

St. Joseph's Primary School



School Report *2020-2021*



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 146 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 2020-2021

Chairman:	Ms Tam Man Yee Millie	(Supervisor)
Secretary:	Ms Ho Wing See Cecilia	(Principal)
Managers:	Brother Jeffrey Chan Kok Keong	(SSB Manager)
	Mr Yung Ying Cheuk	(SSB Manager & Treasurer)
	Ms Leung Foo Tin Joyce	(SSB Manager)
	Ms Ma Kit Ching Veronica	(SSB Manager)
	Mr Tam Kin Kwok	(SSB Manager)
	Ms Sharma Asha	(Independent Manager)
	Mr Poon Sze Long Banting	(Teacher Manager)
	Ms Chan Ka Lei	(Parent Manager)
Alternate Managers:	Ms Chan Yuk Ngor Rosanna	(Alternate SSB Manager)
	Ms Poon Cesilia	(Alternate Teacher Manager)
	Mr Chu Man Hon Gary	(Alternate Parent Manager)

Our Students:

2020-2021 Class Structure:

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

Class Level: 20/21

P.1	160
P.2	156
P.3	161
P.4	151
P.5	147
P.6	142
Total	917



Attendance: 20/21

P.1	98.20%
P.2	98.50%
P.3	98.40%
P.4	97.90%
P.5	99.00%
P.6	99.30%



Percentage of lesson time for Key Learning Areas: P.1 to P.6

English Language Education	22.50%
Chinese Language Education	26.25%
Mathematics Education	17.50%
General Studies	12.50%
Arts Education	10%
Physical Education	5%

Our Teachers:

Teachers' Academic Qualification:

Master's Degree or above	42%
Bachelor's Degree	100%

Teachers' Data:

Number of Registered Teachers	62
Chinese Teachers	21
English Teachers (except NET)	19
Mathematics Teachers	19
NET	2
PTH Teachers	15

Teaching Experience:

0 to 4 years	34%
5 to 9 years	7%
Over 10 years	59%



Staff Development:

A.National Security Education

School management and teaching staff have familiarised themselves with the documents issued by the EDB, and have browsed the “Safeguarding National Security in Hong Kong” website maintained by the Information Services Department in order to gain a better understanding of the National Security Law, enhance their awareness of law-abidingness and obtain the latest information about the said law. In the 2020/21 school year, all school personnel were clearly reminded to read carefully the EDBC No. 3/2021 and act in accordance with the guidelines attached to it. Most teachers attended seminars on the Basic Law and/or the National Security Law organised by the Education Bureau (EDB) in this school year and hence acquired an understanding of the National Security Law and enhanced their knowledge of national security.

B.Lasallian Formation for Teachers 2020-2021

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 a caring Lasallian school. More importantly, Lasallian teachers play a significant role in instilling the Lasallian spirits and values into our next generations.

On 15 July 2021, we were delighted to invite Brother Dennis Magbanua and Brother Jeffrey Chan to join our Lasallian Formation Day which was organised for 60 teaching staff members. To start with, Brother Jeffrey Chan led us in prayer and meditation on '*The Sound of Silence*' which reminded Lasallian teachers that silence takes on a great importance and is amply exploited for its rich pedagogical and educational value. The teacher's silence promotes an atmosphere of order and intense activity in the school.



It is a mark of self-discipline, self-mastery and self-control. It is not without reason that silence is included among the Twelve Virtues of a Good Teacher.

Brother Dennis Magbanua, who has recently been assigned as the Director of the Brothers



Community in St. Joseph's College, delivered a speech on **Sharing the Mission of Human and Christian Education**. The theme provided an opportunity for Lasallian teachers to become better aware of our mission of striving to provide a human and Christian education, paying particular attention to those who are poor, needy, or

disadvantaged.

Brother Dennis first introduced our Founder and the constitution of our Lasallian Family. We are proud to be one of the Lasallian schools across 80 countries, serving around 1 million students. The associates Lasallian Education Council and Lasallian Schools Principals Conference assist the Director of Hong Kong Lasallian Family to promote and strengthen the Lasallian educational vision and mission. In Brother Communities with strong and inclusive Lasallian family bonds, our school continues the mission of human and Christian education with 8 Lasallian schools and the lay Lasallians in Hong Kong.



Brother Dennis then highlighted the core Lasallian values in the context of Hong Kong. We engage in quality education together by thinking critically and examining our world in the light of faith. We believe in the living presence of God in our community and in our world. We are in solidarity with the poor and advocate for those suffering from injustices.

Despite adversity amid the COVID-19 pandemic, the "Show Up" must go on to ensure we can reach out to needy students to show genuine care and affection, to engage them in learning and offer timely support whenever they need. Brother Dennis then illustrated **the sign of God's CARE** as an acronym for "Compassion, Accessibility, Responsiveness,

Educational or Enjoyable” and our school **SJPS** can also signify that **St. Joseph's Protects Students**.

Next, Brother Dennis drew an analogy between a 2014 animated short film *The Present* and our relationship with students. We are all imperfect, yet teachers can learn to appreciate the students entrusted to our care and unleash their potential. As a Lasallian teacher, have we regarded ourselves as called by God to touch the hearts of the students by unwrapping each gift carefully and seeing each one as an individual with care and affection?



In the last session, Brother Dennis demonstrated how to take a positive stance against adversity by analogy with a video *The Great Realisation* which describes the world before the COVID-19 pandemic and how the outbreak has impacted people's lives positively.

It is said that our reality today is as if we are on different boats. Some are on tiny little boats, while those with an income and food are on bigger boats. While we may get seasick and be forced to change our daily routines during the storm of Covid-19, we are still doing better than the others. As a Lasallian teacher, we should seek out the people who feel helpless and hopeless on their little boats as our Founder did.



Part B: Achievements and Reflection on Major Concerns

Owing to the persistence of COVID-19, the school has switched to either online learning mode or blended learning mode for most of the school days. To achieve the targets of the school major concerns, some of the strategies were adjusted to meet the new modes of schooling. We had made every effort to complete the unaccomplished tasks of last year and would endeavor to move forward to a new development cycle in the coming years.

Major Concern 1: To elevate the motivation and efficacy of learning through home-school engagement in e-Learning

Target 1-To foster a better e-Learning environment

Strategy 1

Achievements:

- As the CoolThink CL curriculum was launched, students had the opportunities to develop their coding skills and cross-subject computational skills in KS2.
- Over 90% of students were able to perform the assigned tasks and year-end project in CL lessons throughout the year.
- Students were well equipped with basic computational skills in CL lessons.
- The installation of optical fiber network and the enhancements made to Wi-Fi Access Points allowed teachers and students to access information quickly and safely while in school and thus the IT infrastructure facilitated learning and teaching.
- The installment of Apple TVs in all classrooms was beneficial to learning and teaching. Teachers or students could present in any locations of the classroom. Moreover, teachers could make live annotation and project live shots of students' works to enhance interaction with students.
- Desktop computers were upgraded in all function rooms.
- Zoom Education Accounts were subscribed for all teaching staff for online teaching. The upgraded accounts offered unlimited time for meetings with up to 300 participants. This was beneficial for organising parents' gatherings and online webinars.
- The subscription of educational apps and e-platforms also facilitated face-to-face learning and teaching.

Reflection:

- CL teachers would identify students talented in coding skills and recommend them to participate in the STEM-related ECAs and competitions.
- Under the current CL curriculum, the content of KS2 (P.4 to P.6) syllabus would encompass STEM education, allowing the school to promote more STEM-related learning activities for students.

- In case of school suspension, the school would be ready to switch to a blended learning mode of Zoom teaching, Google Classroom and using Edpuzzle videos for flipped classroom or consolidation.

Target 2-To further enhance the effectiveness of learning and teaching

Strategies 1 to 4

Achievements:

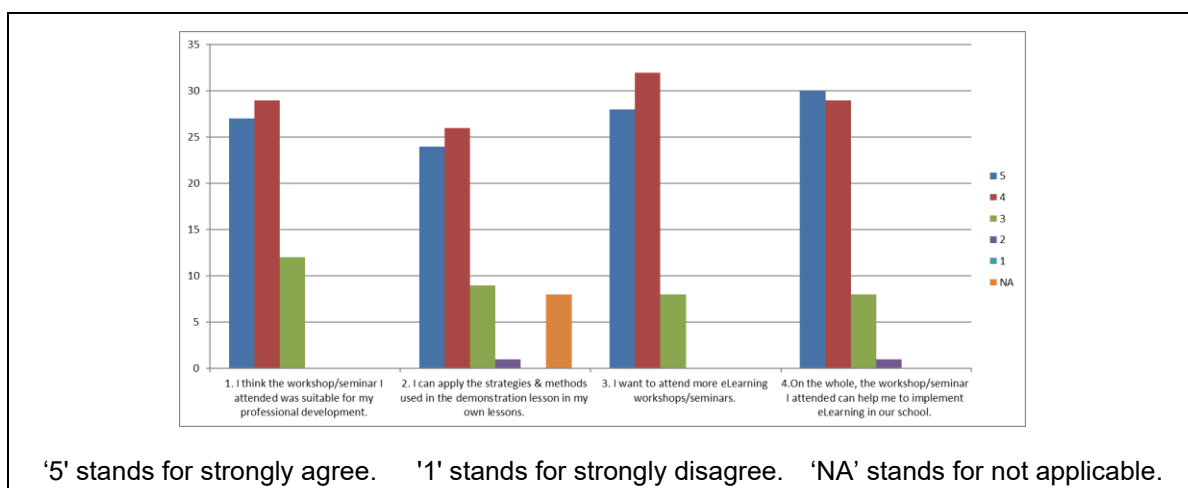
- In order to cater for learner diversity and engage students in their learning both during face-to-face lessons and Zoom lessons, teachers used various apps and online platforms to design fun and challenging learning activities.
- Teachers made good use of online resources and different e-platforms such as Google Classroom, Padlet, Wordwall, Edpuzzle and Quizizz to provide students with a wide variety of learning materials for self-directed learning and consolidation.
- A new e-Learning Core Group 2020-2021 was established in September with representatives from the e-Learning Team, Subject Panel Heads and teachers from the 4 major Panels (Chin, Eng, Maths and GS & Pri Sci).
- The Core Group members signed up for subject-related workshops organised by EDB or other organisations with recommendations of Principal and Subject Panel Heads.
- They explored and introduced different apps, online learning platforms and resources that might be useful for the subject panels.
- They sorted out useful e-Learning apps and shared them with other subject teachers at CLP sessions. Some teachers tried using the apps in their lessons.
- Besides coaching the teachers how to use the apps they introduced, the Core Group also conducted school/subject-based e-Learning workshops for them.
- To keep our teachers abreast of the latest technology development, the following practices were conducted.



Teachers' Professional Development on e-Learning

- Forty-three teachers had successfully completed at least one e-Learning training course organised by the EDB or other organisations, attending a total of 68 e-Learning workshops/seminars this year.
- Among the 68 training workshops and seminars:
 - 82.3% of the teachers reflected that the workshops/seminars were suitable for their professional development.

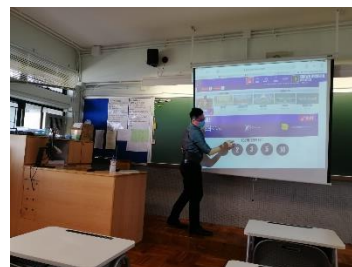
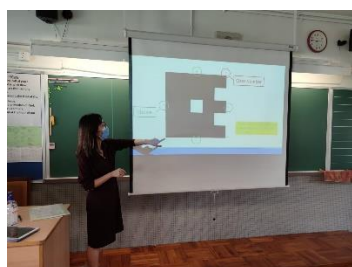
- 86.7% of the teachers believed that the workshops/seminars could help them implement e-Learning in the school.
- 73.5% of the teachers could apply the strategies and methods used in the demonstration lessons in teaching.
- 95.2% of the teachers would like to participate in more e-Learning workshops/seminars in the future.



Subject-based e-Learning Workshops

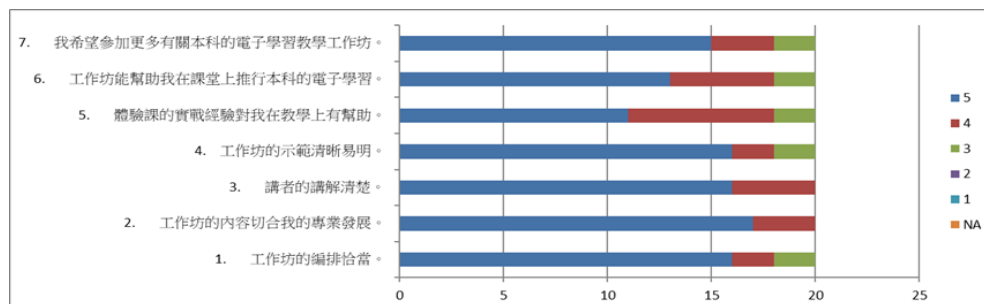
- 3 Subject-based e-Learning Workshops were held successfully in November. The workshops aimed at introducing more apps or e-Learning platforms to teachers for implementing e-Learning strategies in their lessons.

9 th November 2020	Chinese e-Learning Workshop
16 th November 2020	English e-Learning Workshop
26 th November 2020	Mathematics e-Learning Workshop



● Surveys of the three workshops were as follows:

Chinese e-Learning Workshop



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

- The function of Nearpod “Time to Climb”, Wordwall, LoiLoNote and the platform of “i-Learner HK” were introduced in the workshop.
- Most teachers found that “Time to Climb” was easy to manage so they would like to apply it in their lessons. As a result, the usage rate in the face-to-face or online classes was quite high.
- Wordwall was a quick and easy tool for teachers to create their own teaching resources, to make customized activities and quizzes, match ups and word games for students. This tool offered a wide variety of activities to choose from and could make learning much more fun.
- “i-Learner HK” was a self-directed learning platform for students to improve their reading skill. Besides informing our teachers about the students’ learning progress, the organisation also gave out certificates regularly to our students throughout the year.

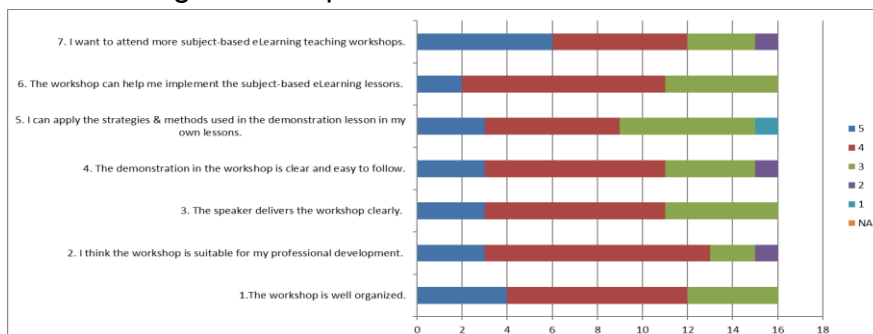
English e-Learning Workshop



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

- Teachers learned how to use the various functions of Nearpod such as “Matching Pairs”, “Draw It” and “Time to Climb”.
- Teachers gained hands-on experience in the workshop via effective instructions and demonstrations.
- During the Q&A session, teachers raised meaningful questions and reflected on the different strategies of using Nearpod to teach grammar, vocabulary, and other aspects of English.

Mathematics e-Learning Workshop



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

- The platforms of Plickers and Times Tables Rock Stars were introduced. Most teachers found that the various functions of the Times Tables Rock Stars were useful for students' daily practices.
- Times Tables Rock Stars was so interesting and challenging that it was launched for P.2 to P.6 students. Most students were highly engaged in the Maths lessons, and it was observed that some of the students' Maths skills had improved.

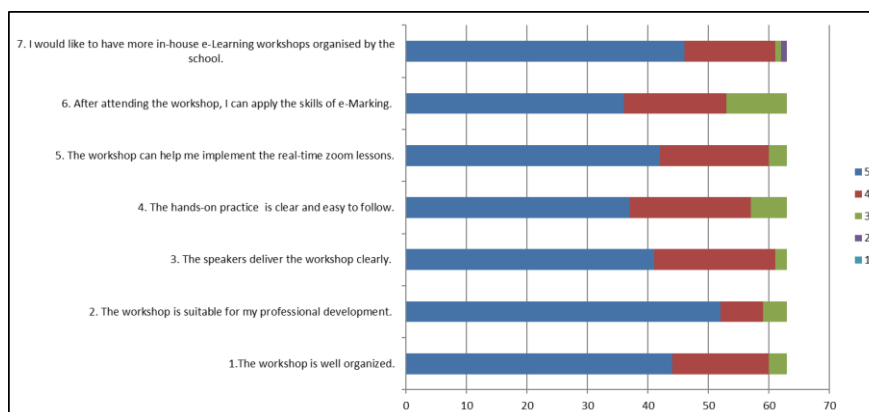
School-based e-Learning Workshops

- Besides rendering support to different subject panels, the Core Group also conducted workshops for the whole school. Details were as follows:

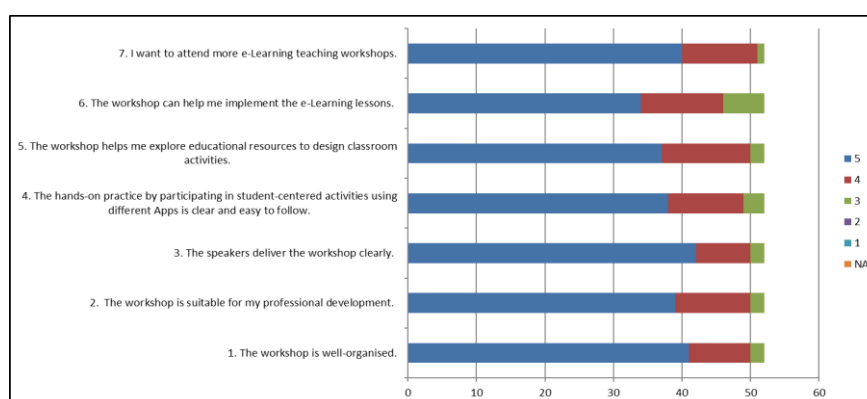
21 st Aug 2020	1. Workshop on Zoom Lessons and Electronic Marking
25 th Aug 2020	2. Apple Onsite iPad Workshop
9 th July 2021	3. Implementation of BYOD for all teachers
14 th July 2021	4. Implementation of BYOD for P4 Teachers



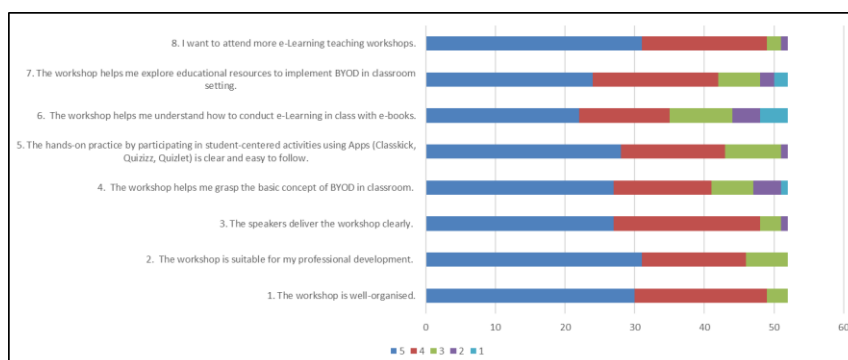
1. Workshop on Zoom Lessons & Electronic Marking



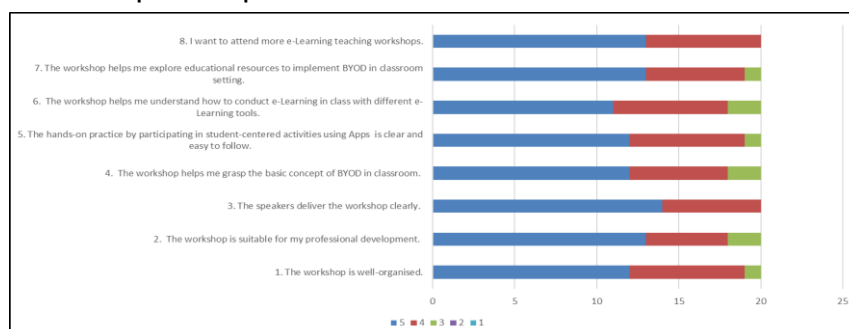
2. Apple Onsite iPad Workshop



3. Workshop on Implementation of BYOD for all Teachers



4. Workshop on Implementation of BYOD for P.4 Teachers

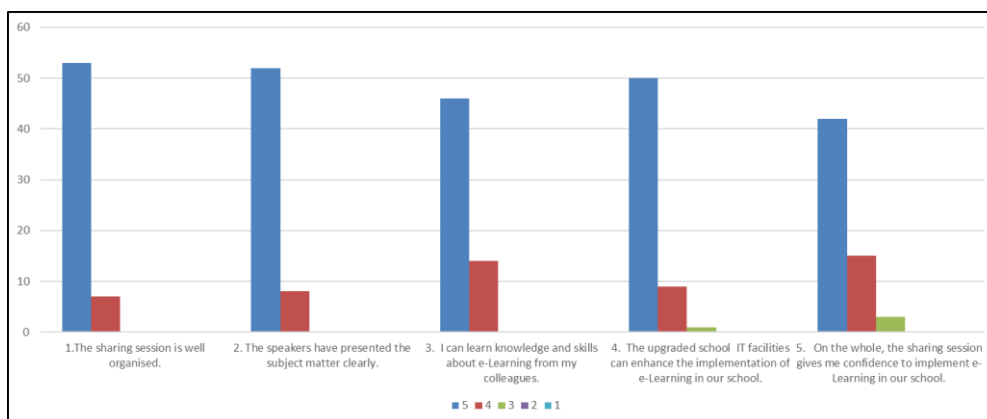


'5' stands for strongly agree. '1' stands for strongly disagree.

- The workshops were well received. Over 94% of the teachers reflected that the workshops were well organised.
- The speakers' performance was incredible. Over 92% of the teachers agreed that the speakers delivered the workshops clearly and the demonstrations were easy to follow.
- Workshop on Zoom Lessons and Electronic Marking let teachers grasp the skills of teleconferencing through Zoom and marking online exercises with Apple Pencils. This paved the way for teachers to transit to the real time online learning mode smoothly from September onwards.
- Apple Onsite iPad Workshop provided teachers with hands-on practice by participating in student-centric activities using different apps, such as apps for questioning, mind mapping, digital creations and assessment. Teachers were also guided to explore educational resources such as iBooks, apps, and web tools to design classroom activities.
- At the end of this academic year, two more workshops on Implementation of BYOD were organised for all teachers and for P.4 teachers respectively. Experienced teachers from Jordan Valley St. Joseph's Catholic Primary School were invited to lead our teachers to grasp the basic concept of BYOD in classroom. Teachers were highly engaged in the hands-on practice by participating in student-centered activities using apps (Classkick, Quizizz and Quizlet). The workshops also helped teachers to explore educational resources to implement BYOD in classroom setting.
- As reflected by the surveys, all the workshops were successfully run.



Internal Sharing Session on e-Learning



- An internal sharing session was conducted on 15th July 2021. Teachers of Chinese, Mathematics, English, GS & Pri Sci and Music Panels were invited to share their experience in the effectiveness and difficulties they had encountered in their lessons.
- All presenters were well prepared. Not only did they



share their knowledge, teaching pedagogy and the online resources applied in their lessons, but also their personal feelings in the sudden change to online learning. The sharing was inspiring and fruitful.

- All teachers agreed that the sharing session provided them an opportunity to learn e-Learning knowledge and skills from their colleagues.
- 95% of the teachers agreed that the sharing session gave them confidence to implement e-Learning in our school.



e-Learning in Action

- The shift to online learning mode promoted our students' ability to use e-devices. After school resumed, most teachers devised their lessons with e-Learning elements and the school iPad rental rate was much higher than that of last year. As reflected by the CLP reports, students were highly motivated in the lessons.



- To keep our students engaged in online learning, subject panels held weekly CLP meetings to create, revise and improve the online



learning materials and assignments. Record of use of apps / e-devices / e-platform in Learning and Teaching were updated.

- In 2020/21, KS2 students shared their learning outcomes of the CoolThink year-end project (Scratch Game) with KS1 students.

Reflection:

- The Subject-based e-Learning Workshops and the Zoom Lessons and Electronic Marking workshop provided the opportunities for teachers to learn the necessary e-Learning skills from their colleagues, thus promoting the sharing culture.
- More workshops could be organised so that teachers could be more familiar with other e-Learning tools in the future.
- As teachers were fully occupied by the preparation of e-Learning teaching materials for Zoom lessons and e-Learning workshops this year, School Visits about technological development for the whole school would be postponed until next year.
- The school would continue to subscribe to some platforms and apps (e.g. Wordwall, Time Tables Rock Stars, Padlet, Zoom, Nearpod) for the coming year.

Target 3-To elicit parental support and engagement

Strategies 1 to 3

Achievements:

- Due to the suspension of face-to-face classes announced by the EDB, all parents were informed of the school policies on Blended Learning Mode e-Learning through e-Circulars in August. Parents were invited to assist the students to prepare for the online lessons by

various means, such as the video clips of how to use Zoom and the Google Classrooms for submitting and receiving online assignments.

- About 97.9% of the parents took part in the five online Parents' Gatherings in September 2020. Further information regarding the Zoom lessons was delivered by the Class and Subject teachers.
- Parents were reminded to support their children in the proper use of the Internet, to guide them to follow the school protocol in the online lessons and to keep the list of Login ID and Passwords provided by the school private.

Level	Date of Gathering	Number of Parent Attendees
Primary One	19 th September 2020	160/165
Primary Two	12 th September 2020	156/157
Primary Three	12 th September 2020	160/162
Primary Four	19 th September 2020	163/165
Primary Five	26 th September 2020	156/163

- With the guidelines and the video clips provided by the school, parents were able to render full support to the students' online learning. Most students were able to complete the assigned e-Learning tasks.
- Updates on workshops or seminars about parent education on e-Learning and the use of school e-platforms were provided for parents. The record was kept in eClass 'Latest Campus News' - Parent Education on e-Learning and the EDB Link for parents were posted to eClass Campus News.
- To cope with our school policy on e-Learning, an online talk on "Cyber Security and Best Use of Online Media for e-Learning" was organised for parents on 20th March 2021.
- The speaker, Mr Elvis Ng, was a registered social worker from HK Family Welfare Society. He provided parents with useful information on cyber security which was extremely important for the sharp increase in remote learning and virtual classrooms. Meanwhile, he also supplemented his talk with lots of examples which helped parents gain a better understanding of their children's needs.
- With parental support and contribution, students could cultivate a good habit of online learning at home.



Reflection:

- It was suggested that more talks and workshops on e-Learning would be organised.
- More links and information would be uploaded to eClass for parents' reference.

Major Concern 2: To develop and enhance the mental well-being of students, parents and teachers

Since the well-being of our students is one of our prime concerns, the syllabus of Personal Development Programme was revised so as to cater for our students' needs and equip them with the ability to face adversity. Extra online PD lessons were conducted during the suspension of face-to-face classes to maintain emotional support for students. Furthermore, a programme named "Move On" was rolled out by our Guidance Team this year. A series of activities such as "Let's Move On" online guidance project, and "Draw it out! Draw it out!" programme were organised which helped students maintain a positive attitude in the face of adversity and strengthen teacher-student relationship.

To equip students, parents and teachers with knowledge and skills in developing and enhancing the mental well-being and to provide opportunities for the students to apply what they had learnt, the Guidance Team had planned a variety of activities including the Whole School Approach Guidance Project and a number of workshops and talks for students, parents and teachers. However, due to the outbreak of COVID-19, many of the planned activities, workshops and talks had to be cancelled. As a contingency measure, the Guidance Team had designed online guidance activities for the students and provided information and resources of maintaining mental well-being via the Guidance Team School Webpage during the class suspension period for students, parents and teachers to access.



Target 1 – To equip teachers with necessary skills in nurturing students' positive values and attitudes

Strategy 1

Arrange seminars/workshops for teachers



Achievements:

- A workshop about mindfulness was organised for teachers on 21st September 2020 by the Guidance Team.
 - Over 80% of the teachers were satisfied with the general arrangement of the workshop.
 - After attending the workshop, over 70% of the teachers agreed that they knew more about mindfulness.

- A workshop named “Identifying Students with Suicidal Risks” was organised for teachers on 17th May 2021 by the Guidance Team. Our Educational Psychologist of the School-based Educational Psychology Service was the speaker.

- Over 95% of the teachers were satisfied with the general arrangement of the workshop.
- After attending the workshop, over 95% of the teachers agreed that the workshop was helpful which let them know more about how to identify students with suicidal risks.



Reflection:

- The majority of teachers agreed that it was interesting to know more about how they could apply positive education at school.
- Teachers' awareness of the importance of developing and maintaining mental well-being had been improving in the past 3 years.
- In order to increase the flexibility of teachers' training, the Guidance Team suggested recommending different seminars or workshops to teachers so that they could sign up for the courses at their convenience.

Target 2 – To nurture students' positive values and attitudes

Strategies 1 to 5

Organise talks/workshops for students

Reflection:

- The Guidance Team had planned to organise one talk for each of the six levels of students this year. However, due to the long period of class suspension, all of them had to be cancelled.
- The Guidance Team would try to explore the feasibility of organising online workshops or talks for students.

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

MCE Curriculum

Achievements:

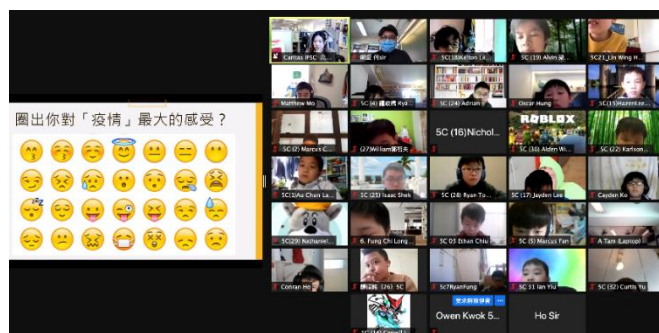
- The MCE curriculum was revised. Interesting clips, stories or current events with more up-to-date elements and daily scenarios were incorporated into the new curriculum.



- Owing to the pandemic, students had their lessons in the classrooms, and they were highly engaged in the lessons due to the improved teacher-student ratio.
- To provide more opportunities for our students to apply the MCE core values to real-life situations, the MCE Panel cooperated with the Caritas Life Zone to arrange a supporting service project for P.3 to P.6 students from January to June.

Period	Name of Service Programme	Level
Jan 2021	山區體驗活動日 via Zoom	P.3
Feb 2021	疫情與我 via Zoom	P.5
Apr 2021	認識劊房人士 via Zoom	P.6
Jun 2021	長幼共聚 Face-to-Face and Zoom	P.4

- The activities were well organised. After participating in the activities,
 - students had a better understanding of the poor living conditions of children in rural areas and the needy people in our community.
 - students treasured what they had and learned how to show their care and concern for others.
 - students showed their empathy and experienced the joy of helping others.

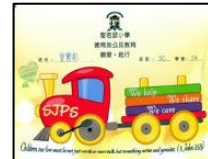




- In addition to the regular MCE lessons and the tailor-made outreach programmes, community services and activities such as Food Donation to the Food Bank, Dress Casual Day and Charity Plant Sale fund raising for the Community Chest also provided students the opportunities to show their love and care for the needy, thus a caring school community was created.



- The table below showed the results of three schemes promoting positive values and attitudes across different levels.

Level	Programme	Percentage of Students Receiving Award	
P.1	Responsible Josephian Passport Scheme	➤ 100% of the students attained Participating Award	
P.2			
P.3	關愛·起行		
P.4			
P.5	Hero Scheme		
P.6			

Reflection:

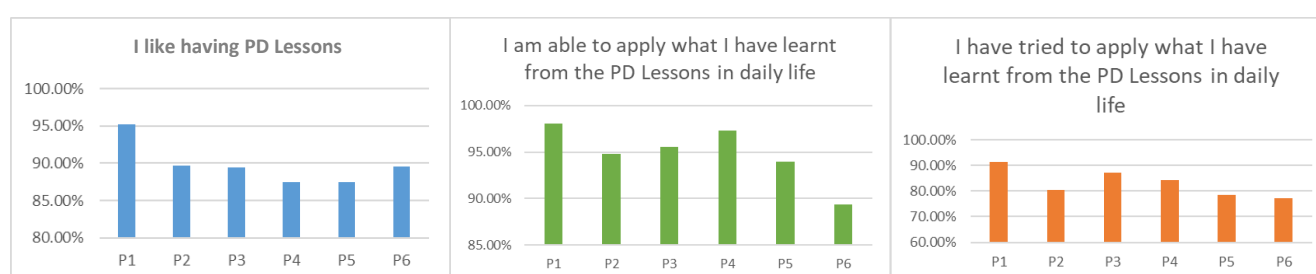
- Though the mode of conducting outreach programmes was changed, students were given a chance to learn how to stay strong and show their love and care to the needy in the face of adversity. Under the COVID-19 pandemic, students experienced a more meaningful and unforgettable life lesson they had never had.

PD Curriculum

Achievements:



- The PD curriculum was refined. Suitable topics about positive values and attitudes had been incorporated into the curriculum so as to strengthen students' mental development. All lessons were conducted by the Guidance Team.
- During the suspension of face-to-face classes, online PD lessons were conducted. Different topics were specially designed for catering the emotional needs of the students during the pandemic.
- In 2020-21 academic year, more than 12 blended mode of face-to-face and online PD lessons were conducted for students in each level.
- The year-end survey found that about 89.8% of the students liked having PD lessons, 94.9% of them believed that they could apply the positive values and attitudes in daily life and about 83.2% of them had tried to apply what they learnt from the lessons in daily life.



Reflection:

- All PD lessons were conducted by the Guidance Team. Students felt comfortable to express their thoughts and feelings whilst the professional Guidance Team was able to give them positive feedback. The interaction between the two parties definitely could increase the effectiveness of the PD lessons.
- To increase the variety of the lesson design and students' engagement, the schedule of the PD lessons, especially during the suspension of face-to-face classes, had been rearranged so that more than one Guidance Team member could join the lessons for each class. Discussions and activities could be fully utilized.
- The special PD lessons arranged during the pandemic could meet the emotional and developmental needs of the students. During the lessons, the Guidance Team members could assess students' emotional state and provide immediate help and counselling for them. This could greatly help in maintaining students' mental well-being in such adverse social situation.

Extend the scheme of SGP & UAP in order to boost students' confidence and train up leadership and resilience

Achievements:

- 50 students from P.5 & P.6 were chosen to be the School Guidance Prefects (SGPs). SGPs were provided with more training and they were assigned with more varieties of services and duties. Their confidence was boosted and their leadership and resilience

were promoted.

- 89% of the SGPs believed that they were capable to serve teachers and fellow schoolmates. 80% of them thought that they knew more about their own characteristics and strengths after joining the SGP Scheme. 85% of them believed that they had the courage and confidence to face different challenges in the future.



- P.4-6 students were selected to join the Understanding Adolescence Project (UAP) in this academic year. 17 P.6 students, 19 P.5 students and 19 P.4 students joined the UAP (2020-2021).

- 89% of the P.6 UAP members agreed that their emotion control skills improved and 100% of them believed that they were capable of solving problems independently. 94% of them expressed that they communicated better with their teachers and schoolmates.

- Due to the pandemic and class suspension, some of the activities of P.4 & P.5 UAP Programmes were conducted online. However, some interactive activities could not be conducted. P.4 & P.5 UAP Programme (2020-21) was not finished within the 2020-21 school year. The remaining activities would be completed in the following school year.



Reflection:

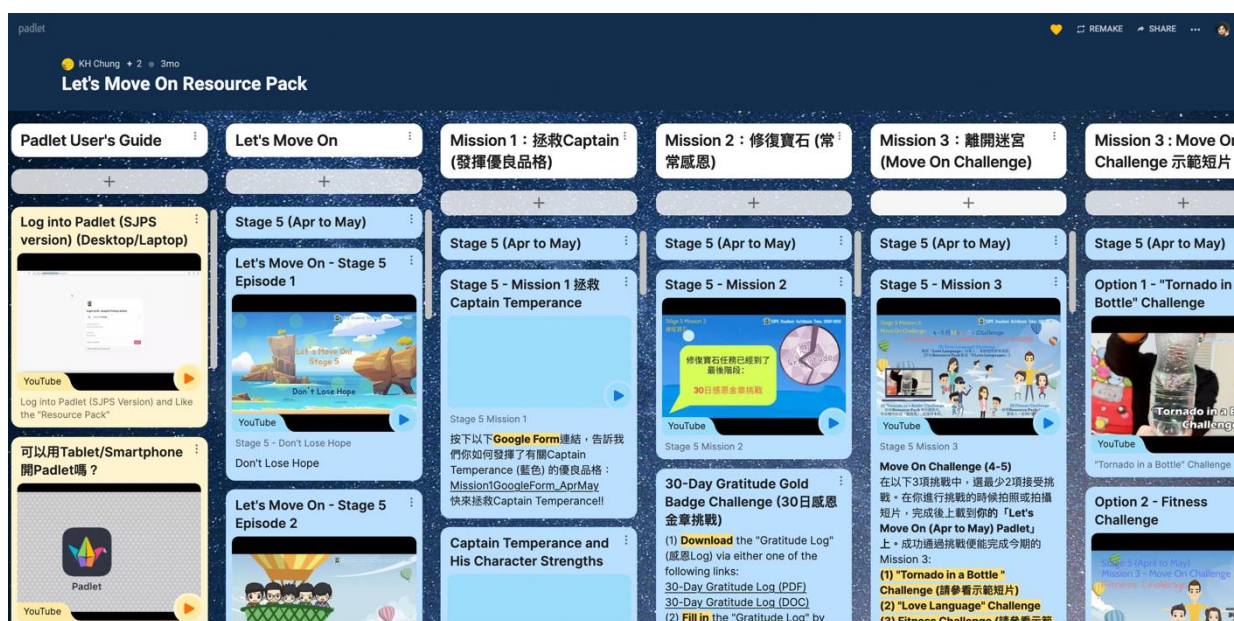
- Only a small proportion of students were chosen to join the schemes. The Guidance Team could plan other guidance activities which align with the Annual Whole School Approach Guidance Project for all students.
- Only students of Key Stage 2 were involved. Other programmes had been organised for Key Stage 1 students.
- The Guidance Team had increased the variety of guidance activities, especially those could be conducted online, so that the programme could be continued during class suspension.

Launch 'A Positive Education Programme' to help students build up their competence, belongingness and optimism

Achievements:

- A positive education programme "Move On" with various interesting activities was

launched to promote students' positive values by facilitating them in practicing their strengths and developing a grateful attitude. The programme continued during the class suspension period via an online platform called Padlet.



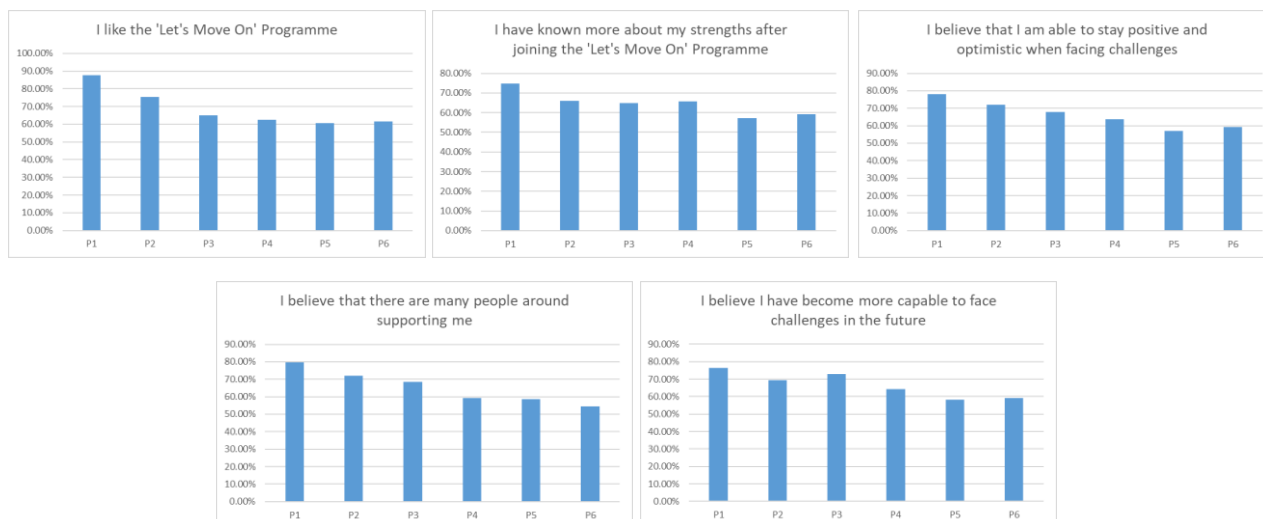
Key Stage 1

- 76.1% of the students expressed that they liked the activities of the “Let’s Move On” programme.
- 68.6% of the students reflected that they now know more about their characteristics and strengths.
- 73.5% of the students strongly believed that there were many people around supporting them.
- 72.6% of the students believed that they could stay positive and optimistic when facing challenges.
- 72.9% of the students believed that they had become more capable to face challenges in the future.

Key Stage 2

- 65.1% of the students expressed that they liked the activities of the “Let’s Move On” programme.
- 60.8% of the students reflected that they now know more about their characteristics and strengths.
- 57.3% of the students strongly believed that there were many people around supporting them.
- 60% of the students believed that they could stay positive and optimistic when facing challenges.
- 60.7% of the students believed that they had become more capable to face challenges in the future.

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Reflection:

- The programme was found to be more effective in Key Stage 1 because students were easily motivated and actively engaged in the programme.
- The effectiveness of the programme in Key Stage 2 had been improved due to the use of the online platform and activities with different levels in terms of difficulty were designed for the students. The Key Stage 2 students found the programme more interactive, challenging and interesting. Moreover, there were many activities involving the parents. The students enjoyed participating in the programme with their parents.

Develop a caring environment at school, using programmes such as “Big Buddy/Brother Scheme”

Achievements:

- A “Big Brother Scheme” was launched for P.1 to P.6 students this year. Each Key Stage 2 student was paired up with 1-2 Key Stage 1 students. They called each other ‘brother’. Various activities had been planned for the brothers for building meaningful relationships. Elder brothers were encouraged to take care of their younger brothers. However, due to COVID-19, many activities had to be cancelled. Online activities were held to help the students maintain the relationships with their counterparts.
- It was observed that the majority of the students enjoyed the time they were together with their elder and younger counterparts although most of their time together was via the online platform. Most of them had developed a positive relationship with their



younger/elder brothers.

Reflection:

- Students could be encouraged and facilitated to express more love and care to their brothers regularly between the meetings.

Target 3 – To enhance parents' positive values and attitudes towards their children

Strategy 1

Provide different channels for parents to acquire positive parenting skills

Achievements:

- The Guidance Team established the “家長學堂” last year. A variety of talks/seminars for parents to acquire positive parenting skills were planned. However, due to the outbreak of COVID-19, all the talks and seminars had to be cancelled.
- As a contingency measure, the Guidance Team provided psychoeducational information and resources for parents via the School Website.
- Many activities of the annual Whole School Approach Guidance Project 2020-21 were designed to raise parents' involvement. Parents' positive values and attitudes towards their children had been enhanced.

Reflection:

- “家長學堂” should be extended and expanded.
- More online information and resources could be provided for parents' easy access. A resource bank could be established in the future.
- The Guidance Team would explore the feasibility of organising online workshops or seminars.



Part C: Our Learning and Teaching

The year 2020-2021 has been a hectic one which will certainly be remembered. The beginning of school for almost a thousand students was conducted online via Zoom including our school reopening assembly to welcome all Josephians and five Zoom parents' receptions in September.

Although we had to deal with the unprecedented situation of distance learning for many months, our aim to ignite a passion for learning and to bring out the best in every student has not changed. With the valuable experience gained last year, we had been more proactive monitoring the ever-changing COVID-19 situation and staying sensitive to the needs of our students. Our teachers strived hard to create online learning resources and interact with students through Zoom to keep learning going. We had a strong conviction that every single student should continue to progress with their learning during the pandemic.

Reading to learn

Our school invested great effort and time in promoting a positive reading culture. In order to enable our students to read with confidence and efficacy, reading strategies were taught during library lessons to help students to comprehend, recall, and analyze information. Moreover, new books were recommended to students via posters on the display boards and in the library regularly. In order to cultivate a love for reading, a variety of activities were

「Let's Move On」 圖書推介短片投票	
	
第一階段(24/5-18/6)	每班投票選出1-2個短片
第二階段(16/7-31/8) 暑期功課	我最喜歡的十大 「Let's Move On」 圖書推介短片



organised including “E-read Pass Scheme”, “DEAR Scheme Reading Programme”, “Reading Club”, “HKedCity Summer English & Summer Science” and “Let's Move On Storybooks Recommendation”, “Online Talk for P.1 Parents” and “423 World Book Day”.

In order to nurture students' reading habits and increase their language exposure, P.1 students were provided with books which matched their reading abilities. In addition, our KS1 students were able to read a wide range of books through the online reading platform, “Raz Kids” and 智愛學習平台 during the school suspension period. It was believed that students' reading abilities were enhanced through reading books of different genres.

This year, we introduced English Literature in our English curriculum. Books and movies that matched students' levels and interests were incorporated into the curriculum, and teachers guided students in understanding and appreciating the works through learning activities and group discussions. We believe that studying English Literature can not only enhance students' reading skills and enable students to appreciate language arts, it can also help strengthen students' multiple 21st century skills, for example, communication, compassion, critical thinking and creativity, which are essential to achieving success.

As for our Chinese Panel, designated reading for P.3-4 students was introduced this year. Students were asked to read one classic Chinese novel during the Second Term. Through a wide variety of fun and meaningful learning activities related to the novels, students' interests in learning Chinese and reading Chinese storybooks were aroused.

Information Technology for Interactive Learning

eLearning continued to be the major concern of the school especially during the pandemic period. Following the eLearning trainings held last year for all subject panels and equipping teachers with the tools and skills for eLearning, the school took the initiative to upgrade IT facilities which allowed teachers to integrate eLearning in their daily teaching. Teachers were able to continue to arouse students' interest in learning through creating interactive lessons and tasks.



In order to cater for learner diversity and engage students in their learning both during face-to-face lessons and Zoom lessons, teachers used various apps and computer programmes to design fun and challenging learning activities. The databank of teaching resources frequently used by teachers was annually revised and updated. Teachers made good use of online



resources and different e-platforms such as Google Classroom, Padlet, Wordwall, Edpuzzle, and Quizizz to provide students with a wide variety of learning materials for self-directed learning or consolidation.



Project Learning

Project learning, a spiral integration of different generic skills and research skills took place in all levels and subjects. By bringing a real-life context to the projects, students were encouraged to investigate a specific topic in a more in-depth and meaningful way. Inquiry-based learning strategies were employed through project learning. Various skills on investigation, collaboration, communication and problem-solving were developed during the process of project learning. All P.1-P.5 students completed their General Studies projects which incorporated cross-curricular learning. It encouraged students to find solutions to problems by means of doing research and collaborating with their groupmates.

Moral and Civic Education

Our school adopted a holistic approach in promoting the whole-person development of our students. The elements of MCE were incorporated into various KLAS and learning experiences. This year, all P.1-3 students had their MCE lessons in class so as to maximize their participation. It also allowed the class teachers to have a better understanding of their students and instil positive values. Since the well-being of our students is one of our prime concerns, the syllabus of Personal Development Programme was revised so as to cater for our students' needs and equip them with the ability to face adversity. Extra online PD lessons were conducted during the suspension of face-to-face classes to maintain emotional support for students. Furthermore, a programme named "Move On" was rolled out by our Guidance Team this year. A series of activities such as "Let's Move On" online guidance project and "Draw it out! Draw it out!" programme were organised which helped students maintain a positive attitude in the face of adversity and strengthen teacher-student relationship.

As a Catholic school, we always believe that it is important to encourage students to follow the teaching of Jesus and show their love to the needy. This year, three schemes for students of different levels and community service learning programmes were implemented so that students could participate in charity work and social services both in and out of school.



Period	Scheme / Service Programme	Levels
Oct 2020 – Jun 2021	Responsible Josephian Passport Scheme	P.1 - P.2
Oct 2020 – Jun 2021	關愛•起行	P.3 - P.4
Oct 2020 – Jun 2021	Hero Scheme	P.5 - P.6
Jan 2021	Service Programme – 山區體驗活動日 via Zoom	P.3
Feb 2021	Service Programme – 疫情與我 via Zoom	P.5
Apr 2021	Service Programme – 認識劊房人士 via Zoom	P.6
Jun 2021	Service Programme – 長幼共聚 (Face-to-face and Zoom)	P.4

In order to help our students maintain positive thinking in this extraordinary year, two special programmes, Poster Design Project with the theme 'Love, Peace and Joy' and Mask-Hur-Ray Project were launched this year. Apart from enhancing students' appreciation of arts and nurturing their creativity, the projects also aimed at promoting students' mental well-being, cultivating a loving heart in our students and encouraging them to persevere in the face of difficulties. All students were encouraged to take part in these two meaningful events.

The two meaningful activities were widely supported by our students and parents. A huge banner with all students' artworks was made and a poster with selected artworks and five gospel quotes was made and given out to every student as a keepsake.



Undoubtedly, the challenges and impact of the pandemic are way more serious than we first expected. However, with our devoted teachers, supportive students and parents, and the experience we gained over the one and a half year, we are confident that we will be able to face the challenges ahead and continue to provide the best possible learning experience under the current circumstances.

Part D: Support for Student Development

Every child is unique with different character, abilities and potentials. We cherish every student and always consider their needs in the first step of policy making. With the concerted effort and full support of our caring teaching staff, the Student Support Team, the Student Guidance Team and the Parent-Teacher Association, we provide students with various kinds of services, programmes and activities which are favourable for their healthy growth and development. We hope that every student can learn according to their needs and stretch their potential.

Programmes held in 2020-21 catering for learner diversity:

1. Informal Curriculum for Talented Students

An informal curriculum with challenging learning tasks such as *Debate Team*, *Mathematics Olympiad* and *STEM Programme* were organised for more able students. Students were more confident and interested in their learning by attaining good achievements from the programmes.

2. Special Programmes conducted by the Student Guidance Team

The Student Guidance Team planned and implemented different programmes to help students realise their potentials. There were six main programmes: the **Personal Growth Education Programme**, the **Whole School Approach Guidance Project**, the **Josephian Scheme**, the **Understanding Adolescence Project (UAP)**, the **School Guidance Prefect (SGP) Scheme** and the **Big Brother Scheme**. On top of these, there were also many individual counselling sessions, workshops and seminars to foster students' personal growth. Moreover, in response to the outbreak of COVID-19, special activities were organised to strengthen students' resilience and provide emotional support for them.

Personal Growth Education Programme

This programme aimed at helping students gain a better understanding about themselves, develop good relationships with others, and learn more effectively. The key learning areas include personal development, social development, academic development and career development. During the lessons, students were taught to understand concepts, develop positive values and attitudes.

12 regular lessons had been planned for P.1-P.6 students respectively. However, due to suspension of face-to-face classes during COVID-19, extra online PD lessons were conducted. The year-end survey found that most of the students liked the lessons and

regarded the programme as interesting and rewarding. The students agreed that they had learnt what the lessons had intended to teach them.

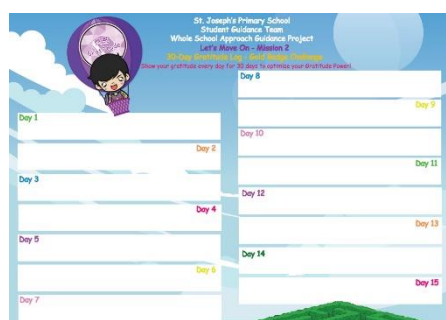
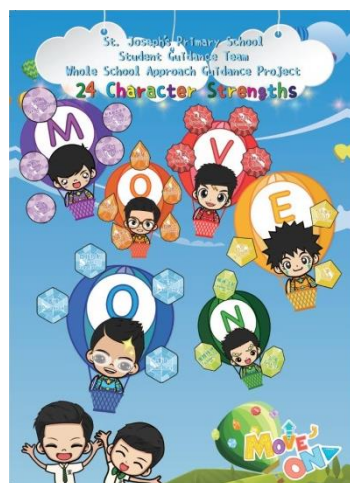
Number of PD Lessons Conducted in 2020-2021 School Year				
	Face-to-face Lessons	Online Lessons	Talks	TOTAL
P.1	12	8	2	22
P.2	7	7	2	16
P.3	7	7	2	16
P.4	7	6	2	15
P.5	4	5	2	11
P.6	5	6	2	13

Whole School Approach Guidance Project

The theme of the project was 'Move On'. The project aimed at facilitating students to develop a positive and optimistic attitude in the face of adversity through a variety of guidance activities.



Due to the outbreak of COVID-19, the Student Guidance Team developed an online programme called "Let's Move On" for the students, so that the programme could be continued during the suspension of face-to-face classes.



The year-end survey showed that the majority of students enjoyed the guidance activities. Many of them found that they had more understanding on their own character strengths. They also believed that there were supportive people around themselves, they had become more positive and confident and they believed that they could overcome challenges and adversities with positive attitudes.

Josephian Scheme

This scheme aimed at helping students tackle the problems and difficulties they would encounter in their school life. More and more students had emotional / behavioural problems or lacked motivation. In the 13 programmes organised this year, they learnt different skills to handle their emotions, to control their behaviour and to improve their learning ability, hence raising their sense of achievement.

The year-end survey revealed that participants of various groups were very satisfied with the scheme, expressing that they could improve themselves through the lessons. More than 90% of the participants expressed they enjoyed the scheme and learnt a lot.

Understanding Adolescence Project (UAP)



The Understanding Adolescence Project (UAP) was a 3-year programme for Key Stage 2 students subsidized by EDB. Our school launched the UAP in the 2017-2018 school year. We believed that every child had the potential to be a leader. Resilience and confidence were the keys to unlocking their potential. Our UAP aimed at enhancing students' resilience and confidence in coping with the challenges they had to face as they grew up and hence promoting their capability in playing leading roles in different areas in the future. What we believed was reflected in our UAP motto '**Learners Today Leaders Tomorrow**'.

In the first year, 21 P.4 students were selected to join the programme. In the second year, we started the programme for P.5 students. In 2019-2020, we organised the programmes for P.4-6. For most of the students who had joined UAP, their parents and teachers expressed that the students had become more confident and positive after joining the programme. Due to the outbreak of COVID-19, some of the activities had to be held online or postponed to the following year.



School Guidance Prefect Scheme

The School Guidance Prefect (SGP) Scheme was a leadership training programme for P.5-6 students. Training sessions, team building sessions and a training day camp were organised for the SGPs. The SGPs were trained to support their peers who were in need and help

to promote and carry out the activities of the Student Guidance Team.

The year-end survey showed that most of the SGPs were very satisfied with the scheme. Most of them expressed that their self-confidence had been boosted and they enjoyed the training programme.

Big Brother Scheme



This scheme aimed at facilitating students to establish a positive self-image and to build up confidence through leadership training. The 'Big Brothers' helped the Student Guidance Team to take care of their younger counterparts.

At the end of the year, the 'Big Brothers' were found to become more confident. They expressed that they enjoyed the scheme very much.

Workshops, Seminars, Talks and Drama Shows

Various workshops, seminars, talks and drama shows were planned to be held for students, teachers and parents. However, due to the suspension of face-to-face classes during the COVID-19 pandemic, many of them were cancelled.

Six sex education talks were held for P.1 to P.6 students respectively in October 2020. Over 70% of the students expressed that the talks were useful, and they had gained knowledge on the topic discussed during the talks.



A workshop on mindfulness was held for teachers on 21st September, 2020 to promote teachers' mental wellbeing. Over 75% of the teachers who had attended the seminar were satisfied with the arrangement and content of the seminar.

A seminar titled Detecting and Supporting Students with Suicidal Risks was held by the EDB Educational Psychologist on 17th May, 2021 to promote the ability of teachers in detecting and supporting students with suicidal risks so that early intervention could be provided. Over 90% of the teachers who had attended the seminar were satisfied with the arrangement and content of the seminar.

Individual Counselling Sessions

Individual Counselling Sessions were conducted by the Guidance Mistress, Student Guidance Personnel (SGPs) and Guidance Assistants (GAs) for students with different needs. Students were empowered to deal with their emotional, behavioural and learning problems.

3. Implementation of Integrated Education & Support Service for SEN students

Integration of students with special educational needs (SEN) into mainstream schooling is the policy of EDB. To cater for the varying needs of SEN students, our school provides a caring, supportive and harmonious environment for them to flourish.

Whole-School Approach

It is our belief that every person has the potential and capacity for learning, and SEN students are no exception. To actualise this vision, a whole-school approach is in place to enable SEN students to access the normal curriculum with equal opportunity in mainstream settings, with a view to enable them to explore their abilities and interests.

SENCO and Support Teacher

In accordance with the direction to promote integrated education, the SENCO, as the coordinator of the Student Support Team (SST), is tasked with a diverse range of services to support the SEN students. The SENCO works hand in hand with the support teachers and other members of the SST in planning, coordinating and promoting the whole school approach to foster a more inclusive school environment and enhance the effectiveness of the support given to SEN students. Special adjustments and intervention strategies might be arranged when necessary. These include special arrangement for assessments and seating arrangement in the classrooms. In addition, the SENCO and support teachers take up teaching duties in supporting SEN students in mainstream classroom learning.

Early Intervention

Our school continues to support the policy of integration of SEN students into mainstream schooling. In order to provide SEN students with better care and support, we aim to identify children with SEN as early as possible which allows early intervention strategies to be put

into place to meet their specific needs. In the “Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils”, teachers would raise initial concerns about a particular child at parents’ meetings. Parents are our key partners to render support to students, and we encourage parents to provide us with details of any medical condition which might affect their child’s education, and plan with us to meet such needs. Initial analysis on students’ needs and referrals would be made for SEN students as necessary.

Group Training and Support

In order to provide SEN students with better care and support, we allocate resources to meet the students’ special educational needs. We also help SEN students work on specific targets or areas of work. There are different groups of training for SEN students with various types special learning difficulties. Group activities are conducted to enhance students’ motivation and skills for learning are covered. Through the participation in diverse learning activities, SEN students would build up confidence and develop a positive attitude in learning. The enhanced support for SEN students is regarded as an integral part of the planning for all students.

School-based Educational Psychology Service

The provision of the School-based Educational Psychology Service enhances the support for our school in catering for students’ diverse educational needs. Through regular school visits, the Educational Psychologist (EP) provides specialist skills in psychological and educational assessment techniques to help those who have difficulties in learning, behaviour and social adjustment. She also provides intervention for students directly in collaboration with school personnel. The service scope includes lesson observation, psycho-educational assessments, counselling and guidance services for students and parents. The EP also renders remedial and preventive advice for student support. Case conferences would be held to discuss the progress of students with special educational needs.

Professional Development

Our staff is proactive and dedicated in supporting SEN students. We make necessary adjustments and intervention for SEN students. The school also offers a range of professional development for our staff to enhance the learning capacity of SEN students. As the frontline carer of SEN students, attendance to seminars and courses organised by the EDB is encouraged. We maintain close links with other parties and agencies to enhance the effectiveness of learning and teaching.

Home-School Co-operation

SEN students require more extensive learning and teaching adjustments. We take a holistic approach to cater for their personal, social and educational development. Regular dialogues between teachers and parents are maintained on students' academic and behavioural difficulties, and appropriate measures and follow-up with the cases are continuously pursued.

4. Support for Students with Speech Problems

To enhance the overall learning and communication effectiveness of students with Speech and Language Impairment (SLI), our school works collaboratively with an external speech service provider to provide services for students with SLI.

With the 'Enhanced Speech Therapy Grant' from EDB, our school has implemented a school-based speech therapy services. The speech therapist, in collaboration with teachers and parents, establishes a school-based mechanism on the identification and referral of students with suspected SLI. If students are suspected of having SLI, parents and teachers may approach the school for assistance. Assessments and follow-up services are provided in the scope of prevention, remediation and enhancement so that students with SLI can receive comprehensive and appropriate support in a timely manner.

This year, all therapy sessions were conducted either online or face-to-face as scheduled. Teachers and parents communicated with therapists through online meetings and by phone respectively so as to enhance the understanding of the needs of students and skills in supporting them. With the joint effort of various parties, students with SLI greatly benefited from the service provided by the school.

5. Support for NCS Students

In 2020/21, an annual additional funding of \$800,000 was granted to support NCS students and facilitate their mastery of Chinese language. With the funding, two additional teachers were employed to support P.2, P.5 and P.6 NCS students in learning Chinese in mainstream classes. It was found that such an inclusive learning environment encouraged NCS students and local students to learn and grow together to facilitate NCS students' integration into school life and mastery of the Chinese language.

Besides, 5 P.3 NCS students were pulled out from the mainstream class and had Chinese lessons in a special room. This could allow them to benefit from more guidance from their

teacher and arouse their interest in learning Chinese. Additional support for P.2, P.3, P.5 and P.6 NCS students were also provided via either online or face-to-face group learning. Their Chinese teachers would design learning activities and help them consolidate what they had learnt during Chinese lessons.

Others:

1. Support by the SJPS Parent-Teacher Association Limited (PTA)

The Parent Teacher Association of SJPS aims at strengthening the communication between parents and the school community. In order to foster a suitable educational environment for our students, the PTA provides us with material and financial support through fund-raising. Due to COVID-19, most of the annual events such as “Not Only a Bazaar”, “P6 Graduation Dinner” and “Family Outing” were cancelled. However, this tough and difficult time has given us a good opportunity to learn to embrace changes, collaborate with each other and think out of the box. Parents and students also have a chance to pause, reflect and think seriously about their present and future.

On 28th November, 2020, the PTA invited Ms Shirley Loo to conduct a seminar on ‘Stay Valiant in Face of Adversity’. She shared with parents that during times of adversity, it's important not to focus on negative emotions, but to focus on positive emotions so that they can tackle challenges more easily. The seminar was inspiring and it had widened the scope on parenting.



On 20th March, 2021, the PTA had also made a new attempt in organising the first online seminar with the help from Mr Jack So, an old boy of SJPS. He provided technical infrastructure support and professional assistance to the parents. The seminar on “Cybersecurity and Best Use of Online Media for e-Learning” went smoothly and was well received by our participants.



To show respect and appreciation to the teachers for their devotion in educating the students, the PTA organised the “Parents-Also-Appreciate-Teachers’ Drive” on 4th June, 2021. During the ceremony, 30 student representatives and 10 parent representatives presented certificates and fruits to the teachers. Besides, the PTA gave a backpack to each Josephian this year. This gift was a gesture to show their concern towards the difficulties that all students had encountered under the pandemic. It also conveyed a message that the PTA always support and encourage them to overcome tremendous challenges.



2. Support for Primary One Students

In the beginning of the school year, a series of 3 PD lessons for P.1 students were given by the Student Guidance Team to facilitate their adaptation of primary school life.

School Guidance Prefects were assigned to take care of P.1 students during recesses. Under the “Big Brother Scheme” of the Student Guidance Team, each P.1 student was paired with a P.5 counterpart as his big brother. Various activities were held throughout the year to promote the brotherhood among the younger and elder “brothers”. It was found that this programme was helpful for the P.1 students and facilitated their adaptation to the primary school life.

3. Support for Primary Six Students

In order to facilitate P.6 students to prepare themselves for their secondary school life, a special PD lesson was designed and given by the Student Guidance Team in June 2021. Guidance Teachers briefed the students on the possible changes of learning environment in the secondary school life.

The Guidance Mistress and Student Guidance Personnel conducted individual counselling sessions for students who were at risk of adjustment problems. Students were equipped with problem solving techniques to tackle problems they might come across in their upcoming secondary school life. The Guidance Mistress also met the parents of those students to understand their needs and give professional advice and support.

4. Discipline Team

As from 2020, a new tie and badge were designed for all prefects. Two Prefects Workshops (face-to-face and Zoom) were held to develop the leadership of each prefect. Meanwhile their social skills and skills of handling conflicts were enhanced. Due to COVID-19, recess remained staggered so prefects were assigned to the classrooms or the yard to help look after students. Various ways of handling students with discipline problems were shared in the meeting on Thursdays. Follow-up plans were also discussed.



Part E: Student Performance

Our school has provided students an all-round education with equal emphasis on extra-curricular competency development as well as academic excellence. In the school year 2020-2021, the overall performance in the internal assessments was good. Students' perseverance and efforts were reflected in the SSPA in which most of them continued their studies in EMI secondary schools. Our students also participated in a wide variety of extra-curricular activities organised by the school and inter-school competitions held by different organisations. Owing to COVID 19, all HKSSF competitions were cancelled, but students showed their talent in various areas as they got encouraging results in different inter-school competitions. The achievements are summarised as follows:

Events		Awards			
		1 st	2 nd	3 rd	Merit
Speech & Music Festival	72 nd H.K. Schools Speech Festival (English)	1	8	8	60
	72 nd H.K. Schools Speech Festival (Cantonese)	4	6	4	21
	72 nd H.K. Schools Speech Festival (Putonghua)	3	1	7	10
	73 rd H.K. School Music Festival (Individual)	2	4	5	84
Music	H.K. Joint School Music Association (Symphonic Band)	1	*	*	*
	H.K. Joint School Music Association (String Orchestra)	1	1	*	*
	H.K. Joint School Music Association (Percussion Band)	*	1	*	*
	H.K. Joint School Music Association (Chamber Music Ensemble)	*	1	*	*



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Events		Awards			
Visual Arts	My Australian Christmas Card Competition 2020	Merit : 2			
Mathematics Olympiad Team	• Hong Kong Hua Luo-geng Cup Mathematics Competition				
		Junior Individual:	2 nd Runner-up, 3 rd -class honour		
		Senior Individual:	Champion, 1 st Runner-up		
		Overall:	Champion		
	• The 15 th H.K. Mathematics Creative Problem Solving Competition for Primary Schools	Gold Award			
	• Math Conception 2021		Gold	Silver	Bronze
		P.6	2	*	*
		Overall: Merit			
		P.5	*	3	*
		Overall: 7 th place			
		P.4	3	*	*
		Overall: Champion			
		P.3	3	*	*
		Overall: Champion			
		P.2	*	1	2
		Overall: Merit			
		P.1	1	2	*
		Overall: Champion			
		Overall	Champion		
	• 華夏盃 晉級賽 2021	狀元獎: 1			
		特等獎: 2			
		一等獎: 10			
		二等獎: 17			
	• 華夏盃 總決賽 2021	特等獎: 2			
		一等獎: 4			
		二等獎: 6			
	• AIMO 晉級賽 2021	冠軍: 2			
金獎: 9					
銀獎: 17					
銅獎: 9					

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Part F: Financial Summary 2020-2021

Government Fund				
Expanded Operating Expenses Block Grant (EOEBG)				
Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
Non-School Specific Grants				
\$ 425,594.47	Basic/Baseline/Per Class	\$ 1,413,420.28	\$ (1,409,439.39)	\$ 429,576.36
School Specific Grants				
\$ 609,752.60	Air-Conditioning Grant	\$ 470,694.00	\$ (194,293.60)	\$ 886,153.00
\$ 1,340,337.89	Revised Administration Grant	\$ 1,745,450.44	\$ (1,663,783.57)	\$ 1,422,004.76
\$ 391,482.50	Composite I.T. Grant	\$ 528,140.00	\$ (610,547.01)	\$ 309,075.49
\$ 128,312.29	Student Guidance Service Grant	\$ 873,009.00	\$ (883,071.83)	\$ 118,249.46
\$ 998.00	UAP Grant	\$ 135,001.00	\$ (134,005.00)	\$ 1,994.00
\$ 387,890.16	Capacity Enhancement Grant	\$ 780,416.00	\$ (870,900.00)	\$ 297,406.16
\$ 52,417.40	Enhanced Speech Therapy Grant	\$ 176,410.00	\$ (168,350.00)	\$ 60,477.40
Outside EOEBG				
\$ 85,058.20	Moral & National Education Grant	\$ 0.00	\$ (0.00)	\$ 85,058.20
\$ 0.00	Home-Sch Co-Op. (Annual/Setup)	\$ 5,740.00	\$ (5,740.00)	\$ 0.00
\$ 0.00	Home-Sch Co-Op. (Activity)	\$ 20,000.00	\$ (20,000.00)	\$ 0.00
\$ 98,233.09	Learning Support Grant	\$ 449,775.00	\$ (546,399.50)	\$ 1,608.59
\$ 99,997.92	Grant for SB Supp NCS Students	\$ 800,000.00	\$ (847,038.00)	\$ 52,959.92
\$ 8,243.57	Promotion of Reading Grant	\$ 41,609.00	\$ (49,379.35)	\$ 473.22
\$ 203,581.00	Grant for the Sister School Scheme	\$ 156,035.00	\$ (0.00)	\$ 359,616.00
School Fund				
Balance b/f	Name of Grant	Income	Actual Expenditure	Balance c/f
\$ 80,595.61	Approved Collection for SPA	\$ 298,530.00	\$ (227,760.700)	\$ 151,365.61
\$ 4,670,878.90	Donation	\$ 2,747,388.60	\$ (3,079,862.98)	\$ 4,338,404.52

Part G: Feedback on Future Planning

Under the Fourth Strategy on Information Technology in Education, the Education Bureau has been promoting e-learning through the use of mobile computer device. The COVID-19 pandemic has accelerated the development of e-learning. During the school suspension in the first half of 2020 until May 2021, our school had deployed diversified teaching and e-learning strategies flexibly based on students' needs at different learning stages in supporting students to learn at home, achieving "suspending classes without suspending learning". The blended mode of learning had become the "new normal" in teaching and learning.

The shift of learning modes requires not only fostering teachers' professionalism in e-Learning, but also requires refining the current curriculum, pedagogies and learning materials to ignite students' intrinsic motivation and initiative in learning, and thus to make the learning experiences more meaningful.

To pave the way for a more personalised and effective learning, a "Bring Your Own Device (BYOD)" pilot scheme was launched in Primary 4 in the 2020/21 school year. Starting from the 2021/22 school year, the BYOD policy will be implemented for upcoming Primary 4 to Primary 6 students in phases, allowing students to bring their own mobile computer devices to school for learning activities. Students can conveniently use their own mobile devices for self-directed learning as well as collaborative learning with their peers both inside and outside the classroom. The scheme also aims to cater for learner diversity.

To promote STEAM education in school, a STEAM Project named the BRIDGE-IT Project will be launched starting from the 2021/22 school year. The scheme puts emphasis on enhancing students' ability to integrate and apply knowledge and skills and to solve problems through deliberations and practices, thereby unleashing their potential in science and technology and enhancing creativity.

To nurture our students as lifelong learners, it is vitally important to cultivate meaning and well-being in them. In order to strengthen their mental growth, MCE and PD Curriculum will be refined to instil positive values and attitudes into students. A positive education programme will be launched to help build up and strengthen students' competence, improve engagement and develop the sense of accomplishment.

**St. Joseph's Primary School
Policies, Resources and Measures Adopted in Implementing
the Whole School Approach to Integrated Education
(2020-2021)**

I. Policy	• Our school is committed to developing an inclusive culture through the Whole School Approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning in school. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
II. Resources	To facilitate our school's support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau: • Capacity Enhancement Grant; • Learning Support Grant; • NCS & SEN Grant; • Comprehensive Student Guidance Service Grant; • Enhanced Speech Therapy Grant; and • Additional funding to enhance Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students.
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: - • A Student Support Team headed by the Vice Principal is established. Team members include the SENCO, the coordinator of the Student Support Team, Support Teachers, the Guidance Mistress, Student Guidance Personnel (SGPs), Guidance Assistants (GAs), the Curriculum Leader, class teachers, the educational psychologist, the assessment coordinator and subject teachers.

	• Two SGPs and three GAs were employed to support students with SEN in the classrooms, to assist in the implementation of the Whole School Approach and to cater for student diversity. • With teachers' coordination, the Student Support Team provided special learning support groups for those students in need. Training and learning groups for SEN students were conducted to enhance students' interest and skills for learning. Various areas such as social interaction, muscle training, reading, numeracy and skills for learning were covered. • A variety of counselling groups were organised by SGPs for students with emotional, behavioural and social problems. • School-based speech therapy service was hired to offer individual/group training/therapy sessions to students with speech and language impairment two days a week. • Two additional teaching staff were employed to support NCS students in learning Chinese. Appropriate learning and teaching strategies were adopted to help NCS students. • Adapted learning materials, homework strategies and/or assessment accommodation were provided to students in need; their learning achievements were recorded in their personal files. • Special accommodation of assessments and dictation were adopted for students with special educational needs. • Reading skills of students with Specific Learning Difficulties were enhanced through small group reading. • Students of the junior classes were supported by those from the senior classes through peer activities. • Seminars and workshops for students were organised so as to promote the inclusive culture among students. • Seminars and workshops for parents were also organised by the Student Guidance Team so as to equip the parents with better understanding of their children and to render their support in alignment with the school measures.
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