

**St. Joseph's Anglo-Chinese School**  
**Annual Report 2022/2023**

**Domain: School Administration**

Major Concern: Enhancing the effectiveness of professional training, optimising organisation structure and strengthening administrative leadership

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<p><b>Enhancing effectiveness of professional development</b></p>	<p>1. Enhancing the effectiveness of professional development by providing information according to teachers' reflection on professional development needs and preferences, introducing external training resources, joining conferences, workshops, meetings and experience sharing sessions offered by school-based support services</p> <p>2. Providing new teachers with comprehensive professional guidance and support, and devising CPD plans for them by implementing the New Teacher Induction Programme in view of the increased number of new teachers</p>	<p>Not less than 80% of teaching staff identify with the arrangement of professional development programmes</p>	<p>i. Questionnaire survey (Staff Development Committee)</p> <p>ii. Questionnaire survey for stakeholders</p>	<p>i. Teachers' professional development needs and other opinions have been collected through year-end questionnaires. The school has arranged a variety of professional development activities for all teaching staff this year, covering areas such as effective use of information technology to promote learning and teaching, preliminary exploration of artificial intelligence, spiritual culture cultivation, inter-school visits and exchanges, Catholic school teachers' day, ways to address students' learning needs, national security education and other on-campus and off-campus activities. Through these activities, coursework reviews, lesson observations, interviews or evaluations, teachers were given support to review their personal learning progress. These exposures also helped promote reflection on professional development needs. According to the year-end questionnaire from Staff Development Committee, more than 97% of staff agreed that the teacher development activities helped them reflect on the current situation. 95% of them approved the introduction of external training resources or information and said that the arrangement suited staff members' individual preferences. All teaching staff agreed that the activities helped enhance their professionalism.</p> <p>ii. The school regularly reviewed teachers' professional development records and printed both personal and subject-based records to help teachers review their progress. It helped department heads draft plan for the continuing professional development for panel members, through which they can keep pace with the times and master key points of curriculum development, innovative learning and teaching strategies.</p> <p>iii. A total of 11 new teachers participated in the New Teacher Induction Programme this year. Each new teacher was assigned a subject mentor and an administrative mentor to receive support in teaching and administrative work. According to survey results, 90% of new teachers agreed that the programme could provide them with comprehensive and valuable experience sharing from their mentors. All of them said that it could provide useful professional guidance and support to enable them to systematically self-reflect and evaluate their own work effectiveness with which they can establish their own professional development plans.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<b>Strengthening professional development for 'work echelon'</b>	Streamlining the organisational structure of the School Administration Committee, opening more administrative posts for the enhanced professional development of 'work echelon' for strengthened administrative leadership, and enhancing administrative effectiveness by utilising information technology	Not less than 80% of teachers identify with the arrangement	i. Questionnaire survey (Staff Development Committee)  ii. Principal's year-end meetings with teachers	<p>The school continued to optimize the organizational structure of the school's administrative committee. Apart from teaching affairs, the school also actively encouraged and arranged for teachers to participate in administrative management and overall planning work, so that younger teachers had increased opportunities to get in touch with school administration.</p> <p>The principal collected teachers' opinions through year-end interviews and discussed with teachers their future goals and expectations. With specific suggestions and guidance, the professional development of 'work echelon' was further promoted, strengthening their administrative leadership roles.</p> <p>According to the year-end survey of the Staff Development Committee, 93% of the teachers agreed with the school's direction of strengthening the professional development of 'work echelon'. In addition, 98% of the committee coordinators and assistant coordinators could properly use information technology to improve administrative efficiency.</p>

**Domain: Teaching & Learning**

Major Concern: Promoting academic value-addedness, perfecting curriculum design and developing distinctive features of innovation and technology

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<p><b>Improving HKDSE results of students</b></p>	<p><b>1. Helping students set appropriate value-addedness goals by utilising statistical data from the Early Warning System and the tracking of students' performance</b></p>			
	<p>1.1 Enhancing students' performance in HKDSE and raising the percentage of admission to local tertiary institutions by analysing statistical data from the Early Warning System and performance tracking, and helping senior form students set appropriate value-addedness goals</p>	<p>i. Teachers of target ability groups comment positively on students' academic performance</p> <p>ii. Not less than 60% of F.6 students are admitted to local tertiary institutions</p>	<p>i. Teachers' observation</p> <p>ii. Questionnaire survey for stakeholders (teachers)</p> <p>iii. HKDSE results</p> <p>iv. Statistical data from the Early Warning System and the tracking of students' performance</p>	<p>i. Regarding utilisation of the Early Warning System, Early Warning for F.5 and F.6 students was conducted as planned. 98% of the students deemed the arrangement helpful in assessing their current academic level and performance in HKDSE; 94% of them claimed the measure could strengthen their determination to study hard; 96% thought the experience sharing of teachers and alumni could help them prepare better for HKDSE next year.</p> <p>ii. As for the tracking of test/exam performance, according to the questionnaire survey for teachers conducted by the Academic Committee, 91% of teachers recognised the effectiveness of the Early Warning System and test/exam performance tracking in the launching of suitable learning support programmes and strengthening students' learning motivation; 98% of them deemed these measures useful in identifying students' needs, devising teaching strategies like organising enhancement and remedial programmes, and academic support groups for students who had dropped an elective subject, benefiting different target groups of students.</p> <p>iii. With regard to HKDSE results, the performance of our students taking exams for six subjects or above is as follows:</p> <ul style="list-style-type: none"> <li>• The percentage of students attaining level 2 or above in 15 subjects was higher than the Hong Kong day school percentage.</li> <li>• 93.1% attained level 2 or above in five Category A subjects, including Chinese Language and English Language (22 + 222).</li> <li>• The percentage of students attaining level 2 or above in Chinese Language was 95.1%, which was higher than the Hong Kong day school percentage.</li> <li>• The percentage of students attaining level 2 or above in English Language was 98%, which was higher than the Hong Kong day school percentage.</li> <li>• The percentage of students attaining level 2 or above in Mathematics was 98%, which was higher than the Hong Kong day school percentage.</li> <li>• The percentage of students attaining level 2 or above in Liberal Studies was 99%, which was higher than the Hong Kong day school percentage.</li> </ul> <p>iv. Enrolment Rate</p>

				<ul style="list-style-type: none"> <li>• • 44.5% got local university degree offer.</li> <li>• Overall Enrolment Rate was 100%</li> </ul> <p>v. According to the questionnaire survey for stakeholders, 96.4% of teachers regularly reviewed student learning, keeping them updated on their performance and progress, and frequently made adjustments to teaching content and strategies accordingly.</p>
	1.2 Continuing to strive for improved HKDSE results by optimising the current curriculum, teaching resource platforms and professional training for teachers	<p>i. A 10% increment in the percentage of F.6 students attaining 33222</p> <p>ii. Not less than 80% of teachers agree that the teaching resource platforms help improve teaching</p> <p>iii. Teachers of different subjects undertake at least 8 hours of subject-based professional training</p>	<p>i. Minutes of panel meetings/co-prep meetings</p> <p>ii. HKDSE results</p> <p>iii. Teachers' CPD record (subject panel chairpersons and Staff Development Committee)</p>	<p>i. The school has exceeded the original expectations in various data indicators with outstanding performance, showcasing the effectiveness of the Enhancement Programme for Elite Students and other academic support programmes for F.6 students. The percentage of 3322 + 44 also surpassed the Hong Kong day school percentage.</p> <p>ii. According to the minutes of panel/co-prep meetings of various subjects, all teachers agreed that the teaching resource platforms facilitated the sharing of teaching materials, enhanced teaching quality and reinforced student learning.</p> <p>iii. The school was dedicated to fostering a 'learning-oriented teaching team'. According to the records of the Staff Development Committee, teachers persistently pursued professional development throughout the school year. They actively participated in research, seminars and training courses organised by different institutions, universities and the Education Bureau to enhance their professional knowledge. Notably, 96% of teachers completed a minimum of 8 hours of subject training, and 100% teachers attended at least one training of the subjects they taught.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<b>Enriching language environment and optimising curriculum</b>	<b>2. Supporting students to raise their ability of language use and develop life skills through school-based courses</b>  2.1 Boosting students' confidence in learning languages through flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial classes	i. Not less than 70% of teachers involved respond positively to the measures and their arrangements  ii. Not less than 70% of students involved respond positively to the measures and their arrangements  iii. An increased percentage of stakeholders respond positively to questions about reading-related activities in questionnaire survey for stakeholders in comparison to the statistics last year	i. Minutes of English panel meetings  ii. Minutes of Chinese panel meetings  iii. Questionnaire survey (Whole-school Reading Scheme Committee)  iv. Questionnaire survey (Curriculum Development Committee)  v. Questionnaire survey (EMI Support Programme)  vi. Questionnaire survey for stakeholders	i. According to the minutes of English Language and Chinese Language panel meetings, 100% of teachers responded positively to flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial classes.  ii. According to the questionnaire survey on the promotion of reading conducted by the Academic Committee, 87% of students and 89% of teachers agreed that book sharing broadcast via Campus TV in the morning assembly effectively sparked students' interest in reading.  iii. According to the questionnaire survey conducted by the Academic Committee, 96% of teachers agreed that increasing human resources was beneficial for catering to learner diversity and enhancing students' learning performance, thus better preparing them for the HKDSE. Over 90% of senior form students agreed that the after-school support, as well as the enhancement and remedial programmes, helped improve their academic performance.  iv. According to the questionnaire survey conducted by the Curriculum Development Committee (EMI Support Programme), 78% of participating students acknowledged the programme's effectiveness in facilitating learning in English; 89% found it beneficial for improving their English proficiency; 83% believed it helped them develop self-learning habits; 72% felt it effectively enriched their vocabulary.  v. According to APASO, only 60% of students claimed that they had confidence in learning and 30% remained neutral, which indicates a decrease of 0.1% from the previous year. 45% of students said they often engaged in extracurricular reading while 34% remained neutral, which indicates a decrease of 0.4% from the previous year. In view of the unsatisfactory data, we will commit to strengthening various learning support measures in the new school year, striving to enhance students' confidence in learning and organise various activities that enrich the language environment.

	<p>2.2 Catering for students' diversity and interest, yielding better HKDSE results and boosting students' interest in learning by arranging for F.5 students with only two elective subjects to join Applied Learning courses on language and life skills</p>	<p>i. Not less than 70% of F.5 students involved agree that the Applied Learning courses on language and life skills helps them better prepare for HKDSE and raise their interest in learning</p> <p>ii. Teachers-in-charge respond positively to the courses</p>	<p>i. Minutes of English panel meetings</p> <p>ii. Observation of teachers-in-charge of the school-based Applied Learning Courses on language and life skills</p> <p>iii. Questionnaire survey (Academic Committee)</p>	<p>i. According to the questionnaire survey for teachers conducted by the Academic Committee, 86% of teachers believed that the academic support groups for F.5 and F.6 students who had dropped an elective subject could effectively enhance students' performance; 83% of teachers believed that the split-class arrangement for Chinese Language and English Language contributed to improved learning outcomes. The minutes of the panel/co-prep meetings for the two subjects further indicated that this arrangement, which accommodated learner diversity, led to better results in the public examination.</p> <p>ii. According to the questionnaire survey for students conducted by the Academic Committee, 72% of students believed that the school-based Applied Learning course helped improve their English proficiency; 68% of them believed that the practical English course helped them perform better in the public examination.</p> <p>iii. Based on the observations of the teacher-in-charge for the school-based Applied Learning and Life Skills courses, our students demonstrated commendable English language proficiency. Some students who were more proficient in English expressed that the curriculum was too easy. We forwarded this feedback to HKVTC, and adjustments will be made in the upcoming academic year, including modifications to student structure of the classes. Also, the duration and hours of the summer classes exceeded those of regular school days, necessitating adjustments in the next academic year.</p>
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Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Developing students' innovativeness and technological skills	<b>3. Developing students' innovativeness and technological skills and self-learning capacity by utilising technology and e-learning resources in and outside of school and through school anniversary STREAM activities</b>			
	3.1 Different subjects recommending electronic applications, platforms or learning materials to students, facilitating interactive lessons, expanding students' self-learning capacity and bolstering their information literacy	i. Different subjects comment on the recommended apps, platforms or learning materials positively  ii. Different subjects comment on the effectiveness of recommended apps, platforms or learning materials in bolstering students' information literacy positively  iii. Not less than 70% of teachers join at least one course, workshop, training or sharing session related to e-learning  iv. Not less than 70% of teachers respond positively to the optimisation of teaching resources platforms  v. Not less than 70% of teachers agree that students' information literacy has been bolstered	i. Schemes of work/minutes of panel or co-prep meetings of different subjects  ii. Questionnaire survey (Staff Development Committee)  iii. Questionnaire survey for teachers and students (Academic Committee)  iv. Teachers' observation	i. According to the minutes of subject panel meetings, 92.3% of Chinese teachers and all other subject teachers joined at least one course or training session related to e-learning for their subjects.  ii. According to the questionnaire survey for teachers conducted by the Academic Committee, 94% of teachers agreed that teaching effectiveness could be raised through the optimisation of e-learning resources like e-learning platforms and teacher training for their subjects. 87% believed that students could identify, source and present information and thus bolster information literacy with strengthened e-learning measures. 83% believed the related measures effectively boosted students' capacity for self-directed learning.  iii. The Staff Development Committee organised an e-learning workshop for different subjects in September 2022 and colleagues also took other e-learning courses, which meant all teachers completed a subject-related e-learning course. According to the year-end questionnaire survey, over 92% of teachers believed that this staff development activity could enhance teachers' understanding of e-learning and facilitate teaching work.
	3.2 Nurturing inquiry, innovativeness and entrepreneurial spirit among students through school anniversary STREAM activities	Not less than 70% of students respond positively to school anniversary STREAM activities	Questionnaire survey on school anniversary STREAM activities	According to the questionnaire survey on STREAM activities, 83.1% of students commented on the School Anniversary STREAM activities positively and agreed that the STREAM activities (School Anniversary 5G Real Virtuality Car Racing) encouraged interactive learning and cultivated inquiry, innovation and entrepreneurial spirit.

	<p>3.3 Enhancing interactive learning by optimising 'BYOD' in F.1-3 and monitoring students' learning progress with the help of digital data from apps or learning platforms</p>	<p>Not less than 70% of F.1-3 teachers respond positively to the effectiveness of the BYOD policy in enhancing interactive learning and monitoring students' learning progress with the help of digital data from apps or learning platforms</p>	<p>i. Minutes of panel meetings of different subjects</p> <p>ii. Questionnaire survey for teachers (Academic Committee)</p>	<p>i. According to the questionnaire survey conducted by the Academic Committee, 65% of teachers agreed that the BYOD policy enhanced classroom interaction, fostered learning motivation, and honed problem-solving and collaboration skills. Comparatively, students responded more positively to BYOD; 91% of F.1-3 students stated that the policy helped improve their learning performance and 93% frequently utilised their iPads for learning activities in class and interactions with teachers and classmates.</p> <p>ii. According to the minutes of the panel meetings for English Language, Integrated Humanities, Integrated Science and Chinese History, all teachers acknowledged BYOD's effectiveness in enhancing students' learning. The use of iPad applications for teaching and learning in these subjects served to make classroom learning more engaging and enjoyable.</p>
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**Domain: Student Development**

Major concern: Cultivating a positive mindset, cultivating good citizenship and showcasing talents of students

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<p><b>Deepening spiritual education and fostering positive values</b></p>	<p>1. Developing students' spiritual literacy and helping them cope with test anxiety by expanding spiritual cultivation among junior form students</p> <p>2. Strengthening religious lessons in junior forms with the aid of external resources, implementing spiritual education with 'self', 'love' and 'life' as lesson themes to tie in with the theme of life planning and boosting intrinsic motivation</p>	<p>i. Not less than 70% of students agree that the learning activities help them improve their spiritual literacy, including their awareness, focus, ability to manage emotions and ability to work under pressure</p> <p>ii. Not less than 70% of students agree that the learning activities help them cope with test anxiety</p> <p>iii. Not less than 70% of students agree that the learning activities help them reflect on life, discern direction for their future and boost intrinsic motivation</p>	<p>i. Questionnaire survey (Religious and Moral Education Committee)</p> <p>ii. Teachers' observation and follow-up records</p>	<p>i. P.A.T.H.S. to Adulthood and Life Education activities were incorporated into junior forms' form teacher periods, enabling teachers to observe students' emotions and impulses and to foster a positive and caring culture in classrooms.</p> <p>ii. The Religious and Moral Education Committee conducted the ACTivate Your Life programme in junior forms, where teachers observed students' management of emotions and impulses.</p> <p>iii. 84% of junior form students agreed that spiritual education lessons, along with meditation and experiential activities, helped them cope with 'test anxiety'.</p> <p>iv. Regular festival activities and rituals, such as school opening, Christmas, Lent spiritual practice, prayer ceremony for Brother Sun's death, school anniversary, farewell ceremony for F.6, and end-of-school ceremony, enhanced students' religious development and classmates' spiritual literacy.</p> <p>v. 88% of students agreed that spiritual cultivation, life planning, and meditation activities helped them reflect on life, identify life direction, and enhance inner motivation.</p> <p>vi. 88% of junior form students agreed that spiritual education lessons, meditation, and experiential activities improved their spiritual qualities, including emotional management, stress resistance, and focus.</p> <p>vii. The spiritual education plan with QEF and eight diocesan secondary schools was successfully completed with the support of Educational Movement For Human And Spiritual Development, receiving positive feedback from participating students.</p> <p>viii. The school's two-year APASO report indicated that target students' indicators in 'self-concept', 'stress management', 'interpersonal relationships', and 'moral conduct' were higher than the Hong Kong norm, with notable progress in 'emotional stability'.</p> <p>ix. Careers and Further Studies Committee continued the "One Person, One Dream" worksheet for F.1 and F.2 classes, and arranged sessions with professionals to share their experiences with F.4 and F.5 students, enhancing their understanding of society and motivation to learn.</p>

				<p>x. This year, Careers and Further Studies Committee organised 6 JUPAS lectures, 2 overseas study lectures (face-to-face and Zoom), and 2 Applied Learning Course briefings.</p> <p>xi. The Mentorship Programme and Practical Work Experience for F.5 students, in collaboration with Scout Association of Hong Kong – The Friends of Scouting, exposed students to real workers and various careers. Students also visited Chinese medicine clinics, government laboratories, and the Civil Engineering and Development Department during the summer vacation to learn about industry operations.</p> <p>xii. 86% of students agreed that career planning helped them understand their strengths, ambitions and abilities, and establish career goals.</p>
	<p>3. Fostering students' positive values of perseverance, love and care and empathy through service learning, life education lessons, P.A.T.H.S. to Adulthood and assembly sessions</p>	<p>i. Not less than 90% of students participate in service learning</p> <p>ii. Not less than 70% of students agree that the learning activities help foster the positive values of perseverance, love and care, empathy</p>	<p>i. Questionnaire survey</p> <p>ii. Reviewing statistics of students' participation in service learning</p> <p>iii. Teachers' observation and follow-up records</p>	<p>i. This school year, 46.3% of F.1 to F.5 students actively engaged in off-campus social services, benefiting a total of 619 individuals.</p> <p>ii. An impressive 89% of students acknowledged the positive impact of service learning, life education courses, P.A.T.H.S. to Adulthood activities, and weekly form teacher periods in nurturing values like perseverance, caring, and empathy.</p> <p>iii. To create an immersive environment that fosters empathy, the school collaborated with the social enterprise Eldpathy. Through experiential activities, students wore clothing simulating the challenges faced by the elderly, gaining firsthand understanding of their daily lives. This 'sympathy to peering' experience aimed to instill a compassionate attitude towards those in need. Participating students showed great commitment and provided positive feedback. Additionally, all F.3 and 4 students took part in a service-learning programme, visiting elderly individuals living alone in the area. Through self-designed thought cards and group interviews, both teachers and students received positive feedback on the activity.</p> <p>iv. Religious and Moral Education Committee organised the Religious Week Funfair on 3<sup>rd</sup> and 4<sup>th</sup> November, 2022, to raise funds for Caritas Hong Kong. Despite the challenges posed by the pandemic, the charity sale successfully raised over \$17,425.5. The Religious Week activities further deepened students' spirit of serving others.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
	<p>4. Training student spiritual ambassadors with the aid of external resources, assigning them to help lead activities with the knowledge and theories they have learnt in the training</p> <p>5. Strengthening peer support and enhancing junior-senior form communication by training student ambassadors</p>	<p>Not less than 70% of participating students agree that the activities help foster positive values, strengthen peer support and enhance junior-senior form communication</p>	<p>i. Questionnaire survey (Religious &amp; Moral Education Committee)</p> <p>ii. Teachers' observation and follow-up records</p>	<p>i. Students who participated in the Spiritual Ambassador training showed high levels of engagement and expressed great satisfaction with the entire training program. Some spiritual ambassadors have already taken on their role as spiritual leaders within the school, leading mindfulness practices during morning prayer and spiritual meditation. A short video documenting these activities was produced by the campus TV station, receiving positive feedback from both teachers and students.</p> <p>ii. F.1 Adaptation Day Camp was successfully conducted from 9<sup>th</sup> to 16<sup>th</sup> September, 2022.</p> <p>iii. The Hello Positive Energy Activity for F.4 was successfully completed on 29<sup>th</sup> April and 23<sup>rd</sup> May, 2023. Teachers observed that these activities effectively nurtured students' positive values and strengthened peer support.</p>

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<b>Maintaining self-discipline, raising awareness of compliance to rules and cultivating good citizenship</b>	1. Improving students' self-discipline and awareness of compliance to rules, cultivating students' positive values in mutual respect and integrity through organising talks, form teacher periods, uniform teams  2. Encouraging students to take up responsibilities in various school committees and clubs such as the four houses, Student Association, Prefect Board and ECA clubs, in order to nurture good citizenship	i. Not less than 70% of students agree that the activities help improve their self-discipline and raise their awareness of compliance to rules  ii. Not less than 70% of students agree that the form teacher periods help foster values of respecting others and integrity in them  iii. Not less than 70% of students agree that taking up responsibilities in school committees and clubs help improve their sense of responsibility and inspire them to become good citizens	i. Questionnaire survey (Guidance & Students Growth Committee)  ii. Teachers' observation and follow-up records	i. Class teacher organised various class management activities, including meetings, group activities, sharing sessions, cultural and entertainment activities, trips, posters, classroom decoration, and parent communication. An impressive 88% of students agreed that lectures held during form teacher periods and the one-person-one-team training plan enhanced their self-discipline and awareness of compliance to rules.  ii. 87% of students agreed that the one-person-one-team training plan, P.A.T.H.S. to Adulthood activities in form teacher periods, life education activities, and lectures contributed to their awareness of self-discipline and compliance to rules.  iii. 85% of junior form students acknowledged the value of P.A.T.H.S. to Adulthood activities, life education activities, and lectures in fostering 'respect for others' and 'forgiveness and gratitude'.  iv. A remarkable 89% of students agreed that assuming different positions such as club presidents, student association members, prefects, and class association duties cultivated their "spirit of commitment" and "sense of responsibility", nurturing them to become responsible citizens.  v. Religious and Moral Education Committee organised a religious adventure camp during Diversity Learning Week, emphasising the value of respecting others. More than 90% of students provided positive feedback on the activities and expressed their willingness to participate in similar events again.  vi. The Civic and National Education Committee recommended 10 students to participate in the Hong Kong Youth Award Scheme, where they were awarded the Silver Medal.  vii. The Civic and National Education Committee recommended 21 students to participate in the Basic Law Ambassador Training Programme, in which they received certificates of commendation. Additionally, 10 students were recommended for iTeen Leadership Programme for Senior Secondary School Students, and they attained gold medal results.  viii. Ecological security lectures were delivered to F.1 students, while lectures on the importance of national security were conducted for F.2 and 3 students. 76.5% and 84.6% of students, respectively, agreed that the lectures enhanced their understanding of national security.  ix. An impressive 92.3% of students agreed that the anti-corruption interactive theater deepened their awareness of corruption prevention.

				<ul style="list-style-type: none"> <li>x. Eight students were recommended to participate in the Hong Kong Young Leaders in Law Training Scheme, in which they received certificates of commendation.</li> <li>xi. A total of 27 students won prizes in the St. Jo Law Literacy Online Quiz Competition.</li> <li>xii. Class teachers acknowledged that measures implemented effectively cultivated students' values of "respect for others" and "integrity".</li> <li>xiii. It is recommended to continue implementing the aforementioned effective practices and reinforce class management efforts to foster values such as 'law-abiding', 'respect for others', 'integrity', 'spirit of commitment', and 'sense of responsibility' among students.</li> </ul>
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Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
<b>Expanding students' interest in performing arts and showcasing talents of students</b>	1. Encouraging students to join the choir and wind band, exposing students to music training earlier and developing their talents in performing  2. Introducing courses of performing arts to students in F.2 such as English drama, Chinese drama, magic, Campus TV and public speaking, offering more opportunities for students to experience performing arts	i. Not less than 80% of choir and wind band members agree that the measure helps them develop their talents in performing  ii. Not less than 75% of F.2 students agree that courses of performing arts provides them with training opportunities and thus increases their interest in arts	i. Questionnaire survey (Arts Education Committee)  ii. Teachers' observation and follow-up records	i. 80% of choir and wind band students agreed that the measures developed their performing talents. ii. 86% of F.2 students agreed that performing arts training courses enhanced their interest in art. iii. An Art Day for F.1 and 2 students exposed them to music or art projects based on their preferences. More than 80% of students agreed that this activity broadened their horizons and enhanced their interest in art or music. Over 80% expressed their anticipation to participate again. iv. Teachers agreed that the measures developed students' performing arts talents and enhanced their interest in art.

	<p>3. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-talents</p> <p>4. Organising a variety of competitions related to performing arts such as singing contests, public speaking and video-making, allowing students to exhibit their individual strengths and creative talents</p> <p>5. Organising activities related to performing arts, offering students the opportunity to exhibit their talents in performing in the school hall or amphitheatre</p> <p>6. Broadcasting students' book sharing on Campus TV to boost students' interest in reading</p> <p>7. Broadcasting programmes about students' performances and competitions on Campus TV to exhibit students' talents</p>	<p>i. Not less than 70% of students agree that in-school performances or competitions boost their interests in arts</p> <p>ii. Not less than 70% of students participate in activities related to performing arts (performing/competing/audience)</p> <p>iii. The school organises at least three competitions related to performing arts every year</p> <p>iv. Students are offered at least three opportunities to perform and exhibit their artistic talents in the school hall or amphitheatre every year</p> <p>v. At least one programme is shown on Campus TV every month to exhibit students' artistic talents</p> <p>vi. At least 70% of students think watching book sharing on Campus TV boosts their interest in reading</p> <p>vii. At least 70% of students watch programmes about students' performances or competitions on Campus TV</p>	<p>i. Questionnaire survey (Arts Education Committee)</p> <p>ii. Activity records</p>	<p>i. 89% of students agreed that school performing arts events and competitions, such as lunch platforms, singing contests, speech competitions, and short film shoots, enhanced their interest in art.</p> <p>ii. 100% of students participated in talent activities (performing, competing, or being part of the audience).</p> <p>iii. Arts Education Committee, Student Association, and ECA Committee organised three performing arts competitions.</p> <p>iv. Arts Education Committee and ECA Committee arranged three talent shows in the school hall or amphitheatre, providing students with opportunities to showcase their artistic talents.</p> <p>v. The campus TV station produced 45 short films to showcase student talents. A programme featuring student performances was played at the school entrance before the morning assembly.</p> <p>vi. 80% of students agreed that campus TV broadcasts of student reading sharing enhanced their interest in reading.</p> <p>vii. 68.2% of students had watched campus TV broadcasts of performances or competitions involving their classmates.</p> <p>viii. In the second term (6<sup>th</sup> July, 2023), Arts Education Committee and English Department jointly organised a large-scale musical theatre and variety show, allowing students to better understand musical theatre and display their talents in various areas such as music, martial arts, and reading. 87% of students expressed enjoyment of musical performances.</p> <p>ix. The "St. Joe Arts Day" student art activity was held on 5<sup>th</sup> July 2023 for all F.1 students. The day featured seven art workshops, with 83% of students agreeing that the activity created an artistic atmosphere in the school and increased exposure to different art forms.</p> <p>x. Students showcased their talents in singing, musical instrument performances, drama, and reading during large-scale programmes like variety shows, alumni concerts, and graduation ceremonies. The performances were diverse and received enthusiastic responses from both teachers and students. These opportunities to perform not only fostered self-confidence among the performers but also increased the interest of the entire student body in the performing arts.</p>
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