Revised on 1 Nov 2026

St. Joseph's Primary School



School Report 2025-2026

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.

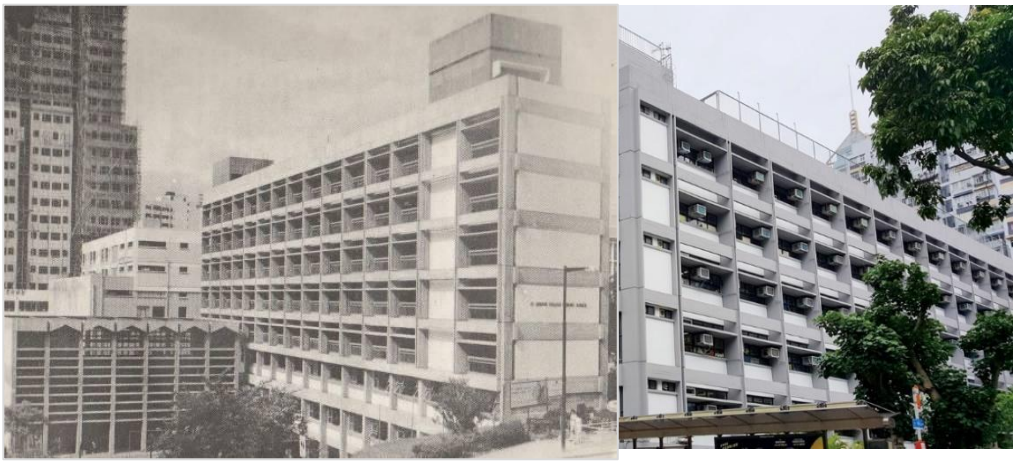
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Part A: Our School



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 2025-2026

Chairman:	Ms Tam Man Yee Millie	(Supervisor)
Secretary:	Ms Lam Mei Ki	(Principal)
Managers:	Brother Chan Kok Keong Jeffrey	(SSB Manager)
	Mr Yung Ying Cheuk	(SSB Manager & Treasurer)
	Ms Leung Foo Tin Joyce	(SSB Manager)
	Mr Tam Kin Kwok	(SSB Manager)
	Ms Chan Yuk Ngor Rosanna	(SSB Manager)
	Ms Asha Rani Sharma	(SSB Manager)
	Ms Ma Kit Ching Veronica	(Independent Manager)
	Ms Chau Man Hei	(Teacher Manager)
	Mr Chan Nathaniel Clifton	(Parent Manager)
Alternate Managers:	Mr Wong Ho Yuen Andrew	(Alternate SSB Manager)
	Ms Lai Jacqueline Chun Kee	(Alternate Teacher Manager)
	Mr Fu Wing Ching	(Alternate Parent Manager)

Our Students

2025-2026 Class Structure

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

Class Level	25/26
P.1	130
P.2	134
P.3	163
P.4	164
P.5	164
P.6	146
Total	901



Attendance	25/26
P.1	96.8%
P.2	96.5%
P.3	97.3%
P.4	97.0%
P.5	97.3%
P.6	96.9%



Percentage of lesson time for Key Learning Areas	P.1 to P.6
Chinese Language Education	22.22%
English Language Education	20%
Mathematics Education	15.56%
Primary Humanities	6.67%
Primary Science	6.67%
Arts Education	8.88%
Physical Education	4.44%

Our Teachers

Teachers' Academic Qualification

Master's Degree or above	48.33%
Bachelor's Degree	100%

Teachers' Data

Number of Registered Teachers	59
Chinese Teachers	21
English Teachers (except NET)	18
Mathematics Teachers	18
NET	2
PTH Teachers	17

Teaching Experience

0 to 4 years	16.7%
5 to 9 years	18.5%
10 years and above	64.8%



Continuing Professional Development

Our school has taken a holistic approach to teacher professional development that aligns with seven key learning goals. By providing systematic, targeted resources, we empower teachers to create a positive learning environment that fosters students' growth. Our comprehensive training equips teachers to cultivate national identity and core values, deepen subject knowledge and enhance language skills. It also focuses on fostering critical thinking, collaboration, information literacy, and healthy lifestyle across our school community.

Date	Seminar / Workshop	Related Seven Learning Goals
22/8/2025	Small Class Teaching Workshop (Part One)	◆ Knowledge of key learning areas ◆ Reading & information literacy
10/9/2025	Safeguarding and Student Protection	◆ Proper values and attitudes ◆ Healthy lifestyle
3/11/2025	Digital Education & National Security Education	◆ Proper values and attitudes ◆ Reading & Information Literacy
10/11/2025	A Workshop on Strategies of Tier One Classroom Support	◆ Knowledge of key learning areas
29/11/2025	Positive Education: Parent-Children Emotional and Resilience Management	◆ Proper values and attitudes ◆ Healthy lifestyle
19/3/2026	Traditional Chinese Medicine Relaxation and Stress Relief Workshop (中醫安神舒壓工作坊)	◆ National identity
15/5/2026	Small Class Teaching Workshop (Part Two)	◆ Knowledge of key learning areas ◆ Reading & information literacy
8/7/2026	Joint School Staff Development	◆ Knowledge of key learning areas

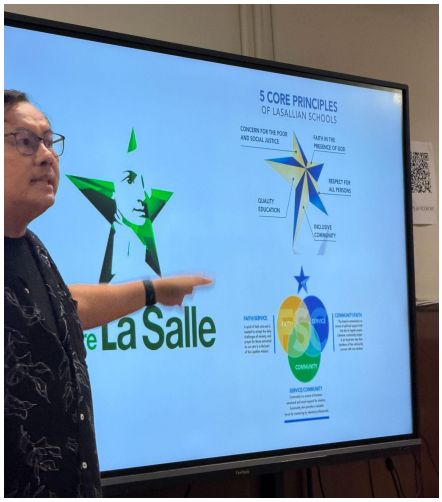
Alongside their participation in school-based professional development, the majority of teachers have actively enrolled in training programmes organized by the Education Bureau (EDB) and other organisations. This commitment to continuous professional growth serves to enhance teaching quality and optimize student learning outcomes.

Lasallian Formation for Teachers 2025-2026

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



On 15th July, 2026, our teaching staff gathered for an enriching session titled "Inspirations and Convictions from the Declaration on the Lasallian Educational Mission (2020)." We were honored to welcome two distinguished guest speakers: Br. Paolo Mata (Lasallian Brother) and Ms. Alice Lau (Lasallian Education Council Member). Designed to deepen our understanding of our founder, St. John Baptist de La Salle's life and the virtues of a good teacher, the day provided a meaningful opportunity for professional growth and spiritual reflection.



Br. Paolo opened the session by guiding us through the rich educational heritage of the Lasallian tradition. He reminded us that the Founders chose to call themselves "Brothers" rather than "Masters" to emphasise accompaniment, humility, and equality in education. Crucially, he highlighted that the modern Lasallian mission relies heavily on lay educators—us, the teachers, who work alongside the Brothers to sustain this global calling. He traced the historical evolution of the mission from its 17th-century French origins to its worldwide reach today, grounding the discussion in the Five Core Principles of Lasallian Schools.

To bridge tradition with modern innovation, Br. Paolo divided teachers into 12 discussion groups, each assigned a key conviction from the Declaration on the Lasallian Educational Mission (2020). Utilising the interactive platform lasallian.ai, groups explored the practical meaning of these statements and reflected on how they manifest within our own school community.

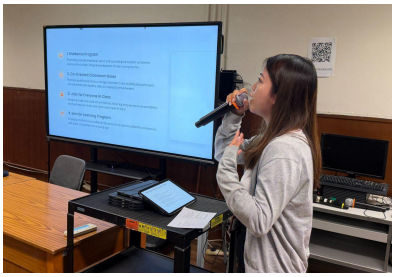


Ms. Alice Lau then facilitated a dynamic sharing session where representatives voiced their groups' insights:

- Search for Truth: Teachers reflected on the statement "We believe that education makes possible the search for and the transmission of truth" affirming that our school's atmosphere of mutual respect fosters safe exploration and open knowledge sharing.
- Environmental Care: Discussing education as a "powerful resource for the care of the earth," staff highlighted our ongoing initiatives promoting eco-friendly habits and environmental stewardship among students.
- Pastoral Support: Addressing pastoral guidance, teachers highlighted our dedicated guidance team, which actively safeguards the mental health and well-being of both staff and students.







To conclude the inspiring event, our School Supervisor, Ms Millie Tam, shared the comforting song "Good Luck, Good Health, God Bless You," leaving us with a warm message of gratitude and encouragement.

The session reinforced our sense of shared purpose, inspiring us to walk alongside our students with renewed faith, service, and community spirit.



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

In line with the findings from the Stakeholder Surveys and APASO 2025–2026, our school is dedicated to fostering holistic development and lifelong learning among our students. Our strategic focus centers on two key priorities: nurturing global citizenship alongside national identity and strengthening essential soft skills. These initiatives ensure our students grow into well-rounded individuals who are fully prepared for the challenges of tomorrow.

Major Concern 1:
Be a good Samaritan: "Love your neighbour as yourself" [Luke 10:25-37]

Target 1.1 To develop students' interpersonal competence, positive attitudes and peer interaction skills.

Achievements:

Target 1.1 was generally achieved. Students learned to understand themselves, communicate respectfully, work with others and care for people in need. They practised these skills in lessons, school activities and community service. They developed good moral character and showed improvement in showing respect and consideration for others. In addition, 99.4% of KS2 students participated in uniformed groups or community service.

Students practised interpersonal skills such as listening, sharing ideas, engaging in respectful discussions and collaborating with others. These skills were observed to have been enhanced through participation in guidance programmes, lessons and subject based activities in classrooms, as well as in uniformed groups, community service and service-learning programmes. Highlights include:

- **Building the foundation for loving others:** In the **Guidance Project**, *Be Your Own BFF* (BFF: Best Friend Forever), students came to understand self-love and self-care as the foundation for loving others. They tried to apply the skills learned in the programme in their daily lives. It was observed that students became more confident in expressing themselves and more willing to take on challenges in different school activities. They also tried to acknowledge and embrace their feelings, both positive and negative, rather than neglecting or denying them. They learned that mistakes and failures are part of growth. In addition, they showed greater acceptance of others. Most students understood the key messages and attempted to use the strategies in daily life.

- **Showing care and appreciation:** Through **Chinese subject activities,** students read texts about helpfulness, gratitude, filial piety, resilience and caring for others. They shared their own experiences of helping others and discussed ways to show love to their parents. They also posted

reflections and messages of appreciation on Padlet, created concept maps recognising people who serve society and wrote well-wishes for their classmates.

- **Solving problems together:** In **Primary Humanities and Primary Science**, students engaged in group research, presentations, report writing, and experiments. Through these tasks, they learned to explain their thinking, listen to different perspectives, share responsibilities and work towards common goals.

- **Serving others**: **Cub Scouts** served the community by delivering gift bags to the elderly, supporting the Swimming Gala and SJPS Family Fun Day, and raising funds for the Scout Association. **Community Youth Club members** from KS2 served as Lunch and Recess Helpers for P.1 students. They also joined the CYC Annual Rally, the Education Camp, and participated in Community Chest fundraising and clean-up campaigns. Through these roles, students learned to communicate with different people, take responsibility and care for others. **UAP members** served others by visiting an elderly community centre (P.6), running game booths for P.1 counterparts (P.5) and volunteering on campus and at a nearby kindergarten (P.4). They reflected on what they had learned and expressed appreciation for their peers during the debriefing sessions.

- **Understanding others' needs:** Through **service-learning**, P.4–6 students developed a deeper understanding of the needs of different groups in society. Through first-hand experience, they served the public and engaged in conversations with minority groups at a Sikh temple (P.4), explored housing issues in Hong Kong, particularly subdivided flats (P.5), and learned about sustainability through clothing donation (P.6). Students reported gaining greater awareness of others' needs.

Reflection:

- Overall, the evidence indicates that Target 1.1 was generally achieved. Students demonstrated growth in self-understanding and interpersonal competencies, including respectful communication, collaboration and caring for people in need. These skills were not developed in isolation; rather, students had repeated opportunities to practise them across lessons, guidance programmes, school-based activities, uniformed/service groups and service-learning, which strengthened the transfer of learning from structured settings to authentic contexts. The very high participation rate (99.4% of KS2 students in uniformed groups or community service) also reflects a positive school culture that values service and character development.

- The Guidance Project "Be Your Own BFF" provided a solid foundation for students' socio-emotional learning by strengthening self-care and self-acceptance. Observations that students became more willing to take on challenges and more able to recognise and accept a full range of emotions, suggest improved resilience and a healthier attitude towards mistakes and setbacks. This is a meaningful prerequisite for sustaining positive relationships, as students who can manage their emotions are better equipped to interact respectfully and empathise with others.
- Subject-based activities further reinforced these dispositions. Through Chinese subject activities, students connected moral concepts such as helpfulness, gratitude and filial piety to lived experiences. Their reflections on Padlet, concept maps recognising contributors to society and well-wishes to classmates provided concrete evidence of growing appreciation and the ability to express care in appropriate ways. In Primary Humanities and Primary Science, collaborative inquiry tasks required students to listen actively, articulate ideas clearly, negotiate different perspectives and share responsibilities. These classroom experiences strengthened students' teamwork habits and supported the development of respectful discussion norms.
- Service and leadership roles offered authentic contexts for students to practise empathy and responsibility. Participation in Cub Scouts, Community Youth Club, and UAP enabled students to apply communication and cooperation skills while serving different groups, including younger students and the elderly. The inclusion of structured debriefing sessions was particularly valuable, as it supported reflection, peer appreciation and consolidation of learning beyond the activity itself. In addition, service-learning experiences across P.4–6 broadened students' understanding of diverse needs in the community. Students' first-hand engagement, through interaction with minority groups, exploration of housing issues, and learning about sustainability, helped them develop greater awareness of social realities and a more empathetic outlook.
- The APASO results show strong overall development across P.3–P.6, yet the higher KS2 levels (especially P.5–P.6) indicate comparatively weaker impact, as reflected in P.6 where Belongingness rose only slightly (104 → 105) and Positive Affect remained low with only a small improvement (85 → 88). This suggests that some older pupils may have less secure emotional connection to peers, less consistent attitudes of inclusion and care and less stable habits of positive peer interaction when facing more complex friendship dynamics and social pressure; they may also need further knowledge and skills to communicate respectfully, manage disagreement, and repair relationships and more opportunities to demonstrate helping behaviours proactively.

Feedback and Follow up:

Feedback from students, teachers, and parents was positive, indicating that students had internalised key learning from the programmes. Students actively participated and applied strategies from the Guidance Project in daily life, demonstrating improved self-management and interpersonal skills. They also showed greater empathy and a stronger sense of responsibility when serving others, while parents reported more caring behaviour at home. Nevertheless, evidence suggests that these outcomes are less consistently sustained as students move into higher KS2, where peer dynamics and independence become more complex. Strengthening progression and follow-up in higher KS2 is therefore needed to reinforce students' interpersonal knowledge, attitudes, habits and "Good Samaritan" behaviours, so that a strong sense of belonging and positive emotions can be maintained through P.5–P.6.

1. Strengthening Higher KS2 Progression and Follow-up to Deepen Interpersonal Competence and "Good Samaritan" Behaviours

The school will strengthen progression and follow-up in higher KS2 by explicitly teaching and practising interpersonal knowledge and skills (e.g. empathy, active listening, assertive-yet-respectful language, conflict resolution), reinforcing positive attitudes and daily interaction habits through structured cooperative learning routines and providing authentic contexts (peer-support roles, service learning, leadership responsibilities) for students to practise consistent "Good Samaritan" behaviours that build belonging and positive emotions.

2. Students will turn values into action at school, at home and in the community.

At home, students will complete empathy-based tasks such as writing gratitude messages and appreciation notes, interviewing family members, and carrying out acts of kindness. **At school**, more students will take on peer-support responsibilities by assisting younger students, newly admitted students and classmates who require help. **In the community,** students will set a personal goal before each service activity and engage in post-activity reflection to consolidate learning and identify areas for growth.

Target 1.2 To strengthen students' social and emotional development through home-school cooperation

Achievements:

Target 1.2 was generally achieved. With strengthened home–school cooperation through the parent education programme, students demonstrated stronger emotional awareness and regulation by identifying feelings, using simple coping strategies and showing improved self-control when facing daily challenges at both home and school. Students also developed more positive communication attitudes and habits, including expressing needs appropriately, listening with respect and responding more calmly during disagreements, reflecting more consistent expectations and language across the two settings.

Through two「家長善意溝通工作坊」 and four parent seminars (empathetic communication, boundary-setting, understanding children through MBTI, and balancing screen time with family time), students' knowledge and habits related to healthy boundaries and responsible digital use were reinforced in daily routines. Students benefited from the home–school bonding activities (Ice Cream Treat and Toy Story 5 Movie Screening), which strengthened their sense of connection and belonging and nurtured more positive attitudes and behaviours in relationships. Students also gained authentic opportunities to practise and reflect on friendship skills, empathy and responsible decision-making, further consolidating positive interpersonal habits in daily life. Students were more able to apply and sustain simple emotion-management and coping strategies across home and school settings, as over 90% of parents reported the strategies were practical.

Reflection:

The achievement suggests that home–school cooperation functioned as a protective factor for students' social and emotional development. When parents used shared language and consistent approaches at home, students were better able to recognise emotions, choose simple coping strategies and practise self-control in authentic daily situations. This coherence between home and school likely strengthened students' habits (e.g. pausing, naming feelings, using calm-down strategies) and supported more constructive communication behaviours during disagreements.

At the same time, the findings indicate that students' growth was not only skills-based but also relational. The bonding activities appeared to enhance students' sense of belonging and emotional security, which created conditions for students to show more empathy, respect and responsible decision-making with others. To build on this progress, follow-up should focus on helping students transfer and sustain these strategies in higher-demand contexts (e.g., peer conflict, online interactions

and increased independence), and on strengthening parent support for consistent routines—especially digital safety and boundary-setting—so that students' positive attitudes and self-management behaviours become more stable and automatic over time.

Feedback and Follow up:

- **Strengthening Strategy Transfer and Home–School Consistency**

To build on the progress, follow-up should prioritise helping students transfer and sustain the strategies they learned in higher-demand contexts (e.g. peer conflict, online interactions and increased independence), while strengthening parent support for consistent routines, especially digital safety and boundary-setting, so that students' positive attitudes and self-management behaviours become more stable and automatic over time. This can be taken forward through explicit teaching and rehearsal of emotion-management and conflict-repair steps in authentic scenarios, regular home practice with shared language and simple routines (e.g. daily emotion check-ins, calm-down options, agreed "pause-and-ask-for-help" signals) and targeted parent booster inputs and practical tools (e.g. family screen-time agreements, boundary scripts and consistent response phrases) to reinforce students' habits across settings. Continuous monitoring using a few observable indicators (e.g. students' use of coping strategies, respectful communication during disagreements, and adherence to screen-time routines) will help home and school adjust support early and sustain impact.

- **Timely Tiered Student Support with Family Partnership and Enhanced Parent Engagement**

Students who need additional support will receive timely, coordinated help together with their families. Students who experience greater difficulty with emotional regulation or friendships will be identified early and offered appropriate support, such as brief parent consultations, targeted small-group sessions or referrals to the Guidance Team, so that students can strengthen coping skills, communication habits and relationship behaviours in a structured way. The school will also adopt more flexible and proactive approaches to engage parents who seldom attend school activities (e.g. alternative meeting times, phone check-ins and multiple communication channels) to ensure consistent home support and follow-through.

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

Achievements:

Target 2.1 was generally achieved. Over the year, students developed a clearer understanding of school regulations and local legislation, and more of them showed a willingness to behave responsibly. The impact was particularly evident among junior students and student leaders.

Students increasingly saw themselves as good Josephians and practised self-discipline in their daily conduct. Through the MY BOOK Reward Scheme, 68.1% of students said they tried their best to be a good Josephian. KS1 students responded particularly positively: 81.8% said they tried their best to be good Josephians, 63.2% said the scheme encouraged them to behave properly, and 64.6% wished to continue taking part. This shows that the scheme helped younger students build positive habits and a sense of belonging to the school.

Student leaders developed the skills to help keep school order and support their peers. After four Mediation Workshops, School Prefects and School Guidance Prefects became better at active listening, showing empathy and solving problems. P.6 prefects learned more advanced ways of handling conflict, and junior prefects learned basic skills to help younger students follow school rules. As a result, student leaders were better able to model rule-abiding behaviour and help build a harmonious school environment.

Students also began to connect school rules with the wider legal and civic responsibilities of being a citizen. According to the KPM report, 100% of KS2 students took part in learning activities and competitions related to the Basic Law, the National Constitution and national security. In Primary Humanities, P.5 students discussed key points of the White Paper on national security, which helped them understand local laws and the importance of the rule of law. Over 60 P.6 students visited the National Security Exhibition Gallery. In Visual Arts, all students took part in a national security colouring competition. Several students won awards in inter-school competitions on the Basic Law and "One Country, Two Systems", which showed that they could express their understanding of these themes creatively.

Reflection:

Several factors helped students make progress towards this target. The MY BOOK scheme's daily records and immediate rewards gave students concrete, visible expectations. This suited younger students well and explains the strong KS1 response. Discipline briefings and talks on drug prevention, computer safety and personal boundaries linked rules to situations students meet in daily life, so they could see why rules matter rather than simply being told to obey them. Values education also appeared across subjects, so students met the same messages in different contexts. In Primary Humanities and Visual Arts, discussions, visits and creative tasks engaged students who might respond less to talks and helped them express their understanding in their own way. Training student leaders meant that peers, not only teachers, modelled and reinforced expected behaviour, which built a positive culture of rule-abiding behaviour.

There is still room for further growth. KS2 students would benefit from more age-appropriate motivation and greater ownership of the scheme. Some students also need more support to apply their knowledge of rules consistently in daily behaviour.

This year's experience showed that students take more ownership of rules when they understand why the rules matter and have a chance to practise them in real situations. Students responded best to concrete routines, real-life examples and peer role models. These approaches will form the basis of the school's continued work.

Feedback and Follow Up:

To help students achieve the learning goals of Responsibility and National and Global Identity, the school will strengthen its work in the following areas.

The MY BOOK Reward Scheme will continue as a whole-school routine. It will keep helping students practise positive behaviour, follow school rules and show the qualities of a good Josephian.

To help students turn knowledge into consistent behaviour, discipline, guidance and subject lessons will make more use of scenario-based learning, role-play and real-life cases. Students who need more help with self-regulation will receive targeted, individual support. A whole-school overview will also be developed to show how different subjects and teams promote law-abidingness, so that students learn these values in a coherent and progressive way.

Prefect and School Guidance Prefect training will build on this year's success by placing further emphasis on empathy and communication. Case-based simulations will give student leaders the chance to practise handling real school situations before they meet them on duty.

Values Education and National Security education will continue through interactive platforms and competitions. The school will explore extending the National Security Exhibition Gallery visit to more levels so that more students can benefit. Award-winning artwork will be displayed on campus so students can learn from each other.

Target 2.2 To enhance students' national identity and appreciation of their cultural heritage through curriculum development, exchange programmes and diverse educational experiences

Achievements:

Target 2.2 was achieved. The school used a whole-school approach to help students grow into global citizens who love their hometown, home country and home planet. Through subject learning, cultural activities, educational visits and Mainland exchange programmes, students developed a stronger national identity and a greater appreciation of Chinese culture, local heritage and national development.

Students' sense of national identity grew clearly. Compared with 2024–2025, students' APASO Q-scores rose in all four areas of national identity:

- Responsibility and Obligations: 92 to 115
- Proud and Love: 87 to 111
- National Flag and Anthem: 97 to 116
- Achievements: 87 to 115

All four scores are now above the Hong Kong norm of 100. This suggests that students developed a stronger sense of responsibility, pride, respect for national symbols and appreciation of the country's achievements.

Students gained a deeper understanding of Chinese culture and heritage through subject learning. Subject panels designed learning tasks that built students' understanding of Chinese culture, national development and local history. Some examples are given below.

- **Chinese Language:** Students deepened their appreciation of Chinese art and the country's natural beauty by studying traditional Chinese ink painting and researching the country's landscapes.
- **English:** Students learned to appreciate and respect cultural differences. P.3 students came to understand what makes Chinese shadow puppetry unique by comparing it with Western puppetry. P.4 students discovered that dragons, often shown as villains in Western stories, are seen as wise and kind figures in Chinese culture.
- **Primary Humanities:** Students strengthened their sense of belonging and civic responsibility by learning about traditional festivals, the national flag, emblem and anthem, the history of Hong Kong, the establishment of the HKSAR and the Basic Law.
- **Science:** P.3 students connected plant biology with traditional Chinese medicine by studying local herbs and their uses in a school-based booklet. This helped them see how science, culture and daily life are related.

According to the SHS, 98.3% of teachers agreed that the curriculum successfully included the goal of developing students' national identity.

Students developed pride in the country's achievements and its people. In Chinese Language and Science, students came to value the country's scientific and cultural contributions by learning about prominent national figures and pioneering Chinese scientists. In English, P.5 students reflected on how inspiring figures contributed to society and the country through biography writing. P.6 students expressed pride in the country's athletes in the *Olympic Stars of Our Country* unit. P.2 students gained a better understanding of the country's natural heritage by writing reports on giant pandas. P.3 students broadened their understanding of local and national development by virtually exploring museums, aquariums and parks in Hong Kong, Zhuhai, Shanghai and Beijing.

Hands-on activities helped students appreciate Chinese cultural heritage more deeply. During Chinese Cultural Day, students experienced traditional Chinese New Year customs through interactive game booths and handicraft workshops. They also watched the drama 《清明上河圖裡的百態人生》(*Life in Along the River During the Qingming Festival*), which showed them everyday life in ancient China. Through these activities, students developed a stronger interest in Chinese festivals, customs and traditional crafts. 84% of students agreed that the programme broadened their understanding of traditional Chinese culture. According to the SHS, 98.3% of teachers agreed that the school offered a variety of learning experiences.

Students expressed their understanding of Chinese culture creatively. Through the Hong Kong Young Writers Awards 2026 ("New Tales of China's Silk Road"), students researched the history of the Silk Road and showed through creative English writing how it connected China with the world. Of the 51 students recommended, 10 received Honourable Mention Awards, 4 received Highly Commended Awards and 2 were Winners in the Non-fiction Group 2 and Poetry Group 1 categories. Their winning works were displayed on the English Display Board so the school community could share their learning.

Students developed a more concrete understanding of the country's development through first-hand experiences on the Mainland. By joining exchange programmes, students broadened their horizons, interacted with Mainland peers and experienced different learning environments. According to KPM data, 182 students took part:

- **Mainland Cultural Tour (82 students, 2 days):** Students connected China's modern history with its technological innovation. At Lin Zexu's Humen Opium Destruction site, they gained insights into the country's modern history. At the DJI Shenzhen Innovation Experience Center and Robotics Academy, they took an active part in group activities. Many said the robot exhibition helped them imagine future possibilities in science and technology.
- **Shenzhen Music Exchange Day Tour (70 students):** Members of the Senior String Orchestra and Senior Choir performed at a summer concert alongside peers from Harrow International School. This built their confidence, artistic expression and performance skills. They also came to see music as a bridge for communication and learned more about education in Shenzhen.
- **Shanghai Sister School Tour (30 P.6 students, 5 days):** Students saw the country's progress in innovation for themselves through artificial intelligence at SenseTime and aviation innovation at the East China UAV Base. They expanded their scientific knowledge at the Shanghai Astronomy Museum and the Shanghai Auto Museum. At Shanghai Jiao Tong University, they learned about university life and future learning pathways through a campus tour and mentorship sessions. Spending time with peers at a local primary school gave them a first-hand understanding of school life in Shanghai. Visits to Yu Garden, Nanjing Road, the China Art Museum and Tianzifang, along with local food, let them experience the city's cultural heritage and way of life.

Reflection:

Target 2.2 helped students understand their identity at different levels: as members of the school community, as local citizens, as members of the country and as global citizens. Combining formal curriculum, informal activities and Mainland exchanges worked well, because students met the same values in many different settings.

The APASO results show clear growth in national identity. The largest gain was in National Identity: Achievements, which rose from 87 to 115. This matches the many learning experiences about Chinese scientists, national athletes and technological development across subjects and study tours. The impact also went beyond national identity: students showed stronger cultural appreciation, local awareness and respect for cultural differences.

Students learned most effectively by doing. They did not just read about Chinese culture or look at displays. They also made crafts, performed dramas, handled traditional tools and built models. In Chinese Language, this made learning more enjoyable and built students' creativity, research and presentation skills. In Putonghua, it also increased students' interest in the subject. In Science, linking plant biology with real Chinese herbs made abstract concepts more concrete.

Cultural elements fitted naturally into subject learning. In English, co-planning meetings helped the units run smoothly. Students learned the target language in meaningful contexts, and the dragon comparison helped them see how cultures can read the same symbol differently. Because students could choose their own characters for the Character Catwalk, they felt more ownership and a stronger personal connection with Chinese stories. The Silk Road was a new and challenging topic for many HKYWA participants. The briefing session gave them enough background to research the topic and produce thoughtful, creative work.

First-hand experiences helped students connect classroom learning with the real world. The Mainland Cultural Tour connected China's history with its modern innovation. The Shenzhen Music Exchange showed students that music can be a bridge between people. The Shanghai tour let students see the country's technological growth for themselves and encouraged them to think about their own future learning.

There is still room for further growth. Students would benefit from more chances to share and present what they have learned to others. They would also benefit from more regular reading about community and national issues, so that what they learn from activities and tours carries into everyday learning.

Feedback and Follow Up:

Students will connect their learning more closely with their community, their country and the world, and take a more active part in it. In Chinese Language, students will read more widely about caring for their community, their country and the world through the 【智愛中文學習平台】 and 【e悅讀計劃】. They will do more than read. Through guided reading, sharing and reflection, they will discuss what they read and connect it to their own lives. This will broaden their understanding of social and national issues and strengthen their sense of belonging. Students will learn about local history, national development and cultural heritage through collaborative discussions, role-play and cultural storytelling in Primary Humanities lessons, so they are taking part rather than just receiving information. In Science, they will observe, touch and smell real Chinese medicinal herbs, such as dried chrysanthemum and goji berries. This will make scientific concepts more concrete and memorable.

Students will have more chances to create, present and share. Students will continue to be encouraged to join the Hong Kong Young Writers Awards and the Character Catwalk. Through these, they can research Chinese culture, create original work and present it with confidence. In Putonghua, students will share their paper-cutting work and architectural models in class sharing sessions. This will build their confidence and let them celebrate what they have achieved.

Students will keep learning through first-hand experiences beyond the classroom. Students will continue to experience Chinese culture through Chinese Cultural Day and educational visits every year. More students and their families will learn about local history and why heritage preservation matters through heritage-based field trips with parents. Students on Mainland exchange programmes will take part in structured activities before each tour to prepare for their learning. After each tour, they will pass on what they learned to schoolmates who did not join through sharing sessions, so more students benefit from these experiences.

Target 2.3 To nurture globally conscious, culturally respectful and environmentally aware students through diverse educational initiatives

Achievements:

Target 2.3 was achieved. Students learned through visits to religious sites, environmental education across subjects and overseas exchange programmes. As a result, they broadened their horizons, developed respect for people from different backgrounds and became more aware of their responsibility to care for the planet.

1. Students developed respect for different religions and cultures.

Students learned about different religions, cultures and traditions first-hand by visiting religious sites.

- **P.4 Sikh Temple visit:** Students learned that people with different beliefs and cultural practices can live together through mutual respect. Students helped prepare food for Langar, the temple's community kitchen, which serves free vegetarian meals to all visitors whatever their background. This let them experience the values of equality, care and sharing in action.
- **P.6 Cathedral pilgrimage:** All P.6 boys visited the Hong Kong Catholic Cathedral of the Immaculate Conception. There, they deepened their appreciation of local heritage and religious traditions. The visit also built their cross-cultural awareness, empathy and understanding. These qualities help them become respectful and caring members of today's connected world.

2. Students became more aware of environmental issues and their role in protecting the planet.

Students learned about environmental issues through age-appropriate tasks in different subjects. They also thought about how their daily choices affect the planet. Some examples are given below.

- **Understanding environmental issues:** P.1 and P.2 students read a school-based website to learn why some animals are endangered and how people can protect them. Starting this year, P.1 students also wrote about this topic. P.4 students learned about the problems caused by environmental damage in the Chinese unit 《地球媽媽生病了》. P.3 and P.6 students studied different forms of pollution and practical ways to conserve resources based on the 4Rs: Reduce, Reuse, Recycle and Replace. P.5 students learned how artificial light affects the environment through the topic "Sun, Moon and Stars" and a visit to the Star Lab. They also learned why marine conservation matters through the seminar 「你好，貝寶寶」.
- **Expressing care for nature and encouraging others to act:** P.2 students designed posters promoting environmental conservation and care for the community, building on the Chinese

text 《失物待領》. P.4 students wrote letters to "Mother Earth" suggesting things they could do every day to protect the environment. In English, P.2 students upcycled materials to create Speedy the tortoise from *Nate the Great and the Tardy Tortoise*. They also thought about how to protect sea animals after watching a video about plastic waste. P.5 students used Google Gemini to create posters for the unit "Let's Go Green". They then presented their posters to classmates using Type 1 conditionals.

- **Learning beyond the classroom:** P.3 students practised sustainable habits through a class recycling initiative and a study visit to GREEN@WANCHAI. Through the Ocean Explorer Programme, P.5 students learned more about global warming and pollution in workshops, museum visits and beach field trips.

3. Students broadened their global awareness through overseas exchange programmes. Students joined study tours to Australia, Japan and Singapore. There they experienced other cultures, school life and approaches to sustainability for themselves. These experiences also encouraged them to think about their own identity and their role as global citizens.

- **Australia Study Tour (30 P.4 students):** Students acted as young ambassadors on school visits in Gold Coast and Brisbane. Talking with English-speaking peers and locals strengthened their language skills, confidence and cultural fluency. At the Clover Hill State School exchange, students attended lessons and joined recess and lunch activities with Australian peers. This gave them a real understanding of local school life and respect for different ways of learning. Visits to the rainforest, Tropical Fruit World, Currumbin Wildlife Sanctuary and the Tweed Endeavour River Cruise deepened their understanding of wildlife conservation and biodiversity. The farmstay activities included donkey care, bush games and rainforest walks. Along with the challenging Rainforest Walk on narrow, muddy paths, these pushed students out of their comfort zones and built their independence, resilience and willingness to support one another.
- **Tokyo STEAM Tour:** At Asakusa Kaminarimon Gate, students learned about the cultural and spiritual heritage of Japanese temples, which built their respect for international traditions. At Tokyo Tower, they learned about the tower's history and purpose. They then built a replica model in a Tublocks workshop, which strengthened their design thinking. A seminar at Waseda University introduced students to Japanese university life and linguistics. It built their academic curiosity and a more global mindset.

- **Singapore Educational Tour:** Students joined PE, Visual Arts and Science lessons with local students and visited a primary school and a university. Learning and talking alongside Singaporean peers built their confidence, open-mindedness and respect for different ways of learning. Visits to the Indian Heritage Centre and Chinatown helped students understand the traditions, beliefs and lifestyles of Singapore's different ethnic communities. They also came to appreciate Singapore as a multicultural society.

Reflection:

Students learned best when they took part directly. They showed openness at the Sikh Temple. Preparing food for Langar made the values of equality and service concrete. The NGO facilitators guided students patiently and helped them ask questions and see things from wider perspectives. Parent helpers supported students so that every student could take part safely and confidently. On the overseas tours, joining lessons, recess and meals with local peers gave students the most real understanding of other cultures. The outdoor challenges in Australia also built their resilience and independence.

Linking environmental education to many subjects helped students see protecting the environment as part of daily life rather than a separate topic. Students showed their understanding through writing, posters, upcycling and presentations.

There is still room for improvement in several areas:

- **From awareness to action:** Most environmental tasks helped students understand issues and express care for nature. Students had fewer chances to practice green habits regularly at school and to reflect on whether those habits were lasting.
- **Depth of learning on tours:** Some students needed more language support to follow the Waseda University seminar fully. In Singapore, some visits were brief visits from outside rather than immersive learning. Long outdoor activities in hot weather also tired students and lowered their engagement. Future planning needs a better balance between students' well-being and their learning.

- **Sharing learning more widely:** Learning from the religious visits and overseas tours mostly stayed with the students who took part. Few of them had chances to pass on what they learned to schoolmates.

Feedback and Follow-up:

To help students become more globally aware, culturally respectful and environmentally responsible, the school will build on this year's progress in the following areas.

Students will think more deeply about cultural and religious diversity. Visits to religious sites will continue. Students will complete short preparation tasks before each visit and reflection tasks afterwards, so they can link what they see to the values of respect, equality and care. The school will keep working with NGO facilitators and parent helpers so that all students can take part fully.

Students will turn their environmental awareness into everyday action. Students will take part in more action tasks, such as energy-saving challenges and reducing food waste. They will reflect on their own green habits using checklists or peer sharing. Visits to recycling centres, nature reserves and environmental education centres will help them learn more outside the classroom.

Students will get more out of their overseas learning. Before each tour, students will receive guiding questions so they know what to look for and can engage more actively. Two English translators will support students at future Waseda University sessions, so they understand more and feel more confident in cross-cultural conversations. Future Singapore itineraries will include more classroom observation and joint learning with local students instead of brief visits from outside. Schedules will be adjusted to the weather to protect students' well-being.

Students will share their global learning with the school community. After each tour, participants will act as learning ambassadors and share their experiences through assemblies, class sharing and display boards. They will also be encouraged to turn what they learned overseas into actions at school, such as caring for nature, reducing waste and protecting animals. This way, more students can benefit from these experiences.

Part C: Student Performance

Student Attitude and Behaviour

Our school nurtures students to become caring, respectful and responsible learners. Students learn to show kindness in daily interactions, use polite and inclusive language, respect differences and take responsibility for their choices, helping to build a supportive school community. Students also understand that everyone influences school culture and they develop the habit of being positive role models by demonstrating good manners, self-discipline and consideration for others.

Students receive regular, structured learning in values and personal growth through weekly sessions that integrate Moral and Civic Education and Personal Development. Through interactive activities, students strengthen their ethical understanding (knowing what is right and why), develop emotional intelligence (recognising, expressing and managing emotions appropriately) and practise decision-making and reflection that support healthy personal growth and respectful relationships. With guidance from class teachers and the Guidance Team, students build practical skills such as goal-setting, problem-solving, help-seeking and restoring relationships after conflict.

Over two years of development, P.6 student leaders have grown into confident peer peacemakers. Starting in P.5, students learned foundational mediation skills, including calming down, listening actively, using neutral language and guiding peers to agree on fair solutions. In P.6, students deepen these abilities through advanced training and practise being empathetic facilitators who help de-escalate disputes and promote harmony. Through this sustained programme, student leaders model self-control, respect and collaboration, reinforcing a lasting culture of mutual care and respect for younger students to follow.

Evidence from APASO 2025–2026, the School KPM Report 2025–2026 and stakeholder feedback shows that students are developing positive learning habits and attitudes. Students demonstrate growing perseverance, clearer goal-setting and stronger self-management, such as planning tasks, staying focused and taking responsibility for learning progress. Students also show healthier life-planning awareness, indicating increasing readiness to make informed choices and to take ownership of personal growth.

Students also demonstrate positive wellbeing and peer relationships. The findings suggest that students experience a stronger sense of belonging, develop emotional resilience and show improving

interpersonal competence. For example, cooperating with others, communicating respectfully and resolving disagreements more constructively. These student outcomes align with Major Concern (1), "Be a Good Samaritan: Love your neighbour as yourself" (Luke 10:25–37), by helping students practise compassion and care in real school life.

At the same time, the evidence highlights areas for continued strengthening. As students become more independent online, students, especially in upper primary, need stronger e-safety knowledge, more consistent responsible digital habits and clearer digital citizenship behaviours (e.g. thinking before posting, protecting privacy and seeking help when needed). In the transition year, some students may also need additional support to sustain positive emotions and learning motivation under higher academic demands. Moving forward, the school will continue effective whole-school practices while refining targeted support to strengthen students' digital safety, wellbeing and belonging, in line with Major Concern (2), "Be a global citizen: Love our hometown, home country and home planet."

Overall, students are growing into well-rounded individuals with a stronger self-image and developing leadership qualities. Students demonstrate strong social skills, emotional maturity and community responsibility and they gain confidence to recognise their strengths, contribute to the school community, and build healthy, lasting peer relationships.

Academic and Non-academic Performance

Our school has provided students with a comprehensive education, emphasising both extra-curricular skills and academic excellence. In the 2025-2026 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**			
		1st	2nd	3rd	Merit
Speech Festival	• 77th H.K. Schools Speech Festival (English)	12	16	18	127
	• 77th H.K Schools Speech Festival (Cantonese)	5	11	9	37
	• 77th H.K Schools Speech Festival (Putonghua)	6	3	9	31









Events		Awards			
		Gold	Silver	Bronze	Merit
Music	• 78th H.K. School Music Festival (Individual)	3	82	35	*
	• Joint School Music Association Competitions 2026				
	▯ Senior String Orchestra	1	*	*	*
	▯ Senior Symphonic Band	1	*	*	*
	▯ School Orchestra	1	*	*	*
	▯ Junior String Orchestra	*	1	*	*
	▯ Junior Symphonic Band	1	*	*	*
	▯ Chamber Wind Ensemble	1	*	*	*
	▯ Chamber String Ensemble	*	1	*	*
	▯ Percussion Band	1	*	*	*
	▯ Handchime Team	*	1	*	*
	▯ Chinese Orchestra	1	*	*	*
	▯ Junior Choir	1	*	*	*
	▯ Senior Choir	1	*	*	*
	▯ Individual Events	16	11	2	*
	▯ Whole School	Excellence in Music Training Award			
	• 2025 Hong Kong Youth Music Interflows				
	▯ String Orchestra Interflow – Primary School	*	1	*	*
	▯ Symphonic Band Interflow – Primary School Intermediate Class	*	1	*	*
	▯ Symphonic Orchestra	*	1	*	*
	▯ Chinese Orchestra Interflow- Primary School Class A	*	1	*	*








JOINT
SCHOOL




中樂團匯演
銅獎




音樂大賽

Events		Awards
Swimming Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Swimming Competition 2025-26	Boys A : Champion Boys B : Champion Boys C : Champion
	• HKSSF All Hong Kong Inter-Area Primary Schools Swimming Competition 2025-26	4 x 50m Medley Relay Boys A: 1st runner-up (Representatives: Leong Hei Wun, Tse Ho Wang)
Basketball Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Basketball Competition 2025-26	Champion
Table-tennis Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Table-tennis Competition 2025-26	Boys A : 1st runner-up Boys B : 2nd runner-up
Badminton Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Badminton Competition 2025-26	1st runner-up
Athletics Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Athletics Competition 2025-26	Boys A : 3rd runner-up Boys B : Champion Boys C : Champion
	• HKSSF All Hong Kong Inter-Area Primary Schools Athletics Competition 2025-26	100 metres Boys C: 3rd runner-up
Volleyball Team	• HKSSF Hong Kong Island West Area Inter-primary Schools Volleyball Competition 2025-26	3rd runner-up
Rugby Team	• HKSSF All Hong Kong Inter-Primary Schools Touch Rugby Competition	1st runner-up





















<table>
<tr><th colspan="2">Events</th><th colspan="3">Awards</th></tr>
<tr><td rowspan="6">Mathematics Olympiad Team</td><td rowspan="2">• Mongolia International Mathematics Competition 2026 (Hong Kong Team)</td><td>Gold</td><td>Silver</td><td>Bronze</td></tr>
<tr><td>1</td><td>1</td><td>2</td></tr>
<tr><td colspan="3">Group: 2nd Runner-up
Team: Champion</td></tr>
<tr><td>• The 19th Hong Kong Joint Primary School Mathematics Competition 2025-2026</td><td colspan="3" rowspan="2">Champion, 1st Runner-up</td></tr>
<tr><td>Wan Chai District

□ Calculation Skills
□ Creative Problem Solving & Computational
□ Overall</td></tr>
<tr><td rowspan="3">• The 12th Hong Kong Primary Mathematics Challenge 2025-2026 (Hong Kong Island)</td><td colspan="3">Champion

Champion, 1st Runner-up</td></tr>
<tr><td>Gold</td><td>Silver</td><td>Bronze</td></tr>
<tr><td>4</td><td>5</td><td>2</td></tr>
<tr><td colspan="3">Overall: Champion</td></tr>
<tr><td colspan="2">3</td><td>6</td><td>6</td></tr>
<tr><td colspan="3">Overall: 1st Runner-up</td></tr>
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Events		Awards			
Mathematics Olympiad Team	· Mathconceptition 2026	Top 3	Gold	Silver	Bronze
	P.6	Champion 1st Runner-up	1	*	1
		Overall: Champion			
	P.5	*	8	1	1
		Overall: 2nd Runner-up			
	P.4	*	4	2	1
		Overall: 1st Runner-up			
	P.3	1st Runner-up	4	3	1
		Overall: Champion			
	P.2	*	3	3	6
		Overall: 1st Runner-up			
	P.1	*	4	5	5
		Overall: 3rd Runner-up			
	Overall	Champion			
	• 香港華羅庚金杯少年數學邀請賽 (決賽)	亞軍	金牌獎	銀牌獎	銅牌獎
		1	1	1	3
	團體	亞軍			
	• 第三十二屆香港小學數學精英選拔賽	一等獎	二等獎	三等獎	
	計算競賽	2	4	6	
		隊際: 冠軍			
	數學競賽	4	1	2	
		隊際: 冠軍			
	總成績	4	2	3	
		隊際: 冠軍			
	• 華夏盃2026	狀元獎	特等獎	一等獎	二等獎	三等獎
	初賽	*	*	44	32	14
	晉級賽	2	3	24	28	22
	總決賽	*	*	18	25	17
	· 港澳盃AIMO Open 2026	金獎	銀獎	銅獎		
	初賽	40	33	17		
	晉級賽	23	22	14		



Events		Awards
English	• 13th Primary Schools Debating Tournament 2026	Outstanding Debater Award: 2
	• Hong Kong Young Writers Awards 2026	Winner in Poetry Group 1: 1 Winner in Non-fiction Group 2: 1 Highly Commended Award: 4 Honourable Mention Award: 10
	• "21st Century Cup" English Speaking Competition 2025	First Prize: 1 Second Prize: 3
	• Time to Talk Public Speaking Competition	Merit Prize: 1
	• Student Showcase Pilot Scheme – "Speak Your Mind!"	Notable Content Creator Award: 3
	• "SOW Your Discovery" Multimodal Composition Contest	Commendable Award: 1 Multimodal Innovation Award: 1
	• Hong Kong Battle of the Books	Finalist

















Events		Awards
中文	• 第一屆「環保盃」香港小學校際辯論比賽 2026	季軍
	• 保良局主辦 第十六屆全港小學校際辯論賽	最佳辯員：1
	• Preface學界AI辯論邀請賽	最佳辯員：2
	• 第二屆「未來盃」小學校際粵語辯論賽	總冠軍 最佳辯員：2
	• 道地2025年全港小學生創意徵文比賽	冠軍
	• 學生作家徵文比賽2025/26	二等獎:1 三等獎:1 優異獎:4
	• 美荷樓香港精神學習計劃2025-26「兩代情」徵文比賽	冠軍：1 季軍：1









Events		Awards
STEM	2025-2026 香港小學電腦奧林匹亞 The Hong Kong Primary Schools Olympiad in Informatics 2025-26	銀獎: 1 銅獎: 1
	2025-2026 香港小學科學奧林匹克 Hong Kong Science Olympiad For Primary School	Gold: 6 Silver: 9 Bronze: 7
	國際青少年創科奧林匹克大賽 2026 International Youth Tech Olympics	小學卓越老師大獎:銅獎 x 1 小學卓越老師大獎優異 x 1 全能學校大獎: 銀獎 全能學生大獎 (小學)- 金獎 x 1 不插電編程- P1 組 : 校際冠軍 不插電編程 - P1 組 總冠軍 : Lam Yui Hei 遊戲編程 – 初小組 : 校際冠軍 遊戲編程 - 初小組 冠軍 : Lam Yui Hei 遊戲編程 - 初小組 亞軍 Fu Yim Kai 遊戲編程 - 初小組 創意大獎 : Mak Tin Hang 物聯網IoT – 高小組 : 校際冠軍 物聯網 – 高小組 亞軍 : Wong Yik Yiu, Leung Siu Hin, Chan Tin Yu, Leung Chung Kiu 物聯網 – 高小組 創意大獎 : Law Yi Lam, Lee Yin Chit, Yu See Fung, Cho Yik Chun 物聯網 – 高小組 技術大獎 : Tung Yan Wang, Lam Cho Laam
Visual Arts	《基本法》及「一國兩制」漫畫設計比賽2025	亞軍：1 季軍：2
	「奧林匹克主義共迎第十五屆全運會」填色及繪畫比賽	冠軍 優異獎 最佳感想獎
	香港視覺藝術教育節2025	鑽石章：2
	第七屆全港青幼童大賞繪畫比賽 x 大阪展2025	季軍
	《淫褻及不雅物品管制條例》口號創作及填色比賽 2025-26	優異獎







Part D: Financial Summary

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				
$ 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

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

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.

2025-2026

Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Government Fund				
Expanded Operating Expenses Block Grant (EOEBG)				
	Non-School Specific Grants			
$ 364,574.80	Basic/Baseline/Per Class	$ 1,368,597.66	$ (1,191,104.27)	$ 542,068.19
	School Specific Grants			
$ 1,220,341.00	Air-Conditioning Grant	$ 449,146.50	$ (406,624.40)	$ 1,262,863.10
$ 1,251,160.30	Revised Administration Grant	$ 1,653,360.00	$ (1,725,623.40)	$ 1,178,896.90
$ 154,375.88	Composite I.T. Grant	$ 504,375.00	$ (616,472.27)	$ 42,278.61
$ 35,965.06	Top Up SG Service Grant	$ 336,091.00	$ (299,295.00)	$ 72,761.06
$ 12,205.00	Consultation Service Grant	$ 140,443.00	$ (0.00)	$ 152,648.00
$ 5,366.00	UAP Grant	$ 135,845.00	$ (139,049.00)	$ 2,162.00
$ 426,789.16	Capacity Enhancement Grant	$ 744,709.00	$ (592,666.03)	$ 578,832.13
$92,731.40	Enhanced Speech Therapy Grant	$ 151,354.00	$ (200,625.00)	$ 43,460.40
Outside EOEBG				
$ 85,058.20	Moral & National Education Grant	$ 0.00	$ (562.00)	$ 84,496.20
$ 0.00	Home-Sch Co-Op. (Annual/Setup)	$ 6,044.00	$ (6,044.00)	$ 0.00
$ 0.00	Home-Sch Co-Op. (Activity)	$ 40,000.00	$ (40,000.00)	$ 0.00
$ 203,417.98	Learning Support Grant	$ 893,622.00	$ (897,729.53)	$ 199,310.45
$ 652,675.56	Grant for SB Supp NCS Students	$ 883,874.00	$ (720,252.23)	$ 816,297.33
$ 16,683.31	Grant for Supp NCS Stu with SEN	$ 106,769.00	$ (123,452.31)	$ 0.00
$ 121,955.14	IT Staffing Support Grant	$ 343,562.00	$ (414,431.25)	$ 51,085.89
$ 0.00	School Social Work Service Grant	$ 709,647.00	$ (671,622.37)	$ 135,770.63
$ 22,134.30	Promotion of Reading Grant	$ 44,116.00	$ (41,169.85)	$ 25,080.45
$ 92,740.49	Grant for the Sister School Scheme	$ 0.00	$ (92,740.49)	$ 0.00
$ 432,009.95	Life-Wide Learning Grant	$ 0.00	$ (432,009.95)	$ 0.00
0.00	Life-Wide Lear. & Sister Sch. Grant	$ 1,126,323.00	$ (329,426.24)	$ 796,896.76
School Fund				
$ 330,799.54	Approved Collection for SPA	$ 424,410.00	$ (474,318.25)	$ 280,891.29
$ 5,329,201.79	Donation	$ 1,075,872.37	$ (1,146,509.91)	$ 5,258,564.25

*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

(2025/2026 學年)

I.政策	● 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	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： ● 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	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： ● 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. 2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant
St. Joseph's Primary School

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*	Domain1 (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experien (Please put a ✓ in the appropriate b more than one option can be sel			
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Com S
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' pote students proper values and attitudes												
1	Teaching English through Movies	Jun, 2026	P.4-6	474	$29,386.19	$62.00	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-playing and whole-class discussion. ● Through 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 people of different cultures have different ways to honour their loved ones who have passed away. ● Students were able to learn different strategies and soft skills for conflict resolution by analysing the dynamics and the fluidity of characters' relationships. ● Students were able to learn different character strengths through character analysis.	✓	✓		
2	中文廣泛閱讀	Year-round	P.1-6	900	$1,036.51	$1.15	E1	Chinese Language	● 學生透過閱讀不同題材的中文圖書，擴闊了閱讀範圍，提升了閱讀興趣。 ● 學生的閱讀理解和表達能力得	✓	✓		
3	智愛中文平台	Year-round	P.1-6	900	$11,000.00	$12.22	E1	Chinese Language	●	✓	✓		
4	Maths Station	Year-round	P.1-6	900	$0.00	$0.00	E1	Mathematics	Note: Funds were drawn from another account instead of LWLSSG.	✓	✓		
5	GS Excursions	Year-round	P.1-6	900	$3,200.00	$3.56	E2	General Studies	● An excursion to the	✓	✓		
6	Community Service Learning Programmes	Year-round	P.4-6	474	$63,871.47	$134.75	E5	Values Education	●The flexibility of this school	✓			
7	Personal Growth Education Programme	Year-round	P.1-6	900	$58,261.11	$64.73	E5	Values Education	● 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. They regarded the programme 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 future. ● Most of the SGPs expressed that they enjoyed the overnight training camp and the training workshops. They believed that their self-confidence, leadership and sense of competence had been boosted by completing various duties.	✓			
8	School Picnic	Nov, 2025	P.1-6	900	$0.00	$0.00	E2	Values Education	Note: Funds were drawn from				
9	Outings and Visits for Uniformed and Social Service Groups: ● Cub Scout and Grasshopper ● Red Cross ● CYC	Year-round	P.1-6	150	$10,554.00	$70.36	E1	Values Education	● Students gained a better understanding of their community through outings and visits. ● Students' teamwork, self-discipline and sense of responsibility were strengthened. ● Students were encouraged to care for others and serve the community.	✓		✓	

10	STEM Gifted Programmes	Year-round	P.3-5	36	$6,001.19	$166.70	E5	Gifted Education	●Students were actively engaged in advanced, inquiry-based projects. ●Students' creativity, higher-order thinking skills and problem-solving skills were significantly enhanced. ●Students' passion and potential in science and technology were further nurtured and stretched.	✓				
11	Junior Choir and Senior Choir	Year-round	P.1-6	120	$0.00	$0.00	E5	Arts (Music)	The allocated fund was not used because the annual membership fees collected from the choir members provided sufficient income.	✓		✓		
12	Handchime Team	Year-round	P.3-6	15	$48,000.00	$3,200.00	E5	Arts (Music)	● Students were encouraged to	✓		✓		
13	Percussion Band	Year-round	P.2-6	25	$17,237.00	$689.48	E5	Arts (Music)	● Students were encouraged to	✓		✓		
14	選理班	Year-round	P.3-4	11	$13,510.00	$1,228.18	E5	Values Education	●	✓				
15	STEAM Project - STEAM days	Year-round	P.1-6	900	$4,958.00	$5.51	E1	Cross-Disciplinary	● Students were invoyled in	✓				
16	Inter-school Competitions	Year-round	P.4-5	60	$27,760.00	$462.67	E1	Gifted Education	● Teamwork among students was developed. ● Students' critcal thnking, problem-solving, communicaiton and leadership skills were enhanced.	✓				
17	Educational Camps and Adventure-based	Year-round	P.6	164	$36,603.00	$223.19	E1	Values Education	● Students' self-confiednece	✓		✓		
18	Sports Activities	Apr, 2026	P.5	146	$4,653.66	$31.87	E1	Physical Education	● Students' sports skills and self-	✓		✓		
19	Sports Events (Swimming Gala, Athletics Meet)	Nov, 2025	P.1-6	900	$5,694.50	$6.33	E1	Physical Education	● Students were able to apply their sports skills in competitions. ● Students developed sportsmanship by respecting rules and supporting their peers. ● Students' perseverance and sense of achievement were strengthened.	✓		✓		
20	OLE	Year-round	P1-5	754	$159,109.16	$211.02	E1	Cross-Disciplinary	● With the joint effort of	✓		✓		✓
21	指定讀本《環種子》	Year-round	P. 2	134	$2,520.00	$18.81		Chinese Language	●	✓	✓			
22	指定讀本《封神演義》	Year-round	P.4	164	$7,962.50	$48.55		Chinese Language	● 超過85%學生表示喜歡閱讀中文科的指定讀本（包括《封神榜》） ● 此書為中國古代經典奇幻神魔小說，向學生展現了中國古代文學豐富想像力，通過書中具體的人物形象，曲折的情節，讓學生學會觀察人、人與人的關係，以及錯綜複雜的矛盾，從而理解「仁政」的思想，樹立「正義必定會戰勝邪惡」的正面思想，培養棄惡揚善，不怕困難，在人生路途中迎難而上，奮勇向前的毅志力。 ● 超過83%學生認同指定讀本（包括《封神榜》）能讓他學會做一個有良好品德的孩子， ● 超過75%學生表示閱讀《封神榜》能加深他對中華文化的認識。 ● 近八成學生喜歡《封神》創意	✓	✓			
23	Drama Team	Year-round	P.4-6	22	$5,362.48	$243.75	E5	Arts (Others)	● Students' skills in expression, voice projection and movement were strengthened. ● Teamwork and communication skills were developed through rehearsals. ● Students' self-confidence in performing was enhanced.			✓		
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.1	**9,949**	**$516,680.77**								
1.2	**Non-Local Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	P.4-6 Study Tour	Apr, 2026	P.4-6	202	$319,505.91	$1,581.71	E1, E3, E4	Citizenship and Social Development	● Students gained a better understanding of different cultures and ways of life. ● Students were able to connect their learning with experiences beyond the classroom. ● Students' independence, communication skills and teamwork were enhanced.	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)														
				Sub-total of Item 1.2	**202**	**$319,505.91**								
				Expenses for Category 1	**10,151**	**$836,186.68**								

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	Matatalab Basic Coding Set	Inter-school competiton	$17,990.00
2			
3			
(Please insert rows above if the space provided is insufficient.)			
		Expenses for Category 2	**$17,990.00**
		Expenses for Categories 1 & 2	**$854,176.68**

Category 3: Number of Student Beneficiaries

Total number of students in the school:	900
Number of student beneficiaries:	900
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	
Post of Contact Person for LWL:	

* 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		

III. 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	$77116
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	$11350
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]:	$88466
	Unspent Balance:	$61534

[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.

IV. One-off Grant for Promotion of Self-directed Language Learning (English Language)

One-off Grant for Promotion of Self-directed Language Learning (English) Report (2024-2026)

		Actual Expenses ($)
1.	Raz-kids	28,470
2.	Purchasing Books for Battle of the Books	4,250
3.	Customisable AI Platform for Students (Knowt)	31,642.14
4.	English Room Refurnishing (Books & Furniture)	3,075.6
5.	English Drama Performance	24,000
	Total Expenditure:	**91,439.74**
	Unspent Balance:	**108,650.26**

V. One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

學校名稱：聖若瑟小學

津貼名稱：推廣自主語文學習（普通話）一筆過津貼

津貼額：港幣 200,000 元

報告涵蓋期間：

2024/25 學年至 2025/26 學年（截至 2026 年 8 月 31 日）

使用期限：2026/27 學年結束前

項目	津貼金額（HK$)	支出（HK$)
獲批津貼總額	200,000	
*2025/26學年實際支出		15,000
2026/27學年預測支出		180,000
預計最終結餘		15,000

*與人文科跨學科舉辦「中華文化周」，部分支出來自「推廣中華文化體驗活動一筆過津貼」。

(一) 2025-26 學年(實際支出)

編號	範疇	項目內容	對象	實際支出（HK$)
1.	購買學與教服務	與人文科跨學科舉辦「中華文化周」(中國非遺文化攤位、話劇欣賞、中樂欣賞等)	P.1-6	*15,000
			小計:	*15,000
結餘撥入 2026/27：$200,000 - $15,000 = $ 185,000				

津貼名稱：推廣自主語文學習（普通話）一筆過津貼

(二) 2026/27 學年(預測支出)

編號	範疇	項目內容	對象	實際支出（HK$)
1.	購買學與教服務	與人文科跨學科舉辦「中華文化周」(中國非遺文化攤位、話劇欣賞、猜燈謎、介紹民族服飾等)	P.1-6	120,000
2.	聘請非編制導師	外聘導師帶領普通話小司儀培訓	P.4-5 (約12人)	45,000
3.	購買資源	購置點讀筆及配套教材(放置於圖書館自學角)	P.1-3	20,000
			小計:	185,000

（四）兩年總支出匯總

學年	支出金額(HK$)	性質
2025/26	*15,000.00	實際
2026/27	185,000.00	預測
合計	200,000.00	

VI. One-off Grant for Promoting of Chinese Culture Immersion Activities

St. Joseph's Primary School

Report on the use of "Promoting Chinese Culture Immersion Activities (One-off Grant)"

2025-2026

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	NIL
ii.	Organising or subsidising students' participation in activities or competitions related to Chinese culture	$130,811.65
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	$300
	Total Expenditure:	**$132,311.65**
	Unspent Balance:	**$3,153.16**