



**St. Francis Xavier's College**

**Annual School Plan  
(2015 - 2016)**

## Vision and Mission

- 1.1 St. Francis Xavier’s College shall operate as a “Catholic” school. Its “Catholic” identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church [see Canon 803 §§1-3 and related Canons 804-806 of the *Code of Canon Law* (promulgated in 1983), quoted in the Appendix; also refer to Vatican II, *Declaration on Christian Education* (28 October 1965), 8-9; Congregation for Catholic Education, Instruction “*The Religious Dimension of Education in a Catholic School*” (7 April 1988)].

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities –

1.1.1 **Truth:** It is what the human intellect is searching for –

- (a) Human reason’s capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

1.1.2 **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one’s neighbours their due –

- (a) Justice towards God is called the “virtue of religion”; and justice towards one’s neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

1.1.3 **Love:** It is the greatest of all virtues –

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God’s family, one’s goals in life are to share God’s happiness, to love God above all things and love one’s neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

1.1.4 **Life:** It is a priceless gift from God and is sacred in itself –

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

1.1.5 **Family:** It is the basic unit of society –

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (e) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

1.2 The School shall cultivate the above **core values** by –

- 1.2.1 upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School’s vision and mission as set out in this Article, in the awareness that the success of education depends on the joint effort of all parties concerned (refer to Canon 796§2 and Canon 800§2 of the *Code of Canon Law*, quoted in the Appendix);
- 1.2.2 providing a family environment imbued with mutual trust and love in the School; and
- 1.2.3 incorporating in the formal school curriculum Religious Education courses designed by the SSB (as defined herein), and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and students.

1.3 The School was established by “The Visitor in Hong Kong of the Institute of the Marist Brothers of the Schools” whose founder St. Marcellin Champagnat had passed on the following beliefs and ideals as an integral part of his educational vision and mission –

- 1.3.1 That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured.
- 1.3.2 That to bring up children properly, we must love them, and love them all equally.
- 1.3.3 That each of our students would cherish the love of God and accordingly develop his potentials fully, lead a meaningful life as an individual, and take a contributing role in society.

1.4 With due regard for the core values set out in Article 2.1, the School shall also strive to put the aforementioned beliefs and ideals into practice by

inculcating in the school environment the following –

- 1.4.1 Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their spiritual life.
- 1.4.2 Our students be nurtured with Marist Style of Education that they may get a whole-person education and develop their moral, intellectual, physical, social and aesthetic potentials.
- 1.4.3 That our students be instilled with the proper moral values so that they have positive goals of life, and have concern about others in the society.
- 1.4.4 That our students may build up with confidence, interpersonal relationship and leadership skills so that they are able to meet future challenges and changes.

## Major Concerns for 2015-2016

1. That teachers and students continue to strive for a better learning environment and atmosphere to build up a more effective learning community.

<b>Intended outcome / Targets:</b>					
i. The teaching competence is further enhanced by professional exchange.					
<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
a. Enhance the effectiveness of professional exchange: - arranging professional exchange with other schools and organizing lesson observations with teachers in other schools	Feb 2016 to April 2016	At least 50% of teachers are satisfied with the visit and interflow with other schools.	Questionnaire	Heads of C. Lang. & LS panels	
b. Encourage professional development of teachers: - encouraging teachers to attend short courses outside of school to enhance professional development of teachers	May 2016	At least 50% of teachers are satisfied with the short courses provided by different institutes.	Questionnaire	Heads of panels concerned (Eng. Maths., IS)	Subsidy from TRG
c. Arrange professional exchange among teachers: - sharing teaching experience in collaborative lesson planning (CLP) meetings  - sharing teaching resources on Aero Drive	Sept 2015 to May 2016  Sept 2015 to May 2016	At least 50% of teachers find the sharing in CLP meetings fruitful.  70% of subject panels have shared specific resources focusing on learner diversities in Aero Drive.	Questionnaire  Report from panel heads	Panel heads of core subjects  VP1	Subsidise the expense on additional storage in Aero Drive

**Intended outcome / Targets:**

ii. The diversified learning needs of students are catered.

<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
a. Input more resources to offer enhancement and remedial courses	Sept 2015 to May 2016	At least 6 subjects offer Sat. enhancement and remedial classes.	Report from different panels	VP1	DLG
b. Encourage professional development of teachers - Attending the basic SEN training offered by EDB.  - Sharing sessions conducted by experts	Sept 2015 to May 2016  Sept 2015 to May 2016	At least two teachers attend the basic SEN training.  At least 50% of teachers are satisfactory about the two sharing sessions conducted by experts.	Attendance record of teachers concerned  Questionnaire	VP2  VP2	TRG  Supplementary Grant
c. Design graded learning tasks for students with diverse abilities Teachers have to: - sharing teaching resources on Aero Drive  - designing graded learning tasks for students with diverse abilities  - modifying assessment criteria for specific SEN students in language subjects	Sept 2015 to May 2016  Sept 2015 to May 2016  Sept 2015 to May 2016	70% of subject panels have shared specific resources focusing on learner diversities in Aero Drive.  70% of subject panels have kept their graded learning tasks in Aero Drive.  Language subjects have devised their panel based assessment criteria for SEN students.	Report from different panels  Report from different panels  Report from different panels	VP1  VP1  VP1	

d. promoting professional pedagogical development catering for different levels of students: - Teacher Development Day	Feb 2016	70% of teachers are satisfactory about the development programme on TDD.	Questionnaire	VP2	TRG
- School-based Support Service	Sept 2015 to June 2016	50% of the teachers find the support from the EDB useful.	Evaluation meeting	Head of Junior Science Panel	
<b>Intended outcome / Targets:</b> iii. Learning skills are enhanced by acquiring independent learning strategies.					
<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
a. Coordinate the number of projects in each form	Sept 2015	A blueprint of the whole school project learning is drafted.	Report from the Academic Committee	VP1	
b. Provide resources for enhancing independent learning, - Open one more study room	Sept 2015 to May 2016	A new study room is open for 5 days in a week.	Report from the Librarian	Librarian	
- Encourage peer learning groups in senior forms	Sept 2015 to May 2016	50% of senior classes has set up peer learning groups.	Report from the FT	VP2	
c. Encourage independent learning strategies - promoting note-taking skills in junior form students	Sept 2015 to May 2016	50% of non-core teachers have required students to jot note.	Report from Panel Heads concerned	VP1	

- arranging sharing sessions focusing on 'independent learning strategies' for junior form students	Sept 2015 to May 2016	At least 70% of students find the sharing sessions fruitful.	Questionnaire	Head of Pastoral Committee	
- maximizing the use of student handbook	Sept 2015 to May 2016	At least 50% of students have the habit of writing down list of work to be done in handbook.	Questionnaire	VP2	
<b>Intended outcome / Targets:</b>					
iv. The English environment and support measures are enhanced.					
<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
a. Strengthen the use of English in the physical environment of the school campus - Displaying students' works in English	Whole year of 2015/16	Teachers of each class display students' work in English on the notice board in the classroom.	Annual Report of the LRE Committee	Head of LRE Committee	
- Messages on boards / banners in English	Oct 2015	Update all club/house notice boards with messages in English by the end of October 2015.	Observation	Head of LWL Committee	
b. Strengthen the use of English in inter-personal communications					
- English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment	Whole year of 2015/16	At least 40 Ambassadors are recruited from various levels.	Annual Report from LRE Committee	Head of LRE Committee	Included in the budget of the LRE Committee
- Helping students understand the context of Eucharistic Celebrations conducted in English	3 Dec 2015 6 Jun 2016	The related knowledge is included in the RSC lessons.	Annual Report from the Religious Studies Panel	Head of Religious Studies Panel	
- Public announcements / Prayers in English (except PTH days and special events)	Whole year of 2015/16	At least 90% of announcements and prayers are in English.	Observation	VP2	

<p>c. Enhance the effectiveness of learning English</p> <p>- promoting reading atmosphere and habit</p> <p>- allocating more resources for English Language development e.g. organising Enhancement courses</p> <p>- encouraging students to participate in English Debate Competition</p> <p>- reinforcing the LAC collaboration, e.g. coordinating with other subjects to expose students to a wide range of English</p>	<p>Sept 2015 to May 2016</p> <p>Sept 2015 to May 2016</p> <p>Sept 2015 to May 2016</p> <p>Sept 2015 to May 2016</p>	<p>At least 50 % of students read at least 4 English Books in their Reading Scheme.</p> <p>At least 50% of senior form students read English newspaper regularly</p> <p>At least 50% of senior form students find the Enhancement Courses useful</p> <p>At least two teams of students would participate in Joint schools English Debate Competition</p> <p>At least 50% of teachers find the collaboration work beneficial to students.</p>	<p>Report of the LRE Committee</p> <p>Evaluation from English panel</p> <p>Questionnaire</p> <p>Evaluation from English panel</p> <p>Evaluation from LRE</p>	<p>Head of LRE Committee</p> <p>Head of English Panel</p> <p>Head of English Panel</p> <p>Head of English Panel</p> <p>Head of LRE Committee</p>	

2. That the school ethos is further enhanced by the emphasis on the school motto – *Gentle in Manner. Resolute in Action.*

<b>Intended outcome / Targets:</b>					
i. Students live out the spirit of our school motto.					
<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
Enhance the spirit of school motto by setting up a School-based Award Scheme	Sept 2015 to May 2016	A feasibility study is carried out.	Report from the Student Support Committee	Head of the Student Support Committee	

**Intended outcome / Targets:**

ii. Students should be gentle in manner by being self-disciplined and respectful to others.

<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<p>a. Consolidate ‘Self-discipline’ and ‘Respect’ in junior forms across the curriculum by</p> <ul style="list-style-type: none"> <li>- including the above topics in RSC and MCE</li> <li>- selecting relevant teaching resources and activities inculcating the two qualities</li> <li>- incorporating Positive Discipline Programme in F.1 MCE curriculum and FA lessons</li> <li>- inviting alumni to share the importance of the two qualities in FA lessons</li> </ul>	<p>Sept 2015 to May 2016</p> <p>Sept 2015 to May 2016</p> <p>Oct 2015 to May 2016</p> <p>Oct 2015 to May 2016</p>	<p>Teachers of RSC and MCE have covered the topics in their teaching plan.</p> <p>The two language subjects have included materials and activities relating to the two qualities in their teaching</p> <p>At least 70% of students find the programme useful.</p> <p>At least 70% of students find the sharing useful.</p>	<p>Report from Panel Heads concerned</p> <p>Reports from the language panels</p> <p>Questionnaire</p> <p>Questionnaire</p>	<p>VP1</p> <p>Heads of the two Language panels</p> <p>VP2</p> <p>I/C teacher of the FA</p>	<p>Supplementary Grant</p>
<p>b. Embed the ethos of ‘Self-discipline’ and ‘Respect’ in the hidden curriculum</p> <ul style="list-style-type: none"> <li>- setting clear regulations and implementing daily classroom routines</li> <li>- devising behaviour guidelines of the above qualities and request students to follow</li> </ul>	<p>Sept 2015 to May 2016</p> <p>Sept 2015 to May 2016</p>	<p>At least 70% of classes have set their own daily classroom regulations.</p> <p>At least 70% of students have observed daily classroom routines</p> <p>A set of behaviour guidelines is set.</p>	<p>Reports from Form Teachers</p> <p>Questionnaire</p> <p>Report from Discipline Committee</p>	<p>VP2</p> <p>VP2</p> <p>Head of Discipline Committee</p>	

- rewarding students for showing the two qualities	Sept 2015 to May 2016	At least 70% of students observe the guidelines.  At least 20% of F.1 and F.2 students are awarded.	Questionnaire  Report from Discipline Committee	VP2  Head of Discipline Committee	
<b>Intended outcome / Targets:</b>					
ii. Students should be resolute in action by being confident, responsible, resilient and able to achieve their goals.					
Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
a. Incorporate 'Confidence', 'Responsibility', 'Resilience' and 'Self-actualization' in senior forms across the curriculum					
- including the above topics in RSC and MCE	Sept 2015 to May 2016	Teachers of RSC and MCE have covered the topics in their teaching plan.	Report from Panel Heads concerned	VP1	
- selecting relevant teaching resources and activities inculcating the above qualities	Sept 2015 to May 2016	The two language subjects have included materials and activities relating to the qualities in their teaching	Reports from the language panels	Heads of the two Language panels	
- inviting guests to share the importance of the above qualities and how to develop these qualities	Oct 2015 to May 2016	At least 70% of students find the sharing useful.	Questionnaire	I/C teacher of the FA	Supplementary Grant
b. Organize related activities for students to enhance the qualities of the school motto					
- organizing outward bound activities for F.5 students	Sept 2015 to May 2016	At least 70% of students find the activity useful.	Questionnaire	Head of the LWL Committee	Included in the budget of the LWL Committee

- encouraging F.4 and F.5 students to take up leading roles in activities so as to be more responsible and confident	Sept 2015 to May 2016	At least 50% of students take up leading roles in clubs and big functions.	Questionnaire	Head of the LWL Committee	
- assigning F.6 students to be 'Little Teachers' to help F.1 to F.4 students to prepare for the final exam	May 2016	At least 20 F.6 students are willing to serve as 'Little Teachers'.	Attendance Record	I/C teachers of the AAC	Included in the budget of the AAC
c. Provide ample counselling and career guidance support by					
- conducting activities to help F.3 to F.6 students set their career and life planning	Sept 2015 to May 2016	50% of students are satisfied with the career and life planning programmes.	Questionnaire	Head of Career Guidance Committee	Included in the budget of the CGC
- conducting individual counselling for F.6 in preparing for their future studies	Sept 2015 to July 2016	At least 70% of F.6 students have attended the individual counselling session.	Report from the Career Guidance Committee	Head of Career Guidance Committee	Included in the budget of the CGC

**Appendix 1: Three-year plan -- Provision of gifted education programmes for the fifth cohort of senior secondary students (from 2013/14 to 2015/16 school years)**

The following Programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

Strategies & benefits anticipated	Name of programme(s) / provider(s)	Duration of the programme	Target students	Estimated			Success indicators	Teacher-i/c
				a) no. of students	b) expenditure in \$			
				13/14	14/15	15/16		
To enhance the spoken skills in English Language	Enhancement course for elite students in Eng. Lang.	4 weekday sessions (1.5 hours each)	S4 to S6 elite students in Eng.	a) 15 b) 7k	a) 15 b) 7k	a) 15 b) 7k	Over 80% attendance Good evaluation report from the service provider/tutor	Panel Head of Eng. Lang.
To enhance the writing skills in English Language	Enhancement course for elite students in Eng. Lang.	4 weekday sessions (1.5 hours each)	S4 & S5 elite students in Eng.	a) 15 b) 7k	a) 15 b) 7k		Over 80% attendance Good evaluation report from the service provider/tutor	Panel Head of Eng. Lang.
To enhance the writing skills in Chinese Language	Enhancement course for elite students in Chi. Lang.	4 weekday sessions (1.5 hours each)	S4 to S6 elite students in Chi.	a) 15 b) 7k	a) 15 b) 7k	a) 15 b) 7k	Over 80% attendance. Good evaluation report from the service provider/tutor.	Panel Head of Chi. Lang.
To enhance the skills in Maths.	Enhancement course for elite students in Maths.	4 Saturday sessions (1.5 hours each)	S4 & S5 elite students in Maths	a) 15 b) 7k	a) 15 b) 7k		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of Maths.
To enhance the learning of Maths	Publishing a Maths Magazine by elite students	600 copies	S5 elite students in Maths		a) 5 b) 9k		Publication of the workbook in 2013-2014	Panel Head of Maths.
To enhance the writing skills in L.S.	Enhancement course for elite students in L.S.	4 Saturday sessions (1.5 hours each)	S4 to S5 elite students in L.S.	a) 15 b) 7k	a) 15 b) 7k	a) 15 b) 7k	Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of L.S.
To widen the horizon of students to public issues	Visit to the city forum	4 Saturday sessions	S4 elite students in LS	a) 15 b) 5k			Over 80% attendance Students are able to write something in respond to the issues.	Panel Head of L.S.

**Appendix 2: Three-year plan -- Provision of gifted education programmes for the fifth cohort of senior secondary students (from 2014/15 to 2016/17 school years)**

The following Programmes are adopted with the support of EDB's Diversity Learning Grant (DLG)

Strategies & benefits anticipated	Name of programme(s) / provider(s)	Duration of the programme	Target students	Estimated			Success indicators	Teacher-i/c
				c) no. of students	d) expenditure			
				14/15	15/16	16/17		
To enhance the spoken skills in English Language (Debate Team)	Enhancement course for elite students in Eng. Lang.	10 weekday sessions (1.5 hours each)	S4 to S5 elite students in Eng.	a)8 b)\$5,000	a)8 b)\$5,000		Over 80% attendance Good evaluation report from the service provider/tutor	Panel Head of Eng. Lang.
To enhance the writing skills in English Language	Enhancement course for elite students in Eng. Lang.	6 weekday sessions (1.5 hours each)	S4 elite students in Eng.	a)15 b)\$20,000			Over 80% attendance Good evaluation report from the service provider/tutor	Panel Head of Eng. Lang.
To enhance the learning in English Language	Enhancement course for elite students in Eng. Lang.	4 weekday sessions (1.5 hours each)	S6 elite students in Eng.			a)10 b)\$8,000	Over 80% attendance Good evaluation report from the service provider/tutor	Panel Head of Eng. Lang.
To enhance the learning in Maths.	Enhancement course for elite students in Maths.	4 Saturday sessions (1.5 hours each)	S4 & S5 elite students in Maths	a)15 b) \$5,000	a)15 b) \$5,000		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of Maths.
To enhance the learning of Maths	Publishing a Maths Magazine by elite students	600 copies	S5 elite students in Maths		a)5 b) \$10,000		Publication of the Magazine before the term ends.	Panel Head of Maths.
To enhance the writing skills in L.S.	Enhancement course for elite students in L.S.	4 Saturday sessions (1.5 hours each)	S4 to S5 elite students in L.S.	a)15 b) \$5,000	a)15 b) \$5,000		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of L.S.
To enhance the learning in Science Subjects	Enhancement course for elite students in Maths., Phy., Chem., Bio.	7 Saturday sessions (3 hours each)	S6 elite students in Maths., Phy., Chem., Bio.			a)80 b)\$30,000	Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of Maths., Phy., Chem., Bio.

**Appendix 3: Three-year plan -- Provision of gifted education programmes for the fifth cohort of senior secondary students (from 2015/16 to 2017/18 school years)**

The following Programmes are adopted with the support of EDB's Diversity Learning Grant (DLG)

Strategies & benefits anticipated	Name of programme(s) / provider(s)	Duration of the programme	Target students	Estimated			Success indicators	Teacher-i/c
				e) no. of students	f) expenditure			
				15/16	16/17	17/18		
To enhance the learning in English	English drama workshop	15 sessions (1.5 hours each)	S4 & S5 elite students in English	a)5 b) \$5,750	a)5 b) \$5,750		Students have participated in the English Drama Fest 2016	Panel Head of English
To enhance the learning in Chinese	社區文學創作坊	14 sessions (2 hours each)	S4 elite students in Chinese	a)15 b) \$27,8000			Publication of the Magazine (文集) before the term ends.	Panel Head of Chinese
To enhance the learning in Chinese	中六寫作拔尖	6 copies of writing	S6 elite students in Chinese			a)30 b) \$5,700	Completion of all the writings.	Panel Head of Chinese
To enhance the learning in Maths.	Enhancement course for elite students in Maths.	4 Saturday sessions (1.5 hours each)	S4 & S5 elite students in Maths	a)15 b) \$5,000	a)15 b) \$5,000		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of Maths.
To enhance the learning of Maths	Publishing a Maths Magazine by elite students	600 copies	S5 elite students in Maths		a)5 b) \$10,000		Publication of the Magazine before the term ends.	Panel Head of Maths.
To enhance the learning of Physics	Enhancement course for elite students in Physics	4 Saturday sessions (1.5 hours each)	S4 & S5 elite students in Physics	a)5 b) \$2,500	a)5 b) \$2,500		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of Physics
To enhance the learning of ICT	Enhancement course for elite students in ICT	4 Saturday sessions (1.5 hours each)	S4 & S5 elite students in ICT	a)5 b) \$2,500	a)5 b) \$2,500		Over 80% attendance Good evaluation report from the service provider/tutor.	Panel Head of ICT
To enhance the learning in Science	Enhancement course for elite	7 Saturday sessions (3	S6 elite students in			a)80	Over 80% attendance Good evaluation	Panel Head of Maths.,

Subjects	students in Maths., Phy., Chem., Bio.	hours each)	Maths., Phy., Chem., Bio.			b)\$30,000	report from the service provider/tutor.	Phy., Chem., Bio.
To enhance the learning in Aesthetic	Workshops and Stage Performance	3 Workshops (3 hours each) and a stage performance	S4 & S5 elite students in Aesthetic	a)5 b) \$2,500	a)5 b) \$2,500		Students have completed all the workshops and performed in the show.	Panel Head of Pastoral Care Committee
				\$46,050	\$28,250	\$35,700		
Sub Total = Total				\$110,000				