance, test results, and teacher feedback to improve their learning.

These findings demonstrate the success of our efforts in improving assessment practices. We remain committed to fostering assessment literacy for continuous improvement.

### 1.3 Refining the curriculum to align with the latest curriculum development

Our curriculum has been successfully refined to align with the latest educational developments. 88.6% of teachers agree that our school sets clear directions in line with Hong Kong's educational aims and learning goals.

Subject departments have integrated national security education into the curriculum, covering our country's history, culture, and latest developments. Examples include incorporating Chinese history, culture, and literature in the Chinese Department and addressing topics like water resources and carbon neutrality in Science Education. ECA Department organized visits to the Hong Kong Palace Museum and conducted Chinese culture talks to enhance students' sense of identity and belonging.

These efforts demonstrate our commitment to providing a curriculum that reflects national security education and promotes a comprehensive understanding of our country's heritage and progress.

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

### **2.1 Strengthening e-learning with strategic bring-your-own-device (BYOD) policy**

To enhance e-learning, our school has implemented a strategic bring-your-own-device (BYOD) policy, distributing iPads and stylus writing tools to all S1 students. The following initiatives have been implemented :

- iPads are controlled by eSchoolPad MDM, ensuring secure management.
- A school apps store has been established for students and teachers to install educational apps.

Chinese Language, English Language, and Mathematics conduct a minimum of 5 interactive lessons in S.1 and 8 in S.2, where students use their own mobile devices. In Chinese Language, interactive games using software like Nearpod, ePuzzle, or Kahoot! are utilized. Virtual reality (VR) resources from the internet are incorporated to spark student interest. Airdrop is utilized for instant sharing of group work, and Google Classroom is used to provide additional resources for easy retrieval. Students are empowered to conduct research for essays during class time.

In Mathematics, e-resources such as GeoGebra and publisher-provided e-apps enhance lessons with interactive tools for learning. The “gMath Classroom” project, funded by the QEF, is installed on students’ iPads, further supporting mathematical education and promoting deeper understanding.

In Integrated Science, there are S.1-S.2 cross-curricular projects among IS, CL and Maths. Rocket Car Activity Day was held in S.2. Integrated Science also introduced subject-specific computer simulations to illustrate more complex scientific concepts, such as electric circuits, force & motion and particle theory. Students were required to use computer simulations on tablets to explore relevant scientific theories.

In Integrated Humanities and Integrated Science, a minimum of 3 interactive lessons are conducted in S.1 and 5 in S.2, where students use their own mobile devices.

In other subjects (e.g., P.E., Music, Visual Arts), a minimum of 2 interactive lessons are conducted in S.1 and S.2, utilizing students’ mobile devices. In P.E., the recording feature on iPads is used to assess and analyze performances in slow motion and zoom in. Capturing athletes’ movements allows for analysis of techniques and abilities, aiding in skill development.

While these initiatives have proven beneficial, there are areas for improvement :

- Establishing clear e-learning classroom management routines and clearer rules and regulations.
- Addressing issues with unstable school Wi-Fi.

- Minimizing student distractions from other apps on the iPad by introducing a better monitoring system that does not require the teacher's in-class iPad.

Overall, the integration of e-resources and BYOD policy has led to increased engagement, interest, and self-directed learning among students. We continually strive to refine and improve our e-learning practices to ensure optimal learning experiences for all students.

## 2.2 Instilling students with media and information literacy (MIL)

To promote media and information literacy (MIL) among our students, we organized “Project MAIL” in collaboration with the Hong Kong Federation of Youth Groups on February 27, 2023. As part of this initiative, we invited the organization to conduct a workshop called “Project MAIL - Project for Media and Artificial Intelligence Literacy Education” specifically designed for our S2 students.

The workshop aimed to enhance students’ knowledge, skills, and attitudes in media literacy. It also focused on strengthening teachers' professional capacity in this area and raising public awareness of media literacy through various learning activities, teacher training programs, and public events.

## 2.3 Raising students’ awareness of the technological advancements

We are delighted to announce that our proposal for funding under the “IT Innovation Lab in Secondary Schools” Programme has been approved by the Office of the Government Chief Information Officer (OGCIO). As a result, we organized various extra-curricular activities and courses in the 2022-23 academic year to raise students’ awareness of technological advancements and foster their interest in IT and STEAM fields.

These activities included basic Python and Python X AI courses, an introductory workshop to drone programming, coding courses, and VR photo-taking workshops. Additionally, the STEAM Department organized a rocket car competition, joint school science exhibition, and 3D printing workshop.

Through these initiatives, we aimed to expose students to the latest technological developments, encourage their curiosity, and inspire them to explore the possibilities offered by IT and STEAM fields.

# **3. To enhance teachers’ competence in adopting e-learning for teaching**

## 3.1 Providing training for teachers to help teachers integrate modern information technology in teaching

In July, we organized a talk on ChatGPT and other AI tools specifically designed to familiarize teachers with these technologies and explore their potential applications in the classroom. By attending such training sessions, teachers gain valuable insights into

the latest advancements in educational technology and learn effective strategies for incorporating them into their teaching methodologies.

### 3.2 Providing sufficient technical support to maintain the network and support for e-learning and e-communication

Our dedicated team of IT technicians plays a crucial role in ensuring the smooth operation of e-learning and e-communication platforms. They provide comprehensive technical support, maintaining the network infrastructure and addressing any technical issues that may arise. Our technicians are also responsible for managing the Mobile Device Management (MDM) system, which helps to monitor and regulate the usage of iPads provided to S.1 and S.2 students. Additionally, we have established and deployed learning management systems, such as Google Classroom and Microsoft Teams, to facilitate online teaching and learning experiences.

### 3.3 Encouraging the use of e-books and digital learning materials in learning and teaching

Recognizing the advantages of digital resources, we actively encourage the use of e-books and digital learning materials in our teaching practices. With the implementation of the Bring Your Own Device (BYOD) policy, junior form teachers have embraced the integration of e-books and digital resources into their lessons. Teachers upload teaching materials online, making them easily accessible to students.

### 3.4 Encourage teachers to attend courses and workshops on IT/ e-learning/ self-directed learning

In addition to promoting external courses and workshops, we also provide in-house training opportunities for our teachers. The talk on ChatGPT and other AI tools organized in July is one example of our efforts to enhance teachers' IT skills and expose them to innovative e-learning strategies. By participating in these professional development activities, teachers gain valuable knowledge and practical skills, enabling them to effectively leverage technology and implement self-directed learning approaches in their classrooms.

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

We strongly encourage the sharing of e-learning resources among teachers and foster interflow between subject departments. Teachers actively contribute and exchange e-learning materials, allowing for a collaborative and dynamic learning community. Peer lesson observations and discussions are also encouraged, providing opportunities for teachers to share ideas, discuss teaching pedagogies, and learn from one another's experiences in implementing e-learning strategies.



## Reflections and Follow ups

1. The school should continue to motivate our students to participate in various activities and external competitions. Winning is not the only thing that matters but also teamwork. Competitions help bridge the distance among students, promote collaborative work and allow them to apply generic skills to tackle difficulties, which is crucial to students' development.
2. For the school, promoting e-learning is not only a tool for classroom learning and teaching but also is a means to an end, a way to foster students as life-long learners. Besides, we will put more efforts in promoting students' information literacy and help them become wise users of information.
3. Nowadays, students learn new ideas better with experiential learning. We will continue to explore and provide them with new learning experiences and enrichments, like the visit to Palace Museum and the relevant talk, both inside and outside the classroom so as to raise their national and global identity and breadth of knowledge.

## Priority Task 2: Promotion of Positive Health among Josephians

### Achievements

#### 1. To develop a comprehensive and systematic implementation framework and policy

- 1.1 The team has been setup since 2021. Members consist of representatives from SEN, Counselling, MCE, ECA, and alike.
- 1.2 The social workers reflected that students seeking help after school resumes have increased slightly. Disciplinary problems were far more than previous years especially in S.2 and S.3. Students have problems adjusting to normal school life again, especially in interaction with schoolmates, teachers and other staff.
- 1.3 The P.E. section joined the “動感抗毒” anti-drug program. The program offers extra resources to train our athletic team and help us to capture championships in certain events. The concept of stay away from drugs to keep a healthy physical and mental life was emphasized. The Counselling and the Discipline team had done extra work to help students in need.
- 1.4 The implementation plan’s revision was made before the end of the year.

#### 2. To introduce, prepare, and implement the program by stages

- 2.1 As mentioned above, the “動感抗毒” helped us to organized more than FIVE events in improving the physique of our students. With school resumes, more new programs are expected to come in 2023-24.
- 2.2 We had the “Clean School Campaign” held two times during the school year. The “Joyful Fruit week” was also organized with the help of parents from PTA. Fruits were given onto students when they come through the main entrance.
- 2.3 The PTA has organized meaningful events during the year. Besides the regular Coffee Corner, there were Parent Sharing Session and Parenting Seminars. An outing was organized during the month of November. Two joint school football matches and the Joyful Fruits Day were held. All aim at promoting the health and well-being of both parents and students.

The Integrated Learning section has provided Speech Therapy (Social Skills Training Program) from September. to April. The Mindful Art Facilitation help students to have a better understanding of themselves. In November, a talk was organized for S.2, which targets at helping students to accept people with different background and abilities. In January, the Campus Integrated Project (Social Skills training by HKU) was carried out. Half-day booths and Board Games were introduced to the campus for S.1 boys. The purpose was to reduce bullying and dealing with unkindness from other people.

The Star Program trains six S.3 to S.5 to act as tour guides to new S.1 SEN students and helpers in social services. Participants said the program helped them to build up the linkage with other schoolmates, the school and the society.

The Lego® Lunch Group with several S.4 and S.3 students was organized from December to April. The purpose of the event is to raise the confidence and creativity of students. The cooperation and communication skills could also be improved among participants.

The Counselling Team provided Leadership and Training workshop for S.2 and S.3. The program is similar to a big-brother program. In October, the Promotion for Positive Living was organized for S.1 students, helping them on time management and setting priority. The topic of cyber-bullying was also catered for.

The team spent tremendous resources helping the students to know more about the social service offered by the school, the social workers and the counsellors. As there were quite some newcomers in S.2 to S.4, the counselling members helped them to blend in.

Workshops were held for S.5 students, helping them on stress management. Students reported they enjoy the seminars as they were practical and helped them to reflect their situations.

To help conditional promotion boys, workshops were held to help students setting their goals and choosing a proper studying method.

The Z Generation Leadership Program was launched from October onwards. The program aims to train students on Adversity Quotient and maintain good mental health. The second part of the program focused on strengthening students' self-confidence and social skills.

A workshop on "Failure" was held mainly to help 4E and 4F boys in dealing with emotional issues arise from failure. Another similar workshop on "embracing anxiety" was organized, helping students to deal with anxiety in life.

"Animal Therapy" was introduced for S.1 to S.5 boys. Through interactions with pet dogs, the program helps students to release stress and learn to respect life. The program will continue next year, probably visiting cat homes.

"Magic Workshop" was done for junior boys and the program will continue next year. The idea is to help juniors to learn new tricks and promote healthy living.

The "Boy's Club" helped lonely students to establish links with other, expanding their social life. The program will probably expand in the coming year.

The idea of "Wellnesses" was introduced but the promotion for the program was insufficient. The team hopes to involve more students in the coming term as the program serves well in helping students to release stress.

2.4 The “Service Month” was a collaborative effort by the ECA, MCE, and Community Service departments in conjunction with the PTA, VEAPT, and the Counselling Team. During the month of April, there were 12 service events, which involved 177 participants. The services provided support to the environment and various marginalized groups, including elderly individuals, visually impaired women, children from low-income families, those recovering from mental health issues, animals, ethnic minorities.

The “Outward Bound” program (sponsored by Swire) was introduced, helping students to expand their horizons, facing new challenges and learn to cooperate with others.

We have achieved numerous sports awards this year, including championships in inter-school football (overall, A grade, B grade), the Jing Ying Football Tournament (boys overall), inter-school basketball, and the Jing Ying basketball tournament. Moreover, our S.4 boys won the championship in the 56<sup>th</sup> Joint School Science Exhibition (JSSE) for the fifth consecutive year. The Josephians once again demonstrated academic rigor through interschool competitions.

In AE drama, guest speakers were invited to do sharing on their expertise in the movie industry. Students went to cinema to watch a movie and the director was invited to give a sharing.

2.5 Information on Stress Management and building a good rapport among students is given in section 2.3.

2.6 Information on fostering a positive attitude toward life is given in section 2.3.

2.7 With the help of the Learning Support Grant, we recruited two full-time student counselors to help our SEN students and our junior boys.

The school has encouraged more teachers to take courses in Integrated Education. The school in the coming year will recommend teachers from particular subjects.

2.8 With the opening of the Faculty Hub, members from different teams have a better opportunity to communicate face to face with ease.

2.9 The Green School section has introduced a lot of events during the school year. Besides the No Air-con night in Sept., there were “Cookware Recycling” and “Clothing Recycling” programs in September and October. Green Prefects from each class were elected who helped out in promoting green living. The “One Class, One Flower” and the “One Person, One Flower” schemes were also introduced. The program helps to raise the awareness about greening and cultivation. Two visits (Kadoorie Farm and Hoi Ha Wan) were organized. Students learned a lot on animal and environmental protection in Hong Kong. Lastly, a drama “生態解密之牠的多元宇宙” on environmental protection was organized in the month of March.

**3. To evaluate and develop a long-term feasibility plan for the activities**

- 3.1 Close mentoring programs were adopted by the P.E. department and various TICs of clubs, helping new teachers and chairmen to adopt to the operation of various events and the proper procedures.
- 3.2 Prefect of Studies together with the sections involved discussed about possible future plans for development before the end of the school term.

**Reflections and Follow ups**

1. Our students are enthusiastic towards participating in external competitions. The number of prizes won this year surpassed last year. Participating in contests could help students to focus and collaborate. Both physical and mental health of students could be improved. The school should continue encouraging teachers and students to participate in these events.
2. Outdoor activities, like outward bound, sports and services, were welcomed by students at all levels. The school would provide more such opportunities to students in order to lead them a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.
3. Values, like perseverance, respect for others, responsibility, commitment, care for others, etc can best instil in our students through authentic real-life experience. The school will pay more effort in promoting service learning.

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

#### Achievements

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

- 1.1 To ask S.1 to S.3 students to complete at the beginning of the school term an extracurricular activities form (ECA form)

All S.1 to S.3 students completed an ECA form on which they specified the hobbies and interests they engaged in, their talents, the competitions they took part, the prizes they won, the subjects they liked most and their ideal jobs. The extracurricular activities students choose can highlight their unique strengths and commitment. Students can discover what they like, what they are good at, what they want to get better at, and what they really don't like doing after all. The earlier they understand themselves more, the earlier they can develop their skills and talents and develop passions that help them make their mark on the world.

- 1.2 To pilot at the S.2 level an Other Learning Experiences (OLE) Week

A total of five programs were organized in five days for S.1 to S.5 students.

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

Subject departments held various kinds of activities such as design workshop, training workshops for newly admitted debaters, joint Lasallian school leadership training course, Central cultural trip, art workshop for ethnic minorities, urban plan workshop, 蘇東坡的瀟灑人生講座, aviation fun day, etc. to stimulate, improve and deepen students' knowledge and skills. It is also hope that students who share the same interests will create a group and establish a role in contributing their knowledge or experience in that area in the future.

In the stakeholder survey report, 60.7% of students agreed that through the opportunities that the school provides (including activities outside of the classroom), they could develop their interests and life skills.

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

From students' ECA reports, students had taken part in more competitions than last year. The total number of competitions students took part in was 2.3 times more than in the previous year. Our school teams celebrated their most successful year and won numerous awards ranging from STEM fields, Speech, Sports, National Security Education, etc.

In the stakeholder survey report, students reported taking the initiative to partake in and



spend time on school-organized after-school co-curricular activities and learning activities, which spanned across a variety of academic subjects, music, sports, and interests.

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

- 2.1 To solicit sponsorship which grant students the resources (e.g., financial support, training, and equipment) they need to indulge their passion

The school has successfully solicited more sponsors to help funding various needs such as purchasing sports products, etc. and to help students apply Life-wide Learning Grant to hire coaches to identify and activate student strengths.

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

In the stakeholder survey report, 60.7% of students agreed that through the opportunities that the school provides (including activities outside of the classroom), they can develop my interests and life skills. The school acknowledges students' achievements with social media featured posts. Winners also enjoyed congratulatory public announcement shout-outs. To promote students' participation in less popular hobbies, the school invites students to perform in different occasions such as the extra-curricular activities prize giving ceremony.

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

In the stakeholder survey report, 57.2% of students agreed that teachers help them resolve problems related to growing up, such as those related to their physical and mental development, making friends and our studies. 60.7% of students agreed that through the opportunities that the school provides (including activities outside of the classroom), they can develop their interests and life skills.

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

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

The school organized two internal prize presentation ceremonies to celebrate students' outstanding achievements in various area in order to motivate them to pursue higher achievable goals and increase their sense of ownership.

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

Inspirational stories were shared on social media and appear on public media from time to time. The Students' Union prepared a video to honour and recognize students' accomplishments during the year.

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

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

### **Reflections and Follow ups**

1. The school plans to organize and coordinate a larger scale of OLE to foster values in students' minds through values and national education such as empathy, law abidingness, etc.
2. To the very best interest of all students, the school will strike a balance between academic achievements and ECA achievements.
3. To cater for students' varied interests, needs and abilities, the school will further diversify the use of Life-wide Learning Grant to allow departments or societies to organize more related learning activities for students.

# FINANCIAL SUMMARY

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
<b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>		
<b>(a) Non-School Specific Grants (Baseline Reference)</b>		
Grant Received	2,190,271.57	
Other Income	110,895.90	
(1) School & Class Grant		1,582,348.18
(2) Administration Grant for Additional Clerical Assistant		519,704.36
(3) Composite Furniture and Equipment Grant		348,942.38
(4) Consolidated Subjects Grants		144,326.10
(5) Programme Funds		10,296.90
(6) Supplementary Grant		16,283.00
(7) Training and Development Grant		4,500.00
<i>Sub-total</i>	2,301,167.47	2,626,400.92
<b>(b) School Specific Grants</b>		
(1) Administration Grant	4,628,514.00	4,497,640.42
(2) Air-conditioning Grant	657,127.00	586,127.00
(3) Composite Information Technology Grant (CITG)	565,906.00	399,482.22
(4) Capacity Enhancement Grant (CEG)	654,502.00	656,398.50
(5) School-based Management Top-up Grant	51,615.00	1,620.00
<i>Sub-total</i>	6,557,664.00	6,141,268.14
<b>(2) Grants outside EOEBG</b>		
(1) Diversity Learning Grant - Applied Learning	106,750.00	106,750.00
(2) Diversity Learning Grant - Other Programmes	117,000.00	61,460.00
(3) Enhanced Funding for Non-Chinese Speaking Students	973,750.00	848,548.81
(4) Grant for Supporting NCS Students with SEN	103,230.00	39,062.64
(5) Grant for the Sister School Scheme	159,955.00	31,461.78
(6) Information Technology Staffing Support Grant	327,588.00	336,282.75
(7) Learning Support Grant for Secondary Schools	244,345.00	345,938.25
(8) Life-wide Learning Grant	1,455,555.00	1,418,082.39
(9) Moral and National Education Subject Support Grant	0.00	42,720.00
(11) Promotion of Reading Grant	74,646.00	50,736.30
(12) School Executive Officer Grant (SEOG)	558,729.04	660,637.61
(13) Student Activities Support Grant (SAS Grant)	14,300.00	13,570.00
(14) Teacher Relief Grant (TRG)	4,262,680.00	3,865,784.54
<i>Sub-total</i>	8,398,528.04	7,821,035.07

	Income (\$)	Expenditure (\$)
<b>II. School Funds (General Funds)</b>		
(1) Subscription/Tong Fai and other income received	396,311.50	453,048.07
(2) Sales of exercise books & stationery	45,535.50	49,235.15
(3) Donations and Scholarships	476,542.70	411,569.53
(4) Photocopying and printing fees	264,156.70	268,674.19
(5) Fees collected by subject departments and functional teams	227,526.50	242,923.10
(6) Music Department	294,173.21	297,376.78
(7) Approved collection for specific purposes	1,376,700.00	1,050,105.66
(8) Subsidy from SJC Foundation	3,063,918.00	3,969,760.00
<i>Sub-total</i>	6,144,864.11	6,742,692.48

## Capacity Enhancement Grant (CEG) - Programme Evaluation Report (2022-2023)

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>Chinese Language</b>	Assistant Teacher	<ul style="list-style-type: none"> <li>To provide better learning experience to students.</li> <li>To relieve S6 teachers' workload.</li> </ul>	S1-S6	1 Sept 2022-31 Aug 2023	Mr. Hung WW	Mr. Szeto helped us a lot on administrative work. He also helped us teach junior form students.	\$342,027.00	\$357,243.50
<b>English Language</b>	S1-3 remedial course	<ul style="list-style-type: none"> <li>To give extra academic assistance to the weakest students of the form.</li> <li>To help build a stronger foundation in English language among the participants.</li> </ul>	S1-S3 students who rank bottom 20 in the first assessment	1 Sept 2022-31 Aug 2023	Mr. Wong Marc	The course was conducted in an online mode due to constant class suspension during the whole year. Students attended the online lessons and completed homework. The course was successful in building students' foundation in English.	\$12,000.00	\$1,800.00
<b>BAFS</b>	Student Assistant	<ul style="list-style-type: none"> <li>To update the BAFS past paper bank including Core, Account and Management parts.</li> <li>To organize the business magazine in various related topics based on BAFS syllabus.</li> </ul>	S4-S6 BAFS students and teachers	60 hours	Ms. Chu ML	Past papers were well organized by chapter; and teachers and students found it very useful for new and old syllabus. The content of magazine was well organized that helped teachers use them as teaching materials.	\$4,000.00	\$6,000.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>Chinese History</b>	Student Assistant	<ul style="list-style-type: none"> <li>Service charge for preparing teaching materials for Chinese History.</li> <li>Tutoring fee.</li> </ul>	S4-S6 students and teachers	1 Sept 2022-31 Aug 2023	Mr. Hung WW	The teaching materials were well organized by chapter; and teachers and students found it very useful.	\$10,000.00	\$8,000.00
<b>Geography</b>	Remedial classes for senior form students	<ul style="list-style-type: none"> <li>To employ experienced DSE tutors to teach the remedial classes for senior form students (S.6 students have the priority).</li> <li>Tutor focuses on exam skills sharing and highlights common errors.</li> </ul>	S6 students	Nov 2022-Apr 2023	Ms. Chung Florence	The tutor is very experienced and knows the weaknesses and needs of students. Past papers of selected topics were chosen for intensive training. Feedback from students is positive.	\$10,000.00	\$2,375.00
<b>Library</b>	Library Assistant	<ul style="list-style-type: none"> <li>To assist the teacher librarian to perform her duties.</li> <li>To help with library book cataloguing.</li> <li>To help with library routine work.</li> </ul>	S1-S6	1 Sept 2022-31 Aug 2023	Ms. Fok Annabelle	The library assistant was very helpful and could finish the task in time. Besides, she maintained good library service.	\$268,884.00	\$280,980.00
<b>Total Expenditure:</b>								<b>\$656,398.50</b>



## Diversity Learning Grant (DLG) : Funded Other Programme- Programme Evaluation Report (2022-2023)

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Teacher i/c	Expenditure
<i>English Language</i>	S5 Elite Writing Class	<ul style="list-style-type: none"> <li>To enhance writing skills among stronger students.</li> </ul>	S5 students who rank top 25 in S4 English final exam	Oct. 2022 - May 2023	One essay per month	Students received constructive comments from the hired tutor. Students become more familiar with different text types and are more confident in writing. Submission rate is not satisfactory. Subject teachers of the selected students have to monitor submission closely.	Ms. Yam Christine	Tutor's fee \$8,800.00

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Teacher i/c	Expenditure
<b>English Language</b>	S6 Elite Writing Class	<ul style="list-style-type: none"> <li>To enhance writing skills among stronger students.</li> </ul>	S6 students who rank top 25 in S5 English final exam	Oct. 2022 - Mar 2023	One essay per month	Students received useful comments from the hired tutor. It is a helpful service to students who are committed to the course. Submission rate was low which is due to the already heavy workload students had. Subject teachers of the selected students have to monitor submission closely.	Ms. Yam Christine	Tutor's fee \$3,280.00
	S6 English Speaking Practice	<ul style="list-style-type: none"> <li>To enhance speaking skills among S6 students.</li> </ul>	S6 students on a voluntary basis	Mar. 2023	During DSE speaking exam period	Participants commented that the practice really helped them improve their speaking. The tutor gave helpful and constructive comments to the students. Students felt more confident after having more practices. Participation rate was not high. Promotion should be done earlier.		Tutor's fee \$5,060.00

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Teacher i/c	Expenditure
<b>English Language</b>	S6 DSE Writing Marking Service	<ul style="list-style-type: none"> <li>To enhance writing skills among all S6 students.</li> </ul>	S6 students on a voluntary basis	Dec. 2022 – Apr. 2023	Students submit their essays online	Passionate students made good use of the service. However, the submission rate in general was not high.	Ms. Yam Christine	Tutor's fee \$1,280.00
	S6 Remedial Class	<ul style="list-style-type: none"> <li>To give additional assistance to students who perform unsatisfactorily.</li> </ul>	Level 1-2 Students	Oct. 2022 – Jan. 2023	Extra lessons held after school.	Class size was small, and the hired tutor could give attention and care to individual participants. Weak students require more than a lesson in a week to make significant improvement. Covid conditions had interrupted the teaching schedule. Some participants could not attend most lessons mainly because of sports competitions and trainings.		Tutor's fee \$6,400.00

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Teacher i/c	Expenditure
<b>BAFS</b>	Tutorials for students who need reinforcement	<ul style="list-style-type: none"> <li>To cater for learning diversity, especially students who need reinforcement.</li> </ul>	36 S5-S6 students selected by BAFS Department	Once every week from Sep to May for 3 tutorial classes	One assignment and class work for each lesson	The tutorial classes helped both the weak and top BAFS students in the public exam. Their confidence had improved a lot to face the public exam, especially the challenging questions.	Ms. Chu ML	Tutors' fee \$6,000.00
<b>Chinese History</b>	Tutorials for students who need reinforcement	<ul style="list-style-type: none"> <li>To cater the learning diversity, especially students who need reinforcement.</li> </ul>	21 S5-S6 students selected by Chinese History Dept.	Once every week from Sep to May	One assignment for each lesson	Students have improved from the public examination.	Mr. Hung WW	Tutors' fee \$11,000.00
<b>PE Dept</b>	Tutorial for the sports elites	<ul style="list-style-type: none"> <li>To tailor-make language course to enhance the learning effectiveness of students in the school team in both languages.</li> </ul>	Sportsman representing school/HK to take part in international sports competitions	2 × 40 lessons in 10 months	One assignment for each lesson	Students have improved from the internal assessment and examination.	Mr. Chu LY	Tutors' fee \$7,800.00
<b>Visual Arts</b>	Enrichment programmes for elite students and DSE students	<ul style="list-style-type: none"> <li>To provide the chance of receiving tutorship from professional young artists.</li> <li>To improve students'</li> </ul>	S4 & S5 DSE students selected by VA Department	8 lessons / 24 hours	One to two artwork after the course	Students have improved from the internal examination and public examination.	Ms. Ip WL	Workshop \$11,900

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Evaluation	Teacher i/c	Expenditure
		abilities and skills on paper I and paper II.						
						<b>Total :</b>		\$61,460.00

## Life-wide Learning Grant - Report on the Use of the Grant (2022-2023)

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
<b>Category 1 To organise / participate in life-wide learning activities</b>														
<b>1.1 Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes</b>														
1	<b>Music Workshop</b> • To hire professional instrumentalists and singers to coach 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. humbleness, appreciation, critical thinking skills and creativity. (TIC: Mr Cheng Chris)	Sept 2022 - Aug 2023	S1-S6	25	58,800.00	2,352.00	E5	Arts (Music)	Three professional choralists were delegated for coaching students this year. Two of which coached the junior and intermediate choirs, and the third choralist prepared music boys for the Music Festival. Choir boys enjoyed the fresh experience of being coached by professional choralists, and music boys also attained outstanding results in the Music Festival after undergoing extensive coaching.	✓		✓		✓



No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
2	<b>Music Concert Tickets</b> <ul style="list-style-type: none"> <li>To sponsor DSE Music students to attend concerts. To further enhance student's listening skill. To fill the gap of classroom teaching and actual music performance, as well as to train active listening skills of students'.</li> </ul> (TIC: Mr Cheng Chris)	Sept 2022 - Aug 2023	S1-S6	6	16,202.00	2,700.33	E1	Arts (Music)	DSE students were able to broaden their horizons in music recitals, and reported that it bolstered their artistic integrity as well as inspired their learning and creation.	✓		✓		✓
3	<b>S2/3 Service Training Talks Talk on Nutrition Labels for Elderly</b> <ul style="list-style-type: none"> <li>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.</li> </ul> (TIC: Mr Cheng Chris / Ms	Aug 2023	S2-S3	300	756.80	2.52	E1, E2	OLE	Students were introduced the development of social services in Hong Kong. They were given an opportunity to talk to the elderly, understand their needs and teach the elderly to identify nutrition labels on the food.		✓			✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	Chan Peggy)													
4	<p><b>S4 Service Training Workshop</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>(TIC: Mr Cheng Chris / Ms Chan Peggy)</p>	Aug 2023	S4	160	2,524.50	15.78	E2, E7	OLE	Students had the opportunities to explore how to organize service activities, such as collecting food for the poor, promoting the needs of the people. They were trained to guide the elderly to do handicrafts and communicate with them.		✓			✓
5	<p><b>S4 AE Workshops</b></p> <ul style="list-style-type: none"> <li>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,</li> </ul>	Sept 2022 - Aug 2023	S4	160	4,172.76	26.08	E1, E2	OLE	Students were provided with professional mentorship and granted access to a diverse selection of visual arts creative process. During the workshop, students have the opportunity to	✓	✓			✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	designers and musicians. (TIC: Mr Cheng Chris)								experiment with various mediums, including painting, drawing, air dry clay, collage, and other artistic pursuits that require skill and creativity.					
6	<b>S4 Drama Workshops</b> <ul style="list-style-type: none"> <li>To gain first-hand learning experience from professionals in the theatre arts. Directors, script writers, MCs, or actors will be invited to share their stories, common practice of the industry and career developments with students.</li> </ul> (TIC: Mr Cheng Chris)	Sept 2022 - Aug 2023	S4	60	12,910.00	215.17	E1, E5	OLE	Students has experienced what actors experience e on a day basis. They have been having the training of actual theatrical training. Games and exercises, including emotional exploration, self-awareness, and on-stage communication skills were held.	✓	✓			✓
7	<b>ECA Prize-giving Ceremony</b> <ul style="list-style-type: none"> <li>To celebrate and give recognition to our students who have excelled in the extra-curricular activities.</li> </ul> (TIC: Mr Cheng Steven)	May 2023	S1-S5	300	14,382.92	47.94	E7	Leadership Training	Students reported feeling motivated and engaged in their extra-curricular activities as a result of the ceremony, and many expressed a sense of pride and	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									achievement in receiving an award. Teachers also reported that the ceremony had a positive impact on students. They noted that the ceremony helped to promote a culture of excellence and achievement in extra-curricular activities, and that it helped to showcase the diverse talents and skills of the student body.					
8	<p><b>Enrichment programmes for sports team members</b></p> <ul style="list-style-type: none"> <li>Selected students had more chance to receive intensive practice through 1:2 mentorship program. As a result, their abilities in Eng, Chi, Maths were generally improved.</li> <li>Students who took part in the programme became more</li> </ul>	Sep 2022 - Aug 2023	S1-S5	10	\$5,200.00	\$520.00	E5	Physical Education	Students showcased an enhanced understanding and knowledge in various academic subjects, demonstrating improved study habits and time management skills. The program had a positive impact on their confidence and self-esteem.	✓		✓	✓	✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	confident to the subject and examination. Between this programme was less effective to average (if rank above 150/180) students. (TIC: Mr Chu David)													
9	<p><b>Regular Swimming Training</b></p> <ul style="list-style-type: none"> <li>• To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>• To build confidence and competence in tackling challenges as teams;</li> <li>• To initiate, plan, perform and evaluate sports.</li> </ul> (TIC: Mr Chu David)	Sep 2022 - Aug 2023	S1-S6	65	56,700.00	872.31	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities,	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									contributing to overall growth and development.					
10	<p><b>Regular table-tennis training</b></p> <ul style="list-style-type: none"> <li>• To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>• To build confidence and competence in tackling challenges as teams;</li> <li>• To initiate, plan, perform and evaluate sports.</li> </ul> <p>(TIC: Mr Chu David)</p>	Sep 2022 - Aug 2023	S1-S6	20	36,800.00	1,840.00	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
11	<p><b>Regular basketball training</b></p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul> <p>(TIC: Mr Chu David)</p>	Sep 2022 - Aug 2023	S1-S6	60	108,800.00	1,813.33	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.	✓		✓		✓
12	<p><b>Regular volleyball training</b></p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and</li> </ul>	Sep 2022 - Aug 2023	S1-S6	60	31,350.00	522.50	E5	Physical Education	It indicated that sustained high-performance school	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	attitudes needed for students to establish and enjoy an active and healthy lifestyle; <ul style="list-style-type: none"> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul> (TIC: Mr Chu David)								team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
13	<b>Regular athletics training</b> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> </ul>	Sep 2022 - Aug 2023	S1-S6	60	47,150.00	785.83	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication,	✓		✓		✓



No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	<ul style="list-style-type: none"> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul> (TIC: Mr Chu David)								and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
14	<b>Regular handball training</b> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> </ul>	Sep 2022 - Aug 2023	S1-S6	55	29,200.00	530.91	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical	✓		✓		✓

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			Level	Number of participants						I	V	P	S	C
	<ul style="list-style-type: none"> <li>To initiate, plan, perform and evaluate sports. (TIC: Mr Chu David)</li> </ul>								fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
15	<p><b>Regular football training</b></p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports. (TIC: Mr Chu David)</li> </ul>	Sep 2022 - Aug 2023	S1-S6	55	175,950.00	3,199.09	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
16	<p><b>Regular tennis training</b></p> <ul style="list-style-type: none"> <li>• To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>• To build confidence and competence in tackling challenges as teams;</li> <li>• To initiate, plan, perform and evaluate sports.</li> </ul> <p>(TIC: Mr Chu David)</p>	Sep 2022 - Aug 2023	S1-S6	10	26,750.00	2,675.00	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions.	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
17	<p><b>Regular lifesaving training</b></p> <ul style="list-style-type: none"> <li>• To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>• To build confidence and competence in tackling challenges as teams;</li> <li>• To initiate, plan, perform and evaluate sports.</li> </ul> <p>(TIC: Mr Chu David)</p>	Sep 2022 - Aug 2023	S1-S6	40	11,200.00	280.00	E5	Physical Education	It indicated that sustained high-performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork,	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									communication, and leadership abilities, contributing to overall growth and development.					
18	<b>Sports Training Camp (Winter and Summer)</b> <ul style="list-style-type: none"> <li>To provide athletes with a concentrated training environment to enhance their skills, fitness, and competitiveness (TIC: Mr Chu David)</li> </ul>	Jan and June 2023	S1-S6	60	66,240.00	1,104.00	E5	Physical Education	The camp success to develop athletes' technical, tactical, and mental capabilities while offering opportunities for interaction and learning with other athletes. It also foster our boys' teamwork, leadership skills, and a stronger sense of sportsmanship.	✓		✓		✓
19	<b>Sports Game Appreciation Activity</b> <ul style="list-style-type: none"> <li>To develop a sense of belongings and identity by watching interschool sports competitions.</li> <li>To appreciate the effort and hard work that goes into playing sports as well as the</li> </ul>	Jun 2023	S1-S5	200	\$3,000.00	\$15.00	E2	Physical Education	School teams foster school spirit and sportsmanship. Students observe skilled athletes and learn about different techniques and strategies in sports. Students felt a sense of belonging to our school	✓	✓	✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	importance of teamwork, communication and leadership. (TIC: Mr Chu David)													
20	<b>BAFS Competition enrollment fee</b> • To broaden students' horizons and unleash their potentials (TIC: Ms Chu ML)	Oct 2022	S4-S5	20	1,000.00	50.00	E1	Others : BAFS	BAFS students caught up the chance to enroll the competition which helped them to build their confidence and widened their horizon.	✓				✓
21	<b>Cross Curricular STEM Projects</b> • To provide equipment and material support for S1 and S2 cross-curricular (IS, maths, CL) projects (TIC: Mr Chung Berton)	Sep 2022 - Aug 2023	S1-S2	300	6,060.00	20.20	E8	Cross-Disciplinary (STEM)	S1 and S2 students benefited greatly from the cross curricular STEM projects. Learning outcome were highly successful. The resources allocated allowed purchase of extra materials to further enhance students' learning outcome.	✓		✓		✓
22	<b>STEAM Activities - Activity Day</b> • To provide students with	Sep 2022 - Aug 2023	S1-S2	300	44,523.00	148.41	E7	Cross-Disciplinary (STEM)	By outsourcing the STEAM activity day to professional organisers,	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	STEAM-related workshops. (TIC: Mr Chung Berton)								students were highly engaged in the activity day. As an extension of cross-curricular project learning, students could finalise their project products. Feedbacks from students were highly positive. The activity day further enhanced the learning outcome of cross-curricular projects.					
23	<b>ATEC Workshop</b> • To provide STEAM and Design & Technology related lessons for junior form students. (TIC: Ms Ip WL)	Oct 2022 - Apr 2023	S1-S2	40	22,400.00	560.00	E2	Cross-Disciplinary (STEM)	The activity successfully fulfilled its objectives by offering junior form students engaging D&T lessons. Students acquired foundational knowledge regarding the safe usage of metal and woodworking tools within the learning center. By providing them with this essential	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									safety knowledge, the activity ensured that students were equipped with the necessary skills to carry out tasks in a secure and controlled manner.					
24	<b>Green and White Day Art Exhibition</b> <ul style="list-style-type: none"> <li>To showcase and celebrate students' artworks and achievements</li> </ul> (TIC: Ms Ip WL)	Jan 2023	S1-S5	760	11,400.00	15.00	E2, E7	Arts (Visual Arts)	The activity successfully achieved its objectives by showcasing and celebrating all artworks from S1 and S2 students, and from some senior form students. The students were filled with excitement, and the event garnered positive feedback from parents and guests who attended.	✓		✓		✓
25	<b>Artist-in-Residence: A 8-week course workshop for Woodwork architectural</b> <ul style="list-style-type: none"> <li>To provide opportunities for students to learn woodwork</li> </ul>	Sep 2022 - Jan 2023	S1	180	87,000.00	483.33	E5, E7	Arts (Visual Arts)	The activity successfully met its objectives by equipping students with basic safety knowledge on	✓	✓	✓		✓



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			Level	Number of participants						I	V	P	S	C
	and sculpture; • To inspire students creating insect hotels with recycled wood. (TIC: Ms Ip WL)								using woodworking tools in the workshop. Students demonstrated their understanding of the living habits and needs of the selected insects, incorporating them into their designs for suitable insect hotels. Overall, the students thoroughly enjoyed the workshop and actively participated in the creative process.					
26	<b>Artist-in-Residence: An 8-week course for STEAM Workshop</b> • To provide opportunities for students to learn 3D drawing, rendering and operating 3D printer; • To inspire students creating a drain cover. (TIC: Ms Ip WL)	Feb - May 2023	S2	180	98,400.00	546.67	E5, E7	Arts (Visual Arts)	The activity successfully achieved its objectives by offering students valuable learning experiences in 3D drawing, rendering, and operating 3D printers. Students enthusiastically embraced the opportunity to showcase their creativity by	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									designing and producing unique drain covers. Their final creations demonstrated their understanding of the concepts and techniques learned throughout the activity. Higher-achieving students were engaged in a supplementary science development activity. They had the opportunity to explore electroplating techniques by applying them to the created drain covers. This additional activity provided an enriching experience for these students, allowing them to delve deeper into the scientific principles behind surface coatings and further enhance their understanding of					

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									the subject matter.					
27	<p><b>Academic Prize Giving Day</b></p> <ul style="list-style-type: none"> <li>• To celebrate and give recognition to students who have excelled in the academic field.</li> <li>• To train students' leadership skills, particularly in planning, execution, and revaluation.</li> <li>• To develop students' teamwork and organizational skills.</li> </ul> <p>(TIC: Ms Suen Rani)</p>	Sep 2022	S1-S6	300	34,833.20	116.11	E1, E7	Cross-Disciplinary (Others)	Students who organized and assisted in the ceremony were trained across different aspects. For one, student leaders of the cabinet developed leadership skills as they were tasked to ensure that their teams would responsibly carry out their duties. Generally speaking, organizing students also learned about event planning, execution, and revaluation throughout the APG as the event required them to plan well ahead of time, stay on top of things during the ceremonies, and reflect upon points of improvement after their completion.	✓	✓	✓		

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			Level	Number of participants						I	V	P	S	C
									Meanwhile, prizewinning students felt recognized, motivated, and engaged in the Academic Prize Giving Day as a result of the ceremony. Parents, teachers, and students expressed senses of pride and achievement during the ceremony. The ceremony also showcased the academic talents of students throughout different forms as well as that of the previous year's graduates.					
28	<b>VEAPT Leadership Training Camp</b> <ul style="list-style-type: none"> <li>To broaden students' horizons and unleash their potential;</li> <li>To train students' leadership skills</li> </ul>	Apr 2023	S1-S6		\$12,109.59		E1, E2, E7	Chinese Language	The training camp nurtured the students in the organizing committee to be effective Team Heads of the VEAPT. The camp provided insight,	✓		✓		✓

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			Level	Number of participants						I	V	P	S	C
	(TIC: Ms Suen Rani)								<p>training, and activities to develop these students' organizational skills, event planning skills, leadership, and problem-solving skills. It had a positive impact on them by increasing these students' exposure to event planning.</p> <p>Also, apart from being an opportunity to plan events for its organizers, the camp also enhanced the team spirit and loyalty of the students inside the VEAPT. Through multiple team-building activities during the camp and interactions with one another, the participants were able to gain more understanding of the VEAPT spirit and get to know their fellow</p>					

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									teammates.					
29	<b>Volunteer work for ECA Clubs</b> <ul style="list-style-type: none"> <li>To develop a sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>To promote positive values of self-fulfillment via community work;</li> <li>To encourage students to participate in community service;</li> <li>To raise students' social responsibility.</li> </ul> (TIC: Mr Tam CY)	Sep 2022 - May 2023	S1-S5	200	7,903.50	39.52	E1, E2, E7	Leadership Training	Students reported feeling more connected to their community and developed a greater sense of civic responsibility as a result of their participation in the program. Many students also reported feeling a sense of personal fulfillment and satisfaction from their community service work.	✓	✓	✓	✓	✓
30	<b>Subsidising clubs for organizing life-wide learning activities</b> <ul style="list-style-type: none"> <li>To provide opportunities for students to explore their interests and unleash their potentials;</li> <li>To develop multiple intelligence;</li> </ul>	Sep 2022 - Aug 2023	S1-S5	80	2,936.00	36.70	E1	Leadership Training	Students reported that the club provided a fun and engaging environment to learn new skills, such as strategic thinking, problem-solving, and teamwork.	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	<ul style="list-style-type: none"> <li>To promote life-wide learning (TIC: Mr Tam CY)</li> </ul>													
31	<p><b>Chinese Language Workshop for inter-school debate competition</b></p> <ul style="list-style-type: none"> <li>To enhance the language ability and other soft skills of debate team members (TIC: Ms To CY)</li> </ul>	Sep 2022 - Aug 2023	S1-S6	20	20,200.00	1,010.00	E1, E5	Chinese Language	The student actively participates, and the mentor performs competently. The alumni serving as mentors always have a strong sense of attachment to their alma mater and are highly committed to their involvement. Their dedication is truly commendable.	✓		✓		✓
32	<p><b>English Debate Team/ Public Speaking Training Course</b></p> <ul style="list-style-type: none"> <li>To train potential debaters and students who can do public speaking.</li> <li>To build a strong debate team and public speaking team. (TIC: Ms Yam Christine)</li> </ul>	Nov 2022 - Apr 2023	S1-S2	30	2,400.00	80.00	E1	English Language	Students enjoyed the lesson and had acquired the skills in a fun and interactive way.	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
33	<p><b>Creativity and Problem-solving Training Workshop for foster SEN students success</b></p> <ul style="list-style-type: none"> <li>To encourage students to engage with, reflect on and experiment with ideas and experiences</li> <li>To shift the students' focus away from screens</li> <li>To provide focus for cooperative learning as bricks reshape interactions between students. Discussions take place while students focus on playing and making with their hands</li> <li>To training their creativity and problem solving skills (TIC: Ms Chan Peggy)</li> </ul>	Dec 2022 - Apr 2023	S1-S4	9	5,620.00	624.44	E7	Others, please specify: SEN and normal students	Participants were satisfied with the workshop as they found it was interesting and they could learn how to cooperate with others. For group leaders, they commented that their communication skills were promoted, and some of them expected more training on leadership or creativity.	✓	✓	✓		✓
34	<p><b>Entry fee for the Hong Kong School Chinese Language Elite Competition 2023</b></p> <ul style="list-style-type: none"> <li>To enhance the language ability and the appreciation of literacy texts</li> </ul>	Aug 2023	S1-S4	15	5,250.00	350.00	E1	Chinese Language	The student has performed outstandingly and received various awards. It is recommended that they continue participating	✓		✓		✓



No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	(TIC: Hung WW)								next year.					
35	<b>One Person, One Flower Scheme</b> <ul style="list-style-type: none"> <li>To raise awareness about greening and cultivate out interest in plant cultivation</li> </ul> (TIC: Ms Chan Chloe)	Nov 2022-May 2023	S1-S6	120	424.00	3.53	E7	Cross-Disciplinary (Others)	Some teachers and students brought flowers home to plant, while the green prefects and form teachers took care of the flowers in the classroom. Many people enjoyed seeing the lively and verdant plants in the classroom.	✓		✓	✓	✓
36	<b>Visit to Kadoorie Farm and Botanic Garden</b> <ul style="list-style-type: none"> <li>This visit gives students the possibility to appreciate our valuable marine resources.</li> </ul> (TIC: Ms Chan Chloe)	Feb 2023	S1-S5	23	\$1,600.00	\$69.57	E2	Cross-Disciplinary (Others)	According to the evaluation, the majority of the participants enjoyed the visit and expressed their willingness to join similar activities in the future.	✓		✓		✓
37	<b>Visit to Hoi Ha Wan</b> <ul style="list-style-type: none"> <li>The program offered hands-on experience in measuring parameters of seawater and the atmosphere.</li> </ul> (TIC: Ms Chan Chloe)	May 2023	S1-S6	20	4,200.00	210.00	E2	Cross-Disciplinary (Others)	According to the evaluation, the majority of the participants enjoyed the visit and expressed their willingness to join	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									similar activities in the future.					
38	<b>Instantaneous communication in photography event workshops with high-end communication devices</b> <ul style="list-style-type: none"> <li>These workshops incorporate the use of high-end communication device (Hollyland Solidcom C1) in different school events, training students' teamwork and coordinations by hightening their communication skills (TIC: Mr Chan Leo)</li> </ul>	Oct 2022 - May 2023	S3-S6	8	15,350.00	1,918.75	E7	Cross-Disciplinary (Others)	Despite initial difficulty in both device operation and different modus operandi of team photography work, students enjoyed the workshops and experience, and has expressed interest in even more advanced workshops with more advanced and diversed equipment.	✓		✓		✓
39	<b>2022 Middle Sch Ethics Olympiad (HK Schools) - Training Workshops</b> <ul style="list-style-type: none"> <li>To develop students' skills in critically assessing ethical dilemmas and skills in making reasonable and convincing arguments (TIC: Mr Kam Ryan)</li> </ul>	Sept 2022	S3	5	1,402.69	280.54	E1	Moral, Civic and National Education	Our students were able to grasp the skills necessary to excel in the competition focusing on making critical decisions for ethical dilemmas. Students could also learn how to compromise and agree		✓		✓	✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									to disagree.					
40	<b>Guided tour to subdivided flats</b> <ul style="list-style-type: none"> <li>To develop students' understanding about the housing problems in Hong Kong and think from multiple perspectives about how to alleviate the problem</li> </ul> (TIC: Mr Kam Ryan)	May 2023	S4-S5	11	1,650.00	150.00	E1	Moral, Civic and National Education	Students were able to gain a deeper understanding about the long-standing housing problems in Hong Kong. The authentic experience of interacting with subdivided flat occupants was particular worthwhile and precious. The students all agreed that this activity is a meaningful one and shall be open to more students in the coming year.		✓		✓	✓
41	<b>English Competition Fee</b> <ul style="list-style-type: none"> <li>To enhance the language ability and the appreciation of literacy text</li> </ul> (TIC: Mr Wong Marc)	July 2023	S3-S5	17	5,950.00	350.00	E1	English Language	Students had a chance to broaden their exposure to the English language and think about higher order thinking questions. They could also test their English proficiency.	✓				✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
42	<p><b>Graduation Ceremony</b></p> <ul style="list-style-type: none"> <li>• To celebrate the graduation of S6 students, showcase their talents and give recognition to our students, teachers and parents who helped the students grow up.</li> <li>• To train the organizing students' leadership skills, particularly in planning, execution and reevaluation.</li> <li>• To develop organizing students' teamwork and organization skills.</li> </ul> <p>(TIC: Ms Suen Rani)</p>	June 2023	S6	128	21,759.30	169.99	E1, E7	Leadership Training	For student organizers, the Ceremony indeed allowed them to strengthen and showcase their abilities in event management. To prepare for the Ceremony, students needed to plan and settle rehearsals, arrangements, and schedules ahead of time. Meanwhile, during the Ceremony, students were also in charge of various aspects of the Ceremony across teams, such as welcoming guests and parents, managing floor arrangements, and controlling all stage processes. All of this allowed team members to not only learn to plan well and cooperate in hosting team events, but	✓	✓	✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
									<p>also to develop their sense of responsibility as they were responsible, after all, for a sizeable event.</p> <p>Meanwhile, the Ceremony successfully commemorated the S6 students' graduation by providing them with the opportunity to receive their graduation certificates - and for some their prizes - on stage, and also gave them a platform to reminisce the past six years of their student lives through the playing of a video made by and for the graduates as well as through a student performance.</p>					
43	<b>Regular badminton training</b> • To develop skills,	Sep 2022 - Aug 2023	S1-S6	20	26,250.00	1,312.50	E5	Physical Education	It indicated that sustained high-	✓		✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; <ul style="list-style-type: none"> <li>• To build confidence and competence in tackling challenges as teams;</li> <li>• To initiate, plan, perform and evaluate sports.</li> </ul> (TIC: Mr Chu David)								performance school team training, establishes a culture of discipline, dedication, and perseverance. Team members exhibit enhanced physical fitness, technical skills, and tactical understanding, leading to outstanding performance in competitions. Additionally, the training fosters teamwork, communication, and leadership abilities, contributing to overall growth and development.					
44	<b>Red Cross Leadership Training Camp</b> <ul style="list-style-type: none"> <li>• To empower students to be future leaders with communication skills and</li> </ul>	June 2023	S1-S6	55	16,922.00	307.67	E1, E2	Leadership Training	The camp was one of the most successful events for Red Cross students. All participants were	✓	✓	✓		✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	strong bondings with others; • To enable students to put theories into practice; • To engage students in taking up and resolving challenges. (TIC: Mr Wong Anthony)								engaged and acquired skills in facing and resolving problems. Senior students were nourished with the skills to plan, implement and evaluate self-designed activities. Junior participants gained insights in effective communication. Most participants could also apply what they had previously learnt in Red Cross courses, for example, first-aid techniques, orienteering skills, game leading strategies, etc. Events of the same kind shall be organised again in the future.					
45	<b>Aviation workshop on Flight Simulators C172 and drone</b> • To raise and inspire students' interest in STEM and	June 2023	S1-S5	29	15,440.00	532.41	E6	Cross-Disciplinary (STEM)	Students had a chance to broaden their exposure to the field of aviation and think about being a	✓				✓

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	Aviation, allow students to apply their STEM and science knowledge during the flight program. (TIC: Ms Ho Shirley)								pilot. They enjoyed flying with the flight simulator 172 and drone. They also enjoyed talking to the pilots who are willing to share their experience so much.					
46	<b>Annual Campfire of First Hong Kong Group Venture Scout Unit</b> <ul style="list-style-type: none"> <li>To develop a sense of belonging and unity;</li> <li>To foster a spirit of teamwork and leadership;</li> <li>To promote STEAM through organizing activities;</li> <li>To facilitate whole person development</li> </ul> (TIC: Mr Chung YL & Ms Sung Christy)	Aug 2023	S4-S5	120	6,130.80	51.09	E1, E7	Leadership Training	The joint school campfire was a resounding success, as it achieved its objectives of fostering a sense of belonging, unity, teamwork, leadership, STEAM skills, and whole person development. This event provided a valuable opportunity to nurture personal growth and left all participants with lasting memories.	✓	✓	✓	✓	✓
47	<b>Foster our students to be successful life-long learners with LED video walls</b>	Whole year	S1-S5	750	173,341.00	231.12	E7	Moral, Civic and National Education	LED video walls positively impact students as lifelong	✓	✓	✓	✓	✓



No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	<ul style="list-style-type: none"> <li>To foster creativity and interaction;</li> <li>To help students understand the country's history and development, the importance of national security;</li> <li>To showcase and celebrate students' artworks and achievements;</li> <li>To communicate school events such as the Open Day and Academic Prize Giving Day;</li> <li>To promote environmental conservation</li> </ul> (TIC: Mr Chow SK)								learners by enhancing engagement, retention, comprehension, creativity, critical thinking, inclusivity, motivation, and enjoyment.					
48	<b>NFT workshop with piano painting</b> <ul style="list-style-type: none"> <li>To educate participants about the concept of NFTs, their significance, and their role in the art market;</li> <li>To introduce participants to the process of creating and minting NFTs, specifically focusing on the piano</li> </ul>	Dec 2022 - Jan 2023	S1-S6	30	\$13,840.00	\$461.33	E1	Arts (Visual Arts)	The NFT piano workshop demonstrated exceptional results in achieving its objectives. The workshop successfully provided participants with an immersive and educational experience in the world of Non-		✓			

No.	Brief Description of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences <sup>#</sup>				
			Level	Number of participants						I	V	P	S	C
	painting artwork; • To explore the potential of NFTs as a medium for artists to showcase their digital creations. (TIC: Ms Ip WL)								Fungible Tokens (NFTs) and digital art, specifically focusing on the piano painting aspect.					
<b>Sub-total on Item 1.1</b>					<b>1,369,584.06</b>									
<b>1.2</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>													
1														
2														
<b>Sub-total on Item 1.2</b>					<b>0.00</b>									
<b>Expenses for Category 1</b>					<b>1,369,584.06</b>									

<sup>#</sup>Essential Learning Experiences

I: Intellectual Development (closely linked with curriculum)

V: Value Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

No.	Item	TIC	Purpose	Actual Expenses (\$)
<b>Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning</b>				
1	Equipment for teaching & STEM projects: Thermal camera, etc.	Mr Chung Berton	<ul style="list-style-type: none"> <li>STEM Interest Group Activity</li> </ul>	17,649.23
2	Music Score	Mr Cheng Chris	<ul style="list-style-type: none"> <li>Further Students' Musical Resources</li> </ul>	30,849.10
<b>Expenses for Category 2</b>				<b>48,498.33</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>1,418,082.39</b>

\*: Input using the following codes; more than one code can be used for each item.

<b>Code for Expenses</b>			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

**Estimated Number of Student Beneficiaries**

Total number of students in the school:	875
Number of student beneficiaries:	800
Percentage of students benefitting from the Grant (%):	91%

## Report on the Use of the Student Activities Support Grant (2022-2023)

### I. Financial Overview

A	Allocation in the Current School Year:	\$14,300.00
B	Expenditure in the Current School Year:	\$13,570.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$730.00

### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	-	-
Full-grant under the School Textbook Assistance Scheme	1	\$10,000.00
Meeting the school-based financially needy criteria	3	\$3,570.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>4</b>	<b>\$13,570.00</b>

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Swimming class	Physical Education	3	\$12,380.00			✓		
2	Saxophone training	Arts (Music)	1	\$1,190.00			✓		
<b>Expenses for Category 1</b>				<b>\$13,570.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
<b>Expenses for Category 2</b>				<b>\$0.00</b>					
<b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
<b>Expenses for Category 3</b>				<b>\$0.00</b>					
<b>Total</b>			<b>4</b>	<b>\$13,570.00</b>					
1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.									

## Report on the use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2022-2023)

No.	Item	Purpose	Actual Expenses (\$)
1	Subsidize students and teachers to participate in the Mainland study tours	The Mainland Study Tour for S5 students was fully subsidized by the Education Bureau. The expenditure was for printing learning materials, first aid boxes, study tour T-shirts for easy identification, Mainland China Prepaid SIM Cards, visa fees for NCS students, and extra transportation and accommodation charges.	19,996.40
2	Procurement of learning and teaching materials	-	0
3	Field visits or activities	-	0
4	Competition entry and transportation fees	-	0
<b>Total Expenses :</b>			<b>19,996.40</b>
<b>Balance c/f :</b>			<b>280,003.60</b>

## **Report on the Use of the Promotion of Reading Grant (2022-2023)**

### **I. Evaluation of the Effectiveness**

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The reading grant has provided more resources in purchasing reading materials, at a time when the renovation work of the school library will be completed soon. One of the aims achieved with the grant is that reading has become more accessible to students with the purchase of the e-Read Scheme created by EdCity. The grant is also vital in promoting the reading culture at school as all of the attractive prizes for reading-related activities (e.g. the Chinese reading scheme, English iRead scheme & Book Sharing Video competitions) are all taken from the grant.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Through organizing competitions and providing accessible reading resources for reading, more students have made use of reading as a learning tool. Junior form students tend to enjoy reading more than senior students, as there are guided Chinese and English reading lessons, and leisure reading is promoted alongside comprehension skills. They also showed great enthusiasm for reading-related competitions, such as the S1 and S2 Book Sharing Video Competitions. There is room for improvement in the promotion of reading culture in the senior forms, which focus mainly on public examination skills and language proficiencies rather than the enjoyment of reading.



**II. Financial Report**

	<b>Item</b>	<b>Actual expenses (\$)</b>
1.	Purchase of Books: Printed books	29,332.30
2.	Web-based Reading Schemes: eRead Scheme	13,560.00
3.	Reading Activities:	
4.	Others: Prizes for Book Sharing Competitions (Chinese & English)	7,844.00
	<b>Total</b>	50,736.30
	<b>Unspent Balance</b>	23,909.70

## Report on Sister School Exchanges (2022 – 2023)

本學年已與以下內地姊妹學校進行交流活動：

1. 江門市台山第一中學
2. 廣州市荔灣區西關廣雅實驗學校

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

### 甲. 管理層面

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

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

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

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

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

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

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

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input checked="" type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號		監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告：			
編號		交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$8,881.78
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$0.00
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金(註:不可超過學年津貼額的 20%)	HK\$0.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$22,850.00
N5	<input type="checkbox"/>	交流物資費用	HK\$0.00
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$0.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$0.00
N8	<input type="checkbox"/>	其他(請註明):	HK\$0.00
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$31,731.78
N10	<input type="checkbox"/>	沒有任何開支	不適用

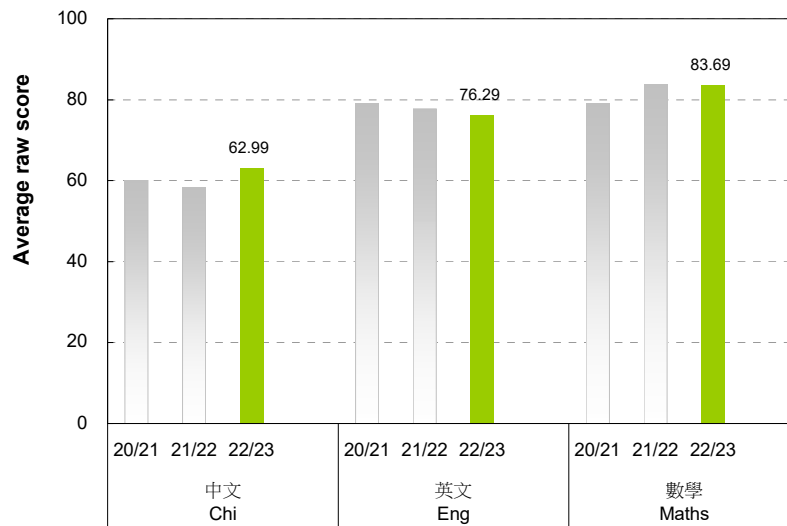
反思及跟進：		
編號		內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <ul style="list-style-type: none"> <li>➢ 進行簽約儀式</li> <li>➢ 了解、認識姊妹學校的辦學方針並進行交流</li> <li>➢ 商議及討論下學年有關姊妹學校的活動交流及其安排</li> <li>➢ 探討體育教學／訓練的培訓及交流</li> </ul>
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <ul style="list-style-type: none"> <li>➢ 到訪姊妹學校校舍進行探訪活動</li> <li>➢ 兩地學生交流集訓</li> </ul>
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <ul style="list-style-type: none"> <li>➢ 約十二月安排籃球隊學生前往進行集訓</li> </ul>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次：			
編號		層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	3 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	0 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	3 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	2 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	3 總人次

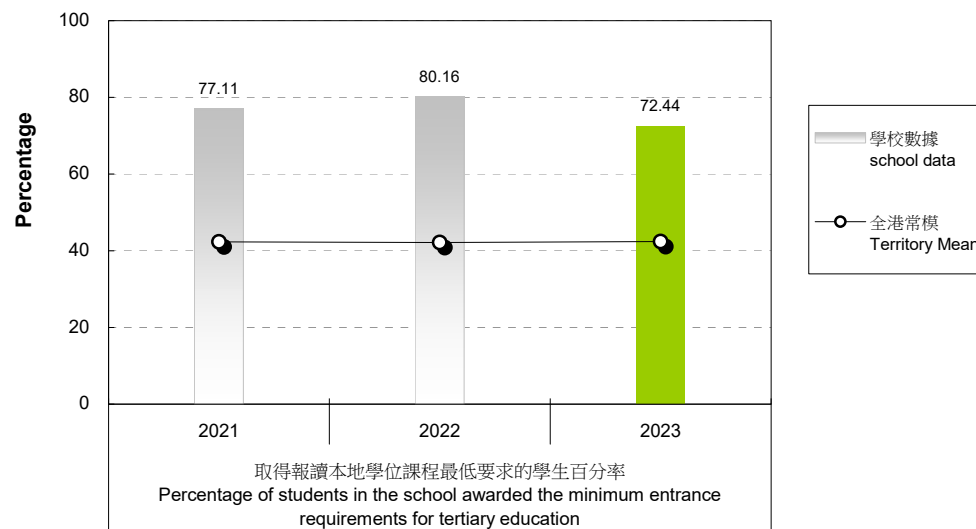
# PERFORMANCE OF STUDENTS

## HKAT

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



## HKDSE



## Achievements and Awards

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Speech Festivals	Hong Kong Schools Speech Festival - English Section	Champion: 7 1 <sup>st</sup> runner-up: 4 2 <sup>nd</sup> runner-up: 8	Champion: 16 1 <sup>st</sup> runner-up: 11 2 <sup>nd</sup> runner-up: 6	Champion: 14 1 <sup>st</sup> runner-up: 7 2 <sup>nd</sup> runner-up: 14
	Hong Kong Schools Speech Festival - Chinese Section	Champion: 5 1 <sup>st</sup> runner-up: 9 2 <sup>nd</sup> runner-up: 13	Champion: 6 1 <sup>st</sup> runner-up: 4 2 <sup>nd</sup> runner-up: 7	Champion: 4 1 <sup>st</sup> runner-up: 7 2 <sup>nd</sup> runner-up: 8
	Hong Kong Elite Speech Competition	-	-	Champion: 1
	Hong Kong Students Open Speech Competition	-	Solo Verse Speaking: 1 <sup>st</sup> Place	-
	全港中小學普通話演講比賽	季軍: 1	港島區高中組 (初賽): 優異星獎: 3 港島區初中組 (初賽): 冠軍: 1 季軍: 1 優異星獎: 2 最佳語音面貌表現獎: 1 最傑出參與學校	-
	全港學生公開朗誦比賽	亞軍: 1	-	-
Debating	Hong Kong Schools Mooting and Mock Trial Competition	-	-	Champion: 1 Bencher's List of Honorary Mention for Outstanding Advocacy: 2
	Sing Tao Inter-school Debating Competition	-	-	Most Improved School Award: 1 Most Outstanding Debater Award: 1
	Hong Kong Secondary Schools Debating Competition	Junior Division (Standard Format): Champion Senior Division (Enhanced Format): 1 <sup>st</sup> runner-up	Term One (Enhanced Format) Champion Junior Division (Enhanced Format): Champion	-
	聯校中文辯論比賽	冠軍	亞軍	-
	全港學界辯論比賽	亞軍	亞軍	-
	奇趣盃	亞軍	亞軍	-
	星島全港校際辯論比賽	季軍	-	-
Music	Hong Kong Schools Music Festival	-	-	Champion: 2 1 <sup>st</sup> Runner-up: 4 2 <sup>nd</sup> Runner-up: 2

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Music	Taipei International Choral Competition	A1 Children Choir Champion Gold Award Creative Choreography Award	A1 Children Choir Champion Gold Award Creative Choreography Award	-
	Hong Kong Inter-school Choral Competition cum Masterclass	-	Gold Award	-
	Hong Kong Youth Music Interflows	-	String Quartet Bronze Award String Orchestra Merit Award	-
	Rimini International Choral Competition	-	Equal Voices Choirs: Silver Diploma Children and Youth Choirs: Silver Diploma Popular, Folk, Spiritual/Gospel Choirs: Silver Diploma	-
	Joint School Music Association (JSMA) Competition	Gold Award: 3	-	-
Sports	Football (Division I) (HKSSF)	-	-	A Grade: 1 <sup>st</sup> B Grade: 1 <sup>st</sup> C Grade: 2 <sup>nd</sup> Overall: 1 <sup>st</sup> Jing Ying Tournament: Champion
	Basketball (Division II/I/I) (HKSSF)	-	3×3 Basketball Marathon: 3 <sup>rd</sup>	A Grade: 1 <sup>st</sup> B Grade: 1 <sup>st</sup> C Grade: 1 <sup>st</sup> Overall: 1 <sup>st</sup> Jing Ying Tournament: Champion
	Swimming (Division I) (HKSSF)	-	A Grade: 2 <sup>nd</sup> B Grade: 4 <sup>th</sup> C Grade: 1 <sup>st</sup> Overall: 2 <sup>nd</sup>	A Grade: 2 <sup>nd</sup> B Grade: 2 <sup>nd</sup> C Grade: 1 <sup>st</sup> Overall: 2 <sup>nd</sup>
	FINA World Junior Swimming Championships	-	-	2 <sup>nd</sup> Runner-up: 1
	Thailand Age Group Swimming Championships	-	-	Champion: 3 1 <sup>st</sup> Runner-up: 2 2 <sup>nd</sup> Runner-up: 1
	Water Polo (HKSSF)	-	Summer Junior Water Polo Championships: Champion	HKGSA School Invitational Championships: Champion
	Badminton (Division II/I/I) (HKSSF)	-	-	-
	Tennis (Division II) (HKSSF)	-	Champion	Overall: Champion
	Cross Country (Division I/II) (HKSSF)	-	-	-
	Volleyball (Division II) (HKSSF)	-	-	A Grade: 2 <sup>nd</sup>

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Sports	Table-tennis (Division I) (HKSSF)	-	Senior: 4 <sup>th</sup>	A Grade: 3 <sup>rd</sup>
	Athletics (Division III) (HKSSF)	-	A Grade: 2 <sup>nd</sup> B Grade: 1 <sup>st</sup> C Grade: 1 <sup>st</sup> Overall: 1 <sup>st</sup>	A Grade: 1 <sup>st</sup> B Grade: 1 <sup>st</sup> C Grade: 1 <sup>st</sup> Overall: 1 <sup>st</sup>
	Life-saving (HKSSF)	-	A Grade: 1 <sup>st</sup> B Grade: 2 <sup>nd</sup> Overall: 2 <sup>nd</sup>	Senior: 1 <sup>st</sup> Junior: 1 <sup>st</sup> Overall: 1 <sup>st</sup>
	Handball (Division II) (HKSSF)	-	-	-
	Rugby (Division II) (HKSSF)	-	-	A Grade: 1 <sup>st</sup> B Grade: 2 <sup>nd</sup> C Grade: 2 <sup>nd</sup>
	Beach Volleyball (Division II) (HKSSF)	-	-	Junior: 2 <sup>nd</sup>
	Fencing	-	-	2 <sup>nd</sup> Runner-up: 2
	Bauhinia Bowl (HKSSF)	-	-	-
	BOCHK Bauhinia Bowl Award	-	-	Outstanding Athlete Award: 3
	BOCHK Rising Star Athlete Award	-	-	Winner: 1
	A. S. Watson Group Hong Kong Student Sports Award	-	-	Winner: 1
	All Hong Kong Schools Jing Ying Badminton Tournament (Secondary Schools Section)	-	3 <sup>rd</sup> Runner-up	2 <sup>nd</sup> Runner-up
	HKFA Jockey Club Futsal Cup	-	U15 Champion U17 Champion	-
	Hong Kong China Swimming Association Invitational Water Polo Championships	-	1 <sup>st</sup> Runner-up	-
	All Hong Kong Schools Jing Ying Table Tennis Tournament (Secondary Schools Section)	-	3 <sup>rd</sup> Runner-up	-
Academic	Joint School Science Exhibition (JSSE)	Overall Champion	Overall Champion	Overall Champion
	International Junior Science Olympiad (IJSO) - Hong Kong Screening	1 <sup>st</sup> Class Honour: 2 3 <sup>rd</sup> Class Honour: 2	1 <sup>st</sup> Class Honour: 1 2 <sup>nd</sup> Class Honour: 1	1 <sup>st</sup> Class Honour: 1 3 <sup>rd</sup> Class Honour: 1
	Big Science Competition (BSC)	High Distinction: 8 Distinction: 13 Credit: 15	-	-
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Pre-stage and Level 1)	Award of Excellence: 5 Award of Completion: 7	Award of Excellence: 5 Award of Completion: 6	Award of Exceptional: 2 Award of Excellence: 5 Award of Completion: 3
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Level 2)	Award of Excellence: 1	Award of Completion: 2	Award of Excellence: 2 Award of Completion: 1
	HKU Academy for the Talented	Certificate of Excellence: 7	Certificate of Excellence: 5	Certificate of Excellence: 31
	HKASME HK Biology Literacy Award	-	-	3 <sup>rd</sup> Class Honours: 2 Merit: 2



Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Academic	International Biology Olympiad (IBO) – Hong Kong Contest	Silver Award: 1 Honourable Mention: 2 Honourable Mention for School	Bronze Award: 1	-
	International Symposium on STEM Education	-	Awardee: 2	-
	Future Advocator in Biology	-	1	-
	British Physics Olympiad - Intermediate Physics Challenge	Gold Award: 1	-	-
	World Mathematics Team Championship – Intermediate Level	-	-	Silver Award: 1
	香港青少年數學精英選拔賽	-	-	二等獎: 1 三等獎: 1
	Hong Kong Mathematics Kangaroo Contest	-	-	1 <sup>st</sup> Prize: 4 3 <sup>rd</sup> Prize: 2
	Hua Xia Cup	-	Gold Medal: 3	-
	Hong Kong Secondary Schools Software Development Invitational Contest	-	-	Junior Section Silver Award: 1
	ABCD Conceptual Competition	-	Big Data: Silver Award	-
	Hong Kong Olympiad in Informatics (HKOI)	Silver Medal: 2 Honourable Mention: 1	-	-
	World Robot Olympiad Hong Kong Creative Challenge	Best Performance Award: 1	-	-
	The First Hong Kong Inter-Secondary School Geology Quest	-	-	Bronze Award: 1
	全民國情知識大賽	-	學界初中組總冠軍	初中組季軍
	傳承・想創－積極推廣中國歷史與中華文化學校年度大獎	-	積極學習中國歷史與中華文化獎: 9 積極推廣中國歷史與中華文化學校教師獎	積極學習中國歷史與中華文化獎: 10
	「認識憲法、《基本法》——與法治同行」善德基金會全港中學校際問答及論證比賽	-	-	優秀表現獎: 10
	國家安全你要知・認識《基本法》網上問答比賽	-	-	優異獎
「國慶日」網上問答比賽	-	中學組優異獎: 1	-	

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Academic	全港學界狀元爭霸戰	-	中文 金獎: 5 銀獎: 2 英文 金獎: 9 銀獎: 3 數學 金獎: 11 銀獎: 2 狀元學府大獎 傑出導師大獎 傑出精英培育推動大獎	中文 金獎: 5 銀獎: 2 英文 金獎: 9 銀獎: 3 數學 金獎: 10 狀元學府大獎 傑出導師大獎 傑出精英培育推動大獎
	HKICPA Accounting and Business Management Case Competition	-	Certificate of Merit: 1 Certificate of Appreciation: 1	Certificate of Appreciation: 1
	HKMA Business Simulation Competition	Champion: 1 Fourth Place: 1 Honourable Mention: 1	Champion: 1 Fourth Place: 1	-
	22 <sup>nd</sup> Millennium Entrepreneurship Programme	-	1 <sup>st</sup> Runner-up: 1 Outstanding Presenter	-
	Alibaba Jumpstarter IdeaPOP!	Top 8 Award	-	-
Scholarships	Sir Edward Youde Scholarship	1	2	2
	SCMP Student of the Year Award	Grand Prize: 2 <sup>nd</sup> runner-up Best Devotion to School: Shortlisted Performing Artist: Shortlisted	Linguist Putonghua: Finalist Sportsperson: Finalist Linguist Cantonese: 2 Shortlisted	Linguist Putonghua: Shortlisted Sportsperson: 1st runner-up Best Devotion to School: Shortlisted
	Future Stars – Upward Mobility Scholarship	3	2	-
	Harmony Scholarships Scheme	5	6	4
	Outstanding Ethnic Minority Student Award Scheme 2023	-	-	2
	Smart City and Innovation Scholarship	-	-	1
	Grantham Maintenance Grants	-	1	-
	Hong Kong Scholarship for Excellence Scheme	2	-	-
	Belilios Scholarship	1	-	6
	Woo Hay Tong Scholarship	1	-	-
HKU Academy for the Talented Academy Scholarship	2	-	-	
Arts	Poetry Remake Competition			Commendable Award: 1
	Grantham Visual Arts Award	1	-	-
	Student Visual Arts Work	-	Gold Prize: 2	-
	International and Local Students Mail Art Exhibition	Excellent Award	-	-

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
<b>Arts</b>	全港中、小學生街道牌設計比賽	Merit	-	-
<b>Service</b>	Scout of the Year Selection	Distinction: 1	Scout of the Year: 1	-
	Hong Kong Scout Challenge Competition	-	-	1 <sup>st</sup> Runner-up
	Hong Kong Island Scout International Regatta – Sailing (Double)	-	-	1 <sup>st</sup> Runner-up
	Hong Kong Island Region Scout Rally Foot Drill Competition	-	Venture Scout Unit: 1 <sup>st</sup> Runner-up Air Scout Troop: 2 <sup>nd</sup> Runner-up, Best Uniform & Best Commander	-
	Central & Western District Youth First-aid Competition	-	-	2 <sup>nd</sup> Runner-up
	Hong Kong Red Cross HKID Nursing Competition	-	Bronze Award: 1	-
	Hong Kong Island Outstanding Students	Junior Secondary: 1	Junior Secondary: 2	Senior Secondary: 1
	Hong Kong Island Outstanding Students of the Central & Western District Award	-	-	Winner: 1
	Hong Kong Outstanding Teens Election	-	-	Top Twenty: 1
	Hok Yau Club Outstanding Student Leaders Award	-	Top Ten Outstanding Student Leaders Award: 1 Student Leader Award: 1	-
	Hong Kong Youth Improvement Award	-	Hong Kong Youth Improvement Award: 1 Merit: 2	-
	Hong Kong Special Administrative Region Outstanding Students Selection	Top Ten Students: 1	-	-
	香港課外活動優秀學生表揚計劃	1	-	1
	Hong Kong 200 Leadership Project	-	-	Silver Award: 1
	Certificate of Commendation for Volunteering Work	-	-	Gold Award: 3 Silver Award: 2 Bronze Award: 10
	<b>Others</b>	Department of Justice Mediation Essay Competition	-	-
The Chartered Institute of Logistics and Transport Essay Competition		Champion: 1	-	English Senior 1 <sup>st</sup> Runner-up: 1 English Junior Merit Award: 1
Harvard Book Prize Essay Award		-	1	3
Annual Book Report Competition for Secondary School Students		-	-	Junior Division: 1st Runner-up

Nature	Name of Competition / Organization	Award Details		
		2020/2021	2021/2022	2022/2023
Others	Hong Kong Young Writers Award	-	-	Shortlisted: 1 Honourable Mention: 3
	仲夏夜之夢寫作比賽	各校最受歡迎文章獎: 5 Crossover 創作大獎: 2 傑出文章獎: 1 整體最受歡迎文章獎: 1	各校最受歡迎文章獎: 5 Crossover 創作大獎: 3 傑出文章獎: 1 整體最受歡迎文章獎: 2	-
	Princeton Club of Hong Kong Book Award	-	1	-

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# **KEY ISSUES FOR THE ANNUAL SCHOOL PLAN 2022 – 2023**

Our three major concerns:

- ✧ To Foster our Students to Be Life-long Learners in order to Succeed in the 21<sup>st</sup> Century
- ✧ Promotion of Positive Health among Josephians
- ✧ Co-creation of Passion-driven Learning Experience