St. Joseph's Primary School

School Report

2023-2024

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

St. Joseph's College has a history of 149 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.
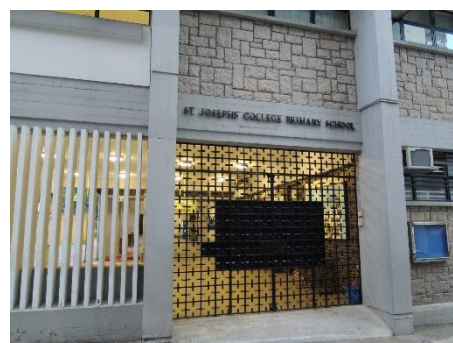
School Motto　　　　　Labour and Virtue 勤奮向善

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 2023-2024

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)
	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 Ho Tan Meng Jeanne	(Teacher Manager)
	Mr Chan Koon Wah	(Parent Manager)
Alternate Managers:	Mr Tam Kin Kwok	(Alternate SSB Manager)
	Mr Tam Kwok Kong Anthony	(Alternate Teacher Manager)
	Mr Lo Chi Ho	(Alternate Parent Manager)

Our Students

2023-2024 Class Structure

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

Class Level	23/24
P.1	160
P.2	159
P.3	163
P.4	156
P.5	159
P.6	147
Total	944

Attendance	23/24
P.1	95.90%
P.2	96.20%
P.3	96.90%
P.4	96.30%
P.5	96.60%
P.6	96.60%

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	43%
Bachelor's Degree	100%

Teachers' Data

Number of Registered Teachers	61
Chinese Teachers	21
English Teachers (except NET)	19
Mathematics Teachers	18
NET	2
PTH Teachers	13

Teaching Experience

0 to 4 years	23%
5 to 9 years	16%
10 years and above	61%

Continuing Professional Development

Our school has implemented a comprehensive approach to professional development, aligning with the seven learning goals. Through systematic and targeted opportunities, we empower teachers to create a positive and enriching learning environment that supports students in achieving these goals. By providing training and resources, we equip teachers to effectively nurture a positive national identity, promote values, deepen subject expertise, enhance language skills, foster critical thinking and collaboration, promote reading and information literacy, and encourage a healthy lifestyle.

Date	Seminar / Workshop	Related Seven Learning Goals
25/8/2023	Engaging Students to Learn by CoSpaces Edu App	◆ Reading & information literacy
29/8/2023	Psychological First Aid Workshop: Theory and Role Playing Exercise	◆ Healthy life style ◆ Generic skills
6/9/2023	AI Workshop: From School to Corporate	◆ Reading & information literacy
25/11/2023	"Wisely Set Internet & Boundaries for Your Next Generation"	◆ Reading & information literacy
22/3/2024	運用 Octopus AI 和平台進行互動學習，管理學習	◆ Reading & information literacy
17/5/2024	Microsoft Copilot Trial	◆ Reading & information literacy
18/5/2024	Under the National Security Law and the Constitution, how can parents help their children avoid crossing boundaries?	◆ National identity ◆ Proper values and attitudes
12/7/2024	Apple Education Workshop	◆ Reading & information literacy
15/7/2024	Exploring Emotions and Self-concept: "Inside Out 2" Movie Screening	◆ Healthy lifestyle
17/7/2024	"e-Learning Sharing Session"	◆ Knowledge of key learning areas ◆ Reading & information literacy
17/7/2024	Lasallian Formation: Mindful Steps - A Grounded Mindset in Responding to the Lasallian Mission	◆ Proper values and attitudes

In addition to actively participating in school-based professional development programmes, the majority of teachers have taken the initiative to enrol in various training programmes organised by the Education Bureau (EDB) and other organisations. These initiatives aim to enhance their continuous professional growth, leading to improved teaching quality and enhanced student learning outcomes.

Lasallian Formation for Teachers 2023-2024

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 17th July 2024, we were pleased to invite Brother Edmon Viroomal FSC to give us, 60 teaching staff members, an inspirational speech on our Lasallian Formation. The Formation, which proved to be an enlightening and thought-provoking event, aimed to deepen our understanding of the Lasallian mission and inspire us to adopt a grounded mindset in our roles as educators.

Brother Edmon graced the occasion and captivated the audience with his profound insights. The topic of his talk, "Mindful Steps - Adopting a grounded mindset in responding to the Lasallian Mission", resonated with the attendees, setting the tone for a reflective and inspiring session.

Brother Edmon commenced the workshop by emphasizing the intrinsic connection between Lasallian spirituality and the spirituality of teachers. He highlighted that St. John Baptist de La Salle, our founder and also the pioneer of education, laid the foundation for a unique teacher spirituality within the Lasallian tradition. This revelation sparked a purpose among the educators present, as they realised their role as torchbearers of this rich legacy.

Moving forward, Brother Edmon delved into the significance of working in a Lasallian school. He emphasised that being part of the Lasallian community entails accepting both a challenge and a vocation. Each teacher, by making a ministry out of teaching, embarks on a noble mission to transform the lives of students. This message resonated deeply with the attendees, reinforcing their commitment to their profession and their students.


Furthermore, Brother Edmon shed light on the power of unity and collaboration within the Lasallian network. He emphasised that as educators in Lasallian schools, we are not alone but rather part of a larger community. Together, we teach and learn, supporting and inspiring one another to fulfill the Lasallian mission. The notion of being connected to a wider network of educators sparked a sense of camaraderie and instilled a renewed enthusiasm among the workshop participants.

In the final segment of the Formation, Brother Edmon inspired the teachers to engage in self-reflection, encouraging them to explore ways to enhance their practice as Lasallian educators. He invited them to embrace continuous growth and improvement, urging them to ponder upon the question of how they could become better versions of themselves in their roles as educators within the Lasallian tradition.

Lasallian Formation proved to be an enriching experience for all who attended. Through Brother Edmon Viroomal's profound insights, the gathering deepened our understanding of the Lasallian mission and motivated us to adopt a grounded mindset in our approach to teaching. As the event concluded, the teachers departed with a renewed sense of purpose, ready to embrace their roles as Lasallian educators and make a lasting impact on the lives of their students.
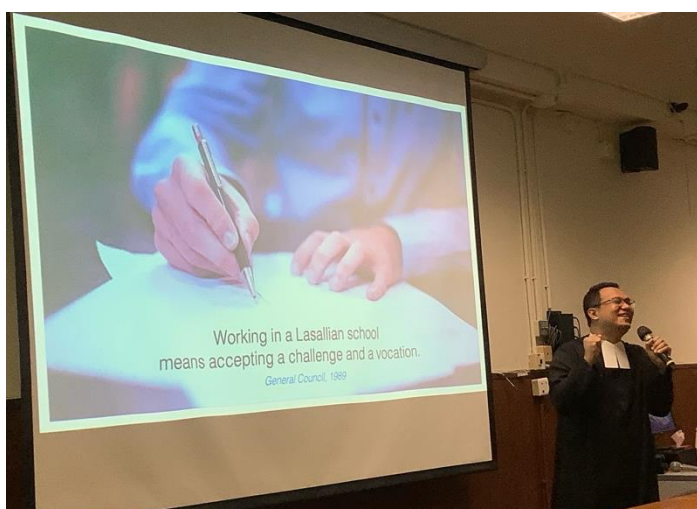
Part B: Achievements and Reflection on Major Concerns; Feedback and Follow-up

In the academic year 2023-2024, our school development plan has reached its final phase, centering on enabling students to learn more effectively and meaningfully with a positive attitude in the digital era. The programmes and activities that were postponed in the previous year have now been successfully completed, offering students a more comprehensive and enriching learning experience.

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:

<u>**Teachers' Personal Professional Development on e-Learning**</u>

- A total of 42 teachers have successfully completed at least one e-Learning training course organised by the Education Bureau (EDB), or other organisations, or have watched the online videos through the EdCity Go e-Learning platform. This amounts to 84 e-Learning workshops and seminars in total. Among the 84 training workshops/seminars or online learning video clips:
  - 92.8% of the teachers reflected that the workshops/seminars were suitable for their professional development.
  - 80.9% of the teachers could apply the strategies and methods used in the demonstration lessons in teaching.
  - 94% of the teachers believed that the workshops/seminars could help them implement e-Learning in the school.
  - 92.8% of the teachers would like to participate in more e-Learning workshops/seminars in the future.

Survey on Teachers' e-Learning Training 2023-2024
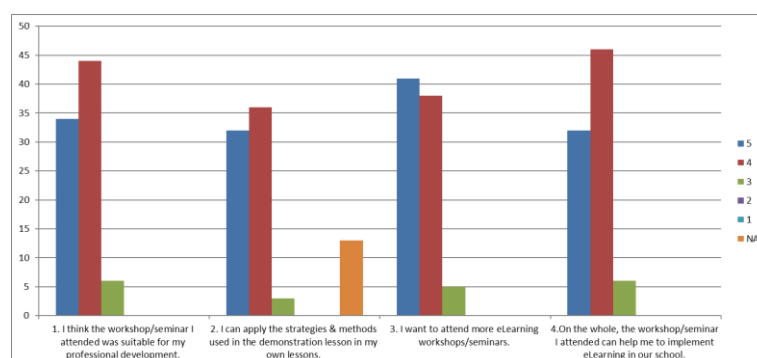
'5' stands for strongly agree.   '1' stands for strongly disagree.   'NA' stands for not applicable.

In-house e-Learning Workshops

- Throughout the year, the school organised a series of professional development workshops for teachers to enhance their skills and knowledge. These workshops were divided into two main categories:

A. School-Based e-Learning Workshops

- At the beginning of the school year, a workshop titled Engaging Students to Learn by CoSpaces Edu App was organised for all teachers on 25th August 2023. Mr Lee Chi-shing, teacher of P.L.K Chee Jing Yin Primary School shared his experience using CoSpaces Edu App in classrooms. Teachers were highly engaged in the hands-on practice of using CoSpaces Edu App to compose tailor-made 3D Content as teaching materials and how to let students build their own 3D creations, animate them with code and explore them in captivating ways, including Virtual and Augmented Reality.

- At the end of this academic year, the onsite Apple in Education workshop titled Empowering Student Creativity with iPad on 12th July 2024 provided teachers with hands-on practice by participating in student-centric activities using various Apps such as Keynotes, Pages, Freeform and Clips, to design creative teaching materials and classroom activities.

- The workshops were well received. Over 98% of the teachers reflected that the workshops were well organised. The speakers' performance was impressive. Over 93% of the teachers agreed that the speakers delivered the workshops clearly and the demonstrations were easy to follow. Over 87% of the teachers pointed out that the workshops helped them explore educational resources to implement the Apps in classroom setting.

- Moreover, three AI workshops were organised. The workshops focus on equipping teachers with insights into the skills and qualities the corporate world values in students. This will help teachers tailor their teaching strategies with the help of AI, to better prepare students for future career success.

- On 6th September of 2023, the speaker Mr Joseph Lin, Programme Manager for AI and Digital Education, provided the teachers with valuable insights into navigating the transition "From School to Corporate".

- On 22nd March of 2024, Mr Hillman Tam, Technical Director & Founder of Octopus InfoTech Limited, led an interactive session with our teaching staff on the use of the Octopus AI Platform for learning management and interactive learning.

- In addition to the session on learning and teaching, on 17th May of 2024, Mr Allen Ho, the Partner Technology Manager at Microsoft, introduced our teachers to Microsoft Copilot and how it utilises the power of AI. The aim was to showcase how Copilot can boost productivity, unleash creativity and enhance the ability to comprehend information through a seamless chat-based experience.

- The workshops were widely acclaimed by the participants. Over 89% of the teachers expressed that the workshops were well-planned and executed. More than 78% of the teachers agreed that the workshops enhanced their understanding of how to prepare for future learning and how to alleviate administrative workloads. Similarly, over 78% of the teachers indicated that they intend to incorporate AI into their teaching practices. Additionally, an overwhelming 98% of the attendees gained a better appreciation for how Copilot could assist them in their day-to-day work.

B. Subject-Based e-Learning Workshops

- In addition to the workshops conducted by the external organisations, subject-based workshops were tailored to provide teachers with subject-matter expertise and best practices for teaching their respective disciplines. The subject-based workshops focused on topics like curriculum design, instructional strategies, assessment methods and the integration of technology in specific subject areas.
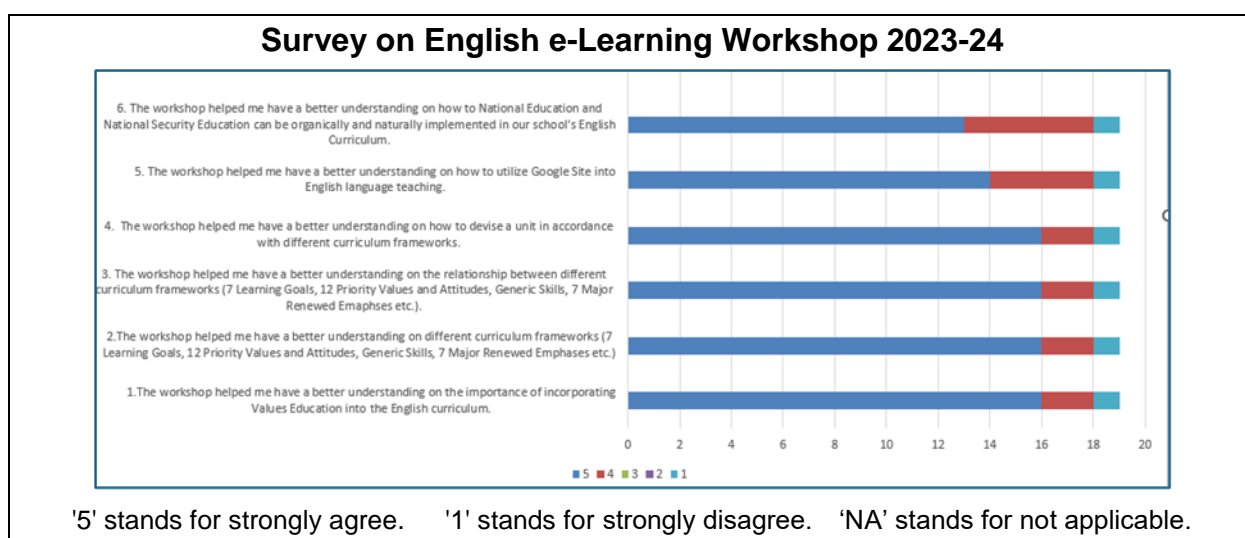
1. English e-Learning Workshop

- Together with the Advisory Teacher from the NET Section of EDB, the English Panel hosted an in-house training workshop for all the English teachers on 30th May, 2024 under the title "21st Century Educators: Navigating Values Education". Focusing on the e-Learning platform Google Sites, the speakers shared various ways and reasons for utilising the platform, such as benefits of using the platform, design considerations to cater
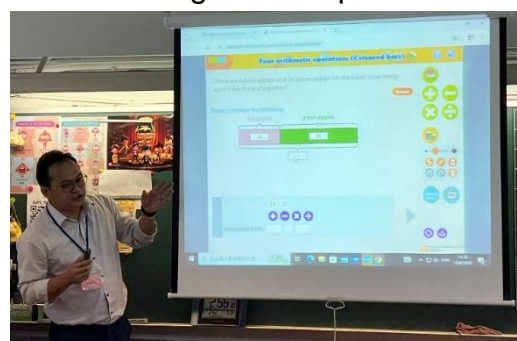
for learner diversity, case sharing of its usage in P.2 English and, most importantly, the ways to incorporate values education in its design and implementation.

● After the presenters' sharing, the teachers were put in groups according to the levels they taught and were asked to discuss ways to effectively implement Google Sites in one of their units in the curriculum. The group discussion time was followed by a brief sharing session of each group. Based on the ideas agreed upon and shared by the teachers, each level in the English Panel will carefully plan and try to implement the discussed unit in the coming academic year after proper amendments and development.
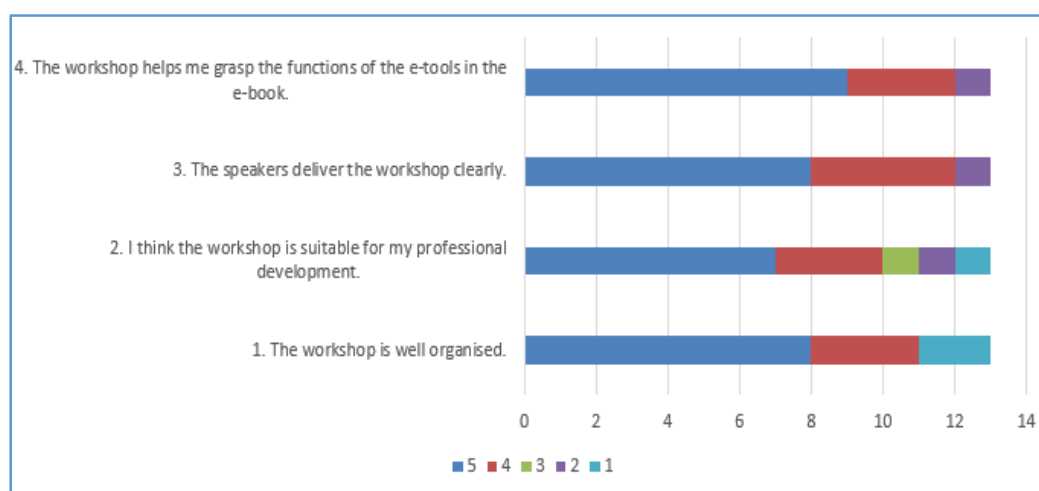

Survey on English e-Learning Workshop 2023-24

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

2. Mathematics e-Learning Workshop

● On 13th June, 2024, our school invited the Mathematics textbook publisher, Marshall Cavendish Education, to hold an e-Learning workshop for teachers. The workshop aimed to familiarize teachers with the publisher's digital tools and applications, and demonstrate how these interactive platforms can be integrated into Mathematics teaching and learning. The e-Learning tools, featuring visual aids, would enable teachers to explain complex concepts more engagingly.

● The workshop also highlighted how these tools can facilitate assessment, consolidation and overall enhancement of the Mathematics learning experience for students. The goal was to empower teachers to leverage technology and provide more engaging, student-centric Mathematics lessons.

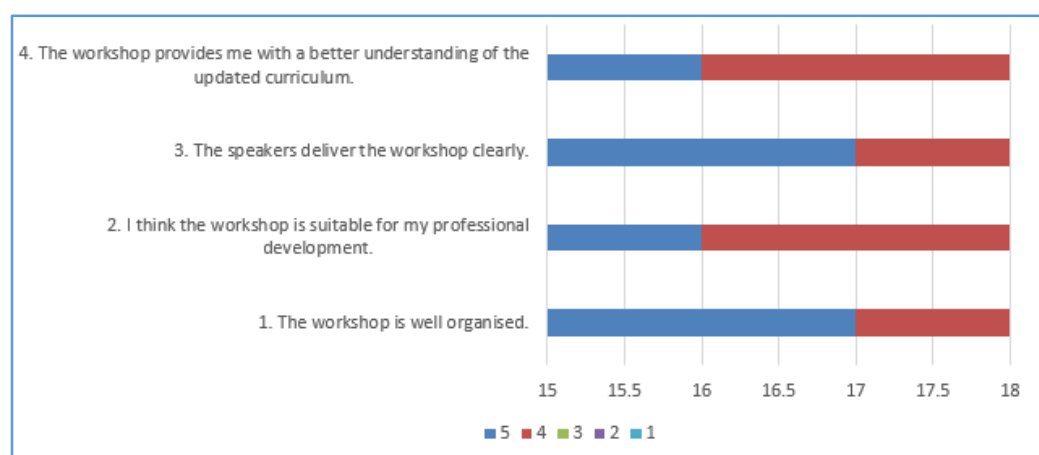**Survey on Mathematics e-Learning Workshop 2023-24**

4. The workshop helps me grasp the functions of the e-tools in the e-book.
3. The speakers deliver the workshop clearly.
2. I think the workshop is suitable for my professional development.
1. The workshop is well organised.

5 4 3 2 1

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

3. GS/PS e-Learning Workshop

● The General Studies and Primary Science Panel organised an in-house training workshop for all GS/PS teachers on 5th July, 2024. The workshop covered updates to the upcoming new Primary Humanities and Primary Science curriculum, as well as an introduction to the use of handheld telescopes for integration into Primary Science lessons.

● Over 85% of the participating teachers gave positive feedback, indicating the training was valuable and well-received by the staff. The comprehensive workshop ensured the teaching team was kept up-to-date on curriculum changes and exposure to new technological tools to enhance the delivery of Science lessons.

Survey on GS/PS e-Learning Workshop 2023-24

4. The workshop provides me with a better understanding of the updated curriculum.
3. The speakers deliver the workshop clearly.
2. I think the workshop is suitable for my professional development.
1. The workshop is well organised.

5 4 3 2 1

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

Visit for Teachers & Internal Sharing Session on e-Learning

- On 12ᵗʰ June 2024, a visit to Mighty Oaks Kindergarten was organised for the panel heads of various subject panels. This visit included a school tour and lesson observations, allowing teachers to gain a deeper understanding of the kindergarten's curriculum, teaching strategies and the use of IT.
- The insights gathered during this visit are invaluable for facilitating a smooth transition for students moving from kindergarten to Primary 1. By aligning teaching approaches and understanding early education methods, our teachers can better support students in their academic journey.
- New e-Learning resources were explored and shared during CLPs across various subject panels.
- Teachers integrated new e-Learning resources into their teaching.
- On 17ᵗʰ July 2024, an internal e-Learning sharing session was held, where teachers from various panels were invited to do the sharing. During the session, teachers shared the latest updates from their panels and discussed how they incorporate e-Learning elements into their lessons.
- Based on the questionnaire results, over 90% of teachers agreed or strongly agreed that the session was well-organised and instilled confidence in their ability to implement e-Learning effectively within their own classrooms.

Reflection

- Like the previous year, the e-Service platform primarily offered courses that were reruns or repetitions of past content. As a result, teachers may have faced challenges in accessing new and updated material that was relevant to their specific subject areas. To

compensate for this discrepancy, most teachers had actively signed up for AI/STEAM courses or had utilised the Go e-Learning platform to stay informed about the latest trends in e-Learning. This allowed them to supplement the limited new content available on the e-Service platform.

- As reflected by the surveys, all the workshops were successfully run. The in-house e-Learning workshops provided valuable opportunities for the teachers to acquire the necessary e-Learning skills and learn about new pedagogical approaches. The AI workshops provided valuable opportunities for the teachers to explore the integration of AI in the educational realm. AI-powered tools can personalize the learning experience by adapting content and pace to the individual needs of students. AI assistants can also help streamline administrative tasks, freeing up teachers to focus more on instruction and student engagement. Additionally, AI-driven analytics can provide valuable insights into student performance and learning patterns, enabling teachers to make data-driven decisions to enhance the effectiveness of their teaching approaches.

- The English e-Learning workshop was very meaningful especially to our English teachers because the development and implementation of Google Site in one of the units in the P.2 English curriculum was shared as a case for successful implementation, which recognised teachers' hard work for developing the unit in the past year and confirmed its right implementation for English teaching and Values Education. As the participants included not only the teachers of our school, but also English Panel Heads of two other schools and one Vice Principal from another school, the practice was shared to an even larger group of people.

- It has been reflected that the Maths publisher should maintain the e-book platform more stably. Besides using the above apps and platforms for teaching and consolidation, teachers also reflected that the publisher should add more questions in each Kahoot game which has been embedded at the end of each module for consolidation. It is also suggested that they should launch a more interactive e-assessment platform for student's self-directed learning.

- The GS/PS Panel would consider introducing more e-Learning tools and resources to support General Studies teaching. This could include demonstrations of interactive digital simulations, gamified learning activities and online collaboration platforms. Exposing the teaching panel to a wider array of e-Learning technologies would equip them with additional pedagogical strategies to engage students and enhance the delivery of General Studies content.

- It was agreed that the kindergarten visit was a productive step towards enhancing collaboration and ensuring continuity in education for our youngest learners.

- The e-Learning sharing session provided valuable insights into innovative teaching strategies and fostered a deeper understanding of integrating technology in education.

The session was an excellent opportunity for teachers to exchange ideas and enhance their digital teaching practices, ultimately benefiting student learning experiences.

Feedback and Follow-up

- Most e-Learning courses offered by the Education Bureau (EDB) now place a strong emphasis on STEM/STEAM or AI elements. Teachers may take advantage of these opportunities and enroll in these courses to stay up-to-date with the latest educational trends. By participating in these courses, teachers can enhance their knowledge and skills in these areas, which can ultimately benefit the learning experiences of our students.

- By leveraging the extensive video library on the Go e-Learning platform, teachers can broaden their knowledge, explore new teaching methodologies and continuously enhance their skills to meet the evolving needs of education.

- More workshops should be organised in the future to ensure that teachers can continually equip themselves with the most up-to-date e-Learning skills and knowledge. This will help the teachers stay current with the evolving digital learning landscape.

- Given the advantages of AI in education, it would be beneficial to organise more AI-focused workshops in the future. This would ensure that teachers are equipped with the necessary skills and knowledge to leverage AI technologies in creating more engaging, personalized and effective learning environments that ultimately foster student success.

- The results of the English e-Learning Workshop survey were very positive. 94.7% of the participants responded positively to the questions that asked whether the workshop was helpful in helping them understand the importance of Values Education, different curriculum frameworks suggested by the EDB, the relationship between the curriculum frameworks, ways to develop teaching units based on the curriculum frameworks, ways to utilise Google Sites, and how to naturally and organically incorporate National Education and National Security Education into our school's English curriculum.

- Follow-up work to utilise Google Sites and incorporate Values Education will be done by English teachers during curriculum-planning meetings based on the group discussion they had during the workshop.

- Before finding a more suitable interactive e-assessment platform that fits the Hong Kong Primary Mathematics syllabus, teachers could first search and organise the related apps and platforms that facilitate teaching and consolidation for each topic in a more structured way. It is suggested that each Mathematics coordinator at the school level compile a list of these apps and platforms for their respective grade levels. This will help organise the resources and make it easier to identify the best fit for the school's needs.

- The GS/PS Panel will continue to provide in-house training workshops for all GS/PS

teachers. These workshops aim to help teachers incorporate e-Learning tools effectively into their lesson plans.

- More kindergarten visits should be arranged to help teachers understand the latest trends in early education. This will enable them to design learning materials that better meet the needs of Key Stage 1 students.

- Teachers are continually encouraged to share e-Learning resources through CLPs and learn from each other's best practices and apply them in their lessons.

Target 2-To promote intrinsic motivation and initiative in learning
Strategies 1-3
Achievements

- In 2023-2024, as the first full year after the pandemic, all school activities resumed completely. Core subject panels integrated new e-Learning elements and platforms into their curricula. This year also marked the implementation of iPads for all KS2 students.

- Alongside the use of iPads, teaching materials and resources across various subject panels were reviewed, leading to the development and implementation of new materials in lessons. At the same time, new e-Learning materials were designed for KS1 students.

- A variety of interactive learning activities enhanced student engagement. These well-designed activities have sustained and motivated students' passion for learning, making their educational experience rewarding and enriching. The incorporation of e-Learning has played a crucial role in revitalizing the learning environment.

- The core curriculum, pedagogies and learning materials across the primary subject areas have been refined and updated.

- In order to keep our students engaged and motivated during online learning, the core subject panels held weekly CLP meetings to design and refine the lesson plans for the core subjects, ensuring they are well-suited for the online learning environment. Moreover, the online learning materials and assignments have been created and continuously revised, making them more relevant and relatable to students' daily lives.

- Additionally, a record of the usage of various apps, e-devices and e-platforms utilized for learning and teaching has been meticulously updated in the shared Google Drive.

This is to provide teachers with a comprehensive reference to guide their ongoing integration of digital tools and resources. The combination of collaborative lesson planning, dynamic online content development and the tracking of digital tool usage aims to maintain student engagement and optimize the effectiveness of the online learning experience.

- The majority of teachers have incorporated fun and interactive e-Learning activities into their lesson plans. Aside from the daily use of iPads by P.4-P.6 students under the BYOD scheme, the school's iPad rental rate for students in P.1-P.3 was notably high from September 2023 to July 2024.

- As reported by teachers during the Collaborative Learning Planning (CLP) sessions, students have demonstrated high levels of motivation and engagement in the lessons.

- Apart from the apps listed in the diagram below, some teachers also used other educational apps such as Blooket, Kahoot, Quizizz, Geogebra, Chatterpix and Bamboozle to make learning more meaningful, innovative and engaging.

Survey of Teachers' Most Frequently Used e-Learning Apps in 2023-24

Legend: Zoom, Padlet, Wordwall, Nearpod, Classkick, Plickers, Edpuzzle, Timestable rock stars
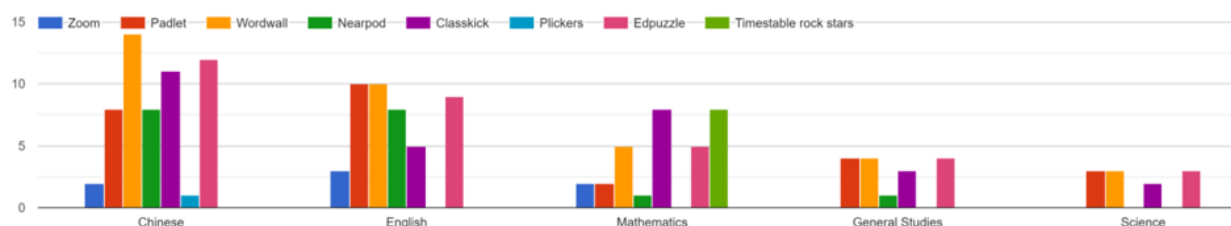
- During the post-assessment OLE period this school year, two showcases were held.
- The first showcase, titled "Code for Play", invited P.1 students playing Scratch games created by P.4 students, and P.2 students playing games created by P.5 & P.6 students using App Inventor. P.1 and P.2 students enjoyed playing the games. This activity also motivated P.4-6 students by giving them a sense of accomplishment and encouraging

their creativity in game development.

- The second showcase, titled "STEM Carnival," was organised for P.1 & P.2 students. The event featured game booths where members of the STEM Gifted Programme displayed their work. The students were very interested, and the P.3 to P.5 members had the opportunity to share their work with their peers.

Reflection

- With all school activities resuming normally, time constraints became more serious, making time management essential. Given the need to cover the entire curriculum, the pace of learning sometimes felt rushed. Consequently, some e-Learning activities were adapted or canceled to ensure essential topics were covered.
- The curriculum was streamlined, and teachers prioritised the most effective activities and platforms. This focus was on methods that were highly engaging, impactful, and aligned with learning goals. By refining their selection, teachers aimed to optimize time and resources, ensuring students gained the most valuable and effective learning experiences. Selecting the best activities for students was crucial.
- Addressing learner diversity is a fundamental challenge within the classroom setting. To effectively cater to the diverse learning needs of students, a wide range of teaching strategies and learning resources should be made available to teachers. This enables teachers to tailor their materials to the unique strengths and abilities of students.
- In Code for Play, with the extensive use of QR codes and iPads across different subjects, P.1 students this year could handle iPads and scan QR codes well. Games for P.2 students were installed on the devices, ensuring the whole event to run smoothly. However, some games were too difficult for P.1 and P.2 students.
- At the STEM Carnival, the P.1 and P.2 students enthusiastically engaged with the various game booths available to them. However, some helpers did not inform the corresponding teachers of their classes and their duties, which created trouble for the teachers in locating them.

Feedback and Follow-up

- In the upcoming school year, teachers will focus on implementing revised teaching strategies and selecting the most suitable e-Learning activities and platforms for their students through regular panel meetings. They will also review current activities, develop more school-based e-Learning resources and implement new materials.

- The core subject panels have taken steps to streamline the curriculum in order to better accommodate the diversity of student abilities, potentials and interests, ensuring that the learning materials and activities are accessible and engaging for the wide range of learners in the classroom.

- Moving forward, the curriculum will emphasize integrating more engaging and interactive activities. This aims to challenge and motivate all students, addressing their individual learning preferences and developmental needs.

- Through the Collaborative Learning Planning (CLP) meetings, teachers have the opportunity to learn from and share new teaching strategies with their peers. This collaborative exchange allows them to expand their pedagogical toolkits and incorporate innovative approaches into their lessons.

- Looking ahead, the School will continue to proactively research, evaluate, and subscribe to additional useful educational apps and learning platforms to ensure that teachers have access to the latest and most effective tools to support student learning in the coming academic year.

- During the preparation phase of Code for Play, more comprehensive guidance and support should be provided to P.4-P.6 students to help them create games that are suitable and appropriate for P.1-P.3 students. This additional assistance will enhance the learning experience of the P.4-P.6 students, ensuring the games they have developed are more enjoyable for all attendees, ultimately making the overall event more successful and rewarding for everyone involved.

- In STEM Carnival, a better communication procedure could be adopted to avoid misunderstandings. For example, a circular with the names of the helpers could be distributed to the involved teachers beforehand. This would ensure that all teachers are aware of who is assisting and can easily locate the helpers.
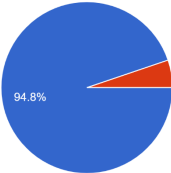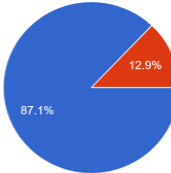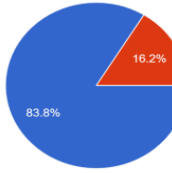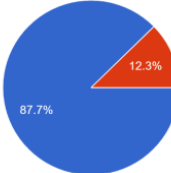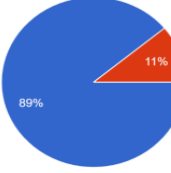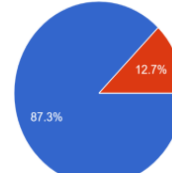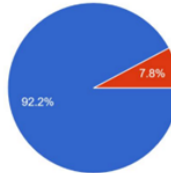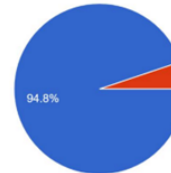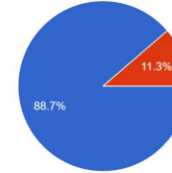

Target 3-To cater for learner diversity and develop students' self-directed learning capabilities
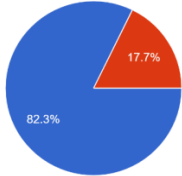**Strategies 1-2**
Achievements
BYOD (Bring Your Own Device) Scheme in KS2(P.4-P.6)
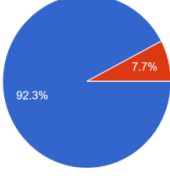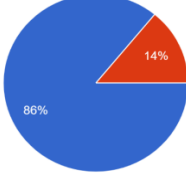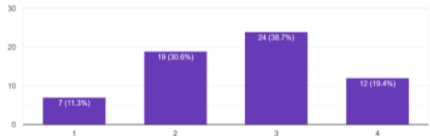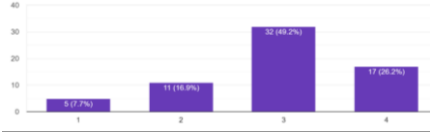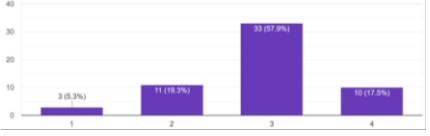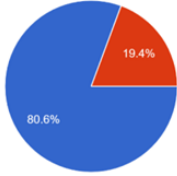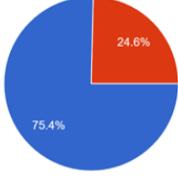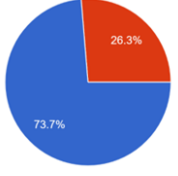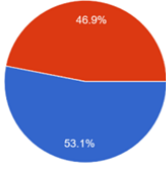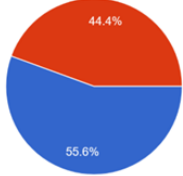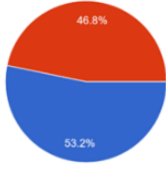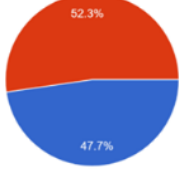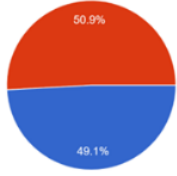
- To enhance the effectiveness of learning and teaching, as well as foster classroom interaction, self-directed learning, problem-solving and collaboration skills among students, our school has implemented the final phase of the BYOD (Bring Your Own Device) policy for students in Primary 4 to 6 this school year. The effectiveness of the BYOD initiative has been demonstrated through the following survey findings.

Surveys on the Implementation of BYOD 2023-2024

P4 Students	P5 Students	P6 Students

1. Do you find learning more interactive, meaningful and interesting with the use of iPad in the classroom?

● Yes
● No

94.8%	87.1% 12.9%	83.8% 16.2%

2. Are you more interested in doing online activities or assignments with the use of iPad?

● Yes
● No

87.7% 12.3%	89% 11%	87.3% 12.7%

3. Do you follow the rules in the use of iPad?

● Yes
● No

92.2% 7.8%	94.8%	88.7% 11.3%

- The survey results indicate that a substantial majority of students, over 89%, found their learning experience to be more interactive, meaningful and engaging when iPads were integrated into the classroom. These students also displayed a heightened level of interest and participation in online activities and assignments.

- Notably, over 92% of the surveyed students confirmed that they have been adhering to the rules and guidelines established for the use of iPads.

- These survey findings provide compelling evidence that the majority of students strongly appreciate and are in favor of the implementation of the Bring Your Own Device (BYOD) scheme in the school.

Surveys on the Implementation of BYOD 2023-2024

P4 Parents	P5 Parents	P6 Parents

1. Does your son find learning more interactive, meaningful and interesting with the use of iPad in the classroom?

● Yes ● No

82.3% / 17.7%	92.3% / 7.7%	86% / 14%

2. How much do you agree the use of iPad has raised your son's interest in online assignments?

● Yes ● No

7 (11.3%), 19 (30.6%), 24 (38.7%), 12 (19.4%)	5 (7.7%), 11 (16.9%), 32 (49.2%), 17 (26.2%)	3 (5.3%), 11 (19.3%), 33 (57.9%), 10 (17.5%)

3a. Have you set up rules for your son in the use of iPad at home?

● Yes ● No

80.6% / 19.4%	75.4% / 24.6%	73.7% / 26.3%

3b. Does your son follow the rules in the use of iPad?

● Yes ● No

53.1% / 46.9%	75% / 25%	55.6% / 44.4%

3c. Have you set Screen Time for your son?

● Yes ● No

53.2% / 46.8%	47.7% / 52.3%	49.1% / 50.9%

- Surveys conducted among parents revealed that a significant percentage of respondents recognized the positive impact of iPads on their son's learning experiences. Specifically, 87% of parents with students in Primary 4 to 6 reported that their sons found learning to be more interactive, meaningful and engaging with the integration of iPads in the classrooms.

- Additionally, a considerable proportion of these parents, 70%, concurred that the incorporation of iPads had effectively increased their sons' interest and engagement in online assignments.

- These survey findings clearly indicate that a large majority of parents with sons in the upper primary grades have witnessed tangible benefits stemming from the integration of iPads into the learning process.

- The parents' positive feedback and observations underscore the success and value of implementing iPads as a learning tool in the KS2 classrooms.

- Furthermore, the surveys revealed that a substantial majority of parents, over 77%, 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. Specifically, 46.9% of Primary 4 students and 44.4% of Primary 6 students were reported as not following the established guidelines for iPad usage.

- Regarding screen time management, 50% of parents with sons in Primary 4 to 6 had implemented screen time limits for their sons. This practice empowers students to develop effective time management skills, fostering their awareness of their iPad usage duration and encouraging them to allocate time for other essential activities, such as studying, physical exercise and socialising.

- This strategy enables students to develop self-discipline and a responsible mindset towards managing their screen time, which are crucial skills for their overall well-being and academic success.

- Based on the feedback gathered from our teaching staff regarding the Bring Your Own Device (BYOD) policy, it can be concluded that teachers are generally in agreement that BYOD activities have the potential to enhance the overall learning and teaching experience. Furthermore, it was observed that a majority of students exhibited a high level of engagement and participation during the lessons that incorporated BYOD elements. This suggests that the BYOD approach has been well-received by both teachers and students, highlighting its capacity to foster a more interactive and engaging learning environment.

STEAM Project

- Students engaged in STEAM activities that helped them recognise their own emotions and express empathy for others.

- P.6 students used Tublocks to build models resembling culturally significant buildings, such as the Blue House, promoting heritage preservation and revitalization. These models were showcased in an exhibition at the Blue House in June 2024.
- Students used Canva, a generative AI platform, to create posters introducing their models and emphasizing the importance of preserving heritage.

- P.4 students watched tutorial videos on information literacy and ethical technology use. They then created posters highlighting the importance of information literacy. 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.

Reflection

- The positive feedback from all stakeholders and the increased student engagement provides a strong indication that the BYOD policy has been successfully implemented and is contributing to the enhancement of the learning process. However, it is worth noting that there were instances where students violated the code of usage, both within the school premises and at home.
- By establishing screen time limits, parents have taken a proactive approach to help their sons cultivate a balanced lifestyle, where the use of iPads is monitored and integrated within a broader spectrum of academic, physical and social pursuits. However, the discrepancy between parental rules and student adherence highlights the need for continued efforts to promote responsible and disciplined iPad usage among students, particularly in the upper primary grades.

- Though teachers recognised the potential for BYOD activities to enhance learning and teaching, they also encountered various technical challenges and difficulties during the

lessons. Addressing these technical difficulties will be crucial to ensure a smooth and effective implementation of the BYOD policy, allowing teachers to fully capitalise on the learning and teaching benefits it can provide.

- The exhibition at the Blue House was particularly successful in connecting students with their local heritage and community.

- Engaging with the local community through heritage projects helped students feel more connected to their surroundings and instilled a sense of responsibility towards their community.

- The tutorial videos allow students to learn at their own pace. This method fostered a sense of independence and self-directed learning.

Feedback and Follow-up

- In order to address the concerns expressed by both parents and teachers, it is crucial to reinforce and emphasise the ethical standards and guidelines surrounding the proper and responsible use of iPads.

- By reinforcing these ethical principles and usage protocols, the goal is to alleviate the concerns that have been raised and foster a more disciplined and constructive environment for the integration of iPads in the learning process.

- To address the technical challenges that have been encountered, proactive measures will be taken, including updating and expanding the school's resource bank to ensure that teachers have access to the latest resources and information to support the BYOD scheme, exploring potential solutions to facilitate seamless synchronization and note-taking capabilities within eBooks, and investigating other relevant areas where technical improvements can be made to address the issues that have arisen during the implementation of the BYOD scheme.

- Given that the BYOD scheme has been in place for the past three years, it is anticipated that as students become increasingly familiar with their personal devices, they will be better equipped to effectively track their own learning progress and leverage suitable applications to address their specific educational needs in the years to come. As students become more adept at managing and optimising their device usage for educational purposes, they will be able to take a more active and personalised approach to their learning, leveraging the capabilities of their own devices to support their academic growth and development in the years ahead.

- P.4 students' posters will be compiled into a collage to create a larger poster that will be displayed around the school, promoting the importance of information literacy and smart internet use.

● The project will extend its focus to include contributing to the local community, encouraging students to apply the positive values and attitudes they have developed to community service and engagement.

Target 4-To elicit parental support and engagement
Strategies 1 to 3
Achievements:

● The school recognises the importance of transparency and collaboration with parents in the digital learning environment. During the Parents' Receptions, school administrators and teachers have provided comprehensive briefings on the school's approach to e-Learning, including the rationale, the technological tools and platforms utilised, and the expected student engagement and responsibilities.

Level	Date of Gathering	Mode of Gathering
P.2	9th September 2023	Virtual Meeting due to adverse weather condition
P.3	9th September 2023	Virtual Meeting due to adverse weather condition
P.1	16th September 2023	Physical Meeting as scheduled
P.4	16th September 2023	Physical Meeting as scheduled
P.5	23rd September 2023	Physical Meeting as scheduled

● The school held five physical and online Parents' Receptions in September 2023, attended by over 97% of parents. Teachers delivered detailed information on online learning and assignments, fostering a collaborative partnership to guide students' digital education and ensure parental support in the evolving e-Learning environment.

● The school leveraged eNotices on its learning management system, like eClass "Campus News" or Google Classroom, to share timely updates and instructions on e-assignments, online resources, and e-Learning policy changes. These digital communications ensured parents had the necessary information to support their children's learning in the evolving digital landscape.

● Parents were also reminded to play an active role in supporting their children's responsible use of the Internet. The school emphasised the importance of guiding students to follow the established protocol during online lessons, which included maintaining the confidentiality of the login IDs and passwords provided by the school. These reminders highlighted the critical need for parents to work in partnership with the

school to foster a culture of responsible online behaviour and safeguard personal information.

- To promote the Bring Your Own Device (BYOD) Scheme for Primary 4 students, the school successfully organised an online briefing session on BYOD for Primary 3 parents on 24th February 2024. The session was well-attended, with 130 parents participating. During the briefing, parents were given detailed information about the implementation of the BYOD programme in the 2024/25 academic year. This included explanations on the purchase of e-books, installation of required apps, and protocols for the use of tablets at school, among other details. Furthermore, in August 2024, just before the start of the new school year, the school provided parents with additional information from publishers regarding the use of e-Tools in digital textbooks.

- In addition to the BYOD briefing session held for Primary 3 parents in the 2023/24 school year, the school organised an online talk on 18th May 2024, titled " Under the National Security Law and the Constitution, how can parents help their children avoid crossing boundaries?" 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 cybersecurity issues. Furthermore, Professor So shared case studies to help parents understand how to avoid potential pitfalls related to cyber and national security, while also offering advice on being an ethical internet user. To facilitate better understanding, Professor So utilised numerous relatable examples that helped parents gain a clearer perspective on their children's use of social media platforms.

- Guidelines on the Use of ePlatforms and additional online resources under "e-Learning Support Materials for Parents" were made available on eClass, providing parents with the tools and knowledge needed to effectively assist their children's e-Learning. Furthermore, links to the EDB's recorded webinars and downloadable handouts were distributed to parents, allowing them to review the material at their convenience.

Reflection
- Parental involvement plays a crucial role in fostering a conducive environment for students to learn effectively. With the support and contribution of parents, students can build a good habit of online learning both in school and at home.
- Parental involvement is crucial for facilitating effective online learning experiences. With the support and contribution of parents, students can develop positive habits for online

learning, both in the school setting and at home. By working collaboratively, schools and families can create a conducive environment that empowers students to thrive in the digital learning environment.

- The school will regularly post more information and relevant links about e-Learning on the eClass platform for parents to reference. Particularly, the platform "Together for a Fun Internet World" Parent Seminar, provided by EDB, focuses on helping parents monitor and support their children's online learning experiences.

- Active participation from parents is essential in creating an effective online learning environment, helping students develop consistent digital learning habits both at school and at home.

- The recorded webinars offered parents the flexibility to learn at their own pace, enhancing their engagement.

- The range of seminar topics provided a thorough approach to digital parenting, addressing issues from privacy protection to cybercrime awareness.

- Parents are better equipped to support their children's digital learning and promote safe internet practices at home.

Feedback and Follow-up

- To empower parents in guiding their children towards responsible and informed internet usage, schools will continuously provide comprehensive information on online safety and digital literacy. This collaborative effort between parents and schools is crucial in cultivating a safer and more enlightened online environment for children, where they can navigate the digital landscape with confidence and care.

- The activities organised by the school were not only successful in engaging parents, but also helped to cultivate positive values, attitudes, as well as reading and information literacy skills - all of which align with the Seven Learning Goals.

- In the workshops, parents were provided with helpful information regarding cybersecurity and the school's implementation of the BYOD programme. By attending these seminars, parents gained the knowledge and tools to encourage their children to use technology in a responsible and rational manner. Through these initiatives, the school was able to empower parents to play an active role in promoting digital citizenship and media literacy within the home environment.

- More information on online safety and information literacy is needed to equip parents with tools to guide their children in becoming responsible internet users.

- With reference to the Curriculum Framework on Parent Education (EDB), the school will continue to provide parents with supplementary e-Learning resources. These resources will focus on promoting the healthy use of the internet and electronic devices, as well as enhancing students' information literacy skills.

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 Programme. The aim was to effectively address the unique needs of our students, empowering them with the essential skills to confront challenges. A programme named "Forge Ahead" 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
- A workshop named "Tier One Classroom Support for Students with AD/HD" was organised for teachers on 22nd September 2023 by the Student Guidance Team. Our Educational Psychologist of the School-based Educational Psychology Service was the speaker.
  - Over 90% of the teachers were satisfied with the general arrangement of the

workshop and found the message delivered during the workshop useful and practical.

- A seminar named "Family Digital Detox-Unplug, Recharge and Reconnect" was organised for teachers on 24th May 2024 by the Student Guidance Team.
  - Over 95% of the teachers were satisfied with the general arrangement of the workshop and found the messages delivered by the speaker useful and practical.
- A seminar named "Family Fuel-Powering Up with a Healthy Lifestyle" was organised for teachers on 24th June 2024 by the Student Guidance Team.
  - Over 95% of the teachers were satisfied with the general arrangement of the workshop and found the message delivered by the speaker useful and practical.
- A movie screening staff development activity was organised for teachers on 15th July 2024 by the Student Guidance Team.
  - 100% of the teachers were satisfied with the general arrangement of the activity. They found the messages conveyed by the movie meaningful and insightful in understanding students' emotional and character development.

- 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
- It was found that engaging and enjoyable professional development activities led to more effective learning for teachers.
- 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 has been improving.
- Teachers favoured online seminars due to their flexibility in scheduling and the comfortable learning environment they provided. This led to increased engagement and a greater willingness to ask questions during Q&A sessions.

Feedback and Follow Up

- To foster greater teacher engagement, the Student Guidance Team will organise more online seminars and a wider variety of professional development activities.
- 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
<u>**Organise talks/workshops for students**</u>
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. **Social Inclusion Drama Show**

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

   - A follow-up PD lesson was conducted after the drama show on 24th April 2024. It was found that a majority of the students grasped the concept that each individual possesses unique qualities and strengths, underscoring the significance of respecting others.

2. **"Joyful Theatre" Drama Show**

   A drama show was organised for P.1 students on 5th July 2024 which aimed at highlighting loss and cherishing emotions, loving family members, and life and death education.

   - The majority of students derived enjoyment from the drama show.

3. **Picture Book Workshop**

   A picture book workshop was organised for P.1 students on 12th July 2024 which aimed at conveying messages about the importance of perseverance and self-esteem in success.

   - The majority of students expressed enjoyment during the activity.

4. **A Playground at School**

   A playground was set up at the school playground for P.2 students on 10th July 2024 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.

5. **"Dream-come-true" Career Exploration Activity**

The "Dream-come-true" Career Exploration Activity was a career exploration activity organised for P.3 students on 4th – 5th July 2024 which aimed at helping the students explore different professions through hands-on experiential activities.

- The majority of students 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.

6. **Rope Challenge Activity**

The Rope Challenge Activity was organised for P.4 students on 12th July 2024 which aimed at enhancing students' character strengths, especially perseverance and courage.

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

7. **"Master Edutainment" Teamwork Training Activity**

The "Master Edutainment" Teamwork Training Activity was an activity organised for P.5 students on 9th July 2024 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.

8. **"SIM" Society Game**

   The "SIM" Society Game was an activity organised for P.6 students on 9th – 10th April 2024 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

● Student' learning abilities could be optimised by participating in meaningful activities.

● Students exhibited high levels of positive engagement when the programme included more interactive and thrilling activities in the programme.

Feedback and Follow Up

● The Student Guidance Team will continue to offer a wide range of activities for the students in the coming school year.

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

MCE Curriculum

Achievements:

● By using interesting video clips and stories, students were motivated and showed their interest in learning the MCE curriculum. They learned and discussed the topics by heart. This helped to promote the positive values in their inner mind in a more natural way.

● To provide more opportunities for our students to apply the MCE core values to real-life situations, the MCE Panel conducted two programmes for P.4 and P.5 students.

● We have organised an outreach programme activity for P.5 students with St. James Settlement. The aim of this activity was to help students understand the characteristics and needs of deaf people. The programme included having interactive activities, learning simple sign language and joining sharing sessions where students gained a

better understanding of the challenges faced by the deaf people, fostering empathy and promoting inclusivity in our community.

- A three-day service programme for our P.4 students in collaboration with Caritas aimed at fostering empathy and compassion towards the elderly. The programme featured interactive activities, souvenir workshop and performances, 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.

Period	Name of Outreach/Service Programme	Level
20th, 24th, 26th, 27th June 10th July	小五義工服務學習活動	P.5
27th June 4th , 10th July	小四義工服務學習活動	P.4

- The 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 (Moral, Civic, and National Education) 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 P.4 and P.5 students are enthusiastic about the programmes as they have the chance to encounter different people. The P.4 students show their passion in taking care and interacting with the elderly. The P.5 students love learning some simple and useful sign language in their daily life.

Feedback and Follow Up

● Students love the video clips shown during lessons and learn in a constructive way about different values.

● Students have positive feedback about the activities and share their learning and memories about the Outreach Programmes with teachers. Some P.4 students said they have formed a new image about the elderly. Some P.5 students said they have learnt more about the needs of deaf people and understand them more now.

<u>PD Curriculum</u>

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 and other developmental needs of students.

● In the 2023-24 academic year, more than 12 PD lessons were conducted for students in each level.

● **Results of the year-end survey:**
  ▪ **About 89.6% (P.1-91.8%; P.2-93.7%; P.3-91.4%; P.4-87%; P.5-81.3%; P.6-92.4%)** of the students enjoyed the PD lessons,
  ▪ **About 85% (P.1-86.5%; P.2-88.9%; P.3-93.4%; P.4-80.6%; P.5-77.2%; P.6-83.3%)** 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 teacher, 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:**
  - **96.2%** of the SGPs felt confident in their ability to support and care for their teachers and fellow schoolmates.
  - **94.3%** of the SGPs recognized possessing diverse strengths
  - **96.2%** of the SGPs 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 (2023-2024).

- **Results of the Year-end Survey:**
  - **93%** of the P.6 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.
  - **76%** of the P.5 UAP members agreed that their emotion control skills improved and **86%** 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.
  - **95%** 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. **100%** of them expressed that they became more willing to accept others' advice and opinions.

Reflection
- There is potential to further enhance the programme effectiveness in fostering emotional growth among P.5 participants.
- 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
- Additional support for P.5 students will be provided to facilitate their emotional growth.
- The Student Guidance Team will strategize 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 "Forge Ahead" with various interesting activities was launched to promote students' positive values by facilitating them to embody the spirit of making strong progress despite facing difficulties or obstacles.

● **Results of the Year-end survey:**

Key Stage 1

- **89.1% (P.1-88.3%; P.2-88.4%; P.3-90.6%)** of the students expressed that they liked the activities of the "Forge Ahead" programme.
- **84.6% (P.1-82.7%; P.2-82.6%; P.3-88.5%)** of the students believed that they had become more confidence in future development.

Key Stage 2

- **89.2% (P.4-90.9%; P.5-87.9%; P.6-88.8%)** of the students expressed that they liked the activities of the "Suit Up" programme.
- **81.4% (P.4-83.2%; P.5-80.1%; P.6-80.8%)** of the students believed that they had become more confident in future development.

Reflection

● The programme exhibited great efficacy in both Key Stage 1 and Key Stage 2 in this school year.

● The students showed a strong affinity for engaging in the programme alongside their parents and teachers.

Feedback and Follow Up

● The Student Guidance Team will continue to create a range of interactive activities with varying difficulty levels to enhance the efficiency.

● 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

<u>**Provide different channels for parents to acquire positive parenting skills**</u>

Achievements

● A Parent Education Programme was launched this year. 4 seminars and 1 parent-child movie screening activity were held. The event was highly successful, with over 90% of participants expressing

satisfaction with the arrangements and indicating they found the seminars and activity beneficial.

- 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 2023-24 were formulated to encourage parental engagement. This resulted in the enhancement of positive values and attitudes among parents towards their children.

Reflection

- It was found that organising parent education as a whole-year programme, incorporating parent-child elements, encouraged greater participation from parents.
- Additional online information and resources could be made available for parents' convenient access.
- Opportunities for enhancing parental involvement remained.

Feedback and Follow Up

- A whole-year Parent Education Programme will be organised in the coming school year.
- The Student Guidance Team will investigate the possibility of conducting online workshops or seminars to encourage parental engagement.

Part C: Student Performance

<u>Student' Attitude and Behaviour</u>

Our school is dedicated to nurturing the positive attitudes and behaviours of our students, creating a cohesive community through a variety of programmes. Teachers and students, as role models, are committed to setting a positive example to cultivate a caring and respectful educational atmosphere. Through weekly sessions on Moral and Civic Education and Personal Development, led by class teachers and the Guidance Team, students' awareness of positive moral values is heightened.

The 'Assessment Programme for Affective and Social Outcomes (APASO) 2023-2024' and the 'School KPM Report 2023-2024' provided comprehensive insights into students' self-concepts. The data indicated generally positive self-perceptions among students. Key indicators, such as self-esteem, academic self-concept and emotional stability, show above-average scores. This trend suggested that most students possess a strong and positive sense of self. Specifically, the mean scores for self-concept-related questions consistently fell within the higher ranges of the survey scale. This implied that students felt confident in their abilities and had a healthy level of self-worth.

Throughout the school year, there is a strong emphasis on regular physical activity. By choosing enjoyable physical activities, the school not only improves the students' physical health but also develops essential self-management skills necessary for a healthy lifestyle. The Sports Diary Programme, which our school put into place, encouraged students to track their progress and self-monitor themselves as they strive towards their goals. Additionally, the students' performance is generally better than the data from the Student Health Service of the Department of Health, as reflected in the School KPM Report. This was evident in the percentage of students falling within the acceptable weight range and the percentage of male students at different grade levels who achieved gold, silver and bronze level certificates under the School Physical Fitness Award Scheme.

The data of the APASO 2023-2024 and the School KPM Report also provided valuable insights into students' social skills, interpersonal relationships and leadership abilities. The students exhibited commendable social skills and maintained healthy interpersonal relationships. The mean scores in these areas were high, suggesting that students were generally effective in their social interactions. They were capable of forming and sustaining positive relationships with peers and teachers. This aspect of their development was crucial as it laid the foundation for their social competence and collaborative abilities.

In addition to social skills, students' leadership skills were highlighted as a strong point in the reports. A significant percentage of students participate in leadership roles and activities, such as group projects and school-wide events. These activities not only fostered leadership skills but also contributed to their overall personal development. The high participation rates in these activities indicated that students were willing to take responsibilities and were confident in their leadership abilities. This was further supported by the positive feedback from stakeholders, who recognized and appreciated the students' leadership qualities.

The reports collectively demonstrated that students at our school were developing well-rounded self-concepts and social skills. These attributes were underpinned by a supportive school environment that encouraged both personal and interpersonal growth. The emphasis on emotional well-being, effective communication and leadership development was evident in the positive outcomes reflected in the survey data. This holistic approach to education ensured that students were not only academically competent but also socially skilled and emotionally resilient.

In summary, the students at St. Joseph's Primary School have demonstrated a robust self-image, proficient social capabilities and notable leadership qualities. The school's nurturing environment and holistic educational approach have been instrumental in cultivating a positive attitude and behaviour among the students. The affirmative responses from stakeholders, along with high average scores on key survey metrics, highlight the effectiveness of the school's programmes in developing well-rounded, capable individuals.

Academic and Non-academic Performance

Our school has provided students with a well-rounded education, placing equal emphasis on the development of extra-curricular competencies and academic excellence. In the 2023-2024 school year, the overall performance in the internal assessments was commendable. The students' perseverance and efforts were reflected in the Secondary School Places Allocation (SSPA), where most of them continued their studies in English Medium of Instruction (EMI) secondary schools.

Furthermore, our students participated in a wide array of extra-curricular activities organised by the school, as well as inter-school competitions held by various organizations. Through these opportunities, students showcased their talents in diverse areas and achieved encouraging results in different inter-school competitions. The key achievements are summarised as follows:

Events		Awards			
		1st	2nd	3rd	Merit
Speech Festival	• 75th H.K. Schools Speech Festival (English)	14	12	12	150
	• 75th H.K Schools Speech Festival (Cantonese)	6	6	6	43
	• 75th H.K Schools Speech Festival (Putonghua)	4	6	6	58

Events		Awards			
		Gold	Silver	Bronze	Merit
Music	• 76th H.K. School Music Festival (Individual)	12	265	1	*
	• Joint School Music Association Competitions 2024				
	➢ String Orchestra	1	*	*	*
	➢ Handchime Team	1	*	*	*
	➢ Percussion Band	1	*	*	*
	➢ Chamber Woodwind Ensemble	1	*	*	*
	➢ Chamber Brass Ensemble	1	*	*	*
	➢ Junior String Orchestra	1	*	*	*
	➢ Senior Choir	*	1	*	*
	➢ Junior Choir	*	1	*	*
	➢ Symphonic Band	*	1	*	*
	➢ Chinese Orchestra	*	1	*	*
	➢ Chamber String Ensemble	*	1	*	*
	➢ Individual Events	12	29	2	1
	➢ Whole School	卓越音樂訓練大獎			

Events		**Awards**
Swimming Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Swimming Competition 2023-24	Boys A : 1st Runner-up Boys B : Champion Boys C : Champion
	• HKSSF ALL Hong Kong Inter-Area Primary Schools Swimming Competition 2023-24	100m Breaststroke Boys B: Champion (New Record) 50m Breaststroke Boys B: Champion 50m Butterfly Boys B: Champion 50m Breaststroke Boys B: 1st Runner-up 50m Freestyle Boys B: 1st Runner-up 100m Breaststroke Boys B: 1st Runner-up 50m Backstroke Boys C: 1st Runner-up 4 x 50m Freestyle Relay Boys B: 1st Runner-up 4 x 50m Freestyle Relay Boys C: 2nd Runner-up
Basketball Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Basketball Competition 2023-24	1st Runner-up
Table-tennis Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Table-tennis Competition 2023-24	Boys A : 1st Runner-up Boys B : Champion
	• HKSSF ALL Hong Kong Schools Jing Ying Table-tennis Tournament 2023-24	Boys Doubles: Champion Boys Singles: Champion
Badminton Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Badminton Competition 2023-24	1st Runner-up
Athletics Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Athletics Competition 2023-24	Boys A : 2nd Runner-up Boys B : Champion Boys C : 2nd Runner-up
	• HKSSF ALL Hong Kong Inter-Area Primary Schools Athletics Competition 2023-24	200m Boys B: 1st Runner-up
Rugby Team	• HKSSF All Hong Kong Inter-primary Schools Touch Rugby Competition 2023-24	Champion
Volleyball Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Volleyball Competition 2023-24	Champion
Football Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Futsal Competition 2023-24	Champion
	• HKSSF ALL Hong Kong Inter-Area Primary Schools Futsal Competition 2023-24	Boys: 1st Runner-up

Events			Awards		
Mathematics Olympiad Team	• The 18th H.K. Mathematics Creative Problem Solving Competition for Primary Schools		Gold Award		
	• The 17th Hong Kong Joint Primary School Mathematics Competition 2023-2024				
	Wan Chai District	➢ Creative Problem Solving & Computational Skills	Champion, 1st Runner-up		
		➢ Calculation	Champion, 1st Runner-up		
		➢ Overall	Champion, 1st Runner-up		
	Inter-school Contest	➢ Calculation	Champion		
		➢ Overall	1st Runner-up		
	• The 10th Hong Kong Primary Mathematics Challenge 2023-2024 (Hong Kong Island)　P.6		Gold	Silver	Bronze
			4	3	5
			Overall: Champion		
	P.5		6	7	3
			Overall: Champion		

Events		Awards			
Mathematics Olympiad Team	• Mathconception 2024	Top 3	Gold	Silver	Bronze
	P.6	Champion	4	4	3
		Overall: Champion			
	P.5	*	2	6	*
		Overall: Merit			
	P.4	*	5	2	2
		Overall: 2nd Runner-up			
	P.3	*	4	4	1
		Overall: Merit			
	P.2	*	4	5	4
		Overall: Champion			
	P.1	*	3	1	3
		Overall: 1st Runner-up			
	Overall	Champion			
	• 香港華羅庚金杯少年數學邀請賽 (決賽)	亞軍	銀牌獎		銅牌獎
		1	2		1
	團體	冠軍			
	• 第三十屆香港小學數學精英選拔賽	一等獎	二等獎		三等獎
	計算競賽	2	5		1
		隊際: 季軍			
	數學競賽	2	3		4
		隊際: 優異獎			
	總成績	3	2		3
		隊際: 優異獎			
	• 華夏盃 2024	狀元獎 / 特等獎	一等獎	二等獎	三等獎
	初賽	*	51	27	28
	晉級賽	3	29	33	12
	總決賽	1	19	16	17
	• 港澳盃 AIMO Open 2024	冠軍	金獎	銀獎	銅獎
	初賽	*	28	26	11
	晉級賽	1	15	25	13
	• 第三十一屆香港小學數學奧林匹克比賽	金獎	銀獎		銅獎
		5	5		3

	Events	Awards
English	• 11th Primary Schools Debating Tournament 2024	Semi-finalist: 1
	• Hong Kong Young Writers Awards 2024	Winner (Poetry Group 2) Highly Commended Award (Fiction Group 1): 2 Highly Commended Award (Poetry Group 1): 1 Highly Commended Award (Non-fiction Group 2): 2
	• "SOW in Love" Letter Writing Competition (Upper Primary Division)	Commendable Award: 1
	• Picture Book Creation Competition 2023-2024	Outstanding Award (Lower Primary): 1 Commendable Award (Lower Primary): 1 Outstanding Award (Upper Primary): 1 Commendable Award (Lower Primary): 2
中文	• 「未來盃」小學校際粵語辯論比賽	冠軍：1 最佳辯員：3
	• 保良局主辦 第十四屆全港小學校際辯論賽	季軍：1 最佳辯員：2
	• 香港好故事多元才能發展計劃 • 小小外交家說好香港故事口才挑戰賽	潛力外交家獎：1
	• 第七屆商務 x 教圖小學生寫照比賽 ——「舌尖上的家常菜」	初小組優異獎：1
	• 晶文薈萃 Gallery Spark 網上優秀文章展廊入選第 65 期展覽	十優文章：2
STEM	• 2023-2024 香港小學電腦奧林匹亞 The Hong Kong Primary Schools Olympiad in Informatics 2023-24	銅獎:3 優異獎: 1
	• 2023-2024 香港小學科學奧林匹克 Hong Kong Science Olympiad For Primary School	Gold: 6
	• 國際青少年創科奧林匹克大賽 2024 International Youth Tech Olympics	冠軍:1 亞軍:2 季軍:3
Visual Arts	• 教師運動委員會「親子繪圖比賽」	季軍
	• 香港心臟基金會繪畫比賽 2023	亞軍
	• 第十六屆品德教育繪畫創作比賽	優異獎

	• 第十屆「細味人生」漫畫填色比賽	亞軍
	• 「對你愛不完 All we need is Love」扇子創作比賽	季軍 Sharing of inspiration Best Display of Love For Elders
Cub Scout	• 幼童軍團呼比賽 2023	亞軍
	• 幼童軍總監挑戰盾 2023	冠軍
Religious Education	• 天主教四旬期運動「四旬愛心親子填色比賽」2024	優異獎

Part D: Financial Summary

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

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
$ 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.

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

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
$ 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

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

2023-2024

Government Fund

Expanded Operating Expenses Block Grant (EOEBG)

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
	Non-School Specific Grants			
$ 358,072.08	Basic/Baseline/Per Class	$ 1,646,556.20	$ (1,584,304.70)	$ 420,323.58
	School Specific Grants			
$ 1,039,013.40	Air-Conditioning Grant	$ 509,534.00	$ (427,193.40)	$ 1,121,354.00
$ 1,271,903.96	Revised Administration Grant	$ 1,810,151.61	$ (1,832,464.95)	$ 1,249,590.62
$ 106,900.34	Composite I.T. Grant	$ 551,697.00	$ (568,529.36)	$ 90,067.98
$ 206,103.33	School Social Work Service Grant	$ 688,680.00	$ (828,779.27)	$ 66,004.06
$ 3,582.00	UAP Grant	$ 148,708.00	$ (147,764.00)	$ 4,526.00
$ 176,601.16	Capacity Enhancement Grant	$ 815,216.00	$ (738,780.00)	$ 253,037.16
$ 57,681.40	Enhanced Speech Therapy Grant	$ 213,640.00	$ (179,640.00)	$ 91,681.40

Outside EOEBG

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
$ 85,058.20	Moral & National Education Grant	$ 0.00	$ (0.00)	$ 85,058.20
$ 0.00	Home-Sch Co-Op. (Annual/Setup)	$ 5,978.00	$ (5,978.00)	$ 0.00
$ 0.00	Home-Sch Co-Op. (Activity)	$ 20,000.00	$ (20,000.00)	$ 0.00
$ 166,129.24	Learning Support Grant	$ 5648,839.67	$ (676,609.83)	$ 138,359.08
$ 334,409.96	Grant for SB Supp NCS Students	$ 858,130.00	$ (716,520.00)	$ 476,019.96
$ 11,236.49	Promotion of Reading Grant	$ 43,464.00	$ (34,469.33)	$ 20,231.16
$ 159,955.00	Grant for the Sister School Scheme	$ 162,994.00	$ (136,534.91)	$ 186,414.09
$ 355,813.70	Life-Wide Learning Grant	$ 1,027,497.00	$ 1,087,929.62	$ 295,381.08

School Fund

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
$ 221,901.14	Approved Collection for SPA	$ 296,980.00	$ (269,300.40)	$ 249,580.74
$ 5,002,696.32	Donation	$ 1,356,732.00	$ (985,219.08)	$ 5,394,109.24

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