

St. Joseph's Primary School



School Report *2024-2025*



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.

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Part A: Our School



St. Joseph's College has a history of 150 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 2024-2025

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 Chan Yuk Ngor Rosanna	(SSB Manager)
	Mr Tam Kin Kwok	(SSB Manager)
	Ms Sharma Asha Rani	(SSB Manager)
	Ms Ma Kit Ching Veronica	(Independent Manager)
	Ms Ho Tan Meng Jeanne	(Teacher Manager)
	Mr Chan Nathaniel Clifton	(Parent Manager)
Alternate Managers:	Mr Tam Kwok Kong Anthony	(Alternate Teacher Manager)
	Mr Fu Wing Ching John	(Alternate Parent Manager)

Our Students

2024-2025 Class Structure

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

Class Level	24/25
P.1	130
P.2	164
P.3	162
P.4	158
P.5	150
P.6	155
Total	919



Attendance	24/25
P.1	97.1%
P.2	97.0%
P.3	97.5%
P.4	98.0%
P.5	97.0%
P.6	97.6%



Percentage of lesson time for Key Learning Areas	P.1 to P.6
English Language Education	20.00%
Chinese Language Education	23.30%
Mathematics Education	15.50%
General Studies	13.30%
Arts Education	8.90%
Physical Education	4.40%

Our Teachers

Teachers' Academic Qualification

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

Teachers' Data

Number of Registered Teachers	61
Chinese Teachers	23
English Teachers (except NET)	19
Mathematics Teachers	17
NET	2
PTH Teachers	15

Teaching Experience

0 to 5 years	42.6%
6 to 10 years	19.7%
11 years and above	37.7%



Continuing Professional Development

Our school has embraced a holistic approach to professional training that aligns with seven key learning goals. By providing systematic and targeted opportunities, we empower teachers to create a positive and enriching learning environment that fosters student success. Through comprehensive training and resources, we equip teachers to effectively nurture national identity, promote core values, deepen subject knowledge, enhance language skills, encourage critical thinking and collaboration, support reading and information literacy and advocate for a healthy lifestyle.

Date	Seminar / Workshop	Related Seven Learning Goals
27/8/2024	《年少日記》Movie Screening	♦ Proper values and attitudes
11/9/2024	《中醫藥工程》講座	♦ National identity ♦ Healthy lifestyle
16/9/2024	Mediation Workshop for all teachers	♦ Proper values and attitudes
13/11/2024	Application of AI in lesson (Part I)	♦ Knowledge of key learning areas ♦ Reading & information literacy
22/11/2024	Workshop on Crisis Management	♦ Proper values and attitudes
30/11/2024	Rediscovering You: The Power of Parent-centeredness	♦ Proper values and attitudes
1/3/2025	Under the National Security Law, how can we improve children's law-abiding awareness and cultivate good characters?	♦ National identity ♦ Proper values and attitudes
10/3/2025	《中國風土人情》講座	♦ National identity
17/3/2025	About speech therapy and “懶音(Lazy Syllables)”	♦ Knowledge of key learning areas
14/5/2025	Application of AI in lesson (Part II)	♦ Knowledge of key learning areas ♦ Reading & information literacy
16/7/2025	Lasallian Formation Topic: Educating for Virtue	♦ Proper values and attitudes

In addition to participating in school-based professional development, most teachers have actively enrolled in training programmes organised by the Education Bureau (EDB) and other organisations. These efforts support their ongoing growth, leading to better teaching quality and improved student learning outcomes.

Lasallian Formation for Teachers 2024-2025

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 future generations.

On 16th July 2025, a Lasallian Formation sharing session was conducted for sixty members of the teaching staff. The session was facilitated by Br Jose Mari Jimenez FSC, a Lasallian Brother, who delivered a thought-provoking presentation titled *"To Touch Hearts: Educating for Virtues."* The session aimed to deepen staff members' understanding of the Lasallian mission and its relevance in today's educational context.



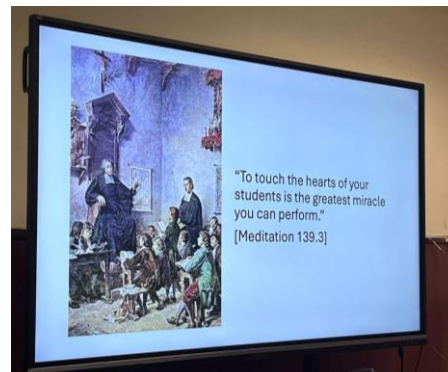
Brother Jose began by inviting participants to reflect on a personal question: *"If you could speak to St John Baptist de La Salle, what would you ask him?"* This reflective exercise set the tone for the session, encouraging teachers to reconnect with the vision of our founder. Brother Jose then responded to the imagined questions on behalf of St La Salle, offering insights into the educational philosophy of the Institute, the role of the Brothers, and the mission of the sponsoring body. These reflections helped staff

better understand the foundational values of Lasallian education.

A major focus of the session was the concept of *discovering virtues*. Brother Jose emphasised that *"how we see"* is more important than *"what we see."* He encouraged

educators to view the world—and their students—with compassion and optimism, recognising the goodness and potential in each learner. He reminded us of our role in shaping the future pillars of society and urged us to “*show much kindness and love to the young people you teach.*”

Brother Jose also highlighted the importance of *community and collaboration* among educators. He stressed that teaching is a collective mission, and that mutual support among colleagues is essential for both personal and professional growth. By working together, teachers can more effectively guide students in their development, both academically and morally.



In the final part of the session, Brother Jose addressed the idea of *engaging students in the pursuit of virtues*. He encouraged staff to move beyond control-oriented approaches such as punishment and reward, and instead adopt teaching strategies that foster intrinsic motivation. By clearly

communicating goals and values, teachers can guide students to internalise virtues and make responsible choices out of genuine understanding.

The session concluded with a renewed sense of purpose among participants. Brother Jose's insights served as a timely reminder that to educate is not only to inform, but also to transform. His message reinforced our shared commitment to touching hearts and shaping lives through values-based education.



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

Our school is dedicated to fostering holistic development and lifelong learning of our students, as highlighted in the Stakeholder Surveys and APASO 2024-2025. We focus on two key priorities: developing global citizenship and national identity, along with enhancing essential soft skills. Through these initiatives, we aim to support our students in becoming well-rounded individuals who are prepared for the future.

Major Concern 1:

Be a good Samaritan: "Love your neighbour as yourself" [Luke 10:25-37]

Target 1.1 To train teachers so that they can gain the necessary skills in cultivating students' interpersonal skills (S1)

Achievements:

Seminars/workshops for teachers

- A screening of "年少日記", followed by a sharing session with Ms Lam Yick Man from St. James' Settlement, was organised for teachers on 27th August 2024. The activity aimed to raise the awareness of students' mental health issues and highlight the importance of equipping them with interpersonal skills such as adaptability, flexibility and emotional intelligence.
 - More than 98% of the participants found the speaker's suggestions useful and practical.
 - 98% of the participants expressed that the staff development workshop met their expectations.
- A seminar on mediation skills was held for teachers on 16th September 2024. The seminar was designed to equip teachers with practical mediation skills to effectively manage conflicts among students. Participants learned key techniques in active listening and empathy, enabling them to guide students toward respectful dialogue and collaborative problem-solving.
- Staff Development (Lasallian Formation), themed "To Touch Hearts: Educating for Virtue", was organised for teachers on 16th July 2025. It focused on strengthening interpersonal connections through empathy, values-based communication and moral leadership in the classroom.
 - Most of the teachers found the messages delivered by the speaker inspiring and useful for nurturing students.

Reflection:

- The high satisfaction rates and positive feedback indicate that the selected topics and guest speakers were relevant, practical and aligned with teachers' professional development needs.
- The positive feedback suggests that staff development activities successfully equipped teachers with essential interpersonal and emotional skills, such as empathy, adaptability and active listening.
- It was found that engaging and enjoyable professional development activities, delivered in varied formats, catered to different learning preferences and encouraged effective learning for teachers.
- Teachers' awareness of the importance of developing effective interpersonal skills had been raised.

Feedback and Follow Up:

- To foster greater teacher engagement, a wider variety of professional development activities will be organised.
- The Staff Development 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 cultivate students' interpersonal skills.
- To facilitate teachers' access to training, the Staff Development Team will continue to recommend a variety of seminars and workshops. Teachers can choose and attend the courses that best suit their needs.
- Continued evaluation is recommended to ensure future programmes remain responsive to emerging educational challenges and staff needs.

Target 1.2 To foster interpersonal competence in students (S1-3)

Achievements:

Guidance Project to Enhance Communication and Interpersonal Skills

- A guidance project titled "Give Thanks: Gratitude is a Choice, an Attitude, and a Power" was launched, featuring a variety of engaging activities designed to help students understand that the good things and kind people they encountered were not to be taken for granted. They learned that what they had was the result of others' efforts and preparations, as well as the blessings and arrangements of God. Through this initiative, students were encouraged to choose gratitude, cultivate an attitude of thankfulness and allow gratitude to become a source of strength in their lives. As a result, students came to understand that what they possessed was not to be taken for granted. They also learned to share with those in need, to treat others with kindness and not to be boastful about what they had — whether it was talents or material possessions.

➤ Featured activities:

- **Give Thanks and "SMILE" Day** – Students were encouraged to express their gratitude and kindness to those around them. A joyful atmosphere filled the school on that day.
- **Captain's Draw** – This activity was one of the most popular at the school, aiming to promote students' positive behaviours and attitudes, as well as to facilitate quality time between teachers and students, and among peers.
- **"Give thanks" Challenge** – Students were encouraged to creatively express their gratitude to their parents and family members based on the love languages they had learned at school. They were also asked to record videos of these precious moments and share them with their peers and teachers.

➤ Results of the Year-end survey:

Key Stage 1

It was found that:

- **92.5%** (P.1-89.9%; P.2-92.1%; P.3-95.6%) of the students expressed that they liked the activities of the guidance project;
- **90.2%** (P.1-92.2%; P.2-86.1%; P.3-92.4%) of the students believed that participating in activities of the Guidance Project had deepened their understanding of interpersonal skills such as gratitude and collaboration with others;
- **90.3%** (P.1-91.4%; P.2-88.8%; P.3-90.6%) of the students believed they had tried to apply the skills learned from the guidance project in their daily lives.

Key Stage 2

It was found that:

- **83.5%** (P.4-92.4%; P.5-85%; P.6-73.1%) of the students expressed that they liked the activities of the "Suit Up" programme;
- **84.4%** (P.4-90.4%; P.5-88.3%; P.6-74.5%) of the students believed that participating in activities of the Guidance Project had deepened their understanding of interpersonal skills such as gratitude and collaboration with others;
- **80.9%** (P.4-88.2%; P.5-83.6%; P.6-71%) of the students believed they had tried to apply the skills learned from the guidance project in their daily lives.

Fostering Interpersonal Skills Through Enhanced Classroom Interactions

➤ Elements of promoting students' interpersonal skills were incorporated into **both the formal and informal curricula**. As highlighted in the SHS and the KPM Report:

- 88.8% of the students agreed that the school actively teaches them how to get along with others, such as showing respect for others and being considerate;
- 85.4% of the students agreed that the school helps them develop good moral character inside and outside of the classroom.

- 86.4% of the students agreed that through the opportunities that the school provides (including activities outside of the classroom), they can develop their interests and life skills.
- 76.9% of KS2 students participated in uniform groups/community services.

By incorporating activities that emphasise empathy, collaboration and positive character development, the school strives to nurture individuals who respect and care for others.

➤ **Formal Curricula:**

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| Chi | <ul style="list-style-type: none">• In our school, various teaching activities were conducted across all grades to cultivate students' empathy and interpersonal competence. These included writing thank-you cards to express gratitude, sharing personal stories of care, creating concept maps to appreciate the contributions of others and practising persuasion techniques to encourage positive change among peers. Students also engaged in activities to show love and care for family members, and complimented classmates to foster mutual respect and positivity.• Teachers actively promoted values of kindness and compassion by recommending related articles and books on platforms such as 【智愛中文學習平台】 and 【e悅讀計劃】. Additionally, students in the Speech Class shared stories of care and kindness through lunchtime broadcasts, enhancing their communication skills and inspiring a caring school culture. |
| Eng | <ul style="list-style-type: none">• In our school, 751 participants joined the Once Upon a Book Storytelling Competition organised by the NET Section of the EDB, which provided each student with the opportunity of creating a 2-3-minute video of recommending his favourite storybooks to others. This enhanced their ability to communicate ideas clearly and engage others effectively.• The effort to incorporate the 12 Priority Values and Attitudes into the English curriculum continued during the Co-Lesson Planning meetings. Teachers sat together to devise and improve units so that appropriate values and attitudes could be instilled in students during teaching. It emphasised building character, morale and a positive mindset, equipping students with essential interpersonal skills. |
| Maths | <ul style="list-style-type: none">• Students engaged in group and pair work to learn the importance of communication and teamwork.• They developed skills like negotiation, listening and conflict resolution while working on shared tasks. |
| GS/PS | <ul style="list-style-type: none">• In KS1, group-based experiments and scientific investigations were introduced to foster teamwork and inquiry. Students collaborated in |

hands-on activities, exploring scientific concepts through observation, discussion and shared discovery.

- Group projects were systematically implemented throughout KS2 in both General Studies and Primary Science lessons. In General Studies, students collaborated to explore relevant topics, conduct research and present their findings through presentations or written reports, fostering teamwork and critical thinking. In Primary Science, students designed and created products—such as models or simple experiments—reinforcing scientific concepts through hands-on practices. Cooperative learning practices enhanced both social and academic growth, preparing students for future challenges.

➤ **Informal Curricula:**

Extra-
curricular
Activities

- Participation in community service activities organised by the **Cub Scouts**, such as visiting the elderly during the Mid-Autumn Festival, assisting at the National Day Opening Ceremony, supporting the Hong Kong Island West Swimming Gala, helping at the SJPS Family Fun Day and engaging with Special Needs Scouts, has nurtured students to become empathetic individuals. These experiences foster a strong sense of community while deepening their understanding of and compassion for diverse groups, ultimately shaping them into more caring and socially responsible citizens.
- By participating in the Donations for The Community Chest, **CYC** members gained satisfaction from helping those in need, fostering their development into empathetic individuals. This experience deepened their understanding of community challenges and inspired them to continue making positive contributions in the future.
- KS2 students in **CYC** were encouraged to care for younger peers, especially P.1 students, by assisting them during recess like lining up outside the toilets.
- During lunchtime, they supported younger students by distributing and opening lunch boxes, leading prayers, and offering help, fostering empathy, patience and a nurturing attitude.

UAP

- P.4-6 students were selected to join the Understanding Adolescence Project (UAP) in this academic year. 21 P.6 students, 21 P.5 students and 20 P.4 students joined the UAP (2024-2025).

Results of the Year-end Survey:

It was found that:

- 100% of the P.6 UAP members stated that the programme was helpful

or very helpful to them. Over 80% of them believed that the programme helped improve their communication with classmates, communication with teachers, respect for others and collaboration with peers. 100% of the them felt that the programme assisted them in learning to act according to set goals. 90% of them found the programme beneficial or very beneficial in helping others and accepting themselves.

- 90% of the P.5 UAP members expressed that the programme was helpful or very helpful to them. About 92% of them believed that the programme helped improve their communication with classmates, communication with teachers, respect for others and collaboration with peers. 88% of them felt that the programme assisted them in learning to act according to set goals. 100% of them found the programme beneficial or very beneficial in helping others and accepting themselves.
- 100% of the P.4 UAP members expressed that the programme was helpful or very helpful to them. 100% of them believed that the programme helped improve their communication with classmates, communication with teachers, respect for others and collaboration with peers. 90% of them felt that the programme assisted them in learning to act according to set goals. 98% of them found the programme beneficial or very beneficial in helping others and accepting themselves.

OLE

- 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 promote and reinforce students' positive values and behaviours.

Social Inclusion Puppet Show:

- A puppet show was organised for P.1 students which aimed at encouraging social inclusion.
- A follow-up PD lesson was conducted after the puppet show. It was found that a majority of the students grasped the concept that each individual possesses unique qualities and strengths, underscoring the significance of respecting others.

A Playground at School

- A playground was set up at the school yard for P.2 students which aimed at encouraging free play and positive playing manners.
- 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 is important.

“Dream-come-true” Career Exploration Activity

- The “Dream-come-true” Career Exploration Activity was a career exploration activity organised for P.3 students which aimed at helping them 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. Students also recognised the importance of interpersonal skills when working with others.

Rope Challenge Activity

- The Rope Challenge Activity was organised for P.4 students which aimed at enhancing students' character strengths, especially perseverance and courage. Unfortunately, the activity was cancelled due to inclement weather.

“Teamwork and Leadership” Challenge Activity

- The “Teamwork and Leadership” Challenge Activity was an activity organised for P.5 students which aimed at promoting teamwork among the students.
- It was observed that the majority of the students enjoyed the activities.
- The Guidance teachers interviewed the students during the activity. It was found that a significant number of students had gained an understanding of the significance of adhering to rules and collaborating with their peers.

“SIM” Society Game

- The “SIM” Society Game was an activity organised for P.6 students which aimed at strengthening students' positive values and attitudes by involving them in simulated career activities.
- It was observed that the majority of the students enjoyed the

activities.

- The Guidance teachers interviewed the students during the activity. It was found that the students discovered the importance of making thoughtful decisions in life and managing finances wisely.
- Students also recognised the importance of interpersonal skills when working with others.

Service-learning Programmes: Groom students into empathetic individuals

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| Service-Learning Programmes (P.5-P.6) | <ul style="list-style-type: none">• All Primary 5 and Primary 6 students participated in the programmes.• To cultivate empathy among students, the model of “experiential learning” was applied. The service-learning programmes for P.5 and P.6 focused on the housing issues in Hong Kong. The topic for P.5 was subdivided flats, while P.6 explored social housing. These themes provided students with an opportunity to gain a deeper understanding of the living standards faced by underprivileged citizens in Hong Kong.• By engaging in the service-learning programmes, students gained an understanding of the living standards of underprivileged citizens. This experience trained them to understand the underprivileged ones more deeply and view things from others’ perspectives without prejudice.• Based on the observations of the teachers, parent helpers and social workers from the NGOs, as well as the feedback collected from students, most students enjoyed the programmes and were fully engaged in the service activities.• Working in teams enabled students to build confidence, share ideas and develop empathy. The ongoing practice of cooperative learning positively influenced their social growth and academic development, equipping them for future challenges. |
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Reflection:

- The project successfully engaged students across all Key Stages with meaningful activities promoting gratitude, kindness and interpersonal skills.
- Over 90% of Key Stage 1 students expressed enjoyment and believed they had learned about gratitude and collaboration. Key Stage 2 students also showed high engagement, with many reporting that they had applied the skills they learned.
- The positive feedback indicates that the activities fostered a supportive and caring school environment.

- Creative expressions (e.g. videos) helped reinforce gratitude beyond classroom lessons.
- Overall, the project contributed to cultivating a culture of appreciation and kindness within the school community.
- Integrating opportunities for interaction into both formal and informal curricula fostered a supportive environment where students could actively develop and refine their interpersonal skills.

➤ **Formal Curricula:**

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| Chi | <ul style="list-style-type: none">• Through various activities integrated into lessons and units, students learned how to interact effectively with those around them, gaining an understanding of key values such as filial piety, gratitude and respect for others. This fostered the development of positive values and attitudes.• The extensive reading programmes effectively increased students' interest in reading while subtly nurturing a spirit of empathy and care for others. |
| Eng | <ul style="list-style-type: none">• Joining the Once Upon a Book Storytelling Competition allowed our students to develop their understanding of how their ideas could be communicated more clearly to others.• Integrating Values Education into the English curriculum ensured that it emphasised not only language teaching but also the cultivation of a positive mindset, moral values and character development through the medium of English. It helped students grow not only as language learners, but also as compassionate individuals, fostering respect and care for others. |
| Maths | <ul style="list-style-type: none">• Students enjoyed hands-on activities and learned valuable skills for resolving conflicts and offering solutions in a collaborative environment. |
| GS/PS | <ul style="list-style-type: none">• Working in teams enabled students to build confidence, share ideas and develop empathy. The ongoing practice of cooperative learning positively influenced their social growth and academic development, equipping them for future collaborative challenges. |

➤ **Informal Curricula:**

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|-----------------------------|--|
| Extra-curricular Activities | <ul style="list-style-type: none">• Cub Scouts enthusiastically tackled their missions, learning to communicate effectively with the elderly and Special Needs Scouts. Through these activities, they gained confidence in their abilities and embraced the opportunity to lend a helping hand to those in need within the community. |
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- **CYC** members took great pride in their duties, finding satisfaction in helping others.
- UAP
- The UAP successfully supported students' personal and social development.
 - Students reported improvements in communication, collaboration, respect, goal-setting and self-acceptance.
 - Positive feedback indicates strong alignment with the programme's objectives.
 - The outcomes reflect the effectiveness of the programme in nurturing emotional intelligence and interpersonal skills.
 - Participation was exclusive to students in Key Stage 2. Hence, only a limited number of students were selected to participate in the schemes.
- OLE
- The Other Learning Experience (OLE) Life Education Programme successfully promoted core positive values across different year levels through a variety of engaging and age-appropriate activities.
 - Students demonstrated significant growth in social awareness, interpersonal communication and emotional intelligence through meaningful participation and guided reflection.
 - Each activity effectively addressed specific developmental goals:
 - P.1 students grasped the values of social inclusion and respecting individual differences through the puppet show and follow-up discussion.
 - P.2 students enhanced their creativity, problem-solving and respectful play during the free play session in the school playground.
 - P.3 students showed deep engagement in career exploration, gaining insight into different professions and recognising the importance of interpersonal skills.
 - Although the Rope Challenge Activity for P.4 was cancelled due to inclement weather, the intended focus on perseverance and courage remains a valuable learning objective for future planning.
 - P.5 students developed a greater understanding of teamwork, rule-following and collaboration through the "Teamwork and Leadership" Challenge activity.
 - P.6 students, through the "SIM" Society Game, learned about life planning, responsible decision-making and financial literacy, while also strengthening interpersonal skills.
 - Both teacher observation and student interviews confirmed that the

programme had a positive and lasting impact on students' positive values, attitudes and behaviour.

- | | |
|---------------------------------------|---|
| Service-Learning Programmes (P.5-P.6) | <ul style="list-style-type: none">• The programmes offered hands-on opportunities for students to contribute to society, specifically to the underprivileged citizens of Hong Kong. Through these experiences, students not only achieved a sense of accomplishment, but also found the service activities to be meaningful, as they gained deeper insights into the lives of the underprivileged.• The preparation and debriefing sessions of the programmes equipped students with comprehensive knowledge regarding subdivided flats and social housing, as well as the demographics of the residents who inhabit these accommodations. As a result, they developed a clear understanding of the service targets and how they could effectively address their needs with empathy.• The programmes were successfully completed also due to thorough preparatory work. Prior to the programme, meetings were held with the community institutions, and site visits were conducted to minimise potential obstacles. All P.5 and P.6 students participated in the programme. |
|---------------------------------------|---|

Feedback and Follow Up:

➤ **Formal Curricula:**

- | | |
|-----|--|
| Chi | <ul style="list-style-type: none">• Teachers should further encourage collaborative tasks that foster respect and empathy for others.• Students can be prompted to reflect on the lessons learned after completing group activities. |
| Eng | <ul style="list-style-type: none">• Teachers will continue the practice of devising and developing units that incorporate values education in the coming years as well. These units will include interactive activities that range from peer-sharing and class discussions to role-play and shared writing. This will give students more opportunities to express their learnt knowledge and skills within the covered values of the unit, and teachers can observe students' development of interpersonal competence.• More opportunities will be provided for students to express their knowledge and reflect on values, allowing teachers to observe their progress. |

- Maths
 - Group and pair work will be extended to different levels.
 - Students will be encouraged to reflect on their communication skills and teamwork skills, identifying areas for improvement after each activity.
- GS/PS
 - In the coming academic year, group work opportunities will be further expanded. Students will engage in more collaborative tasks in GS/PS lessons to strengthen collaboration skills

➤ **Informal Curricula:**

- Extra-curricular Activities
 - **Cub Scouts** gained confidence and empathy by interacting with the elderly and Special Needs Scouts, learning valuable communication skills and the importance of helping others. Future plans include providing additional training and structured reflection activities to further enhance their understanding of community service.
 - **CYC members** found fulfillment in helping others, developing a stronger sense of compassion and pride in their duties. Moving forward, more diverse service opportunities and leadership training will be introduced to deepen their impact and learning.

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

- OLE
 - Since the intended learning objectives of the P.4 Rope Challenge Activity were not met due to cancellation, conducting the activity indoors or replacing it with a similar resilience-building task for P.4 students can be considered.
 - Strengthening post-activity reflection by incorporating group sharing sessions or personal journal writing after each activity will deepen students' understanding and internalisation of the values explored.
 - Providing summaries or visual highlights of student feedback and activity outcomes will increase parental awareness and involvement in their child's character development.

- Service-Learning Programmes (P.5-P.6)
 - To foster proper values in students, our school will continue to explore diverse social topics for their engagement and contribution to society. This will help them demonstrate respect for individuals from various social classes and cultivate persistence in their service efforts. By assisting those in need, students will also develop essential generic skills, including communication, critical thinking, teamwork and problem-solving.

Target 1.3 To equip parents with the necessary skills in fostering students' social development (S1)

Achievements:

Parent Education Program for Effective Parenting Practices

- A Parent Education Programme was launched this year. 2 seminars and 1 parent-workshop series were held. The event was highly successful, with over 90% of participants expressing satisfaction with the arrangements and indicating they found the seminars and workshops beneficial.
 - A parent seminar titled, "Happy Couple, Harmonious Homes: A Guide to Family Well-being" was held on 7th May, 2025.
 - Another seminar titled, "The Influence of Interparental Relationship on Child Development" was held on 27th June 2025.
 - A parent workshop series with 3 workshops titled, "Positive Parent-child Communication – Understanding your own and your children's feelings and inner needs to build a strong parent-child connection" was held in July 2025.
- 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 2024-25 were formulated to encourage parental engagement. This resulted in the enhancement of positive values and attitudes among parents towards their children.

Reflection:

- The Parent Education Programme achieved notable success, with high participant satisfaction and positive feedback on the seminars and workshops, indicating strong interest and engagement from parents.
- The variety of topics, such as family well-being and parent-child communication, effectively addressed key areas that support healthy family dynamics and child development.
- The use of the Student Guidance School Webpage to provide psychoeducational resources was well-received and contributed to ongoing parental support outside of formal events.
- Activities under the Whole School Approach Guidance Project successfully encouraged parental involvement, fostering positive attitudes and values toward their children.

Feedback and Follow Up:

- In order to expand and diversify seminar topics, new topics based on parental feedback can be introduced.
- Recorded sessions or online webinars can be offered to accommodate parents unable to attend in person.
- A regular schedule of parent workshops and webinars throughout the year can be developed to maintain continuous learning.
- Online resources can be strengthened by regularly updating the Student Guidance Webpage with relevant articles, videos and interactive materials based on emerging needs.

Major Concern 2:

Be a global citizen: Love our hometown, home country, and home planet

Target 2.1 To cultivate students' law abidingness by obeying school regulations and local legislation **(S1-4)**

Achievements:

MY BOOK Reward Scheme: Fostering Students' Self-discipline

- The Discipline Team and the Student Guidance Team collaboratively launched the "My Book" Award Scheme with the goal of fostering and reinforcing students' positive behaviours across the school community.
- The scheme was designed to encourage students to reflect on their daily conduct, develop good habits and take ownership of their personal growth. Through active participation, students were recognised and rewarded for demonstrating values such as respect, responsibility, perseverance and kindness.
- By integrating guided reflection and consistent reinforcement, the "My Book" Award Scheme aimed to create a supportive and proactive environment that promotes self-discipline, character development and a positive school culture.
- According to the SHS:
 - 70.5% of teachers believed that their students were self-disciplined and they followed rules, while 86.8% of parents agreed that the school enables their child to develop self-discipline and follow rules. These results highlight the school's efforts in fostering positive behaviour, particularly through the implementation of the "My Book" reward scheme.
 - 63.6% of students agreed that the reward scheme encouraged them to behave properly.
 - 76.8% of students reported that they had tried their best to be a good Josephian with the encouragement of the scheme.

Educational Experiences to Foster Positive Behaviour

- In collaboration with the Police Force, an educational talk on raising awareness about online fraud was organised for P.4 students, while an educational drama highlighting the dangers of drug abuse was conducted for P.5 students.
- Additionally, the Wanchai District Police Community Relations Office organised a basketball training session for the SJPS Basketball Team to emphasise the importance of discipline and teamwork.

Mediation and Leadership Training Workshops for School Prefects and School Guidance Prefects (P.5)

- To enhance students' conflict resolution skills and promote a harmonious school environment, four sessions of Mediation Workshop were organised for P.5 School Prefects and School Guidance Prefects (SGPs). The workshop aimed at equipping student leaders with essential skills in peer mediation, active listening, empathy and problem-solving.

Throughout the programme, students:

- Gained foundational knowledge of the mediation process, including micro-skills in communication, identifying conflicts and understanding different perspectives.
 - Practised key communication skills such as active listening and paraphrasing during role-play scenarios.
 - Demonstrated increased confidence and competence in managing peer conflicts in a respectful and constructive manner.
 - Showed a stronger sense of responsibility and leadership and understanding their role in maintaining a positive school atmosphere.
 - Reflected thoughtfully on the importance of promoting respect, empathy and fairness among their peers.
- Feedback from participants:
 - 94.5% of the participants felt satisfied with the content of the workshops.
 - 85.5% of the participants believed that they were capable of applying the skills learned from the workshops in their daily lives.
 - 83.6% of the participants expressed that they wanted to attend more leadership training workshops.
 - Feedback from participants and teachers indicated that the workshop was engaging, practical and highly relevant to the students' roles as School Prefects and School Guidance Prefects. The skills acquired will not only support their current duties but also benefit their personal growth and future interpersonal relationships.

Promoting Participation in Basic Law and National Constitution Activities

- According to the KPM report, all students in KS2 participated in competitions or activities related to Basic Law and the National Constitution this year.
 - GS/PS • All KS2 students participated in the 《全港學界國家安全常識挑戰賽》，an online competition that enhanced their understanding of Chinese culture and national security through interactive learning and engagement.
 - Visual Arts • P.2 students successfully participated in the 《中華瑰寶填色及繪畫比賽》，while P.5 students engaged in the 《慶祝香港回歸祖國 28 年填色比賽》，both showcasing creativity, cultural appreciation and engagement with national themes.

Reflection:

- Positive reinforcement through the “My Book” reward scheme proved effective in cultivating good behaviour among students, as it encouraged them to strive to be their best and be a good Josephian.
- Parents appreciated the scheme’s role in supporting their children’s character development and promoting consistent behavioural expectations at home and at school.
- However, for P.5 and P.6 students, the effectiveness was less prominent. This could be attributed to their increased focus on academic responsibilities and evolving social interests.
- Additionally, variation in how stamps were distributed by teachers may have led to differing perceptions among students. To enhance consistency and maintain a sense of fairness, teachers could align on a standardised approach to awarding stamps, ensuring a shared understanding of the criteria and expectations.
- The collaboration with the Police Force provided meaningful learning experiences for our students. The educational talk on online fraud for P.4 students was particularly important, as it accords with the first year of the BYOD programme, where students began using iPads. Raising their awareness of online fraud was essential in promoting safe and responsible digital practices.
- The drama on drug abuse for P.5 students effectively highlighted the dangers of substance abuse, while the basketball training session organised by the Wanchai District Police Community Relations Office emphasised key values such as discipline and teamwork.
- The Mediation Workshop for P.5 School Prefects and School Guidance Prefects proved to be a highly effective initiative in cultivating essential leadership and interpersonal skills among student leaders. Over the course of four sessions, participants:
 - developed a solid understanding of the essential communication micro-skills.

- demonstrated growth in active listening, empathy and conflict resolution, with many confidently applying these skills during role-play activities.
 - showed a marked improvement in confidence, responsibility and leadership, reflecting their readiness to serve as positive role models within the school community.
 - thoughtfully considered the importance of respect, fairness and empathy, reinforcing their commitment to promoting a harmonious school environment.
- The positive feedback from both students and teachers highlights the workshop's practical relevance and meaningful impact. The high level of student engagement and interest suggests the programme met its objectives effectively and contributed to students' personal and social development.
- GS/PS: Participating in the online competition offered KS2 students a valuable opportunity to deepen their understanding of Chinese culture and national security. Engaging with the platform allowed them to gain essential knowledge and fostered curiosity to explore these important topics further. The competition effectively sparked interest and encouraged ongoing learning in areas critical to their cultural and civic awareness.
- VA: The competition 《中華瑰寶填色及繪畫比賽》 allowed P.2 students to express their creativity and appreciate Chinese culture through vibrant colours and intricate designs, while the 《慶祝香港回歸祖國 28 年填色比賽》 encouraged P.5 students to reflect on national pride and engage with themes of heritage and identity, fostering a sense of belonging and connection to their community.

Feedback and Follow Up:

- Regular feedback to parents through student entries can be provided, ensuring that behavioural development is supported both at school and at home.
- Clearer explanations and expectations can be provided to better engage older students and cater to their developmental needs.
- The criteria and approach for awarding "My Book" stamps can be standardized through staff meetings to maintain fairness.
- The "My Book" scheme can continue to be utilised to encourage students to strive to be their best and embody the values of a good Josephian.
- Each "chapter" could highlight a specific value (e.g. respect, perseverance) to deepen students understanding and engagement.
- The collaboration with the Police Force was proved to be impactful in raising students' awareness of important social issues and fostering their personal growth. Moving forward, similar programmes should continue to be organised to provide students with valuable learning experiences and reinforce positive values.

- The regular leadership training workshops will continue to be held every academic year. The mediation training, designed as a two-year programme, will provide students with more in-depth knowledge and advanced conflict resolution skills, further enhancing their abilities in the 2025/26 academic year.
- Trained School Prefects and Student Guidance Prefects are encouraged to share their experiences in morning assemblies to promote a school-wide peer support.
- GS/PS: The school plans to participate in additional online competitions similar to the 《全港學界國家安全常識挑戰賽》，with the goal of further enriching students' understanding of Chinese culture and National Security through engaging digital experiences.
- VA: To build on this positive experience, additional art-related activities will be organised in the coming year, including external drawing competitions. These events will offer students more opportunities to showcase their talents and deepen their understanding of cultural themes.

Target 2.2 To enhance students' national identity and appreciation of their cultural heritage through curriculum development, exchange programmes and diverse educational experiences (**S1-3**)

Achievements:

Formal and Informal Curricula to Foster a Strong Sense of National Identity

- According to the SHS, **96.7%** of teachers agreed that the school curriculum aligns with the learning goal of fostering **National Identity**. Different subject panels devised learning tasks aimed at promoting students' national identity.

Chi:

- Various learning tasks were designed to enhance students' national identity and appreciation of Chinese culture.
- Students explored traditional Chinese festivals, created slogans to promote care for the community and environment, researched renowned Chinese artists, investigated famous landscapes across China, shared dishes representing Chinese cuisine, and showcased Hong Kong's natural beauty through photo-sharing activities.
- Teachers actively promoted cultural appreciation by recommending articles and books related to Chinese and global culture. At least one article was shared on the 【智愛中文學習平台】 and two books were suggested through the 【e悦讀計劃】.
- Speech Class students delivered lunchtime broadcasts about famous Chinese figures, inspiring the entire school to learn more about and appreciate Chinese culture and achievements.

Eng:

- There were many new learning tasks designed and improved to promote national identity this year. These tasks include taking notes about giant pandas by reading a school-based website to write an animal report, learning about respected figures to write a biography and doing individual research on Olympic stars of our country to complete athletes' profiles.
- The school was also able to strengthen students' national identity by using the English board display. For example, some good giant pandas animal reports were displayed on the board so that they could be shared with all the students in school. Moreover, one of the board display themes, *The 8 Great Cuisine of China*, gave clear descriptions on the taste and characteristics of different cuisines in China and specific example dishes.

GS/PS:

- Various learning tasks were implemented to enhance students' understanding of Chinese history, geography, and culture. Students explored Chinese festivals, the national flag and emblem, as well as ancient Chinese scientists and their great inventions. They also learned about the history of the establishment of the HKSAR and the Basic Law, the development of Hong Kong, and significant historical events that have shaped modern China and Hong Kong.
- Across all levels, Chinese scientists and their scientific achievements, such as Chinese herbal medicine allowed students to explore traditional remedies, fostering an appreciation for the integration of science and culture in Chinese History.

Maths:

- Students explored various mathematical concepts through activities connected to Chinese heritage and culture. They studied ancient Chinese time-recording devices, calculated distances between provinces and Hong Kong, analysed the areas and perimeters of the Chinese national flag, and used compound bar charts to compare population changes in China over the past 40 years.
- Additionally, they learned about the history of pi and the circumference of circles, linking these ideas to China's rich cultural achievements to foster national pride.

Encourage Students and Teachers to Join the Mainland Exchange Programmes

- To foster global citizenship, the school organised multiple exchange programmes to the Mainland, including the Greater Bay Area (GBA) Tour, Beijing Music Tour and Shanghai Sister School Tour. These initiatives aimed to strengthen students' appreciation for their cultural heritage, deepen their understanding of the Mainland's history, culture and technological advancements, and enhance their sense of national identity.

- According to the KPM report, 146 P.5 and P.6 students took part in Mainland exchange programmes this year. Specifically, 66 students participated in the **Greater Bay Area Tour**, 60 students in the **Beijing Music Tour** and 20 students in the **Shanghai Sister School Tour**.
- **The 2-day, 1-night Greater Bay Area Tour** successfully enhanced students' understanding of Chinese history and culture. Students visited Lin Zexu's Humen Opium Destruction Memorial Hall to understand the development of Chinese History. They also explored the DJI Shenzhen Innovation Experience Center and Robotics Academy, where students engaged in hands-on activities like drone operation and robotics. Participants gained valuable insights into the country's technological advancements, particularly in the field of robotics, marking a significant achievement in their educational journey.
 - **The 5-day Beijing Music Tour** culminated in a performance at the Concert Hall of the National Library, where students showcased their musicianship. They enhanced their skills by participating in master classes and exchange workshops with professionals and collaborated with local youth musicians, fostering cultural exchange and teamwork. They also explored Beijing's rich cultural heritage, including violin-making processes and visits to prestigious music institutions. This experience broadened their horizons through exposure to diverse music cultures in Beijing, marking a significant achievement in their artistic development.
 - **The 6-day Shanghai Sister School Tour** successfully included a visit to our sister school in Shanghai, strengthening our partnership. Students gained deeper insights into Shanghai's advancements in science and technology through various activities such as visits to the Shanghai Astronomy Museum, Natural History Museum and tech company tours (e.g., SenseTime and COMAC). This experience broadened students' horizon, highlighted advancements in artificial intelligence and aerospace, and marked a significant achievement in fostering international connections and cultural understanding.

Understanding of Cultural Heritage Through Diverse Learning Experiences

- According to the SHS, **91.8%** of teachers agreed that the school effectively offers students a variety of learning experiences. Most students can explore and enhance their understanding of cultural heritage through these diverse learning opportunities.

➤ **Chi:**

- Students at all levels participated in language and cultural learning activities to cultivate care for their community, nation and the world. The OLE activities effectively promoted an appreciation of Chinese culture. Below are the details of the activities:

OLE Activities	
P.1	製作中國傳統麵粉公仔
P.2	「龍」文化：製作「手搖龍」
P.3	《西遊記》話劇活動
P.4	《一千零一夜》創意棋盤遊戲
P.5	皮影戲觀賞及製作活動

- The theme-based board displays in the covered playground promoted Chinese culture and provided students with interactive ways to understand and appreciate their heritage.

➤ **Eng:**

- Forty-eight students were recommended to participate in the Hong Kong Young Writers Competition 2025, and 16 of them received various awards. The two winning pieces were displayed on the English Display Board, allowing all students at our school to read them.
- During the OLE (Other Learning Experiences) period, P.2 and P.3 students participated in the Character Catwalk activity, dressing up as their favourite characters. Some of these characters were drawn from Chinese stories, including Zhuge Liang, Wukong, Guan Yu and Zhao Yun. This activity not only allowed students to express their creativity, but it also deepened their understanding of cultural heritage by connecting them to traditional tales and historical figures that are significant in Chinese culture.

➤ **Maths:**

- Maths lessons were designed to connect learning with cultural heritage. Activities included exploring the History of Pi through a thematic board in May, helping students appreciate the historical contributions of Chinese scholars to Maths.
- Students also engaged in culturally relevant applications of Maths: learning about paying with Hong Kong currency to understand local practices, calculating distances between Chinese cities via the High-Speed Rail to explore connectivity within China, and studying the areas of the seven continents to appreciate China's place in the global context. These activities deepened their understanding of cultural heritage and fostered a sense of national identity.

➤ **GS/PS:**

- The activities effectively engaged students in a variety of learning experiences, enhancing their understanding of both Chinese and Hong Kong cultures.
- Over 70% of students agreed that Chinese Culture Day enhanced their understanding of traditional Chinese culture, and more than 85% enjoyed participating in the booth activities.
- Over 80% of P.4-6 students felt that the site visits helped them gain a better understanding of traditional Chinese culture.
- In the P.4 seminar, 85% of students reported that they gained a deeper understanding of Chinese customs and traditions, broadening their perspectives and shaping them into more informed and culturally aware citizens.
- In the P.6 Junior Reporter Experience Programme, over 90% of participants agreed that it was a valuable programme that enriched their analytical skills and creativity

Reflection:

➤ **Chi:**

- The integration of language and cultural learning activities with the curriculum effectively fostered students' understanding and appreciation of Chinese cultural heritage. Through OLE activities and theme-based board displays in the covered playground, students were encouraged to explore and connect with their cultural roots. These activities not only deepened their awareness of Chinese traditions, but also cultivated a sense of care and pride for their community, nation and the world. This comprehensive approach allowed students to enhance their creativity and communication abilities while developing a stronger connection to their cultural identity.

➤ **Eng:**

- Setting clear purposes and tasks, such as taking notes, writing a biography and completing personal profiles, in each learning unit helped facilitate 'reading to learn' effectively. Students were able to naturally deepen their understanding on various cultural topics in China and learned to appreciate them.
- The HKYWA 2025 participants were able to deepen their understanding on the historical and technological significance that China has on the discovery and preservation of dinosaur fossils as they conducted research on dinosaurs in order to produce their writing pieces. This learning experience strengthened the elements of Biosecurity, Science and Technology Security and Ecological Security in the national security education framework.
- Introducing characters in the traditional Chinese stories through the platform of Character Catwalk ensured the natural connection and organic integration of national

identity education into the learning experience. Students had the autonomy to choose their favourite characters, and their selections were celebrated during the event, fostering a sense of pride and engagement in their cultural heritage.

➤ **Maths:**

- We seamlessly intergrate the concept of national identity and an understanding of different aspects of our home country into various Maths topics. This approach encourages students to consider how they can contribute to their hometown in the future.

➤ **GS/PS:**

- The enriched General Studies and Primary Science curriculum deepened students' understanding of national identity and cultural heritage, fostering pride and belonging. Through integrated topics and experiential learning, students developed a stronger connection to their roots and a greater appreciation for their shared history.
- Chinese Culture Day (P.1-P.6) immersed students in traditional practices, while the GS quiz (P.2-P.5) ignited curiosity about current affairs. Visits to the supermarket in Wanchai (P.2), the Hong Kong Museum of History (P.4), the Hong Kong Palace Museum (P.5), and Tai Kwun (P.6) offered hands-on exploration of local heritage. Additionally, the P.4 seminar on literary classics in pop lyrics and the P.6 Junior Reporter Programme enriched students' analytical and creative skills. Together, these experiences created memorable learning moments and fostered a deeper appreciation of cultural heritage throughout all activities.

➤ **Study Tours:**

- The **Greater Bay Area Tour** enriched students' understanding of Chinese culture and history, particularly through visits to Lin Zexu's Humen Opium Destruction site. The group activities at the DJI Shenzhen Innovation Experience Center and Robotics Academy fostered students' engagement. Students particularly enjoyed the robot exhibition, expressing fascination and excitement about the potential of robotics in the future.
- Students received high-quality training from professional choir and orchestra coaches in the **Beijing Music Tour**, which significantly improved their musical skills. Collaborating with local students in musical performances and joint rehearsals fostered cultural exchange and enriched the overall experience.
- The balanced itinerary included master classes, rehearsals and visits to important music institutions, providing diverse learning opportunities. Students enjoyed a

well-rounded experience that combined learning, practice, performance and cultural immersion, enhancing their musical and cultural understanding.

- Performing at prestigious venues in Beijing was a highlight, boosting students' confidence and expanding their horizons.
- In the **Shanghai Sister School Tour**, visits to the Shanghai Astronomy Museum and the Natural Museum were particularly impressive and provided enriching learning experiences. Opportunities offered by tech companies like SenseTime and COMAC greatly broadened the students' horizons.
- Both teachers and students enjoyed authentic Shanghai cuisine and explored a mix of historic sites and modern landmarks, including Yu Garden, the City God Temple, Shikumen residences and Xintiandi.
- Exchanges with our sister school in Shanghai allowed participants to gain valuable insights into local curriculum, campus life and the advanced AI assessment platform. Overall, the study tour was a rewarding experience that deepened the understanding of Shanghai's culture and innovations.

Feedback and Follow Up:

➤ **Chi:**

- 【智愛中文學習平台】 and 【e悅讀計劃】 can be further utilised to provide students with engaging and interactive activities that enhance their understanding of Chinese culture and history.
- Some teaching designs can be further optimised to better incorporate cultural elements, allowing students to gain a deeper appreciation of China's rich heritage.
- Students' interest in Chinese culture has gradually increased, as it is no longer confined to abstract concepts in textbooks but has transformed into tangible, sensory, and enjoyable experiences through hands-on activities, multimedia resources and cultural events.

➤ **Eng:**

- Considering the effectiveness of the current learning units, the new learning tasks designed this year will continue to be used in the coming years. Teachers will continue to revise and improve these tasks so that students can gain more meaningful learning experiences.
- Making a comparison between Chinese culture and other cultures can also be a meaningful and direct way for students to deepen their national identity. This can be implemented in Key Stage 2.
- Our school will continue to participate in the HKYWA competition and organise the Character Catwalk event in the coming years.

➤ **Maths:**

- The Maths Panel will continue to refine the tasks that integrate national identity and cultural heritage, incorporating interdisciplinary elements to deepen connections between Mathematics and Chinese culture.

➤ **GS/PS:**

- The GS/PS panel will continue enhancing the curriculum by integrating more interactive lesson elements, such as group discussions, role-playing activities and cultural storytelling activities to deepen student engagement and understanding.
- Students displayed enthusiasm and curiosity, particularly during interactive experiences like Chinese Culture Day and site visits. The GS quiz encouraged teamwork but revealed gaps in some students' general knowledge. Field trips to cultural sites were impactful, though time constraints limited deeper exploration. The P.4 seminar captivated students by connecting literature to modern music, while the P.6 Junior Reporter Programme empowered creative expression. However, varying engagement levels suggest a need for better differentiation to cater to diverse learning styles. Overall, the activities sparked meaningful connections to cultural heritage but highlighted areas for enhanced inclusivity and depth.

➤ **Study Tours:**

- **Greater Bay Area Tour:** Students suggested incorporating creative activities, such as robot-making workshops, where everyone could build their own unique robots. This hands-on experience did not only enhance engagement and foster innovation, but also highlighted national advancements in technology.
- **Beijing Music Tour:** Students thoroughly enjoyed the trip and gained valuable insights into musical knowledge and Chinese culture. For the future, additional cultural sites can be explored to further enrich students' understanding of the history of our home country.
- **Shanghai Sister School Tour:** Students found the Natural History Museum and the Astronomy Museum very interesting and suggested that longer visits would be beneficial. Additionally, many expressed a desire to attend classes with local students to enhance cultural exchange. For next year, visits to these museums can be conducted and opportunities for classroom exchanges can be explored. These changes will enhance learning and provide a richer cultural experience for all participants.

Target 2.3 To nurture globally conscious, culturally respectful and environmentally aware students through diverse educational initiatives **(S1-3)**

Achievements:

Exploring Religious and Cultural Diversity

This academic year, we successfully implemented activities to expose students to different religious sites and cultural traditions in the community.

- P.6 Pilgrimage Tour: Students participated in a guided tour of the Catholic Cathedral. They learned about the history, architecture and core practices of Catholicism. Students expressed enjoyment and demonstrated an increased understanding of the Catholic faith, which deepened their appreciation for religious diversity.
- In the P.6 Religious Education lesson, students learned about the Khalsa Diwan Sikh Temple in Wan Chai, fostering cultural respect by exploring and appreciating the diverse religious practices within our local community.
- These activities enriched students' cultural awareness and supported their learning about religious diversity, fostering respect for different beliefs and traditions.

Promoting Environmental Awareness Through Curriculum Integration

- Environmental awareness was incorporated across multiple subjects to encourage students to become more mindful of their impact on the planet. Each subject approached this goal with unique strategies tailored to its curriculum:

Chi:

- During P.2 Chinese lessons, students read the text 《失物待領》 and created meaningful slogans to promote environmental protection and resource conservation. This activity allowed them to express their understanding of environmental issues in a practical and creative way.
- For P.4, students studied the text 《地球媽媽生病了》 to explore the negative impacts of human activities on the environment. They reflected on these themes by writing heartfelt letters to “地球媽媽”, suggesting ways to protect and care for the planet.

Eng:

- In P.1 and P.2 English lessons, students explored a school-based website about endangered animals, where they learned about the challenges these species face and practical ways to help protect them.
- In P.2, students participated in an OLE activity where they upcycled disposable materials to create Speedy, the tortoise character from their literature book Nate the Great and the Tardy Tortoise. They also watched videos highlighting the harmful effects of plastic waste on marine life, gaining a deeper understanding of environmental conservation.

Maths:

- In P.2 Maths lessons, students participated in a hands-on project to design and construct wind vanes. This activity enabled them to learn how to measure the wind's direction. By connecting this knowledge to real-world applications, such as the work of the Hong Kong Observatory, students gained a deeper understanding of the relationship between nature and weather monitoring.

GS/PS:

- Light pollution was explored under the topic - Sun, Moon and Stars. P.5 students visited the Star Lab to better understand how excessive artificial light affects the environment.
- In P.3 and P.6, students learned about pollution problems, the 4Rs (Reduce, Reuse, Recycle, and Replace) and ways to protect the environment.
- An in-class recycling campaign and a visit to GREEN@WANCHAI were organised for P.3 students to promote hands-on learning about sustainable practices.
- A seminar titled 《你好，珊瑚寶寶》 introduced P.4 students to the importance of marine conservation and protecting coral ecosystems.

Fostering Global Awareness and Cultural Respect Through Overseas Exchange Programmes

- To nurture globally conscious, culturally respectful and environmentally aware students, the school organised a variety of overseas exchange programmes, including the Japan, Australia and Singapore Study Tours. Through hands-on activities and cultural exchanges, students gained valuable insights into global heritage and sustainability while reflecting on their experiences.

Australia Study Tour:

- With the theme Let's Go Wild, the Australia Study Tour provided students with various opportunities to engage with nature and wildlife. Visits were arranged to locations such as Currumbin Wildlife Sanctuary, Honeybee World, Fruit World, a farmhouse and the Queensland Museum.
- A three-day stay at the farmhouse offered immersive experiences such as farm animals feeding and caring, yabbie hunting, rainforest walks and hikes, nature treasure hunts and campfires. These activities helped students build teamwork, environmental awareness and a deeper connection to nature.
- Students reflected on their experiences daily, completing learning tasks in a study tour booklet. These tasks included describing their activities through different text types (e.g. cartoons and poems), comparing the environmental differences between Hong Kong and Australia and brainstorming ways to protect endangered species. Some of their work was uploaded to Padlet for sharing.

- The farmhouse stay also included an exchange programme with local Australian students. Students shared meals and snacks, completed learning tasks together, exchanged gifts, and bonded through casual conversations about school life, sports, social media and hobbies, fostering friendships and cultural exchange.

Japan Study Tour:

- Students visited Asakusa Kaminarimon Gate to learn about the cultural and spiritual significance of Japanese temples, fostering respect for global traditions.
- At Tokyo Tower, they participated in a hands-on activity by building a model using Tublocks, promoting creativity and understanding of international landmarks.
- A session at Waseda University offered insights into language learning and academic life in Japan, encouraging cross-cultural understanding.
- Reflections and learning were consolidated in a booklet to deepen cultural appreciation and connect the experiences to global citizenship values.

Singapore Study Tour:

- Students visited local schools, including international schools and universities, where collaborative exchange activities deepened their understanding of Singapore's educational culture.
- They explored historical and multicultural landmarks such as Raffles' Landing Site, the Indian Heritage Centre, Chinatown and the Peranakan Museum, gaining insights into Singapore's diverse heritage.
- These activities broadened students' horizons and fostered appreciation for Singaporean culture, aligning with the goals of global citizenship education.

Reflection:

- The visits reflect our commitment to fostering cultural understanding among students. By visiting religious sites, students gained valuable insights and respect for different beliefs. The positive feedback from students highlights the importance of experiential learning and encourages us to continue providing meaningful opportunities to broaden their perspectives in the future.
- Subject-based activities such as lectures, visits and group projects allowed students with various interests to engage meaningfully.
 - In Chinese and English, activities increased students' awareness of endangered animals and environmental issues, effectively integrating sustainability into language learning.
 - In Mathematics, hands-on activities enhanced student engagement, encouraging collaborative and reflective learning.
 - In General Studies, activities like recycling campaigns, marine conservation seminars and environmental projects helped students develop awareness of their responsibility toward protecting the environment.

- The Australia Study Tour successfully promoted environmental awareness and cultural understanding through its hands-on nature activities and exchange programme.
 - Activities such as farm animal feeding, rainforest hikes and yabbie hunting allowed students to gain firsthand knowledge of different ecosystems and habitats.
 - The study tour booklet consolidated daily learning, encouraging students to reflect on their experiences and share insights using Padlet, which fostered peer learning and enhanced environmental awareness.
 - Interaction with local Australian students through shared meals, activities and discussions provided meaningful cultural exchange and helped students appreciate cultural similarities and differences.
- The Japan Study Tour provided students with opportunities to explore cultural traditions and develop cross-cultural understanding.
 - To enhance future programmes, small group debrief sessions at the end of the tour and greater involvement from local guides will be introduced.
 - Constructing models of more achievable structures, such as the Skytree, could help foster teamwork and creativity more effectively.
- The Singapore Study Tour 2025 effectively nurtured globally conscious and environmentally aware students.
 - Visits to Singapore's multicultural heritage sites and schools deepened students' appreciation for cultural diversity.
 - Discussions on sustainable urban practices highlighted Singapore's efforts in environmental conservation, inspiring students to adopt sustainable practices in their own lives.
 - Challenges such as weather disruptions emphasised the need for flexible planning, ensuring smoother operations in future tours.

Feedback and Follow-up:

- Opportunities to arrange visits to additional religious sites, such as mosques, temples, and synagogues will be arranged. These visits will deepen students' understanding of diverse faiths, promote inclusivity, and foster respect for cultural and spiritual traditions.
- Students were able to reflect on global environmental challenges, such as conserving water and reducing food waste, during various activities across study tours and subject-based programmes. These reflections encouraged them to think critically about their roles in protecting the planet and making sustainable choices.
- Hands-on activities, such as farm animal feeding, rainforest hikes and yabbie hunting

during the Australia Study Tour, provided students with unforgettable experiences and an appreciation of ecosystems. The study tour booklets and Padlet sharing further helped consolidate daily learning and encouraged reflective thinking.

- Exchange programmes allowed students to interact with peers from different cultural backgrounds. Through shared meals, collaborative projects and casual conversations, students gained insights into cultural similarities and differences, fostering cross-cultural understanding and global mindedness.
- Local guides during overseas trips will be given greater responsibility to provide students with in-depth insights into the cultural and historical significance of the sites visited. This will enhance the educational value of the tours and deepen students' cultural appreciation.
- To ensure inclusivity and engagement, future activities will continue to be designed to accommodate students with different interests and abilities.
- Students gained a deeper understanding of Singapore's multicultural heritage and sustainable urban practices during the Singapore Study Tour. Opportunities to experience authentic local cuisine shall be added to enhance cultural appreciation.
- Subject-based programmes successfully incorporated themes of environmental awareness and sustainability. Moving forward, we will introduce more activities and topics to further engage students in real-world environmental challenges.

Part C: Student Performance

Student Attitude and Behaviour

Our school is committed to fostering positive attitudes and behaviours among students, building a strong community through various programs. Both teachers and students serve as role models, dedicated to setting a positive example that nurtures a caring and respectful educational environment. Weekly sessions on Moral and Civic Education and Personal Development, facilitated by class teachers and the Guidance Team, enhance students' understanding of positive moral values.

The 'Assessment Programme for Affective and Social Outcomes (APASO) 2024-2025' and the 'School KPM Report 2024-2025' provided valuable insights into students' self-concepts. The data revealed generally favourable self-perceptions among students, with key indicators like self-esteem and academic self-concept showing above-average scores. This trend indicates that most students have a strong and positive self-image. Specifically, mean scores for self-concept-related questions consistently ranked high on the survey scale, suggesting that students feel confident in their abilities and possess a healthy self-worth.

The 'APASO 2024-2025' and the 'School KPM Report 2024-2025' also shed light on students' social skills, interpersonal relationships, belongingness and leadership abilities. Students demonstrated impressive social skills and maintained healthy relationships. High mean scores in these areas suggest that they were generally effective in social interactions, capable of forming and sustaining positive relationships with peers and teachers. This aspect of their development is vital as it lays the groundwork for their social competence and collaborative skills.

Apart from the regular leadership training workshops, all the Prefects and School Guidance Prefects of P.5 attended four mediation workshops organised by professional mediators. They learned the basic skills of conflict resolution and tried to apply those skills to settle arguments among students of different levels. Hence, they have improved their ability to facilitate discussions, foster understanding among peers and create a more harmonious school environment. This experience not only enhanced their leadership qualities, but also equipped them with valuable tools to handle conflicts effectively, promoting a culture of respect and collaboration within the school community.

Overall, the reports illustrate that students at our school are developing well-rounded self-concepts and social skills. These attributes are supported by a nurturing school environment that promotes personal and interpersonal growth. The focus on emotional

well-being, effective communication, and leadership development is evident in the positive outcomes reflected in the survey data. This comprehensive approach to education ensures that students are not only academically proficient but also socially adept and emotionally resilient.

In conclusion, students at St. Joseph's Primary School have demonstrated a strong self-image, effective social skills and notable leadership qualities. The school's supportive environment and holistic educational approach have been essential in fostering positive attitudes and behaviours among students. The positive feedback from stakeholders, combined with high average scores on key survey metrics, underscores the effectiveness of the school's programmes in developing well-rounded and capable individuals.

Academic and Non-academic Performance

Our school has provided students with a comprehensive education, emphasising both extra-curricular skills and academic excellence. In the 2024-2025 school year, the overall performance in internal assessments was impressive. The dedication and hard work of our students were evident in the Secondary School Places Allocation (SSPA), where many advanced to English Medium of Instruction (EMI) secondary schools.

Additionally, our students engaged in a broad range of extra-curricular activities organised by the school, as well as inter-school competitions by various organisations. These opportunities allowed students to demonstrate their talents across different fields, resulting in positive outcomes in different inter-school competitions. Key achievements are summarised below:

Events		Awards			
		1 st	2 nd	3 rd	Merit
Speech Festival	• 76 th H.K. Schools Speech Festival (English)	11	16	15	146
	• 76 th H.K Schools Speech Festival (Cantonese)	3	9	9	47
	• 76 th H.K Schools Speech Festival (Putonghua)	2	3	4	43



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Events		Awards			
		Gold	Silver	Bronze	Merit
Music	• 77 th H.K. School Music Festival (Individual)	1	94	46	*
	• 77 th H.K. School Music Festival (Group) Senior Choir	*	1	*	*
	• 77 th H.K. School Music Festival (Group) Junior Choir	*	1	*	*
	• Joint School Music Association Competitions 2025				
	➤ Senior String Orchestra	1	*	*	*
	➤ Senior Symphonic Band	1	*	*	*
	➤ Junior String Orchestra	1	*	*	*
	➤ Chamber Wind Ensemble	1	*	*	*
	➤ Chamber String Ensemble	1	*	*	*
	➤ Percussion Band	1	*	*	*
	➤ Handchime Team	*	1	*	*
	➤ Chinese Orchestra	*	*	1	*
	➤ Individual Events	12	29	2	1
	➤ Whole School	卓越音樂訓練大獎			
	• IPEA International Percussion Competition 2024- Percussion Ensemble Primary School Group	*	1	*	*
	• 2024 Hong Kong Youth Music Interflows				
	➤ String Orchestra Interflow – Primary School Class A	*	1	*	*
	➤ Symphonic Band Interflow – Primary School Intermediate Class	*	1	*	*
	➤ Chinese Orchestra Interflow- Primary School Class A	*	1	*	*

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Events		Awards
Swimming Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Swimming Competition 2024-25 	Boys A : Champion Boys B : Champion Boys C : Champion
	<ul style="list-style-type: none"> HKSSF ALL Hong Kong Inter-Area Primary Schools Swimming Competition 2024-25 	50m Butterfly Boys A: 1 st runner-up 50m Backstroke Boys B: 2 nd runner-up 4 x 50m Freestyle Relay Boys B: 1 st runner-up 4 x 50m Medley Relay Boys A: 2 nd runner-up
Basketball Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Basketball Competition 2024-25 	Champion
Table-tennis Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Table-tennis Competition 2024-25 	Boys A : Champion Boys B : 3 rd runner-up
Badminton Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Badminton Competition 2024-25 	Champion
Athletics Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Athletics Competition 2024-25 	Boys A : 1 st runner-up Boys B : Merit Boys C : Champion
	<ul style="list-style-type: none"> HKSSF ALL Hong Kong Inter-Area Primary Schools Athletics Competition 2024-25 	4 x 100m Relay Boys C: Champion (New Record)
Volleyball Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Volleyball Competition 2024-25 	1 st runner-up
Football Team	<ul style="list-style-type: none"> HKSSF Hong Kong Island West Area Inter-primary Schools Futsal Competition 2024-25 	Champion





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Events		Awards		
Mathematics Olympiad Team	<ul style="list-style-type: none"> The 19th H.K. Mathematics Creative Problem Solving Competition for Primary Schools 	Heat: Gold Award Final: Champion		
	<ul style="list-style-type: none"> The 18th Hong Kong Joint Primary School Mathematics Competition 2024-2025 	Champion, 1 st Runner-up Champion, 1 st Runner-up Champion, 1 st Runner-up		
	Wan Chai District			
	<ul style="list-style-type: none"> ➤ Creative Problem Solving & Computational Skills ➤ Calculation ➤ Overall 			
	Inter-school Contest	Champion		
	<ul style="list-style-type: none"> The 11th Hong Kong Primary Mathematics Challenge 2024-2025 (Hong Kong Island) 	Gold	Silver	Bronze
	P.6	4	6	1
		Overall: 1 st Runner-up		
	P.5	3	5	6
		Overall: Champion		



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Events		Awards				
Mathematics Olympiad Team	● Mathconceptition 2025	P.6	Top 3	Gold	Silver	Bronze
		P.6	Second	2	1	*
		P.5	Overall: Champion			
		P.5	*	4	*	*
		P.4	Overall: 1 st Runner-up			
		P.4	*	6	1	1
		P.3	Overall: Champion			
		P.3	*	1	4	2
		P.2	Overall: Merit			
		P.2	*	5	*	*
		P.1	Overall: 1 st Runner-up			
		P.1	*	1	3	1
		P.1	Overall: 3 rd Runner-up			
		Overall	Champion			
	● 香港華羅庚金杯少年數學邀請賽 (決賽)	團體	金牌獎	銀牌獎		銅牌獎
		團體	1	1		2
		團體	優異獎			
	● 第三十一屆香港小學數學精英選拔賽	計算競賽	一等獎	二等獎		三等獎
		計算競賽	4	3		1
		數學競賽	隊際: 殿軍			
		數學競賽	2	2		3
		數學競賽	隊際: 優異獎			
		總成績	3	2		3
		總成績	隊際: 殿軍			
	● 華夏盃 2025	初賽	特等獎	一等獎	二等獎	三等獎
		晉級賽	*	48	34	11
		晉級賽	4	26	31	18
		總決賽	2	17	24	18
		總決賽				
	● 港澳盃 AIMO Open 2025			金獎	銀獎	銅獎
			初賽	42	29	8
		晉級賽	10	24	15	

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Events		Awards
English	• 12 th Primary Schools Debating Tournament 2025	Outstanding Debater Award: 1
	• Hong Kong Young Writers Awards 2025	Winner in Poetry Group 1: 1 Winner in Non-fiction Group 2: 1 Highly Commended Award: 6 Honourable Mention Award: 8
	• Once Upon A Book Storytelling Competition	<u>School Awards</u> OUB Super Readers Award (Key Stage 2): 1 OUB Title Titans (Key Stage 2): 1
		<u>Individual Awards</u> 2 nd Prize (Key Stage 1): 1
	• “21 st Century Cup” English Speaking Competition 2025	Semi-finalist: 3 Finalist: 1
	• Time to Talk Public Speaking Competition	2 nd Prize: 1



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Events		Awards
中文	<ul style="list-style-type: none"> 「基本法盃」小學校際粵語辯論比賽 	殿軍
	<ul style="list-style-type: none"> 保良局主辦 第十五屆全港小學校際辯論賽 	八強：1 最佳辯員：1
STEM	<ul style="list-style-type: none"> 2024-2025 香港小學電腦奧林匹亞 The Hong Kong Primary Schools Olympiad in Informatics 2024-25 	銀獎：1 銅獎：1
	<ul style="list-style-type: none"> 2024-2025 香港小學科學奧林匹克 Hong Kong Science Olympiad For Primary School 	Gold: 6
	<ul style="list-style-type: none"> 國際青少年創科奧林匹克大賽 2024 International Youth Tech Olympics 	小學卓越老師大獎優異 x 2 遊戲編程：冠軍, 亞軍 人工智能 (Team): 季軍 擴增實境：亞軍, 校際季軍 物聯網 (Team): 季軍
	<ul style="list-style-type: none"> 第四屆全港定格動畫創作比賽 	初小組：銅獎 初小組最佳拍攝獎 初小組明日之星獎 最積極參與學校獎 初小組潛力無限獎
Visual Arts	<ul style="list-style-type: none"> 第九屆「童心築夢」青少年美術書法作品大賽 	二等獎
	<ul style="list-style-type: none"> 香港視覺藝術教育節 2024 	鑽石獎 傑出作品獎
	<ul style="list-style-type: none"> 「Cups of Gratitude」創作比賽 	最具人氣獎 最具感染力大獎 最具主題大獎

Part D: Financial Summary

2022-2023

Government Fund				
Expanded Operating Expenses Block Grant (EOEBG)				
Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Non-School Specific Grants				
\$ 300,707.74	Basic/Baseline/Per Class	\$ 1,442,246.88	\$ (1,385,732.54)	\$ 357,222.08
School Specific Grants				
\$ 1,025,422.70	Air-Conditioning Grant	\$ 482,512.50	\$ (468,921.30)	\$ 1,039,013.40
\$ 1,371,803.06	Revised Administration Grant	\$ 1,776,452.90	\$ (1,876,352.00)	\$ 1,271,903.96
\$ 38,299.36	Composite I.T. Grant	\$ 593,835.00	\$ (525,234.02)	\$ 106,900.34
\$ 427,852.62	School Social Work Service Grant	\$ 658,080.00	\$ (879,829.29)	\$ 206,103.33
\$ 2,866.00	UAP Grant	\$ 145,936.00	\$ (145,220.00)	\$ 3,582.00
\$ 245,804.16	Capacity Enhancement Grant	\$ 800,017.00	\$ (869,220.00)	\$ 176,601.16
\$ 69,000.40	Enhanced Speech Therapy Grant	\$ 166,881.00	\$ (178,200.00)	\$ 57,681.40
Outside EOEBG				
\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 5,855.00	\$ (5,855.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 20,000.00	\$ (20,000.00)	\$ 0.00
\$ 48,952.89	Learning Support Grant	\$ 585,015.00	\$ (467,838.65)	\$ 166,129.24
\$ 242,089.96	Grant for SB Supp NCS Students	\$ 820,000.00	\$ (727,680.00)	\$ 334,409.96
\$ 6,774.80	Promotion of Reading Grant	\$ 42,654.00	\$ (38,192.31)	\$ 11,236.49
\$ 218,987.10	Grant for the Sister School Scheme	\$ 159,955.00	\$ (140,040.10)	\$ 238,902.00
\$ 475,548.84	Life-Wide Learning Grant	\$ 929,055.00	\$ 1,048,790.14	\$ 355,813.70
School Fund				
Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
\$ 200,494.74	Approved Collection for SPA	\$ 294,190.00	\$ (272,783.60)	\$ 221,901.14
\$ 4,583,696.92	Donation	\$ 1,587,983.00	\$ (1,149,083.60)	\$ 5,022,696.32

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

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

\$ 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	\$ 648,839.67	\$ (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)	\$ 5,374,209.24

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2024-2025

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Government Fund				
Expanded Operating Expenses Block Grant (EOEBG)				
Non-School Specific Grants				
\$ 360,065.58	Basic/Baseline/Per Class	\$ 1,489,190.63	\$ (1,484,681.41)	\$ 364,574.80
School Specific Grants				
\$ 1,121,354.00	Air-Conditioning Grant	\$ 499,050.00	\$ (400,063.00)	\$ 1,220,341.00
\$ 1,249,590.62	Revised Administration Grant	\$ 1,916,800.00	\$ (1,915,230.32)	\$ 1,251,160.30
\$ 90,067.98	Composite I.T. Grant	\$ 559,972.00	\$ (495,664.10)	\$ 154,375.88
\$ 240,577.06	Top Up SG Service Grant	\$ 373,426.00	\$ (578,038.00)	\$ 35,965.06
\$ 8,118.00	Consultation Service Grant	\$ 140,443.00	\$ (136,356.00)	\$ 12,205.00
\$ 4,526.00	UAP Grant	\$ 150,938.00	\$ (150,098.00)	\$ 5,366.00
\$ 253,037.16	Capacity Enhancement Grant	\$ 827,452.00	\$ (653,700.00)	\$ 426,789.16
\$ 91,681.40	Enhanced Speech Therapy Grant	\$ 181,425.00	\$ (180,375.00)	\$ 92,731.40
Outside EOEBG				
\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 6,044.00	\$ (6,044.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 38,000.00	\$ (38,000.00)	\$ 0.00
\$ 138,359.08	Learning Support Grant	\$ 780,240.00	\$ (715,181.10)	\$ 203,417.98
\$ 476,019.96	Grant for SB Supp NCS Students	\$ 883,874.00	\$ (707,218.40)	\$ 652,675.56
\$ 67,414.31	Grant for Supp NCS Stu with SEN	\$ 106,769.00	\$ (157,500.00)	\$ 16,683.31
\$ 63,892.60	IT Staffing Support Grant	\$ 338,819.00	\$ (280,756.46)	\$ 121,955.14
\$ 0.00	School Social Work Service Grant	\$ 709,320.00	\$ (519,580.00)	\$ 97,746.00
\$ 20,231.16	Promotion of Reading Grant	\$ 45,266.00	\$ (43,362.86)	\$ 22,134.30
\$ 162,994.00	Grant for the Sister School Scheme	\$ 165,439.00	\$ (235,692.51)	\$ 92,740.49
\$ 296,956.08	Life-Wide Learning Grant	\$ 960,884.00	\$ (825,930.13)	\$ 432,009.95
School Fund				
\$ 249,580.74	Approved Collection for SPA	\$ 419,400.00	\$ (338,181.20)	\$ 330,799.54
\$ 5,394,109.24	Donation	\$ 1,493,448.67	\$ (1,558,356.12)	\$ 5,329,201.79

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

Part E: Appendix

i. 推行「全校參與」模式融合教育的政策、資源及支援措施 (24/25)

I.政策	<ul style="list-style-type: none"> ● 本校致力建立共融文化，以「全校參與」模式支援有特殊教育需要的學生；透過資源調配，為學生提供適切和多元化的支援服務，以提升學生的學習效能及協助他們融入校園生活； ● 學校重視家校合作，建立恆常溝通機制，透過不同渠道，與家長一起商議有關支援學生的策略。
II.資源	<p>為支援有特殊教育需要或成績稍遜的學生，本校獲教育局增撥的額外資源包括：</p> <ul style="list-style-type: none"> ● 學習支援津貼； ● 有特殊教育需要非華語學生支援津貼； ● 校本教育心理服務； ● 校本言語治療服務。
III.支援措施及資源運用方式	<p>本校為有特殊教育需要及成績稍遜的學生提供下列支援措施：</p> <ul style="list-style-type: none"> ● 成立學生支援組，包括校長、副校長、特殊教育需要統籌主任、特殊教育需要支援老師、輔導主任、學校社工、校本言語治療師及支援有特殊教育需要學生的教學助理等； ● 校本教育心理學家服務，支援有不同教育需要的學生，並提升學與教的效能； ● 外購校本言語治療服務，為有言語障礙的學生提供個別言語治療及訓練； ● 安排各類型課後小組，如個人成長、提升執行功能及中文輔導小組，為有特殊教育需要或成績稍遜的學生提供支援； ● 安排教師或教學助理，在課堂上支援有特殊教育需要的學生。

ii. One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools

Our school has spent the “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” (the “Grant”) on the following areas:

	Area	Actual Expenses (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	\$46,576
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas ³	
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	
v.	To purchase or upgrade PE/sports equipment in the school	\$9,360
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	
viii.	Others (Please specify): _____	
Total Expenditure ⁴ :		\$55,936
Unspent Balance:		\$94,064

³ The total amount of the subsidies for all exchange or study visits must not exceed \$45,000 (i.e. 30% of the Grant).

⁴ The total amount for the “One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools” is \$150,000, and the total expenditure must not exceed the \$150,000; The amount on purchasing prizes should not exceed 10% of the total expenditure.

iii. Report on the Use of the “One-off Grant for Parent Education” (2023/24 – 2024/25)

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising structured or thematic parent education programmes Total expenditure on services provided by organisations Total expenditure on services provided by individual speakers or experts	17400.00
ii.	Designing and producing school-based parent education resources	3018.00
iii.	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	41214.21
iv.	Others (please specify):	
	Total Expenditure	61632.21
	Unspent Balance	138367.79

iv. Report on the Use of the “One-off Grant for Mental Health at School”

1. Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	11876.68 4999.00
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	12330.00 3494.00
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	25191.40
v.	Others (please specify):	
	Total Expenditure	57891.08
	Unspent Balance	2108.92

v. Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

Our school/ PTA has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	14000.00
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	6000.00
iv.	Others (please specify):	
	Total Expenditure	20000.00
	Unspent Balance	0.00

vi. Report on the use of “Promoting Chinese Culture Immersion Activities (One-off Grant)”

2024-2025

Our School has spent the “Promoting Chinese Culture Immersion Activities (One-off Grant)” for the following use:

	Area	Actual Expenses (\$)
i.	Developing curriculum and teaching resources related to Chinese culture to enhance students' interest	1,169.77
ii.	Organising or subsidising students' participation in activities or competitions related to Chinese culture	\$129,916.60
iii.	Organising and subsidising students and teachers to participate in cultural activities and tours to places in Hong Kong	\$1,200
iv.	Subsidising students and teachers to participate in mainland exchange activities	\$32,248.82
	Total Expenditure:	\$164,535.19
	Unspent Balance:	\$135,464.81

vii. Report on sister school scheme

姊妹學校交流報告書

2024 / 2025 學年

學校名稱：	聖若瑟小學		
學校類別：	小學 (*請刪去不適用者)	負責老師：	Ms S Cheng Ms B Lee Mr YC Lam Mr F Liong

本學年已與以下內地姊妹學校進行交流活動：

1.	上海市民辦尚外外國語小學(簡稱：尚外小學)
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (☑已舉辦)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪 ● 現任校長帶領未來校長、師生探訪友校，交流管理經驗教學心得。	B1	☑	增進對內地的認識和了解
A2	☑	學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議(微信)	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (☑已舉辦)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☑	探訪	E1	☑	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☑	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☑	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☑	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☑	提升教學成效
D6	☐	專業發展日	E6	☑	擴闊視野
D7	☑	其他(請註明): ● 與姊妹學校商討交流計劃 ● 訓練學生行文化體藝交流	E7	☑	建立友誼/聯繫
	☑	交流以科技文化為主題: 考察上海科技文化, 如參觀商湯、汽車廠、大學等	E8	☑	其他(請註明): ● 增進對上海科技及文化的認識和了解 ● 增加對國家的歸屬感/國民身份的認同擴闊視野

教師層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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丙. 學生層面 (☑已舉辦)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	☑	探訪/考察	H1	☑	增進對內地的認識和了解
G2	☑	課堂體驗	H2	☑	增加對國家的歸屬感/國民身份的認同
G3	☑	生活體驗	H3	☑	擴闊視野
G4	☑	專題研習	H4	☑	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☑	促進文化交流
G6	☑	文化體藝交流	H6	☑	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☑	提升自理能力/促進個人成長
G8	☐	其他(請註明): ● 交流以科技文化為主題: 考察上海科技文化, 如參觀商湯、	H8	☑	豐富學習經歷

		汽車廠、大學等			
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學生層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (☒已舉辦) (註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	C1 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

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

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全年財政報告：

2024-2025 Sister School Grant Expenditure					
Income	Amount	Calculation	Expenditure	Amount	Calculation
Sister School Grant B/F	HK\$ 162,994.00		Tour Fee	HK\$ 66,141.58	N1
Sister School Grant 24/25	HK\$ 165,439.00		Jacket	HK\$ 6,375.00	N5
			Tour Materials	HK\$ 1,945.93	N5
			Equipments	HK\$ 136,030.00	N4
				HK\$ -	
				HK\$ -	
				HK\$ -	
				HK\$ -	
				HK\$ -	
	HK\$ 328,433.00	Total Income		HK\$ 210,492.51	Total Expenditure
Total Income - Total Expenditure:			HK\$ 117,940.49	Balance - Sister School Grant 24/25	

反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
01	<input checked="" type="checkbox"/>	<p>有關交流活動的層面 [如適用，請註明]</p> <ul style="list-style-type: none"> ● 今年度能延長在友校的時間，兩校師生有更多互動機會，了解彼此。 ● 透過文化體藝交流，學生接觸到不同學校的文化，增強對多元文化的理解和包容。 ● 學生之間的交流可促進友誼，擴大社交圈，增強人際交往能力。
02	<input checked="" type="checkbox"/>	<p>有關交流活動的形式/內容 [如適用，請註明]</p> <ul style="list-style-type: none"> ● 今年度起，大眾汽車廠未能安排參觀車廠，而是改為講座，建議下年度取消此行程。 ● 新增景點—<u>上海天文館</u>，天文館提供豐富的天文學知識，能激發學生對科學和探索的興趣。 ● 學生對於科學及天文較有興趣，建議下年度取消世博會博物館。 ● 透過參觀<u>佘山進教之佑聖母大殿</u>，學生能了解天主教的歷史和文化，感受教堂的建築美學和宗教意義。
03	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排 [如適用，請註明]</p> <ul style="list-style-type: none"> ● 今年新增景點(天文館及<u>佘山進教之佑聖母大殿</u>)，故時間較緊湊，建議下年度取消參觀「大眾汽車廠，因大眾汽車廠未能安排參觀車廠，而是改為講座。
04	<input type="checkbox"/>	<p>有關交流活動的津貼安排 [如適用，請註明]</p> <p>/</p>
05	<input type="checkbox"/>	<p>有關承辦機構的組織安排 [如適用，請註明]</p> <p>/</p>
06	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	___/___人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	__20__人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	__20__總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__4__總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__2__總人次

<p>備註：</p> <p>/</p>

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viii. Life-wide Learning Grant

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing students' proper values and attitudes													
1	Teaching English through Movies	Jun, 2025	P.5	153	\$918.00	\$6.00	E1	English Language	● Students were motivated to learn due to their great interest in the chosen movies. ● Students engaged in creative activities such as role-plays and whole-class discussions. ● By understanding the protagonists' thoughts and feelings, students were able to develop empathy for people who were different from them. ● Students were able to understand that different cultures have different ways to honour their loved ones who have passed away. ● Students were able to learn different strategies	✓	✓			
2	Online Reading Platform (Raz Kids)	Year round	P.1-3	460	\$0.00	\$0.00	E1	English Language	Note: Funds were drawn from another account instead of LWLG.					
3	中文廣泛閱讀	Year round	P.1-6	933	\$1,093.29	\$1.17	E1	Chinese Language	● 全校參與問答比賽，表現踴躍。 ● 學生能享受閱讀的樂趣。	✓	✓			

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4	智愛中文平台	Year round	P.1-6	933	\$11,000.00	\$11.79	E1	Chinese Language	<ul style="list-style-type: none"> ● 智愛中文平台通過不同形式的語文線上活動引起學生的學習興趣，使學生主動完成練習，從而提升讀寫聽說的能力。 ● 各年級學生按時完成平台的練習，一、二年級尤為踴躍。 	✓	✓			
5	Maths Station	Year round	P.1-6	933	\$15,223.90	\$16.32	E1	Mathematics	<ul style="list-style-type: none"> ● Students showed great interest in reading the Mathematics storybooks during class periods and recesses. ● Students were able to find, explore and clarify the mathematical concepts as they were embedded in fun and interesting stories. 	✓	✓			
6	GS Excursions	Year round	P.1-6	933	\$8,400.00	\$9.00	E2	General Studies	<ul style="list-style-type: none"> ● An excursion to the supermarket was organised for P.2 students. They gained a deeper understanding of the Wan Chai community. ● An excursion to Green @ Wan Chai was organised for P.3 students. They gained better understanding of recycling and reducing carbon footprint. ● An excursion to the Hong Kong Palace Museum was organised for P.5 students. The students showed great interest during the visit, demonstrating their appreciation for Chinese culture. 	✓	✓			

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7	STEM Workshops	Year round	P.6	155	\$28,084.05	\$181.19	E5	Science	<ul style="list-style-type: none"> ● Students took part in the STEM workshops actively. ● Students' scientific thinking was cultivated and developed. 	✓				
8	Community Service Learning Programmes	Year round	P.4-6	473	\$146,631.60	\$310.00	E5	Values Education	<ul style="list-style-type: none"> ● Owing to the tight schedule, only two service programmes were arranged for P.4 and P.5 students. ● Most P.4 and P.5 students took part in the programme actively. ● Students gained a better understanding of the lives of people from different backgrounds, fostering empathy and broadening their perspectives. 	✓			✓	
9	Personal Growth Education Programme	Year round	P.1-6	933	\$63,672.00	\$68.24	E5	Values Education	<ul style="list-style-type: none"> ● The year-end survey showed that the majority of students enjoyed the activities of the Whole School Approach Guidance Project and PD lessons conducted by the Guidance Team. ● The programme was regarded interesting and rewarding. The students agreed that they had learnt what the activities and lessons had intended to teach them. Many of them found that they had gained a better understanding of their own character strengths. They believed that they have become more confident in planning for their 	✓				
10	School Picnic	Nov, 2024	P.1-6	933	\$0.00	\$0.00	E2	Values Education	Note: Funds were drawn from another account instead of LWLG.					

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11	<p>Outings and Visits for Uniformed and Social Service Groups:</p> <ul style="list-style-type: none"> ● Cub Scout and Grasshopper ● Red Cross ● CYC 	Year round	P.1-6	150	\$13,775.00	\$91.83	E1	Values Education	<ul style="list-style-type: none"> ● Students broadened their learning experiences by participating in various community visits and activities. ● Students' sense of discipline, teamwork, and social responsibility was fostered. ● Their civic awareness and commitment to serving the community were strengthened. 	✓		✓		
12	STEM Gifted Programmes	Year round	P.3-5	36	\$4,546.00	\$126.28	E5	Gifted Education	<ul style="list-style-type: none"> ● Students were actively engaged in advanced, inquiry-based projects. ● Students' higher-order thinking, creativity and problem-solving skills were significantly enhanced. ● Students' passion and potential in science and technology were further nurtured and stretched. 	✓				
13	Junior Choir and Senior Choir	Year round	P.1-6	120	\$68,400.00	\$570.00	E5	Arts (Music)	<ul style="list-style-type: none"> ● Students were guided to sing better in harmony with the guidance of the conductor. ● Students showed great commitment in their regular rehearsals. ● Students' music potential was strengthened. 	✓		✓		

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14	Handchime Team	Year round	P.3-6	15	\$38,500.00	\$2,566.67	E5	Arts (Music)	<ul style="list-style-type: none"> ● Students were encouraged to collaborate better to play the handchime with the guidance of the conductor. ● Students showed great commitment in their regular rehearsals. ● Students' potential for reading, listening and performing music was strengthened. 	✓		✓		
15	Percussion Band	Year round	P.2-6	25	\$34,800.00	\$1,392.00	E5	Arts (Music)	<ul style="list-style-type: none"> ● Students were encouraged to collaborate better to play the percussion instruments with the guidance of the conductor. ● Students showed great commitment in their regular rehearsals. ● Students' potential for reading, listening and performing music was strengthened. 	✓		✓		
16	道理班	Year round	P.3-4	11	\$29,000.00	\$2,636.36	E5	Values Education	<ul style="list-style-type: none"> ● 學生透過學習耶穌的一生建立了正向的價值觀，並從日常生活中實踐出來。例如，在學校裏幫助有需要的人、寬恕別人、鼓勵同學努力去實現目標等。 	✓				
17	STEAM Project - Bridge-IT Project	Year round	P.1-6	933	\$145,369.00	\$155.81	E1	s-Disciplinary (STE	<ul style="list-style-type: none"> ● Students were involved in creating models and posters to raise awareness on heritage conservation. ● Students' work was showcased in the Learning and Teaching Expo. 	✓				

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18	VR School Tour	May, 2025	P.4-5	25	\$35,250.00	\$1,410.00	E5	s-Disciplinary (STE	<ul style="list-style-type: none"> ● Students were actively engaged in planning, filming and producing a virtual reality (VR) tour for the school. ● Students learnt practical skills in 360-degree videography and VR content creation. 	✓				
19	P.4-5 AR Video Making Workshop	Year round	P.4-5	15	\$13,500.00	\$900.00	E5	s-Disciplinary (STE	<ul style="list-style-type: none"> ● Students enthusiastically participated in creating their own augmented reality (AR) videos. ● Their creativity, storytelling and digital literacy skills were developed through the hands-on workshop. ● The experience successfully sparked students' interest in emerging technologies, empowering them to become young digital creators. 	✓		✓		
20	Inter-school Competitions	Year round	P.4-5	67	\$18,616.00	\$277.85	E1	Gifted Education	<ul style="list-style-type: none"> ● Teamwork among students was developed. ● Students' critical thinking, problem-solving, communication and leadership skills were enhanced. 	✓				

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21	Educational Camps and Adventure-based Activities	Year round	P.6	155	\$41,607.00	\$268.43	E1	Values Education	● Students' self-confidence and independence were enhanced. ● Friendships and communication skills were built throughout the activities. ● Students developed resilience by facing and overcoming challenges. ● Students were encouraged to have an active lifestyle.	✓		✓		
22	Sports Activities	Apr, 2025	P.3-6	28	\$30,000.00	\$1,071.43	E1	Physical Education	● Students' technical skills and tactical awareness were significantly sharpened through intense competitive matches. ● The tour successfully promoted cultural exchange and mutual understanding through friendly matches.	✓		✓		
23	Sports Events (Swimming Gala, Athletics Meet)	Nov, 2024	P.1-6	933	\$0.00	\$0.00	E1	Physical Education	Note: Funds were drawn from another account instead of LWLG.					
24	OLE	Year round	P.1-5	778	\$77,444.29	\$99.54	E1	Cross-Disciplinary (Other)	● With the joint effort of different panels and our school's Guidance Team, a lot of fun and meaningful cross-curricular activities were organised. ● Students' school life was considerably enriched with a lot of happy and memorable experiences and memories. ● The programme received acclaim and support by parents and students.	✓		✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				10,130	\$825,830.13									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Study Tour	Mar, 2025	P4 - 6	0	\$0.00	\$0.00	-	-	Note: Funds were drawn from another account instead of LWLG.					

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2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				10,130	\$825,830.13									

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

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$825,830.13

Category 3: Number of Student Beneficiaries

Total number of students in the school:	933
Number of student beneficiaries:	933
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	HO TAN MENG JEANNE
Post of Contact Person for LWL:	PSM

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

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