St. Joseph's Anglo-Chinese School
Annual Report 2023-2024

Domain: School Administration

Major concerns: Optimising organisation structure, developing a professional team, and nurturing future talents

Summary of last year's feedback and follow-up:

1. The school staff team actively participates in relevant professional training in response to the school's major concerns, such as subject-based training, STREAM-related training and training aimed at enhancing administrative efficiency. In the 2024-2025 academic year, to further deepen national education, there are plans to arrange a study tour to the mainland for all teachers, allowing them to personally understand the country's latest developments. This experience will not only broaden their horizons but also help enhance students' national pride and cultivate correct values.
2. In recent years, the school has been keen to develop STREAM education. Some teachers have actively arranged learning activities related to STREAM for students. In the upcoming school year, the school will continue to promote teachers' participation in professional training related to STREAM, thereby strengthening the cultivation of students' innovative capabilities and problem-solving skills.
3. According to the results of the year-end survey, new teachers reacted positively to the induction program. In this academic year, they participated in various school-based training activities, including discussions on classroom management skills, communication skills with parents, teaching and learning reviews and workshops integrating elements of national security education into the classroom. The effectiveness of these activities has been affirmed. In the 2024-25 academic year, the school will continue to implement and optimise the school-based induction programme for new teachers to enhance their professional capabilities.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
1. Strengthening professional training	1.1 Introducing external training resources or information based on teachers' reflections, feedback and trends on educational policy, and holding appropriate professional training activities to build a team of teachers who closely follow new education policies, and promote teacher professionalism 1.2 Strengthening professional development of the school's STREAM team in response to the direction of education policies in recent years and arranging for teachers to participate in professional training in the field of innovative technology in a systematic manner to equip them with professional	i. At least 80% of teaching staff identify with the arrangement of professional development programmes ii. Teachers of subjects related to STREAM have participated in at least one professional training in the field of innovative technology iii. At least 80% of subject teachers believe that relevant training can help improve professional knowledge and ability	i. Questionnaire survey (Staff Development Committee) ii. Questionnaire survey for stakeholders iii. Teachers' CPD records	i. In this academic year, the school has arranged diverse professional development activities for all staff, covering areas such as national security education, using information technology and artificial intelligence to enhance teaching and administrative efficiency, techniques for addressing students' learning needs, stress relief workshops and life education, etc. To assist staff in reflecting on their professional development needs, the school implements a school-based continuous professional development plan for teachers, a school-based induction program for new teachers, classroom observations, reviews of students' work, evaluation feedback and discussions. These efforts align with the reference to teacher professional standards, enabling staff to review their personal learning progress and needs, thus promoting individual growth. According to this year's stakeholder survey results, 88% of staff agreed that the professional development activities arranged by the school aligned with school development and student needs, while 83% believed that these activities were very helpful for their work. Additionally, based on the year-end survey from the Staff Development Committee, over 98% of staff agreed that the Teacher Development Day activities helped them reflect on the current situation, and 100% agreed that the activities contributed to enhancing professionalism. The school will continue to gather feedback on teachers' professional development needs and other suggestions for planning next year's professional development activities in response to the latest educational trends.

	knowledge and capabilities 1.3 Optimising the school-based teacher induction programme, providing comprehensive teaching and administrative experience sharing and support for new teachers to help them adapt to the teaching work as soon as possible, improving their teaching efficiency and professional quality			ii. To enhance the professional development of the school's STREAM teaching team, all subject teachers related to STREAM participated in at least one professional development session in the field of innovation and technology. Regarding the effectiveness of the training, 85% of teachers believed it helped improve their professional knowledge in the STREAM field and strengthened their ability to design teaching activities in this area. iii. In this academic year, a total of nine new teachers participated in the induction programme. Each new teacher was assigned an experienced subject mentor and an administrative mentor to provide support in teaching and administrative tasks. The induction programme also included school-based training activities, such as classroom management techniques, teaching and learning reviews and discussions on educational topics. According to the year-end survey results, 100% of the new teachers agreed that the programme provided comprehensive sharing of teaching and administrative experiences. They stated that the programme offered integrated professional guidance and support, enhanced their teaching and learning skills and increased their awareness of professional issues which facilitated systematic reflection and evaluation of their work effectiveness, leading to the establishment of continuous professional development plans.
2. Nurturing 'work echelon'	2.1 Continuing to review and optimise the school's organisation structure, increasing opportunities for teachers to participate in administrative work, and enhancing leadership and overall professional capabilities through participation in school administration 2.2 Developing 'work echelon' for the future development of the school through the positions of 'Assistant Vice-principals', committee coordinators and deputy coordinators	i. At least 80% of the coordinators and deputy coordinators of the Administrative Committee have participated in at least one systematic and relevant training course, seminar or workshop ii. At least 80% of the coordinators and deputy coordinators of the Administrative Committee believe that relevant arrangements will help enhance their professional leadership and coordination capabilities iii. At least 80% of the teachers agree with the school's direction of cultivating talents	i. Questionnaire survey (Staff Development Committee) ii. Questionnaire survey for stakeholders iii. Teachers' CPD records	i. Each year, the school management actively encourages and arranges for teachers to participate in administrative management and coordination work based on their professional abilities and willingness, enhancing their leadership and coordination skills through practical experience. According to this year's records of teachers' continuous professional development activities, 93% of coordinators and deputy coordinators in administrative committees attended at least one relevant training. 92% of teachers found the training helpful in increasing their understanding of related administrative work, enabling them to grasp the latest information and improve their leadership and coordination skills. ii. This year, the school appointed three assistant vice-principals, all of whom performed competently, showcasing their strengths and leadership abilities in various roles, contributing to the school's future talent reserves. According to the year-end survey by the Staff Development Committee, 95% of teachers agreed that the school should continue optimising the administrative committee structure, open more administrative positions, enhance the professional development of the 'career ladder' and strengthen their administrative leadership roles.

Domain: Teaching and Learning
Major concerns: Strengthening the effectiveness of teaching and learning, enriching subject knowledge and enhancing innovativeness and technological capacity

<table>
<tr><td colspan="2"><u>Summary of last year's feedback and follow-up:</u></td></tr>
<tr><td>1.</td><td>The school arranged for F.5 students who had dropped their third elective subject to take Applied Learning courses on English for Business Services, Creative English and Exercise and Fitness Coaching. However, due to the underperformance of the teachers and their inability to provide adequate learning support to students, the school has decided not to offer these courses to F.5 in the next school year. In light of the trends in public examinations, the school will instead have school teachers assist in improving the performance of senior form students in the three core subjects, with the aim of increasing the percentage of students achieving 332A.</td></tr>
<tr><td>2.</td><td>Considering the limited manpower, students' learning interests and the trends in public examinations, the school will revert to a 4-class system for F.3 in 2024-25. The saved resources will be allocated to offering the subjects of Citizenship, Economics and Society, Geography, and History for junior form students, as well as interfacing junior and senior form curricula.</td></tr>
<tr><td>3.</td><td>Many students continued to actively engage in diverse learning activities and STREAM learning activities, with noticeable achievements. In 2024-25, the school will continue to enhance students' innovation and generic skills through comprehensive school activities, and internal and external innovation-related activities. There will be a focus on improving students' information literacy, instilling correct values and fostering national identity.</td></tr>
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Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
1. Strengthening the effectiveness of teaching and learning	1.1 Examining the development trend of public examinations and strategically fine-tuning enhancement and remedial programmes to help students prepare for internal assessments and public examinations 1.2 Continuing to utilise statistical data from internal and external assessments and the Early Warning System to help senior form students set appropriate value-addedness goals 1.3 Reviewing assessment strategies, teaching resources platforms, and teacher training of each subject, and continuing to enhance students' performance in internal assessments and public examinations	i. Different subjects comment on internal assessment and public examination results positively ii. Different subjects comment on their enhancement and remedial programmes positively iii. At least 80% of teachers agree that the Early Warning System and performance tracking help them keep track of students' performance in learning iv. At least 80% of teachers agree that the teaching resources platforms help improve teaching v. Teachers of different subjects undertake at least 8 hours of subject-based professional training	i. Statistical data from internal assessments, and minutes of panel /co-prep meetings of different subjects ii. Students' performance in enhancement and remedial programmes of different subjects iii. HKDSE results iv. Statistical data from the Early Warning System and the tracking of students' performance v. Teachers' CPD record (subject panel chairpersons and Staff Development Committee vi. Questionnaire survey (Academic Committee)	i. Different subjects responded to the internal assessment data and public exam results positively. In HKDSE 2024, there was a significant increase in the percentage of Level 2 or above in the three core subjects, indicating the effectiveness of the core subjects' remedial measures. In terms of enhancement, there was a notable increase in the percentage of Level 5 or above in English Language. As for twelve elective subjects, the percentage of Level 2 or above in ten of them was higher than the territory-wide average. Eight subjects achieved 100% of Level 2 or above, demonstrating the effectiveness of the remedial strategies across various subjects. Additionally, seven subjects had a percentage of Level 4 higher than the territory-wide average, indicating the success of some subjects' enhancement strategies. In the Hong Kong Diploma of Secondary Education Examination, our school's candidates achieved a passing rate of 97% for Level 2 or above in English Language, 65.3% for Level 3 or above, and 10.9% for Level 5 or above, all significantly higher than the average for day schools across Hong Kong. The passing rate for all subjects at our school for Level 2 or above is approximately 96%, which is also far above the average for day schools in Hong Kong. ii. According to the questionnaire survey for students conducted by the Academic Committee, over 90% of senior form students who participated in after-school support, enhancement and remedial programmes agreed that the content and teaching of the courses helped them improve their academic performance. iii. Regarding utilisation of the Early Warning System, Early Warning for F.5 and F.6 students was conducted as planned. 94% of the students deemed the arrangement helpful in assessing their current academic

				level and performance in HKDSE; 99% of students believe the plan enabled them to set goals and revise more effectively. 94% of them claimed the measure could strengthen their determination to study hard; 93% thought the experience sharing of teachers and alumni could help them prepare better for HKDSE next year.
				iv. As for the tracking of test/exam performance to help students improve, the objective was fully achieved. According to the questionnaire survey for teachers conducted by the Academic Committee, 89% 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; 93% 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.
				v. Regarding the utilisation of teaching resources platforms in different subjects, according to the questionnaire survey for teachers conducted by the Academic Committee, 95% of teachers agreed that the teaching resources platforms helped improve teaching and increased students' learning motivation. The objective was fully achieved.
				vi. The objective related to teachers' professional training was fully achieved. According to teachers' CPD record, 98% of teachers undertook at least 8 hours of subject-based professional training and 100% participated in training for the subject they taught at least once.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
2. Enriching subject knowledge	2.1 Utilising class time and learning time, and continuing to boost students' confidence in learning languages through flexible grouping, after-school support, sharing of writing and reading, and enhancement and remedial programmes 2.2 Encouraging teachers of different learning areas to strengthen collaboration, enrich students' subject knowledge and hone students' generic skills through	i. At least 80% of teachers involved respond positively to the measures and their arrangements ii. At least 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	i. Minutes of panel /co-prep meetings of related subjects ii. Questionnaire survey (Whole-school Reading Scheme Committee) iii. Questionnaire survey (Applied Learning – English for Business Services) iv. Questionnaire survey (EMI Support	i. According to the questionnaire survey conducted by the Academic Committee on various types of group learning activities which aimed at enhancing students' learning performance and confidence in language subjects, 85% of senior form students, 80% of junior form students and 100% of teachers involved agreed that such arrangements were helpful in boosting students' confidence in language learning. ii. According to the questionnaire survey conducted by the Academic Committee, all 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. 。 iii. 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

	diversified life-wide learning activities	stakeholders in comparison to the statistics last year	Programme) v. Observation of teachers-in-charge of life-wide learning activities of different subjects vi. Questionnaire survey for teachers and students (Academic Committee) vii. Questionnaire survey for stakeholders	enhancement and remedial classes. iv. According to the questionnaire survey on the promotion of reading conducted by the Academic Committee, 75% of senior form students, 65% of junior form students and 97% of teachers agreed that reading sharing in the morning assembly effectively sparked students' interest in reading. The data indicated that the reading sharing activity was more popular among senior form students. The school should devise strategies to enhance the reading interest of junior formers. v. According to the questionnaire survey on Applied Learning for students conducted by the Academic Committee, only 42% of students and 51% of teachers believed that the courses helped improve students' English proficiency and interest. There were even students seeking assistance due to the underperformance of teachers from the course provider. iv. According to the questionnaire survey conducted by the Curriculum Development Committee (EMI Support Programme), 88.2% of participating students acknowledged the programme's effectiveness in facilitating learning in English, 82.4% found it beneficial for improving their English proficiency,76.4% believed it helped them develop self-learning habits; 82.4% felt it effectively enriched their vocabulary. vi. According to APASO, 46% of students said they often engaged in extracurricular reading whilst 37% remained neutral, which indicates an increase of 4% from the previous year. However, the data was still unsatisfactory. The school will strengthen 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. vii. According to the observation of teachers-in-charge of diversity learning activities, the diversified learning activities helped enrich students' subject knowledge and fostered their generic skills. However, teachers generally agreed that the school needs to enhance the cultivation of correct values.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
3. Enhancing innovativeness and technological capacity	3.1 Different subjects organising activities for or recommending electronic applications/ platforms/learning materials to students to raise their cultural awareness, self-learning capacity and information literacy 3.2 Continuing to improve teachers' e-learning teaching capacity and literacy, and enhancing students' cultural and creative literacy with creativity and technology 3.3 Nurturing inquiry, innovativeness and entrepreneurial spirit among students through internal STREAM activities and external innovation and technology-related activities 3.4 Continuing to enhance 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	i. Different subjects comment on the effectiveness of recommended apps, platforms or learning materials in bolstering students' information literacy positively ii. At least 70% of teachers join at least one course, workshop, training or sharing session related to e-learning iii. At least 70% of teachers comment on the optimisation of subject-based e-learning teaching resources positively iv. At least 70% of teachers agree that students' information literacy has been bolstered v. At least 70% of students respond positively to internal STREAM activities and external innovation and technology-related activities vi. At least 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	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 v. Questionnaire survey on STREAM activities	i. According to the minutes of panel meetings of subjects, all teachers completed a course or training related to e-teaching capabilities and literacy in their respective subjects. ii. According to the questionnaire survey for teachers conducted by the Academic Committee, 96% 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. 93% believed that students could identify, source and present information and thus bolster information literacy with strengthened e-learning measures. 79% believed the related measures effectively boosted students' capacity for self-directed learning. iii. In terms of students' information literacy, there was some improvement compared to the last academic year. According to the questionnaire survey for teachers conducted by the Academic Committee, 79% of teachers agreed that creative and technological activities could enhance students' cultural literacy and creativity. iv. According to the questionnaire survey for teachers conducted by the Academic Committee, only 63% of teachers agreed that continuously optimising the 'BYOD' strategy in various subjects in the junior forms helped enhance learning interaction. Similarly, only 63% of teachers agreed that e-data assisted in monitoring students' learning progress. It is advisable to review the strategy of using 'BYOD' to enhance learning interaction. v. According to the questionnaire survey for students conducted by the Academic Committee, 83.7% of students agreed that participating in various STREAM activities (both internal and external scientific research and creative activities, such as co-curricular activities, external scientific research competitions, robotics, drones, Bio-eco Corner, coral conservation projects, etc.) helped cultivate their spirit of inquiry and innovation. According to the questionnaire survey for students conducted by the STREAM Education Committee, 90.8% of students enjoyed participating in last year's STREAM obstacle race, and 85.9% of students agreed that the STREAM obstacle race helped enhance their spirit of inquiry, innovation, and exploration.

Domain: Student Development

Major concerns: Promoting positive values in life, enhancing civic literacy, and nurturing student talents

<table>
<tr><td colspan="2">Summary of last year's feedback and follow-up:</td></tr>
<tr><td>1.</td><td>Students performed well in the areas of moral education, career planning, and service learning. It is recommended to regularly evaluate the effectiveness of these activities, continuously optimise their content, strengthen their relevance, and establish relevant resources and mechanisms to better help students build self-confidence and prepare for their future development.</td></tr>
<tr><td>2.</td><td>The school achieved good results in cultivating students' positive values, civic literacy, and national identity. It is suggested to encourage students to engage in deeper reflection and discussion when participating in these activities, and integrate the activities with classroom learning to enhance the learning effectiveness. Additionally, students should be encouraged to actively participate in value education activities and incorporate positive values into their daily lives.</td></tr>
<tr><td>3.</td><td>The school made progress in promoting student participation in artistic activities. It is recommended to continuously update the activity content based on student needs and social development trends, such as introducing more emerging art forms. The school could strengthen collaboration with community art organisations to jointly organise more art activities, allowing students to access a rich array of artistic resources.</td></tr>
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Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Enhancing spiritual education and promoting positive values in life	1. Enhancing spiritual development among junior form students through meditation and experiential activities to foster their spiritual literacy and enhance their resilience 2. Integrating spiritual lessons centred around the themes of 'self-living', 'love', and 'life' to empower students with self-confidence, promoting a positive outlook on the future and aligning with life planning objectives	i. At least 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 ii. At least 70% of students agree that the learning activities help them cope with adversity iii. At least 70% of students agree that the learning activities help them reflect on life, clarify life direction, enhance self-confidence and foster a positive outlook on the future	i. Questionnaire survey (Religious and Moral Education Committee) ii. Teachers' observation and follow-up records	i. Form teachers implemented the P.A.T.H. to Adulthood and Life Education activities during the Form Teacher Periods for students in Forms 1 to 3. The teachers observed that these activities had helped students manage their emotions and impulses, and fostered a positive and caring culture. ii. The Religious and Moral Education Committee launched The inSpirEd programme in the junior forms. The teachers observed that students had learned to manage their emotions and impulses through this programme. iii. 88.4% of students in Forms 1 to 3 agreed that the mindfulness and experiential activities in the junior form spiritual education lessons had enhanced their spiritual qualities, including awareness, concentration, emotional management, and resilience. iv. 87.9% of students in Forms 1 to 3 agreed that the related learning activities had helped them enhance their resilience. v. 88.7% of students in Forms 1 to 3 agreed that the spiritual education lessons on the themes of 'Self-management', 'Altruism', and 'Life', combined with the life planning theme, had helped them reflect on their lives, clarify their life direction, boost their self-confidence, and develop a more positive outlook on the future. vi. The regular seasonal activities and prayer rituals, including the Opening Ceremony, Christmas Liturgy, Lenten Spiritual Retreat, Prayer Service for the Anniversary of Brother Auyeung's Passing, School Anniversary Ceremony, Easter Thanksgiving Mass, Farewell Ceremony for Form 6 Students, and Closing Ceremony, nurtured students' spiritual development and enhanced their spiritual qualities. vii. Careers and Further Studies Committee organised the 'One Student, One Dream' worksheet activities for students in Forms 1 and 2, and invited parents and current/retired professionals to share their work and life experiences with students in Forms 3 and 5. The teachers observed that these activities had strengthened students' understanding of the current social landscape and the job market, and increased their learning motivation.

				viii. Careers and Further Studies Committee organised 4 JUPAS information sessions (in-person and via Zoom), two overseas studies talks, and one introduction to Applied Learning Courses. The committee also arranged for senior secondary students to visit local tertiary institutions, allowing them to get an early understanding of the characteristics and requirements of relevant programmes and plan their further studies path. The teachers observed that after these activities, students had a more positive outlook on their future.
				ix. At the F.5 level, the committee organised a 'Mentorship Programme' and collaborated with the Friends of Scouting to run a 'Career Experience' programme. In addition, various external organisations provided internship opportunities. This year, the committee also led F.4 and F.5 students to visit the Correctional Services Department and the Independent Commission Against Corruption, to help them understand the operations of these industries. Students generally agreed that the hands-on exposure to real-world practitioners had allowed them to learn more about different occupations.
				x. Students were encouraged to participate in exchange tours or study trips to different locations. This year, some senior secondary students signed up for exchange tours to Guangzhou, Zhuhai, Beijing, Tokyo and Ireland. Students generally agreed that these activities had broadened their horizons and allowed them to understand cultures outside of Hong Kong.
				xi. 90% of students agreed that career planning had helped them understand their own strengths, aspirations, and abilities, and establish career goals.
				xii. 83% of F.5 students agreed that the personality profiling workshop had helped them understand their own characteristics and find their own path forward.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Enhancing spiritual education and promoting positive values in life (con't)	3. Fostering students' positive values of perseverance, love and care, empathy and sense of responsibility through service learning, life education lessons, P.A.T.H.S. to Adulthood and assembly sessions	i. At least 90% of students participate in service learning ii. At least 70% of students agree that the learning activities help foster the positive values of perseverance, love and care, empathy	i. Questionnaire survey ii. Reviewing statistics of students' participation in service learning iii. Teachers' observation and follow-up records	i. This academic year, 79% of students from Form 1 to Form 5 participated in community service outside of school, totalling 989 instances of service. ii. 91.9% of students agreed that the moral education lessons, the P.A.T.H. to Adulthood programme, and the weekly assemblies had helped promote positive values such as 'perseverance', 'care', and 'empathy' among the students. iii. 89.4% of Form 3 students and 91.6% of Form 4 students agreed that the service learning activities had helped enhance their 'care' and 'empathy' for others. iv. 87.9% of Form 2 students agreed that the 'Jurassic Garage' activity had helped increase their interest in English and 'care' for animals. v. To create an immersive environment to foster empathy, the school had invited the social enterprise Eldpathy to lead experiential workshops for the students. By wearing elderly simulation suits, the students were able to personally experience the restrictions and inconveniences faced by the elderly in their daily lives, and through this 'shared experience', they were able to move towards 'walking alongside' the elderly with an accepting and compassionate attitude. The participating students were fully engaged and provided positive feedback. Additionally, all Form 3 and Form 4 students took part in a service learning project to visit and interact with elderly living alone in the local community. They designed greeting cards and organised interview questions in small groups, and both teachers and students gave positive feedback on the activity. vi. The Religious and Moral Education Committee had organised a religious week fundraising funfair for Caritas Hong Kong on 9th and 10th November 2023. Despite the pandemic, the fundraising activity was able to collect over $20,000. The religious week activities had also further deepened the students' spirit of serving others.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
	4. Training student spiritual ambassadors, assigning them to help lead activities with the knowledge and theories they have learnt in the training 5. Strengthening peer support and enhancing junior-senior form communication by training student ambassadors	At least 70% of participating students agree that the activities help foster positive values, strengthen peer support and enhance junior-senior form communication	i. Questionnaire survey (Religious & Moral Education Committee) ii. Teachers' observation and follow-up records	i. The Spiritual Ambassadors demonstrated enthusiastic and active participation, taking on leadership roles in morning prayers, major events and ceremonies as a regular occurrence, and their performance has become increasingly mature and stable. English teachers noted that the Prayer Ambassadors had helped students build confidence in public speaking and presentation. 87.1% of students agreed that the Spiritual Prayer Ambassadors assisting in leading spiritual and religious activities have helped to shape students' positive values. ii. 84.8% of students agreed that the Student Ambassadors had helped to strengthen peer support and the connections between junior and senior students.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Enhancing civic literacy and promoting a culture of self-discipline and adherence to rules	1. Improving students' self-discipline and fostering an understanding of the significance of adhering to rules, cultivating students' positive values in mutual respect and integrity through organising talks, form teacher periods and uniform teams 2. Nurturing students' sense of responsibility and civic duty by providing opportunities for them to assume responsibilities in various school committees and clubs such as the four houses, Student Association, Prefect Board, ECA clubs and Class Associations 3. Facilitating students' understanding of national treasures and cultural relics, along with the developmental trajectory of Chinese history and society, cultivating students' positive values such as respect for their country and heritage	i. At least 70% of students agree that the activities help them understand the significance of adhering to rules ii. At least 70% of students agree that the form teacher periods help them understand the significance of respecting others, adhering to rules and integrity iii. At least 70% of students agree that assuming responsibilities in school committees and clubs help improve their sense of responsibility and inspire them to become good citizens iv. At least 70% of students agree that increased understanding of national treasures and cultural relics help cultivate their positive values such as respect for their country and heritage	i. Questionnaire survey (Guidance & Students Growth Committee) ii. Teachers' observation and follow-up records	i. Form Teachers organised various class management activities such as form meetings, group activities, sharing sessions, cultural and recreational activities, excursions, notice boards, classroom decorations, and parent contacts. 88% of students agreed that the assemblies, the 'One Person, One Team' training programme had helped raise students' awareness of self-discipline and rule-following. ii. 90.2% of Form 1 to Form 3 students agreed that the 'One Person, One Team' training programme, the Form Teacher periods on the P.A.T.H. to Adulthood, life education activities and talks had helped enhance students' values of 'respect for others', 'law-abiding' and 'integrity'. iii. 90% of students agreed that the related activities had helped raise their awareness of self-discipline and rule-following. iv. 90.7% of Form 1 students agreed that the adventure day camp at the Pat Heung Youth Centre had helped enhance their law-abiding awareness. v. 85% of Form 1 to Form 3 students agreed that Form Teacher periods on the P.A.T.H. to Adulthood, life education activities and talks had helped enhance students' values of 'respect for others' and 'forgiveness and gratitude'. vi. 90.7% of students agreed that participating in various posts, including House Committees, Student Association, Prefect Team, Club Committees, and Class Associations, had helped enhance their 'sense of commitment' and 'responsibility', thereby improving their civic-mindedness. vii. The Religious and Moral Education Committee organised a religious adventure camp as part of the Diversified Learning Week. The adventure activities particularly emphasised the values of respecting others and being law-abiding. The survey results showed that over 90% of students provided positive feedback on the activities and were willing to participate in similar activities again. viii. The Civic and National Education Committee recommended seven students to participate in the Hong Kong Award for Young People programme, and they were awarded the Silver Award. ix. The Civic and National Education Committee recommended eleven students to participate in the Basic Law Ambassador Training Programme, and they received the Certificate of Appreciation. They also recommended ten students to participate in the Senior Secondary iTeen Leadership Programme, and they achieved the Gold Award. x. Talks on national security were held for students from Form 1 to Form 6, with 89.7%, 79.8%, 87.4%, 96.3%, 91.7% and 90.7% of students respectively agreeing that the talks had enhanced their understanding

				of national security.
				xi. 98.2% of students agreed that the anti-corruption interactive drama had deepened their awareness of anti-corruption.
				xii. Three students were recommended to participate in the Youth Law-Abiding Ambassador Training Programme, and they received the Certificate of Appreciation.
				xiii. In the St. Jo's Legal Knowledge Online Quiz Competition, twenty-three students received awards. 85.2% of students agreed that the activity had enhanced their understanding of the Constitution, the Basic Law and the Hong Kong National Security Law.
				xiv. 90.5% of students agreed that by understanding national treasures and the development of Chinese history and society, they were able to foster positive values such as identifying with the nation and ethnicity, and respecting others.
				xv. 87.3% of Form 1 students agreed that the visit to Tang Ancestral Hall at the Ping Shan Heritage Trail had helped them gain a better understanding of Chinese culture.
				xvi. 87.1% of Form 2 students agreed that the 'Along the River during the Qingming Festival' activity had helped enhance their interest in Chinese culture.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
				xvii. The Chinese New Year calligraphy charity sale and the biblical calligraphy competition were very well received. Through faith cultivation, the values of national identity were organically integrated. xviii. Collaborating with the Integrated Science subject, the school organised a life and death education activity for Form 1 students, including a cemetery visit experience. This helped cultivate students' respect for life and filial piety values, and the students provided very positive feedback. xix. 88.7% of Form 2 students agreed that the visit to the Central and Western District Heritage Trail had helped them understand history and culture. xx. 79.8% of Form 3 students agreed that the visit to the Museum of Coastal Defence had enhanced their awareness of national defence and security. xxi. Form teachers agreed that the relevant measures could help cultivate students' values of 'respecting others' and 'law-abiding'.
Unleashing students' potential and displaying their talents in performing arts	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 such as English drama, Chinese drama, magic, and Campus TV, offering more opportunities for students to experience performing arts	i. At least 80% of choir and wind band members agree that the measure helps them develop their talents in performing ii. At least 75% of F.2 students agree that courses of performing arts provide them with training opportunities and thus increase their interest in arts	i. Questionnaire survey (Arts Education Committee) ii. Teachers' observation and follow-up records	i. 90% of the choir and concert band students agreed that the measures could develop their performing arts talents. ii. 90% of the students agreed that the performing arts training courses could provide students with opportunities to engage in performing arts training and enhance their interest in the arts. iii. In addition to the regular extra-curricular activity day, an Arts Day was also organized as a post-exam activity for Form 1 students, allowing them to experience music or art forms that they normally wouldn't have access to. According to the survey, 66% of the students agreed that this activity broadened their horizons in arts or music, and 64% of the students agreed that the activity enhanced their interest in arts or music. iv. Performing arts training courses, including English drama, Chinese drama, magic performance, and school TV station, were introduced during the extra-curricular activity day. The courses were arranged according to the students' preferences, allowing them to engage with music or art forms of their interest. According to the survey, 85.5% of the students agreed that this strategy could provide students with opportunities to engage in performing arts training and enhance their interest in the arts.

Objective	Strategy	Success criteria/ Students' performance	Method of Evaluation	Analysis of Effectiveness
Unleashing students' potential and displaying their talents in performing arts (con't)	3. Encouraging students to actively participate in a variety of performances and competitions, thus exhibiting their multi-talents 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 5. Organising activities related to performing arts, offering students the opportunity to exhibit their talents in performing in the school hall or amphitheatre 6. Broadcasting students' book sharing on Campus TV to boost students' interest in reading 7. Broadcasting programmes about students' performances and competitions on Campus TV to exhibit students' talents	i. At least 70% of students agree that in-school performances or competitions boost their interest in arts ii. At least 70% of students participate in activities related to performing arts (performing/competing/audience) iii. The school organises at least three competitions related to performing arts every year iv. Students are offered at least three opportunities to perform and exhibit their artistic talents in the school hall or amphitheatre every year v. At least one programme is shown on Campus TV every month to exhibit students' artistic talents vi. At least 70% of students think watching book sharing on Campus TV boosts their interest in reading vii. At least 70% of students watch programmes about students' performances or competitions on Campus TV	i. Questionnaire survey (Arts Education Committee) ii. Activity records	v. 91.6% of the students agreed that the performing arts performances or competitions held within the school, such as the lunchtime performances, singing competitions, speech competitions, and short film competitions, could enhance their interest in the arts. vi. All students had participated in the school's talent activities, with each student participating in an average of two talent activities. Teachers observed that the relevant measures could develop students' performing arts talents and enhance their interest in the arts. vii. 65.5% of the students watched the performance or competition programs of their schoolmates on the school TV station, showcasing the students' talents. viii. 75.5% of the students agreed that the morning assembly reading sharing sessions could enhance their reading interest.