

St. Joseph's Primary School



School Report *2022-2023*



School Vision and Mission

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.

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and spiritual 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.

Contents

Part A	Our School	P.3 – P.10
Part B	Achievements and Reflection on Major Concerns; Feedback and Follow-up	P.11 – P.33
Part C	Student Performance	P.34 – P.43
Part D	Financial Summary	P.44 – P.46



Part A: Our School



St. Joseph's College has a history of 148 years. It was established by the Christian Brothers (De La Salle Brothers) who came to Hong Kong in 1875 upon the request of Bishop Raimondi.

The Brothers were entrusted with St. Saviour's College in Pottinger Street and St. Lewis Reformatory in West Point. They renamed the school as St. Joseph's College in honour of the Patron of their Institute. The College was soon recognised by parents and the general public for the quality of education it provided. It continued to expand until it settled in the present premises at Kennedy Road in 1918. For many years, the College held classes for Primary 5 and 6 only. With the rapid growth in the number of classes in the secondary school after the Second World War, the establishing of a separate primary school on another site was necessary. The vision of a fully-fledged primary school that would be a feeder to St. Joseph's College was occupying the mind of at least one Brother in the mid 60's.

In the 1960's, the Education Department offered a site at Morrison Hill which the Brothers accepted. A generous Grant from the Government and donations from benefactors and Old Boys enabled the Brothers to put up an excellent school building and St. Joseph's College Primary School was officially opened on 17th December 1968.

In September 2013, St. Joseph's Primary School transitioned from a mixed-mode operation school to a whole-day school.



School Motto

Labour and Virtue 勤奮向善

The School Spirit can be seen in the students' loyalty to God, their commitment to their school duties as well as their care and concern for others.

The School expects students to acquire good personal qualities like: respect for their teachers and schoolmates, self-discipline, obedience, honesty, integrity, punctuality, and good sportsmanship.

The school will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual),
- be creative and have a sense of commitment;
- have an all-round development;
- be capable of life-long learning; and
- be ready to make contribution to the society, the country and the world.



School Management

The Incorporated Management Committee (IMC) of St. Joseph's Primary School was established on 31st August 2013, taking over the governance and management of St. Joseph's Primary School from the School Management Committee.

Objectives

- ❖ To manage the School and to formulate education policies of the School in accordance with the 'Tradition and Philosophy of Lasallian Education' and the 'Vision and Mission'.
- ❖ To ensure that a human and Christian education is imparted to the young, especially to the poor and needy, within the Catholic and Lasallian spirit of faith, zeal and community, and in line with the ethos of the Institute of the Brothers of the Christian Schools (De La Salle Brothers).

Terms of reference

The IMC is responsible for:

- ❖ The overall management, administration and operation of the School;
- ❖ Planning the direction of our school development;

- ✧ Managing the school's financial and human resources;
- ✧ Supervising the school in carrying out self-improvement;
- ✧ Facilitating the development of students;
- ✧ Ensuring that the mission of our school set by the school sponsoring body is carried out;
- ✧ Ensuring the School's compliance with the Education Ordinance and other relevant ordinances and guidelines so as to establish a sound management system for providing students with quality education.

Composition

The IMC consists of manager representatives from the school sponsoring body, teachers, parents, an independent person and the Principal.

The IMC members meet three times a year to discuss and decide on school matters, such as setting the direction of the School and formulating school policies; approval of the School Development Plan, Annual School Plan and School Report; monitoring and evaluation of school performance; provision of a broad and balanced school-based curriculum; setting up accountability mechanisms for financial management; setting out criteria and procedures for handling personnel matters; and promotion of home-school-community relationship. As the IMC comprises managers from different sectors and backgrounds, it not only enhances the transparency and accountability of school administration and ensures the proper use of public funds, but also brings about different perspectives and experiences which are useful for strengthening the school management system and formulating appropriate policies.

Sponsoring Body:

The Director in Hong Kong of St. Joseph's College (De La Salle Brothers, Hong Kong)

Incorporated Management Committee 2022-2023

Chairman:	Ms Tam Man Yee Millie	(Supervisor)
Secretary:	Ms Ho Wing See Cecilia	(Principal)
Managers:	Brother Jeffrey Chan Kok Keong	(SSB Manager)
	Mr Yung Ying Cheuk	(SSB Manager & Treasurer)
	Ms Leung Foo Tin Joyce	(SSB Manager)
	Ms Ma Kit Ching Veronica	(SSB Manager)
	Ms Chan Yuk Ngor Rosanna	(SSB Manager)
	Ms Sharma Asha Rani	(Independent Manager)
	Ms Lau Tsz Tip Brenda	(Teacher Manager)
	Mr Lo Chi Ho	(Parent Manager)
Alternate Managers:	Mr Tam Kin Kwok	(Alternate SSB Manager)
	Ms Leung Lai Ming Monica	(Alternate Teacher Manager)
	Mr Chan Wing Yin	(Alternate Parent Manager)

Our Students:

2022-2023 Class Structure:

P.1	P.2	P.3	P.4	P.5	P.6
5	5	5	5	5	5

Class Level: **22/23**

P.1	163
P.2	161
P.3	156
P.4	159
P.5	156
P.6	127
Total	922



Attendance: **22/23**

P.1	96.50%
P.2	96.40%
P.3	96.90%
P.4	97.10%
P.5	96.40%
P.6	97.20%



Percentage of lesson time for Key Learning Areas: **P.1 to P.6**

English Language Education	22.50%
Chinese Language Education	26.25%
Mathematics Education	17.50%
General Studies	12.50%
Arts Education	10%
Physical Education	5%

Our Teachers:

Teachers' Academic Qualification:

Master's Degree or above	44%
Bachelor's Degree	100%

Teachers' Data:

Number of Registered Teachers	62
Chinese Teachers	21
English Teachers (except NET)	20
Mathematics Teachers	18
NET	2
PTH Teachers	14

Teaching Experience:

0 to 4 years	30%
5 to 9 years	23%
Over 10 years	47%



Continuing Professional Development:

In line with the **updated seven learning goals** emphasis on *the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and mental development*, our school provided teachers with more systematic and focused professional development opportunities throughout the whole year. In addition to participating in school-based professional development programmes, most teachers have taken the initiative to enroll themselves in various training programmes organised by the EDB and other organisations. The aim is to enhance their continuous professional development, ultimately leading to improved teaching quality and better student learning outcomes.

Lasallian Formation for Teachers 2022-2023

Our Lasallian Formation Team was established in June 2010. Bonding closely with formation teams of all Lasallian schools in Hong Kong, it aims to help teachers penetrate deeper into St. John Baptist de La Salle's life and gain a better understanding of the twelve virtues of a good teacher demonstrated by our Founder. The establishment of the Lasallian Animation and Formation Team (LAFT) in 2021 continues to lay great emphasis on caring for our students. It is believed that the structured and continuous formation programmes for Lasallian teachers are vital in ensuring that our school vision and mission align with Lasallian educational principles and strengthen our hallmark as 'CARING' Lasallian schools. More importantly, Lasallian teachers play a significant role in instilling the Lasallian spirits and values into our next generations.

On 30th August 2023, we were pleased to invite Brother Paolo Mata to give us, 60 teaching staff members, an inspirational speech on our Lasallian Formation. Before Brother Paolo's sharing, our staff Ms J Lui shared her experience of her trip to Asia-Pacific Lasallian Educators Conference (APLEC) in Sydney. APLEC provides an opportunity for educators and stakeholders from Lasallian



educational institutions to come together, share ideas and collaborate. The conference provides a dynamic platform for participants to exchange best practices, engage in professional development, and build networks within the Lasallian education community.

Ms Lui shared that during APLEC, she gained new insights from the prominent speakers



who gave keynote speeches. Brother Armin, the Superior General of the Institute of the Brothers of the Christian Schools reminded educators that brothers, lay brothers and lay sisters are all together and by association. We collaborate and work together to serve the community. The conference also placed a significant emphasis on addressing the wellbeing of teachers. Recognizing the vital role

educators play in the Lasallian educational community, dedicated sessions and discussions were conducted to explore and prioritize the holistic welfare of teachers. These sessions delved into crucial topics such as teacher self-care, fostering work-life balance, stress management techniques, professional development opportunities, and the creation of supportive and nurturing teaching environments.

The sharing session was followed by a prayer led by Brother Paolo Mata, which started with a quote of St John Baptist de La Salle, "To touch hearts is the greatest miracle you can perform." Brother Paolo introduced "**heartfulness**" to teachers. Heartfulness education emphasizes the importance of positive relationships between students, teachers, and the school community. It fosters a sense of belonging, trust, and



and respect. Teachers strive to build strong connections with their students, creating a safe and nurturing environment where students feel valued and supported. In Catholic schools, the concept of heartfulness in education aligns with the principles of Catholic social teaching and the mission of fostering the holistic development of students in light of their faith. It emphasizes integrating spirituality, love, and compassion into the educational experience.

The sharing proceeded with a participatory activity. Teachers were presented with a paper heart, which they were instructed to tear into fragments, inscribe a gratitude message or personal signature on, and distribute among others. Teachers were actively engaged in the “heart-sharing” session as the act of disseminating a portion of their "heart" which symbolized



their profound gratitude towards their colleagues. After collecting scraps of heart, teachers were tasked with assembling the fragments to form a unified heart. Brother Paolo explained that the scarred and changed hearts denotes how we feel after each encounter with students. We gave out part of our “heart” to students and occasionally acquiring new pieces from them. It is also possible that we received pieces with no names and those represent the unknown faces that move and form us. The mended heart may remain incomplete, adorned with gaps, as there is no assurance that our efforts will be reciprocated equally in return.

Teachers were reminded that even if we have given so much of our “hearts”, there is still more giving to be done. It is key that we are open to being given, that we too allow ourselves to receive.

At the end of the sharing session, Brother Paolo elaborated on the “heartfulness” activity that beside opening our hearts to students, we should also open our hearts to God, allowing ourselves to be profoundly moved and empowered by a transformative, purifying love.



Part B: Achievements and Reflection on Major Concerns; Feedback and Follow-up

In 2022-2023, the school development plan has entered its second phase, focusing on students learning more effectively and meaningfully with a positive attitude in the e-era. The COVID-19 pandemic has significantly subsided, enabling the school to resume normal operations. The restoration of most programmes and activities that were deferred last year would contribute to a more comprehensive and enriching learning experience for our students.

Major Concern 1: A Meaningful and Interesting Journey: Exploring new dimensions in learning and teaching in the e-era

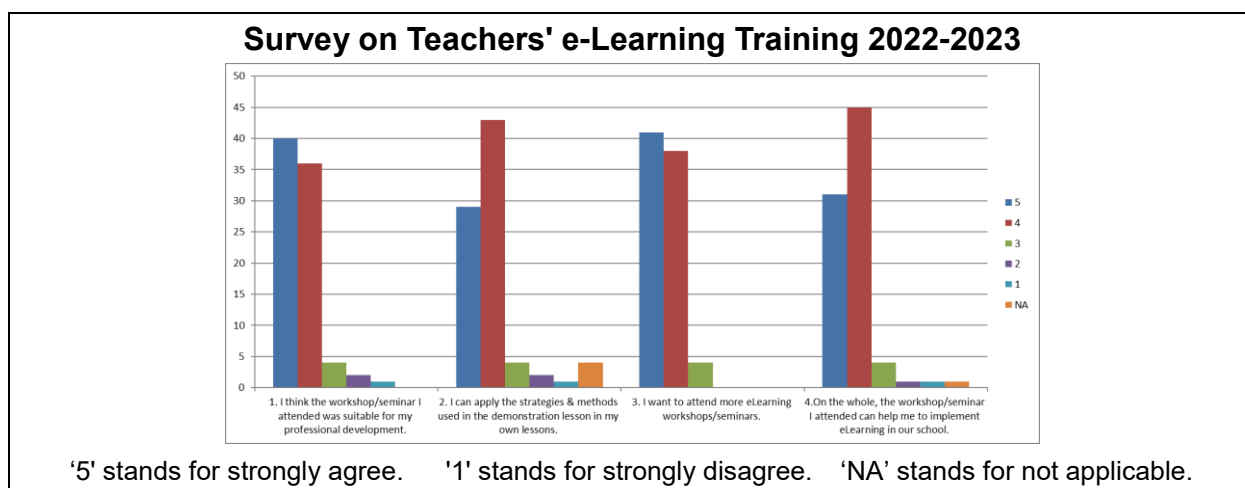
Target 1- To foster teachers' professionalism in e-Learning

Strategies 1-3

Achievements:

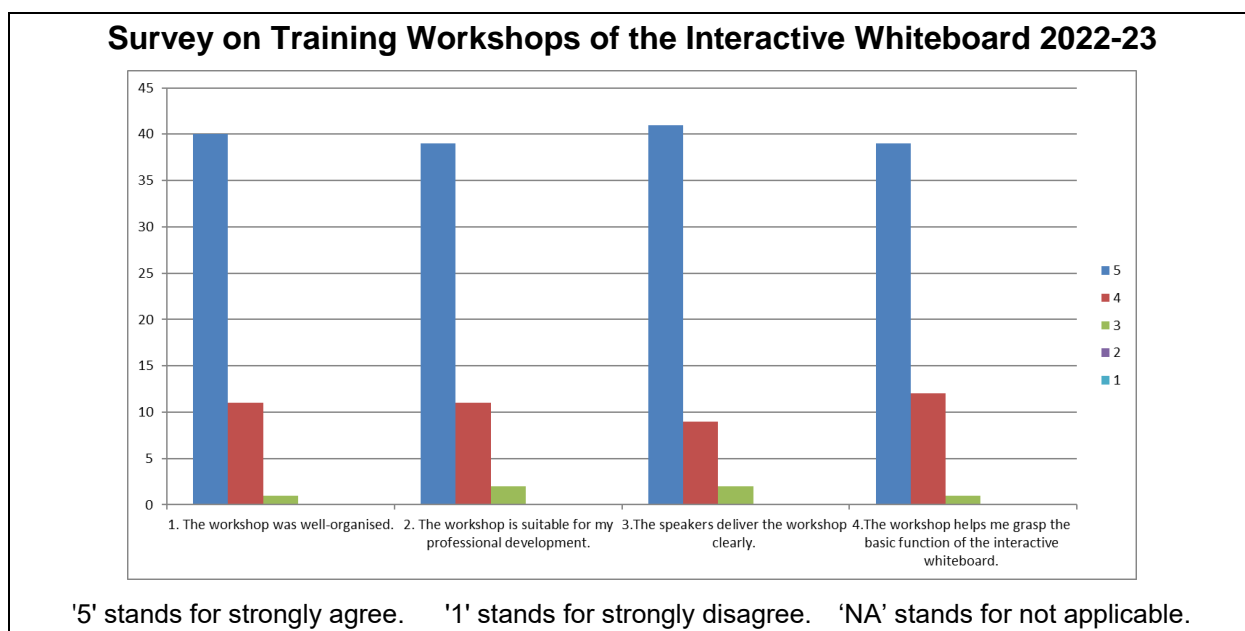
Teachers' Personal Professional Development on e-Learning

- Forty-four teachers had successfully completed at least one e-Learning training course organised by the Education Bureau (EDB) or other organisations, attending a total of 83 e-Learning workshops/seminars this year.
- Among the 83 training workshops and seminars:
 - 91.5% of the teachers reflected that the workshops/seminars were suitable for their professional development.
 - 86.7% of the teachers could apply the strategies and methods used in the demonstration lessons in teaching.
 - 91.5% of the teachers believed that the workshops/seminars could help them implement e-Learning in the school.
 - 95.1% of the teachers would like to participate in more e-Learning workshops/seminars in the future.



In-house e-Learning Workshops

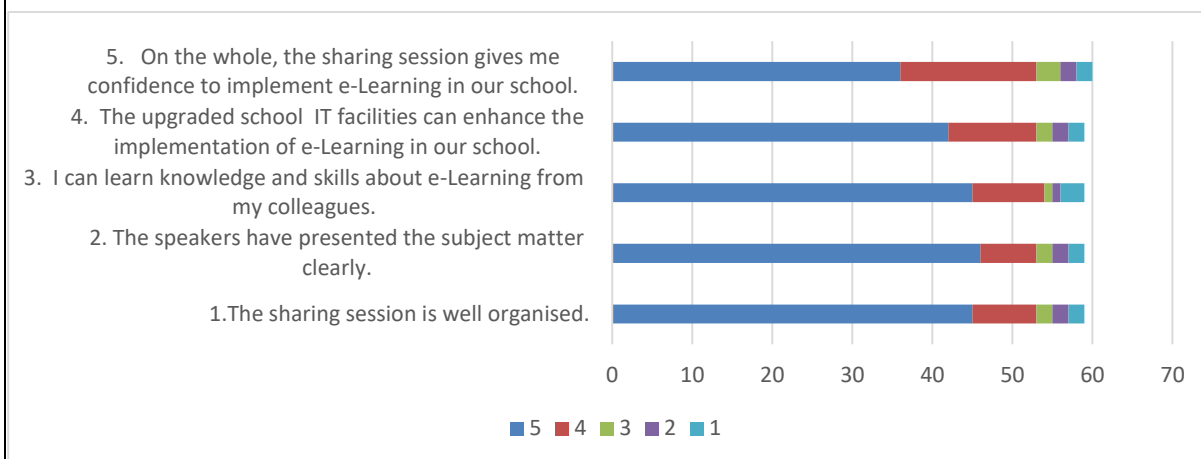
- Workshops on how to use interactive whiteboards were organised for all teaching staff. Teachers were able to learn the different functions of the interactive whiteboards and how they could enhance learning and teaching. They also had an opportunity to gain hands-on experience.
- According to the results of the post-workshop questionnaires,
 - 98% of teachers thought the workshop was well-organised.
 - 95% of teachers thought the workshop was suitable for their professional development.
 - 97% of teachers thought that the workshop helped them grasp the basic functions of the interactive whiteboard.
- Interactive whiteboards were installed in all Primary 5 and 6 classrooms as well as the Technovation Pod.



Internal Sharing Session on e-Learning

- An internal sharing session which aimed at fostering teachers' professionalism in e-Learning was held on 14th July, 2023. The session provided an opportunity to share good practices for incorporating e-Learning across various subject panels. Teachers of Chinese, English, and GS/PS were invited to showcase new programmes or projects and demonstrate how they effectively integrated e-Learning to enhance learning and teaching within their respective panels. This sharing session allowed teachers to learn from one another and further develop their skills in utilising e-Learning tools.
- Overall, teachers' responses to the sharing session were positive. Based on the questionnaire results, 97% of teachers agreed or strongly agreed that the session was well-organised and instilled confidence in them to implement e-Learning effectively within their own classrooms.

Survey on Teachers' Sharing Session on e-Learning 2022-23



'5' stands for strongly agree. '1' stands for strongly disagree. 'NA' stands for not applicable.



Reflection:

- Some teachers expressed their difficulties in successfully signing up for subject-based e-Learning courses. This issue arose from the fact that most of the courses available on the e-Service platform were reruns or repeated courses. Consequently, teachers might find it challenging to access fresh and updated content that aligns with their specific subject areas.
- Most courses were conducted in a self-online mode, which limited the hands-on experience and interaction that teachers could have with the speakers. This lack of direct engagement hindered the effectiveness of the learning experience and diminished the opportunity for teachers to ask questions.
- After the training workshops of the Interactive Whiteboard, Primary 5 and 6 teachers as well as teachers who use the Technovation Pod started using the interactive whiteboards in the rooms for learning and teaching purposes. They were able to apply what they had learnt in the workshop. For example, they could engage students by letting them write and draw directly on the interactive whiteboards.
- The majority of teachers found the sharing session to be both fruitful and inspiring. Panel Heads from various subjects expressed their appreciation for the practical insights gained from observing how e-Learning was effectively incorporated in other panels. They expressed enthusiasm for applying these valuable practices within their own respective panels.

Feedback and Follow-up

- Teachers who failed to sign up the courses are requested to browse the e-Service Training Calendar System at their earliest convenience and proceed with course registration. To assist teachers in this process, Subject Panel Heads could provide recommendations through WhatsApp groups periodically.
- Most e-Learning courses offered by the EDB now emphasize STEM/STEAM or AI elements. It is recommended that teachers take advantage of these opportunities and enroll in these courses to stay updated with the latest educational trends. By participating in these courses, teachers can enhance their knowledge and skills in these areas, which can ultimately benefit students' learning experiences.
- Teachers could continue to use a variety of functions of the interactive whiteboard in lessons so as to enhance their lessons and improve the students' language skills, generic skills, reading and information literacy.
- In the upcoming year, more emphases will be placed on promoting e-Learning sharing within respective panels during CLP. Additionally, in order to foster a more comprehensive understanding of how e-Learning is implemented in our school, more teachers from different panels should be invited.

Target 2-To promote intrinsic motivation and initiative in learning

Strategies 1-3

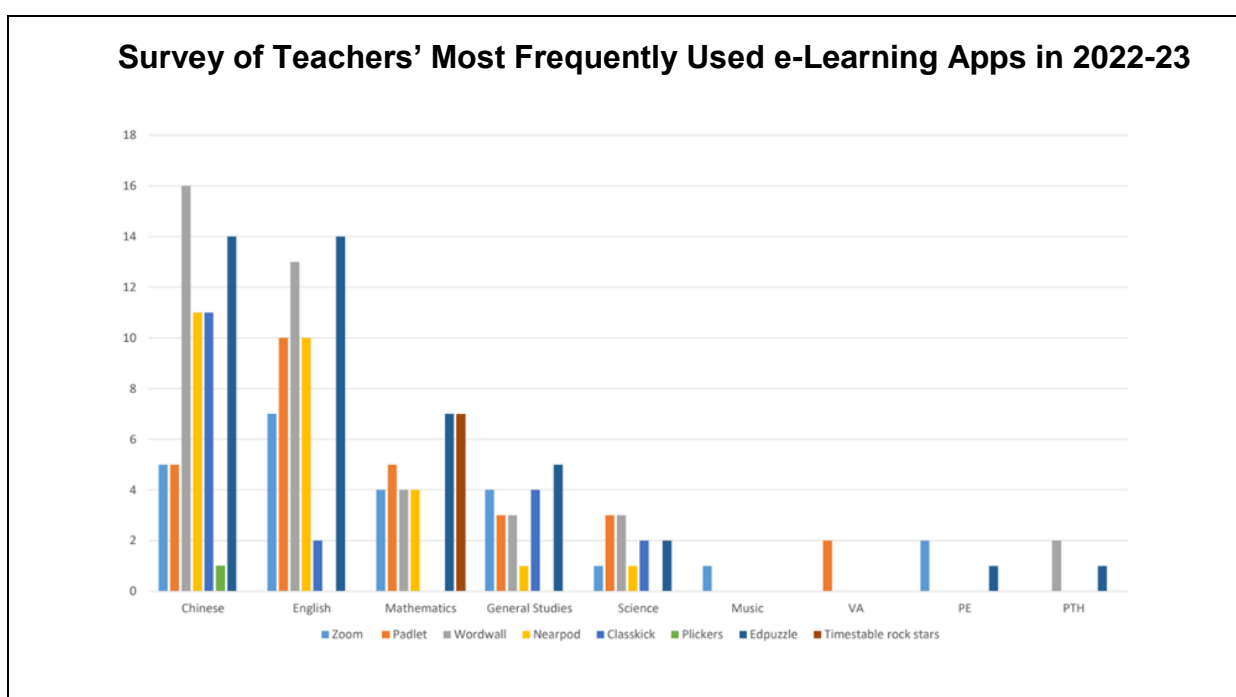
Achievements:

- After the long-awaited return to a normal school year following the COVID-19 pandemic, school activities resumed gradually, bringing a sense of normality to the students. As the year progressed, the curriculum of the core subjects, i.e. English, Chinese, Mathematics and GS/PS, had undergone some refinement.
- Embracing the changing times, teachers of different panels introduced new methods and incorporated e-Learning activities into their lessons which aimed at enhancing students' engagement and motivation. The e-Learning activities included a wide range of interactive exercises, virtual simulations, and multimedia resources. Various e-Platforms were incorporated into the learning process, fostering interactive learning experiences for the students. With all these changes, the students' passion for learning was reignited, making their educational journey both enjoyable and rewarding.
- To keep our students engaged in online learning, the core subject panels held weekly CLP meetings to design their lesson plans as well as to create, revise and improve the online learning materials and assignments relevant to daily lives. Record of use of apps /



e-devices / e-platform in Learning and Teaching was updated in TR folders for teachers' reference.

- Most teachers applied fun and interactive e-Learning activities in their lessons. Excluding the P.4-5 BYOD daily usage of iPads, the school iPad rental rate of P.1 to P.3, and P.6 was high from Sept 2022 to July 2023. As reflected by the teachers in CLP, students were highly motivated and engaged in the lessons.
- Besides the most frequently used e-Learning apps as shown in the following diagram, some teachers also attempted to use other educational apps such as Jamboard, Blooket, AnyFlip, Mentimeter, Apple Note, GONoodle and Prezi to make learning and teaching more fun, innovative, and engaging.



- Two showcases were held during the post-assessment OLE period in this school year. The first showcase was for P.1 students, who participated in scratch games prepared by P.4 students. The P.1 students thoroughly enjoyed the games, which not only entertained them but also served as a source of motivation for the P.4 students. The P.4 students conducted their own research to ensure that the questions included in their games were suitable for P.1 students. The second showcase, titled "STEM Carnival," was organised specifically for P.2 students. The event featured game booths where members of the STEM Gifted Programme displayed their creations. The P.2 students displayed a keen interest in the products, while the members of the STEM Gifted Programme from P.3 to P.5 had an opportunity to showcase their creativity to their peers.

Reflection:

- Due to time constraints and the need to cover the entire curriculum, there were instances where the pace of learning felt rushed. As a result, some e-Learning activities had to be adapted or even cancelled to ensure that essential topics were adequately addressed. The curriculum had to be trimmed down and the teachers had to prioritise the most effective activities and e-Learning platforms.
- This meant focusing on those methods that had proven to be highly engaging, impactful, and aligned with the learning goals. By streamlining the selection of activities and e-Learning platforms, teachers aimed to optimise the available time and resources, ensuring that students benefited from the most valuable and effective learning experiences.
- Learner diversity is a challenge in the classroom. To cater for learner diversity, a wide range of strategies and teaching resources should be adopted at the school, subject and classroom levels so that all learners can move forward along the learning continuum.
- During the event for P.1 students, they were instructed to scan QR codes to access and play the games. However, a few students encountered challenges in handling the iPads provided for the activity. Additionally, some students were unfamiliar with the gameplay and required assistance.
- At the STEM Carnival, the P.2 students enthusiastically engaged with various game booths. However, due to the limited time allocated for the event, some students were unable to experience all of the game booths on offer.

Feedback and Follow-up:

- In the upcoming school year, apart from implementing the revised teaching strategies, one of the important tasks of teachers is to select the most effective and suitable e-Learning activities or platforms for their students through regular meetings within panels.
- The core subject panels would trim the curriculum to cater for student diversity in terms of abilities, potentials and interests. More fun and challenging activities should be incorporated into the curriculum.
- Through CLP meetings, teachers could learn new teaching strategies from their peers and use new technologies in lessons.
- The school e-Learning Team would continue to explore and subscribe to more useful educational apps and learning platforms for the coming year.
- For future P.1 activities, it is advisable to consider a different approach. Instead of requiring students to scan QR codes during the event, a more efficient method would be to pre-load the games on iPads before the activity begins. This way, students can simply exchange iPads to play different games, eliminating the need for QR code scanning and

potentially reducing any difficulties students may face with handling the iPads.

- Similarly, to ensure that all P.2 students have ample time to explore and engage with the game booths at the STEM Carnival, it is recommended to increase the allotted time for each class. By extending the duration of the event, students will have the opportunity to fully enjoy and experience all the activities and exhibits available, fostering a more inclusive and immersive learning experience.

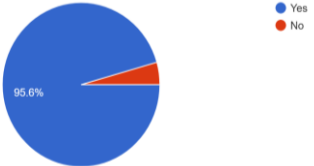
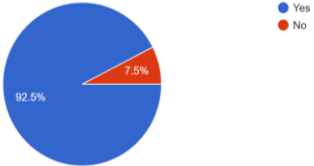
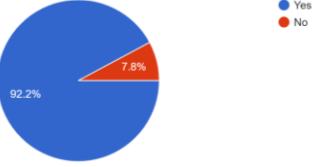
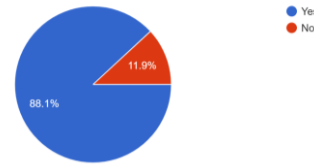


Target 3-To cater for learner diversity and develop students' self-directed learning capabilities

Strategies 1-2

Achievements:

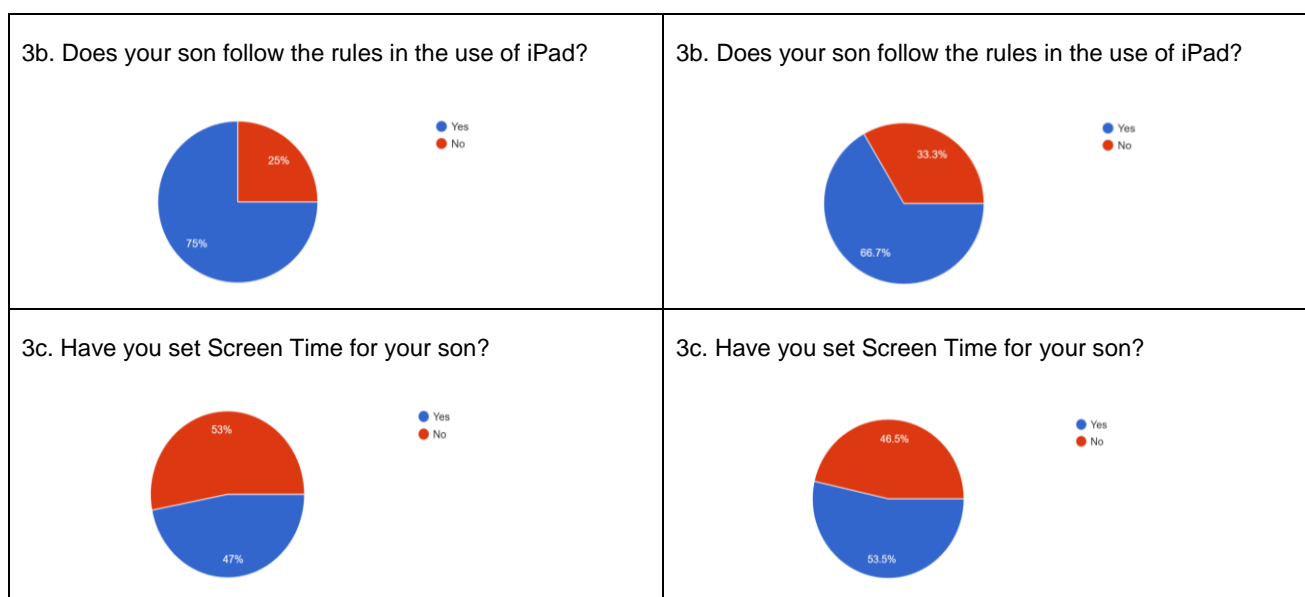
BYOD (Bring Your Own Device)Scheme in KS2(P4-P5)

- To enhance the effectiveness of learning and teaching, classroom interaction as well as students' ability in self-directed learning, problem-solving and collaboration, our school has launched the second phase of BYOD policy for P.4-5 students this year. The effectiveness of the BYOD scheme was shown in the following surveys.

Surveys on the Implementation of BYOD 2022-2023													
P4 Students(162 responses)	P5 Students(160 responses)												
<p>1. Do you find learning more interactive, meaningful and interesting with the use of iPad in the classroom?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>95.6%</td></tr> <tr><td>No</td><td>4.4%</td></tr> </table>	Response	Percentage	Yes	95.6%	No	4.4%	<p>1. Do you find learning more interactive, meaningful and interesting with the use of iPad in the classroom?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>92.5%</td></tr> <tr><td>No</td><td>7.5%</td></tr> </table>	Response	Percentage	Yes	92.5%	No	7.5%
Response	Percentage												
Yes	95.6%												
No	4.4%												
Response	Percentage												
Yes	92.5%												
No	7.5%												
<p>2. Are you more interested in doing online activities or assignments with the use of iPad?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>92.2%</td></tr> <tr><td>No</td><td>7.8%</td></tr> </table>	Response	Percentage	Yes	92.2%	No	7.8%	<p>2. Are you more interested in doing online activities or assignments with the use of iPad?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>88.1%</td></tr> <tr><td>No</td><td>11.9%</td></tr> </table>	Response	Percentage	Yes	88.1%	No	11.9%
Response	Percentage												
Yes	92.2%												
No	7.8%												
Response	Percentage												
Yes	88.1%												
No	11.9%												
<p>3. Do you follow the rules in the use of iPad?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>99.5%</td></tr> <tr><td>No</td><td>0.5%</td></tr> </table>	Response	Percentage	Yes	99.5%	No	0.5%	<p>3. Do you follow the rules in the use of iPad?</p>  <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>98.1%</td></tr> <tr><td>No</td><td>1.9%</td></tr> </table>	Response	Percentage	Yes	98.1%	No	1.9%
Response	Percentage												
Yes	99.5%												
No	0.5%												
Response	Percentage												
Yes	98.1%												
No	1.9%												

- Based on the survey results, a significant majority of students, specifically over 92%, reported that their learning experience became more interactive, meaningful, and interesting when iPads were incorporated into the classroom. Additionally, these students demonstrated a heightened interest in engaging with online activities and assignments. Impressively, over 98% of the surveyed students confirmed their adherence to the rules and guidelines for iPad usage. These findings from the survey provide strong evidence that the majority of students genuinely appreciate and favour the implementation of the BYOD scheme.

Surveys on the Implementation of BYOD 2022-2023																															
P4 Parents(115 responses)	P5 Parents(99 responses)																														
<p>1. Does your son find learning more interactive, meaningful and interesting with the use of iPad in the classroom?</p> <table border="1"> <caption>P4 Parents: Q1</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>90.4%</td> </tr> <tr> <td>No</td> <td>9.6%</td> </tr> </tbody> </table>	Response	Percentage	Yes	90.4%	No	9.6%	<p>1. Does your son find learning more interactive, meaningful and interesting with the use of iPad in the classroom?</p> <table border="1"> <caption>P5 Parents: Q1</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>86.9%</td> </tr> <tr> <td>No</td> <td>13.1%</td> </tr> </tbody> </table>	Response	Percentage	Yes	86.9%	No	13.1%																		
Response	Percentage																														
Yes	90.4%																														
No	9.6%																														
Response	Percentage																														
Yes	86.9%																														
No	13.1%																														
<p>2. How much do you agree the use of iPad has raised your son's interest in online assignments?</p> <table border="1"> <caption>P4 Parents: Q2</caption> <thead> <tr> <th>Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>9</td> <td>7.8%</td> </tr> <tr> <td>2</td> <td>25</td> <td>21.7%</td> </tr> <tr> <td>3</td> <td>58</td> <td>50.4%</td> </tr> <tr> <td>4</td> <td>23</td> <td>20%</td> </tr> </tbody> </table>	Level	Count	Percentage	1	9	7.8%	2	25	21.7%	3	58	50.4%	4	23	20%	<p>2. How much do you agree the use of iPad has raised your son's interest in online assignments?</p> <table border="1"> <caption>P5 Parents: Q2</caption> <thead> <tr> <th>Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>7</td> <td>7.1%</td> </tr> <tr> <td>2</td> <td>33</td> <td>33.3%</td> </tr> <tr> <td>3</td> <td>39</td> <td>39.4%</td> </tr> <tr> <td>4</td> <td>20</td> <td>20.2%</td> </tr> </tbody> </table>	Level	Count	Percentage	1	7	7.1%	2	33	33.3%	3	39	39.4%	4	20	20.2%
Level	Count	Percentage																													
1	9	7.8%																													
2	25	21.7%																													
3	58	50.4%																													
4	23	20%																													
Level	Count	Percentage																													
1	7	7.1%																													
2	33	33.3%																													
3	39	39.4%																													
4	20	20.2%																													
<p>3a. Have you set up rules for your son in the use of iPad at home?</p> <table border="1"> <caption>P4 Parents: Q3a</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes (Please proceed to Q3(b).)</td> <td>79.1%</td> </tr> <tr> <td>No (Please proceed to Q4.)</td> <td>20.9%</td> </tr> </tbody> </table>	Response	Percentage	Yes (Please proceed to Q3(b).)	79.1%	No (Please proceed to Q4.)	20.9%	<p>3a. Have you set up rules for your son in the use of iPad at home?</p> <table border="1"> <caption>P5 Parents: Q3a</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes (Please proceed to Q3(b).)</td> <td>78.8%</td> </tr> <tr> <td>No (Please proceed to Q4.)</td> <td>21.2%</td> </tr> </tbody> </table>	Response	Percentage	Yes (Please proceed to Q3(b).)	78.8%	No (Please proceed to Q4.)	21.2%																		
Response	Percentage																														
Yes (Please proceed to Q3(b).)	79.1%																														
No (Please proceed to Q4.)	20.9%																														
Response	Percentage																														
Yes (Please proceed to Q3(b).)	78.8%																														
No (Please proceed to Q4.)	21.2%																														



- Based on the surveys conducted among parents, it was found that a substantial percentage of respondents acknowledged the positive impact of iPads on their sons' learning experiences. Specifically, 90.4% of P.4 parents and 86.9% of P.5 parents stated that their sons found learning to be more interactive, meaningful, and interesting with the integration of iPads in the classrooms. Additionally, a considerable proportion of parents, 70.4% of P.4 parents and 59.6% of P.5 parents, agreed that the use of iPads had successfully increased their sons' interest in online assignments.
- Furthermore, the surveys revealed that a significant majority of parents, over 78%, had established specific rules for iPad usage at home. However, it was noted that a certain percentage of students did not adhere to these rules, with 25% of P.4 students and 33.3% of P.5 students reported as not following the guidelines.
- In terms of screen time management, 47% of P.4 parents and 53.5% of P.5 parents had implemented screen time limits for their sons. This practice enables students to develop effective time management skills, fostering awareness of their iPad usage duration and encouraging them to allocate time for other essential activities such as studying, physical exercise, and socializing.

STEAM Project

- The objective of the STEAM project is to enhance students' social and emotional development by engaging them in a series of STEAM learning activities that enable them to recognise their own emotions, express empathy for others, and create a sense of connection and understanding with those around them. Students were provided with tutorial videos on various topics related to the project.
- The project was successful in achieving its learning goals. The tutorial videos helped students develop self-directed learning capabilities. They were able to learn at their own pace and take ownership of their learning.

- Towards the end of the year, students were given Tublocks to design and create a model that demonstrated a character strength. This activity aimed to develop positive values and attitudes in students and it was successful in its goals. Students were able to demonstrate their understanding of character strengths through their creations.



Reflection:

- The implementation of the BYOD scheme was generally embraced by the majority of P.4-5 students. However, it is worth noting that there were instances where students violated the code of usage, both within the school premises and at home.
- While teachers acknowledged that the BYOD activities had the potential to enhance learning and teaching, they also encountered various technical difficulties during the lessons.
- The STEAM project was well-received by the students who participated. They appreciated the opportunity to learn at their own pace through the tutorial videos. They also enjoyed the Tublocks activity and were able to demonstrate their creativity and understanding of character strengths. However, some students shared their concerns about the difficulty level of the activity using App Inventor despite the fact that they could learn at their own pace and rewatch the videos. Hence, two tutorial sessions were conducted. The tutors were able to address these concerns and provided additional support and guidance to the students who needed it.
- Due to the suspension of whole day schooling in the first half year, P.6 students were unable to actively participate in the STEAM project, and therefore, their responses were not included in the reflection questionnaire.



Feedback and Follow-up:

- To address the concerns of parents and teachers, it is crucial to reinforce the ethics and guidelines regarding the proper and responsible use of iPads.
- To tackle the technical challenges, proactive measures will be taken, including providing training for teachers in utilising Mobile Device Management (MDM), updating the resource bank, exploring potential solutions to facilitate synchronisation and note-taking in eBooks, and other relevant areas.

- Considering that the BYOD scheme has been implemented for two years, it is expected that as students become more familiar with their own devices, they will be able to effectively track their learning progress and leverage suitable applications to meet their specific educational needs in the forthcoming years. This increasing familiarity and utilisation of personal devices hold promising prospects for further enhancing the learning experiences of our students.
- With reference to the seven learning goals, students should be able to demonstrate positive values and attitudes. The STEAM project was successful in facilitating students' personal growth and development. In the next academic year, the school plans to extend the focus of the project to contribute to the well-being of the local community by applying the positive values and attitudes they have developed. It develops students' positive values and attitudes towards the local community, helps them maintain a healthy personal development, encourages them to contribute to the well-being of the local community and equip them to be confident, informed and responsible persons.
- The limited involvement of P.6 students this year is due to the suspension of whole day schooling in the first half year, they will have more opportunities to actively engage as the STEAM project progresses.

Target 4-To elicit parental support and engagement

Strategies 1 to 3

Achievements:

- As e-Learning has become an integral part of students' school life, it is important to inform parents about the school's policy on e-activities and e-assignments. Our school constantly provided this information to parents through Parents' Receptions and eNotices.
- About 97.4% of the parents took part in the five online Parents' Receptions in September 2022. Information regarding the online learning and assignment was delivered by the Class teachers and Subject teachers during the Parents' Receptions.
- By referring to the resources available on eClass "Campus News" regarding how to use online tools, parents were able to provide full support to their children in preparing for online learning.
- Parents were also reminded to support their children in the proper use of the Internet, guide them to follow the school protocol during online lessons, and maintain the confidentiality of the login IDs and passwords provided by the school. These reminders highlighted the importance of responsible online behaviour and safeguarding personal information.

Level	Date of Gathering	Number of Parent Attendees
Primary One	17 th September 2022	163/165
Primary Two	10 th September 2022	165/165
Primary Three	17 th September 2022	162/163
Primary Four	24 th September 2022	154/164
Primary Five	24 th September 2022	154/162

- To promote the BYOD scheme for P.4 students, an online Briefing Session on BYOD was successfully conducted for P.3 parents on 25th February 2022. The session garnered a participation of 106 attendees. During the briefing, parents were provided with comprehensive information regarding the implementation of BYOD in the academic year of 2022/23. This included details on various aspects such as the purchase of e-books, installation of apps, protocols for using tablets at school, and more. Furthermore, in August 2022, before the commencement of the new school year, additional information about the usage of e-Tools in e-Textbooks from the publishers was made available to parents.
- In addition to the BYOD briefing session for the 2021/22 P.3 parents, an online talk titled "Common Cybersecurity and National Security Pitfalls that Kids Should Know About" was organised on 18th March, 2023. The speaker for this event was Professor Albert So, the Chairman of the Hong Kong Mediation and Arbitration Centre. During the talk, Professor So provided parents with valuable insights to enhance their awareness and knowledge of cyber security issues. He also shared some case studies in avoiding cyber and national security pitfalls, along with offering advice on how to be an ethical Internet user. To facilitate understanding, Professor So used numerous examples that helped parents gain a better understanding of their children's use of social media.
- Guideline on the Use of ePlatforms and more online resources under "e-Learning Support Materials for Parents" were posted up on eClass. These resources helped equip parents with the necessary tools and knowledge to effectively support their children's e-Learning.
- By utilising the provided resources during their free time, parents can enhance their understanding of e-Learning and actively contribute to their children's academic success in the digital learning environment.



Reflection:

- Parental involvement plays a crucial role in fostering a conducive environment for

effective online learning experiences. With the support and contribution of parents, students can build a good habit of online learning both in school and at home.

- More seminars and workshops regarding BYOD / e-Learning and how to monitor and support children's learning experiences online would be organised and provided.
- More information and links regarding e-Learning would be posted on eClass for parents' reference from time to time.
- Online resources can serve as references, guides, and supplementary materials for parents to enhance their understanding and engagement in the digital learning process.

Feedback and Follow-up:

- More information about online safety and information literacy should be delivered to parents so that they have the necessary tools to guide their children in becoming responsible and smart internet users. This collaborative effort between parents and schools creates a safer and more informed online environment for children.
- The above activities were not only able to elicit parents' engagement, but also help foster positive values and attitudes as well as reading and information literacy in light of the Seven Learning Goals. In the workshops, parents were provided with useful information regarding cyber security and the school's implementation of BYOD. Through attending the seminars and engaging in discussions, parents could help promote responsible and rational use of technology to their children.
- In the next school year, more talks and workshops about the responsible use of e-resources will be organised and they will also touch on national identity which helps cultivate a sense of belonging to our country.
- In response to the Curriculum Framework on Parent Education (EDB), the school will continue to provide parents with more e-Learning online resources focus on how to facilitate healthy use of the internet and electronic devices, as well as developing information literacy skills to support their children's learning. This proactive approach fosters a collaborative partnership between parents and the school, ensuring a well-rounded and supportive learning environment for students.

Major Concern 2: A Path to a Purposeful Life: Cultivating meaning and well-being in students



Cultivating meaning and well-being in our students is one of our prime concerns. With this in mind, we have revised the syllabus of Personal Development (PD) Programme. The aim is to effectively address the unique needs of our students, empowering them with the essential skills to confront challenges. A programme named “Gift Myself” was rolled out by our

Student Guidance Team this year. A series of activities were organised which helped students maintain a positive attitude in the face of adversity.

In order to empower students, parents, and teachers with the necessary knowledge and tools to foster and enrich mental well-being, the Student Guidance Team has taken proactive steps. These steps include organising a variety of activities, such as the Whole School Approach Guidance Project, alongside a series of workshops and programmes dedicated to life skills and values education.



Information and resources of maintaining mental well-being were provided via our Student Guidance School Webpage for students, parents and teachers to access. These resources are readily available for students, parents, and teachers, ensuring that a supportive network remains at their fingertips.

Target 1 – To train teachers so that they can gain the necessary skills in cultivating students' positive values

Strategy 1

Arrange seminars/workshops for teachers

Achievements:

- In order to increase the flexibility of teachers' training, the Student Guidance Team recommended different seminars or workshops to teachers so that they could sign up for the courses at their convenience.
- The Student Guidance Team shared useful information via the teachers' WhatsApp group to facilitate the teachers to acquire up-to-date knowledge and information about cultivating students' positive values and attitudes.

Reflection:

- The majority of the teachers expressed their enthusiasm for learning more about how they could apply positive education at school.
- Teachers from different subject panels took proactive steps to implement the insights they gained from their learning experiences. They tried to infuse positive values into their lesson plans.
- Teachers' awareness of the importance of developing and maintaining mental well-being had been improving.

Feedback and Follow Up:

- To make it easier for teachers to receive training, the Student Guidance Team will keep suggesting various seminars and workshops. Teachers can choose and join the courses that suit them best.
- The Student Guidance Team will continue to provide helpful information via the teachers' WhatsApp group and the Student Guidance School Webpage. This will help teachers stay updated on ways to encourage positive values and attitudes in students, as well as promoting a healthy lifestyle that supports mental well-being.

Target 2 – To instil in students positive values and attitudes

Strategies 1 to 4

Organise talks/workshops for students

Achievements:

The Other Learning Experience (OLE) Programme was arranged for students. The Life Education Session was overseen by the Student Guidance Team. The following activities were held to help students adopt positive values and attitudes:

1. Puppet Show

A puppet show was organised for P.1 students which aimed at encouraging social inclusion.

- A follow-up PD lesson was conducted after the puppet show. It was found that a majority of the students grasped the concept that each individual possessing unique qualities and strengths, underscoring the significance of respecting others.

2. Drama Show

A drama show titled "Little Self-discipline Warrior" was organised for P.1 students which aimed at highlighting the significance of self-discipline and adhering to rules.



- The majority of students derived enjoyment from the drama show. It was observed that they comprehended the significance of self-discipline and adhering to rules, and expressed their readiness to implement the lessons learned from the drama show.

3. **A Playground at School**

A playground was set up at the school playground for P.2 students which aimed at encouraging free play.

- The majority of students expressed enjoyment during the activity. Notably, their creativity and problem-solving abilities were both displayed and encouraged.
- The Guidance teachers interviewed the students during the activity. It was found that a significant number of students held the belief that showing respect to others held importance.

4. **“Dream-come-true” Career Exploration Activity**

The “Dream-come-true” Career Exploration Activity was a career exploration activity organised for P.3 students which aimed at helping the students explore different professions through hands-on experiential activities.

- The majority of student showed strong enthusiasm for the activity. Even students who were more introverted took active part in the activities.
- The Guidance teachers interviewed the students during the activity. It was found that the activity encouraged students to contemplate their future careers more deeply.

5. **Life Planning Programme**

The Life Planning Programme was a life planning programme organised for P.4 students which aimed at enhancing students' skills in planning for their future lives.

- It was observed that most of the students enjoyed the activities held at the Life Education House in Noah's Ark Hong Kong.
- However, it was found that less than half of the students believed that they had learnt the skills to plan for their future lives.

6. **“Master Edutainment” Teamwork Training Activity**

The “Master Edutainment” Teamwork Training Activity was an activity organised for P.5 students which aimed at promoting teamwork among the students.

- It was observed that the majority of the students enjoyed the activities.
- The Guidance teachers interviewed the students during the activity. It was found that a significant number of students had gained an understanding of the significance of adhering to rules and collaborating with their peers.

7. **“SIM” Society Game**

The “SIM” Society Game was an activity organised for P.6 students which aimed at strengthening students' positive values and attitudes by involving them in simulated career activities.

- It was observed that the majority of the students enjoyed the activities.

- The Guidance teachers interviewed the students during the activity. It was found that the students discovered the importance of making thoughtful decisions in life and managing finances wisely.

Reflection:

- Students learning abilities could be optimised by participating in meaningful activities.
- The insufficient effectiveness of the instructors' debriefing techniques and limited time for thorough discussions contributed to less than half of the P.4 students benefiting from the life planning programme.
- Students exhibited higher levels of positive engagement in more interactive and thrilling activities.

Feedback and Follow Up:

- The Student Guidance Team will offer a wider range of activities for the students in the coming school year.
- The team is considering an alternative life planning activity for P.4 students and aims to hold the activity on the school campus to eliminate time wasted on transportation.

Refine MCE and PD curriculum to develop positive values and attitudes so as to strengthen students' mental growth

MCE Curriculum

Achievements:

- The MCE curriculum was revised. Clips, stories or current events with more up-to-date elements and daily scenarios were incorporated into the new curriculum.
- To provide more opportunities for our students to apply the MCE core values to real-life situations, the MCE Panel conducted two service programmes for P.4 and P.5 students.
- A two-day Supporting Service Programme in collaboration with Caritas, aimed at fostering empathy and compassion was organised among our P.5 students towards the elderly.



The programme featured interactive activities and performances conducted via Zoom, providing students with opportunities to express their care for the elderly. Through these engaging activities, our students not only developed



a better understanding of the challenges faced by the elderly but also enhanced their collaborative and communication skills. The programme enabled our students to cultivate empathy and foster a sense of social responsibility.

- Moreover, we have organised an engaging activity for P.4 students as part of the Supporting Service Programme in collaboration with St. James Settlement. The aim of this activity is to help students understand the characteristics and needs of rehabilitation clients with intellectual disabilities. The programme includes interactive activities where students gained a better understanding of the challenges faced by the clients with intellectual disabilities, fostering empathy and promoting inclusivity in our community.

Period	Name of Service Programme	Level
26 th , 27 th June	小五義工服務學習活動	P.5
11 th , 12 th July	小四義工服務學習活動	P.4

- The service programmes were well-organised and yielded positive outcomes. Through active participation in the activities, students gained a better understanding of the needs of the elderly and the individuals with disabilities. Moreover, these programmes provided students with valuable lessons on expressing love, care, and concern for others. As a result, students' empathy was significantly enhanced, and they experienced joy that comes from lending a helping hand to those in need. These experiences not only enriched their personal growth but also reinforced the importance of compassion in our school community.



- In addition to the comprehensive MCE lessons and service programmes, our school actively organised various community services and activities such as Food Donation to the Food Bank, Dress Casual Day, and Charity Plant Sale Fundraising for the Community Chest. Through these activities, students actively contributed to support those in need, fostering a caring school culture that promotes empathy and social responsibility.



Reflection:

- The large class sizes hindered the smooth execution of service programme activities. It is important to explore strategies that can help overcome this challenge.

Feedback and Follow Up:

- Some of the activities of the service programmes should be revised so as to meet the needs and interests of the students. By doing so, the programmes can become more engaging, relevant, and meaningful.

PD Curriculum

Achievements:

- The PD curriculum was refined by integrating relevant subjects on positive values and attitudes to enhance students' mental growth. These lessons were led by the guidance teacher, social worker, and student guidance personnel from our Student Guidance Team.
- Different topics were developed to address the emotional needs of students during the post-pandemic period.
- In 2022-23 academic year, more than 12 PD lessons were conducted for students in each level.
- The results of the year-end survey:
 - **About 90.4% (P1-95.4%; P2-96.7%; P3-92.3%; P4-82.1%; P5-87.4%; P6-88.7%)** of the students enjoyed the PD lessons.
 - **About 85.6% (P1-90.1%; P2-92.1%; P3-87.4% ;P4-86.9%; P5-83.2%; P6-74.1%)** of them reported attempting to implement what they had learned from the lessons, including the positive values and attitudes learned, into their daily routines.



Reflection:

- All PD lessons were conducted by the guidance teachers, the social worker, and the student guidance personnel. This setup created a comfortable space for students to freely express their thoughts and emotions, receiving constructive feedback from the skilled team. The interaction between students and professionals significantly enhanced the effectiveness of the PD lessons.
- The PD lesson schedule was restructured to enhance lesson diversity and student engagement. This allowed multiple members of the Student Guidance Team to participate in each class, making the most of discussions and activities.

- Throughout the PD lessons, the Student Guidance Team members were able to assess students' emotional well-being and offer immediate assistance and counseling. This proactive approach played a crucial role in maintaining students' mental well-being during the post-pandemic period.

Feedback and Follow Up:

- The Student Guidance Team will persist in designing and delivering PD lessons in the coming school year.
- There is a need to enhance the manpower of the Student Guidance Team in the coming school year to uphold the quality of PD lessons.

Extend the scheme of SGP & UAP in order to boost students' confidence and train up leadership and resilience

Achievements:

SGP

- 55 students from P.5 & P.6 were chosen to be the School Guidance Prefects (SGPs). They were assigned with varieties of services and duties. Student Guidance Team organised workshops and a training day camp for the SGPs. Their confidence was boosted and their leadership and resilience were promoted.



● **Results of the Year-end Survey:**

It was found that **94.3%** of the SGPs felt confident in their ability to assist teachers and fellow schoolmates. **94.3%** of them recognised possessing diverse strengths, and **86.6%** of them held the belief that they had the courage and self-assurance to confront various challenges in the future.

UAP

P.4-6 students were selected to join the Understanding Adolescence Project (UAP) in this academic year. 16 P.6 students, 16 P.5 students and 22 P.4 students joined the UAP (2022-2023).



Results of the Year-end Survey:

It was found that

- **93%** of the P.6 UAP members agreed that their emotion control skills improved and **79%** of them believed that they were capable of solving problems independently. **93%** of them

expressed that they became more willing to accept others' advice and opinions.

- **100%** of the P.5 UAP members agreed that their emotion control skills improved and **100%** of them believed that they were capable of solving problems independently. **100%** of them expressed that they became more willing to accept others' advice and opinions.
- **90%** of the P.4 UAP members agreed that their emotion control skills improved and **100%** of them believed that they were capable of solving problems independently. **91%** of them expressed that they became more willing to accept others' advice and opinions.

Reflection:

- Only a limited number of students were selected to participate in the schemes.
- Participation was exclusive to students in Key Stage 2.
- A considerable number of students, particularly those in Key Stage 1, couldn't directly benefit from the programmes.

Feedback and Follow Up:

- The Student Guidance Team will strategise additional guidance activities that bring value to all students.
- Programmes targeting Key Stage 1 students will be arranged.
- The Student Guidance Team will persist in broadening the assortment of guidance activities to cater the needs of all students.

Launch 'A Positive Education Programme' to help students build up and strengthen their competence, improve engagement and develop a sense of accomplishment

Achievements:



- A positive education programme "Gift Myself" with various interesting activities was launched to promote students' positive values by facilitating them in practising their strengths, exploring their interests and personality traits.

- Results of the Year-end survey:

Key Stage 1

It was found that

- **96.2%** (P.1-96.6%; P.2-94.1%; P.3-97.9%) of the students expressed that they liked the activities of the "Gift Myself" programme.
- **90%** (P.1-89.9%; P.2-90.1%; P.3-90.2%) of the students reflected that they now know more about their strengths, interests and personality.

- **89.9% (P.1-90.1%; P.2-88.1%; P.3-91.6%)** of the students believed that they had become more confidence in future development.

Key Stage 2

It was found that

- **83.6% (P.4-87.1%; P.5-85.4%; P.6-78.2%)** of the students expressed that they liked the activities of the “Suit Up” programme.
- **78.8% (P.4-81.7%; P.5-83.4%; P.6-71.3%)** of the students reflected that they now know more about their strengths, interests and personality.
- **78.% (P.4-77.9%; P.5-84.1%; P.6-72.1%)** of the students believed that they had become more confidence in future development.



Reflection:

- The programme exhibited greater efficacy in Key Stage 1, as students in this stage were readily motivated and participated actively.
- Key Stage 2 students displayed a heightened preference for interactive, challenging, and captivating activities.
- The students showed a strong affinity for engaging in the programme alongside their parents and teachers.

Feedback and Follow Up:

- The Student Guidance Team intends to create a range of interactive activities with varying difficulty levels and leverage electronic platforms to enhance the efficiency of the Key Stage 2 programme.
- The Student Guidance Team will arrange additional activities that encourage the participation of parents and teachers, fostering collaboration between home and school in supporting students' development.

Target 3 – To enhance parents’ positive values and attitudes towards their children

Strategy 1

Provide different channels for parents to acquire positive parenting skills

Achievements:

- The Student Guidance Team supplied psychoeducational materials and resources for parents via the Student Guidance School Webpage.
- Numerous activities within the Whole School Approach Guidance Project 2022-23 were formulated to encourage parental engagement. This resulted in the enhancement of

positive values and attitudes among parents towards their children.

Reflection:

- Additional online information and resources could be made available for parents' convenient access.
- Opportunities for enhancing parental involvement remained.



Feedback and Follow Up:

- As the pandemic situation improves, a Parent Education Programme can be organised in the coming school year.
- The Student Guidance Team will investigate the possibility of conducting online workshops.

Part C: Student Performance

Student' Attitude and Behaviour

The majority of our students displayed a positive and healthy self-concept. They exhibited a sense of gratitude and appreciation for the opportunity to attend school and interact with peers and teachers. They consistently demonstrated positive attitude and behaviour, including following rules and showing respect for others.

However, a minority of students encountered difficulties in exhibiting positive behaviour and social skills. It was believed that it was a post pandemic circumstance. This necessitated additional support, guidance, and interventions to help these students build confidence, resilience, and a stronger sense of self. By addressing these challenges, the school aimed to promote positive development among all students. We believed that the mastery of self-management skills including maintaining emotional stability and effectively handling stress, was an ongoing process for students. With the support and guidance provided by teachers and the implementation of positive education programme promoting well-being and positive values, students were equipped with the necessary tools to develop these skills.

Besides, most of our students displayed a strong enthusiasm for exploring new horizons of knowledge. They embraced challenges and displayed perseverance until their goals were achieved, benefiting from the guidance provided by teachers. The eagerness to learn fostered a vibrant and dynamic learning environment. Moreover, information technology played a significant role in students' learning experiences. Recognising its importance, the school provided training to enhance students' information searching skills and promote appropriate utilisation of digital devices and online platforms for educational purposes. Most students demonstrated responsible behaviour by following the rules set by teachers and engaging in ethical use of information technology. Primary 4 and Primary 5 students displayed remarkable adaptability during the transition from traditional textbooks to the BYOD platform, demonstrating agility in learning to use technology and transforming it into an enjoyable and effective learning tool.

To foster a healthy lifestyle among our students, we actively promoted regular physical exercise throughout the school year. Our school implemented the Sports Diary Programme which encouraged students to self-monitor and track their progress as they worked towards their goals. We emphasised the importance of choosing physical activities that students genuinely enjoyed and wholeheartedly engaged in. By doing so, they not only improved their personal fitness but also developed essential self-management skills that contributed to maintaining a healthy lifestyle. Our students were enthusiastic participants in this endeavor,

recognising and embracing the steps necessary for their overall well-being and personal growth.

The school always emphasised the influential role of teachers and parents in shaping students' attitude and behaviour through guidance, clear expectations, and the creation of a supportive and inclusive learning environment. By fostering these positive factors, students were more likely to remain motivated, engaged, and became successful throughout their educational journey.

Academic and Non-academic Performance

Our school has provided students an all-round education with equal emphases on academic excellence as well as extra-curricular competency development. In the school year 2022-2023, the overall performance in the internal assessments was good. Students' perseverance and efforts were reflected in the SSPA in which most of them continued their studies in EMI secondary schools.

Moreover, our students participated in a wide variety of extra-curricular activities organised by the school and inter-school competitions held by different organisations. Students showed their talents in various areas as they got encouraging results in different inter-school competitions. The achievements are summarised as follows:

Events		Awards			
		1 st	2 nd	3 rd	Merit
Speech & Music Festival	• 74 th H.K. Schools Speech Festival (English)	8	18	24	184
	• 74 th H.K. Schools Speech Festival (Cantonese)	7	6	13	57
	• 74 th H.K. Schools Speech Festival (Putonghua)	6	3	7	63
	• 75 th H.K. Schools Music Festival (Individual)	12	10	5	116



St. Joseph's Primary School
School Report 2022-2023



Events		Awards			
		1 st	2 nd	3 rd	Merit
Music	H.K. Youth Music Interflows 2023				
	➤ Symphonic Band	*	1	*	*
	➤ String Orchestra	*	*	1	*
	➤ Chinese Instrumental Ensemble	*	*	1	*
	Joint School Music Association Competitions 2023				
	➤ Symphonic Band	*	1	*	*
	➤ Handchime Team	*	1	*	*
	➤ Percussion Band	*	1	*	*
	➤ Senior Choir	1	*	*	*
	➤ Junior Choir	*	1	*	*
	➤ String Orchestra	1	*	*	*
	➤ Chinese Instrumental Ensemble	*	1	*	*

St. Joseph's Primary School
School Report 2022-2023



Events		Awards
Swimming Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Swimming Competition 2022-23 	Boys A: Champion Boys B: Champion Boys C: Champion
Basketball Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Basketball Competition 2022-23 	Champion
Table-tennis Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Table-tennis Competition 2022-23 	Boys A: Champion Boys B: Champion
Badminton Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Badminton Competition 2022-23 	Champion
Athletics Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Athletics Competition 2022-23 	Boys A: 1 st Runner-up Boys B: 3 rd Runner-up Boys C: 1 st Runner-up
Rugby Team	<ul style="list-style-type: none"> • HKSSF All Hong Kong Inter-primary Schools Touch Rugby Competition 2022-23 	Champion
Volleyball Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Volleyball Competition 2022-23 	1 st Runner-up
Football Team	<ul style="list-style-type: none"> • HKSSF Hong Kong Island West Area Inter-primary Schools Football Competition 2022-23 	2 nd Runner-up



St. Joseph's Primary School
School Report 2022-2023



Events		Awards		
Mathematics Olympiad Team	• The 17 th H.K. Mathematics Creative Problem Solving Competition for Primary Schools	Heat: Gold Award Final: 2 nd Runner-up		
	• The 16 th Hong Kong Joint Primary School Mathematics Competition 2022-2023			
	Wan Chai District	<ul style="list-style-type: none"> ➢ Creative Problem Solving & Computational Skills ➢ Calculation ➢ Overall 	Champion	
	Inter-school Contest	<ul style="list-style-type: none"> ➢ Creative Problem Solving & Computational Skills ➢ Calculation ➢ Overall 	Champion	
• The 9 th Hong Kong Primary Mathematics Challenge 2022-2023	P.6	Gold	Silver	Bronze
	P.5	4	1	2
		3	3	4



St. Joseph's Primary School
School Report 2022-2023

Events		Awards				
Mathematics Olympiad Team	• Mathconception 2023	Top 3	Gold	Silver	Bronze	
		P.6 1 st Runner-up	2	*	1	
		2 nd Runner-up				
		Overall: Champion				
		P.5	*	3	*	3
		Overall: Merit				
		P.4	*	2	1	*
		Overall: Merit				
		P.3	Champion	3	*	*
		Overall: Champion				
		P.2	*	*	3	2
		Overall: Merit				
		P.1	*	1	3	4
		Overall: Merit				
	Overall	Champion				
	• 香港華羅庚金杯少年數學邀請賽 (決賽)	季軍	金牌獎	銀牌獎		
		1	1	2		
		團體	冠軍			
	• 第二十九屆香港小學數學精英選拔賽	計算競賽	一等獎	二等獎	三等獎	
			3	3	*	
		數學競賽	隊際: 優異獎			
			2	3	2	
		總成績	隊際: 亞軍			
			3	3	1	
	隊際: 亞軍					
	• 華夏盃 2023	晉級賽	狀元獎	特等獎	一等獎	二等獎
			2	1	17	22
		總決賽	1	2	7	14
	• 港澳盃 AIMO Open 2023	晉級賽	冠軍	金獎	銀獎	銅獎
		1	14	5	19	
• 第三十屆香港小學數學奧林匹克比賽		金獎	銀獎	銅獎		
		5	6	6		

St. Joseph's Primary School
School Report 2022-2023

Events		Awards
English	• 10 th Primary Schools Debating Tournament 2023	• Champion • Best Debater Award: 1 • Outstanding Debater Award : 2
	• Hong Kong Young Writers Award	• Winner (Non-fiction Category)
	• Hong Kong Battle of the Books (Modified Primary)	• Winner
中文	• 道地 2022 年全港小學生創意徵文比賽	• 亞軍 : 1
	• 2022-2023 年全國青少年語文知識大賽「菁英盃」(香港賽區)	• 總決賽二等獎 : 1 • 總決賽三等獎 : 1 • 總決賽優異獎 : 3
	• 2023 第十九屆全港小學徵文比賽	• 高小組優異獎 : 1
STEM	• 賽馬會運算思維教育 — 全港小學生運算思維比賽 2023 Coolthink@JC Competition 2023	• Team 1 : Top 20 • Team 2: 3rd Runner-up (Merit)
	• 香港小學電腦奧林匹克比賽 2022-23 The Hong Kong Primary Schools Olympiad in Informatics 2022-23	• 優異獎: 3
	• 香港國際科學競賽初賽 2022-2023 (香港賽區) HONG KONG INTERNATIONAL SCIENCE OLYMPIAD HEAT ROUND 2022 - 2023 (HONG KONG REGION)	• Gold: 3 • Bronze: 1
Visual Arts	• 「世界心臟日」香港心臟基金會繪畫比賽 2022	• 亞軍 • 網上最受歡迎冠軍
	• 細味人生 — 「關愛尊重、推己及人」四格漫畫創作比賽	• 季軍 • 優異獎
	• 「那些年的鄰里娛樂」鈴鼓創作比賽	• 最具人氣獎 • 美感獎 • 愛心獎
	• 第十五屆品德教育漫畫創作比賽	• 亞軍 • 優異獎

St. Joseph's Primary School
School Report 2022-2023



Part D: Financial Summary

2020-2021

Government Fund

Expanded Operating Expenses Block Grant (EOEBG)

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Non-School Specific Grants				
\$ 425,594.47	Basic/Baseline/Per Class	\$ 1,413,420.28	\$ (1,409,439.39)	\$ 429,576.36
School Specific Grants				
\$ 609,752.60	Air-Conditioning Grant	\$ 470,694.00	\$ (194,293.60)	\$ 886,153.00
\$ 1,340,337.89	Revised Administration Grant	\$ 1,745,450.44	\$ (1,663,783.57)	\$ 1,422,004.76
\$ 391,482.50	Composite I.T. Grant	\$ 528,140.00	\$ (610,547.01)	\$ 309,075.49
\$ 128,312.29	Student Guidance Service Grant	\$ 873,009.00	\$ (883,071.83)	\$ 118,249.46
\$ 998.00	UAP Grant	\$ 135,001.00	\$ (134,005.00)	\$ 1,994.00
\$ 387,890.16	Capacity Enhancement Grant	\$ 780,416.00	\$ (870,900.00)	\$ 297,406.16
\$ 52,417.40	Enhanced Speech Therapy Grant	\$ 176,410.00	\$ (168,350.00)	\$ 60,477.40

Outside EOEBG

\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 5,740.00	\$ (5,740.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 20,000.00	\$ (20,000.00)	\$ 0.00
\$ 98,233.09	Learning Support Grant	\$ 449,775.00	\$ (546,399.50)	\$ 1,608.59
\$ 99,997.92	Grant for SB Supp NCS Students	\$ 800,000.00	\$ (847,038.00)	\$ 52,959.92
\$ 8,243.57	Promotion of Reading Grant	\$ 41,609.00	\$ (49,379.35)	\$ 473.22
\$ 203,581.00	Grant for the Sister School Scheme	\$ 156,035.00	\$ (0.00)	\$ 359,616.00

School Fund

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
\$ 80,595.61	Approved Collection for SPA	\$ 298,530.00	\$ (227,760.700)	\$ 151,365.61
\$ 4,670,878.90	Donation	\$ 2,747,388.60	\$ (3,079,862.98)	\$ 4,338,404.52

*There might be discrepancy in amounts between (Balance b/f) and previous (Balance c/f) after audit adjustment.

St. Joseph's Primary School
School Report 2022-2023

2021-2022

Government Fund

Expanded Operating Expenses Block Grant (EOEBG)

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Non-School Specific Grants				
\$ 429,206.36	Basic/Baseline/Per Class	\$ 1,464,362.05	\$ (1,592,860.67)	\$ 300,707.74
School Specific Grants				
\$ 886,153.00	Air-Conditioning Grant	\$ 473,976.50	\$ (334,706.80)	\$ 1,025,422.70
\$ 1,421,979.76	Revised Administration Grant	\$ 1,746,600.00	\$ (1,796,776.70)	\$ 1,371,803.06
\$ 309,075.49	Composite I.T. Grant	\$ 531,837.00	\$ (802,613.13)	\$ 38,299.36
\$ 118,249.46	School Social Work Service Grant	\$ 1,125,988.00	\$ (816,384.84)	\$ 427,852.62
\$ 1,994.00	UAP Grant	\$ 143,356.00	\$ (142,484.00)	\$ 2,866.00
\$ 297,406.16	Capacity Enhancement Grant	\$ 785,878.00	\$ (837,480.00)	\$ 245,804.16
\$ 60,477.40	Enhanced Speech Therapy Grant	\$ 172,323.00	\$ (163,800.00)	\$ 69,000.40

Outside EOEBG

\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 5,780.00	\$ (5,780.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 20,000.00	\$ (20,000.00)	\$ 0.00
\$ 1,608.59	Learning Support Grant	\$ 455,605.00	\$ (408,260.70)	\$ 48,952.89
\$ 52,959.92	Grant for SB Supp NCS Students	\$ 800,000.00	\$ (610,869.96)	\$ 242,089.96
\$ 473.22	Promotion of Reading Grant	\$ 41,900.00	\$ (35,598.42)	\$ 6,774.80
\$ 204,666.00	Grant for the Sister School Scheme	\$ 157,127.00	\$ (142,805.90)	\$ 218,987.10
\$ 903,490.19	Life-Wide Learning Grant	\$ 912,877.00	\$ 1,373,418.35	\$ 442,948.84

School Fund

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
\$ 151,365.61	Approved Collection for SPA	\$ 293,570.00	\$ (244,440.87)	\$ 200,494.74
\$ 4,338,404.52	Donation	\$ 1,533,320.00	\$ (1,288,027.60)	\$ 4,583,696.92

*There might be discrepancy in amounts between (Balance b/f) and previous (Balance c/f) after audit adjustment.

St. Joseph's Primary School
School Report 2022-2023

2022-2023

Government Fund

Expanded Operating Expenses Block Grant (EOEBG)

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Non-School Specific Grants				
\$ 300,707.74	Basic/Baseline/Per Class	\$ 1,442,246.88	\$ (1,385,732.54)	\$ 357,222.08
School Specific Grants				
\$ 1,025,422.70	Air-Conditioning Grant	\$ 482,512.50	\$ (468,921.30)	\$ 1,039,013.40
\$ 1,371,803.06	Revised Administration Grant	\$ 1,776,452.90	\$ (1,876,352.00)	\$ 1,271,903.96
\$ 38,299.36	Composite I.T. Grant	\$ 593,835.00	\$ (525,234.02)	\$ 106,900.34
\$ 427,852.62	School Social Work Service Grant	\$ 658,080.00	\$ (879,829.29)	\$ 206,103.33
\$ 2,866.00	UAP Grant	\$ 145,936.00	\$ (145,220.00)	\$ 3,582.00
\$ 245,804.16	Capacity Enhancement Grant	\$ 800,017.00	\$ (869,220.00)	\$ 176,601.16
\$ 69,000.40	Enhanced Speech Therapy Grant	\$ 166,881.00	\$ (178,200.00)	\$ 57,681.40

Outside EOEBG

\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 5,855.00	\$ (5,855.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 20,000.00	\$ (20,000.00)	\$ 0.00
\$ 48,952.89	Learning Support Grant	\$ 585,015.00	\$ (467,838.65)	\$ 166,129.24
\$ 242,089.96	Grant for SB Supp NCS Students	\$ 820,000.00	\$ (727,680.00)	\$ 334,409.96
\$ 6,774.80	Promotion of Reading Grant	\$ 42,654.00	\$ (38,192.31)	\$ 11,236.49
\$ 218,987.10	Grant for the Sister School Scheme	\$ 159,955.00	\$ (140,040.10)	\$ 238,902.00
\$ 475,548.84	Life-Wide Learning Grant	\$ 929,055.00	\$ 1,048,790.14	\$ 355,813.70

School Fund

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
\$ 200,494.74	Approved Collection for SPA	\$ 294,190.00	\$ (272,783.60)	\$ 221,901.14
\$ 4,583,696.92	Donation	\$ 1,587,983.00	\$ (1,149,083.60)	\$ 5,022,696.32

*There might be discrepancy in amounts between (Balance b/f) and previous (Balance c/f) after audit adjustment.