

# **St. Francis Xavier's College**



## **Annual School Report (2014/2015)**

## A. SCHOOL VISION, MISSION & OBJECTIVES

### **Vision and Mission**

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 –

**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.

**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.

**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.

**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.

**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.
- (c) 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.

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

- (a) 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);
- (b) providing a family environment imbued with mutual trust and love in the School; and
- (c) 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.

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 –

- (a) That we should make Jesus known and loved among the young and the children, especially the poor and the least favoured.
- (b) That to bring up children properly, we must love them, and love them all equally.
- (c) 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.

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 –

- (a) Opportunity be provided for the students to learn the Gospel of Christ in order to enrich their

spiritual life.

- (b) 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.
- (c) 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.
- (d) That our students may build up with confidence, interpersonal relationship and leadership skills so that they are able to meet future challenges and changes.

## **B. OUR SCHOOL**

### **Brief Introduction of the School**

The Marist Brothers, our school sponsoring body, started the education of youth in China about 120 years ago. One of the schools they served was St. Francis Xavier's College in Shanghai. In 1950, they came to Hong Kong from China and gave religious instruction in St. Martin's English School. Two years later, the Brothers were asked to take over St. Martin's. In 1954, with the help of the Education Department, new school premises were built at the junction of Maple Street and Sycamore Street. On 9<sup>th</sup> December 1955, classes were resumed in the new premises. At the same time, it was renamed St. Francis Xavier's College as a token to mark the continuation of Marist education in China.

### **Medium of instruction**

Ever since the beginning of the school, English Language has been adopted as the medium of instruction in our school. In March 1998, the HKSAR Government confirmed the suitability of our school to continue using English as the medium of instruction.

Under EDB's newly launched "fine-tuned MOI arrangements for secondary schools", our school can keep using English as the MOI until 2015/2016.

### **Incorporated Management Committee of St. Francis Xavier's College**

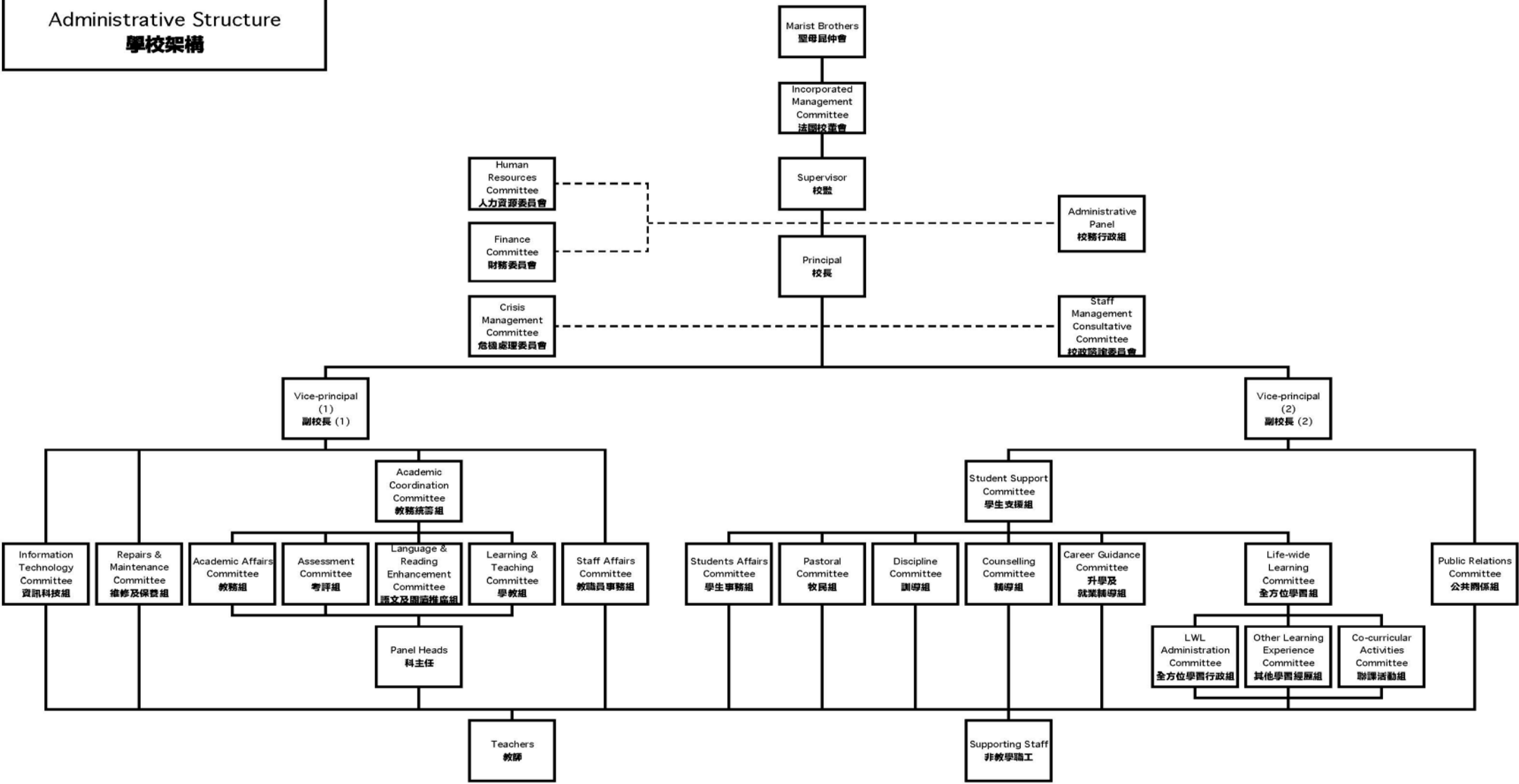
The IMC of SFXC was set up on 31<sup>st</sup> August, 2013. Its composition is as follows:

<b>Categories of Managers</b>	<b>Number of Managers</b>	<b>Number of Alternate Managers</b>
School Sponsoring Body	7	1
Independent Manager*	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

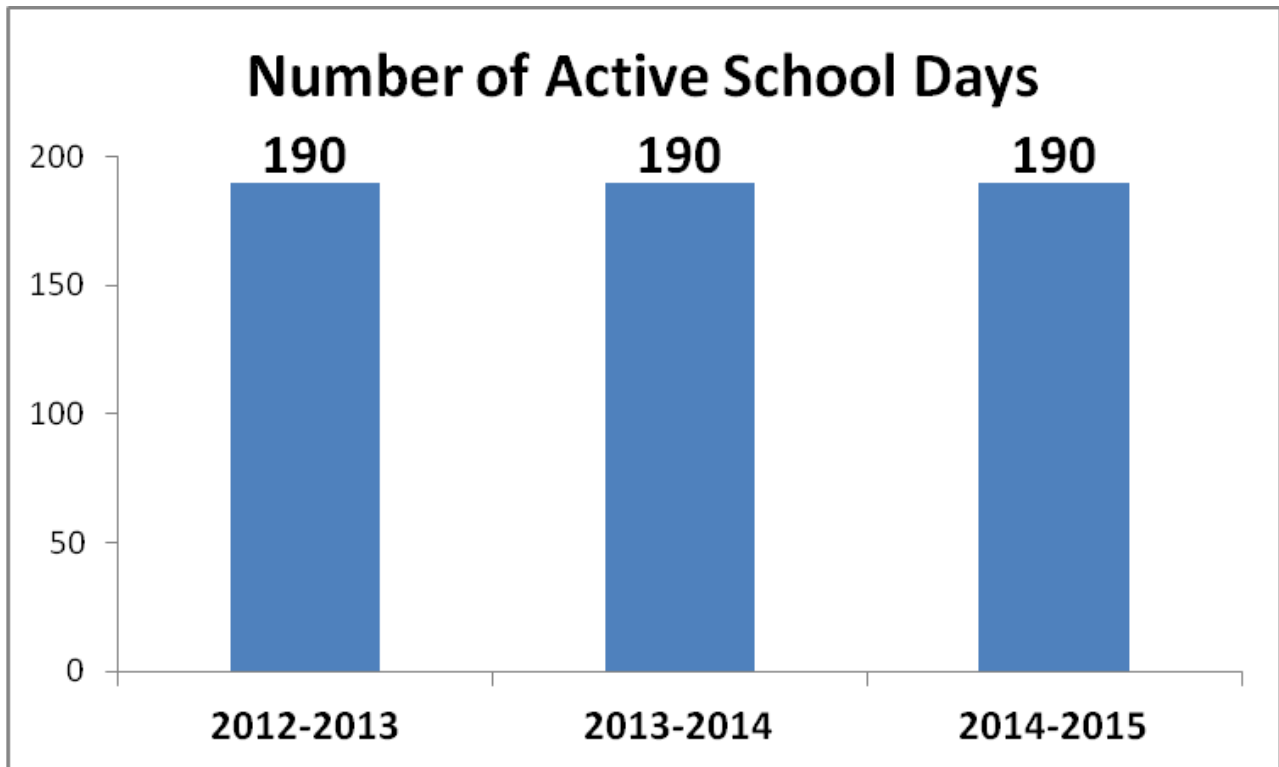
*\*The Independent Manager has not yet been appointed.*

# School Administration Chart

Administrative Structure  
**學校架構**

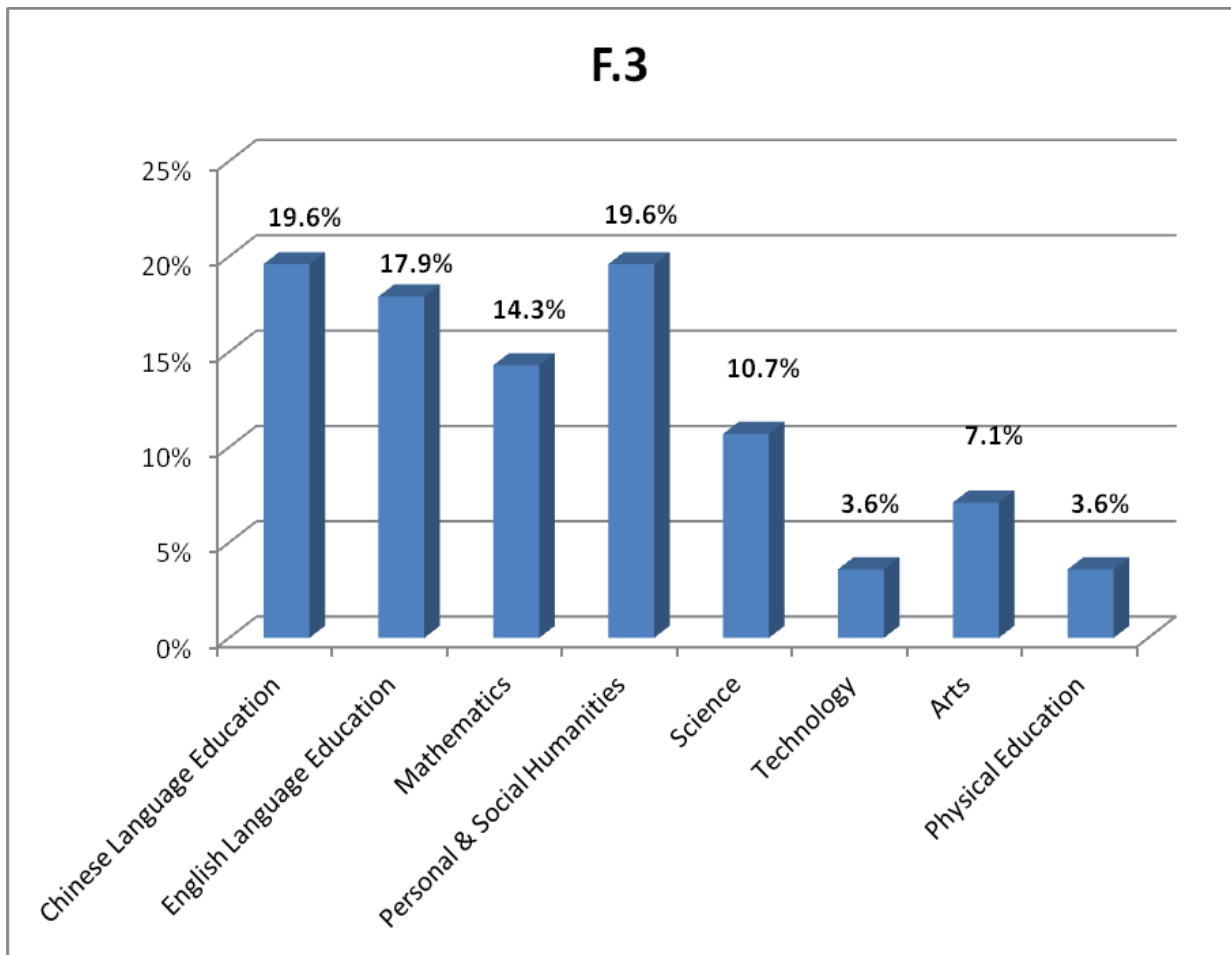
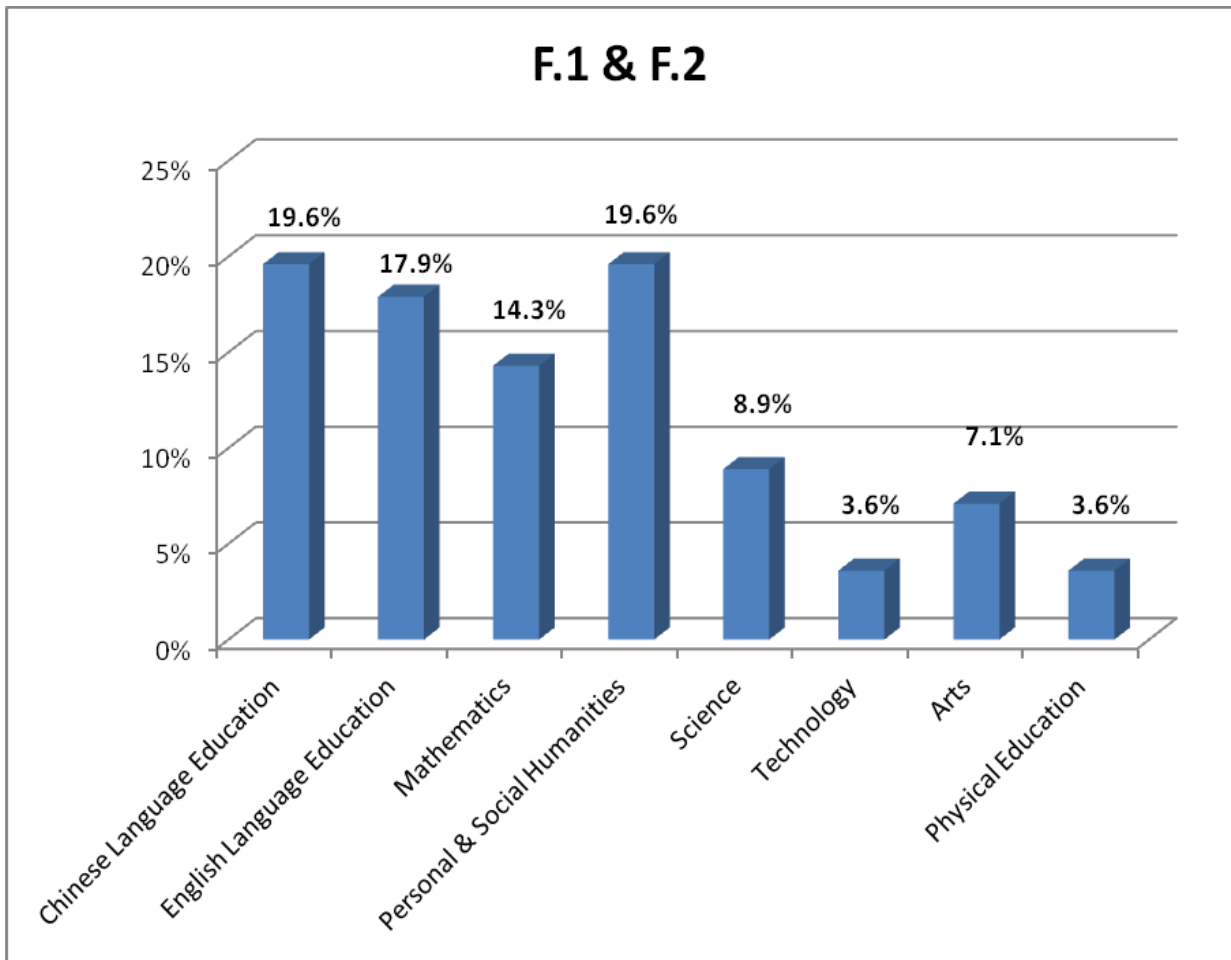


## Number of Active School Days

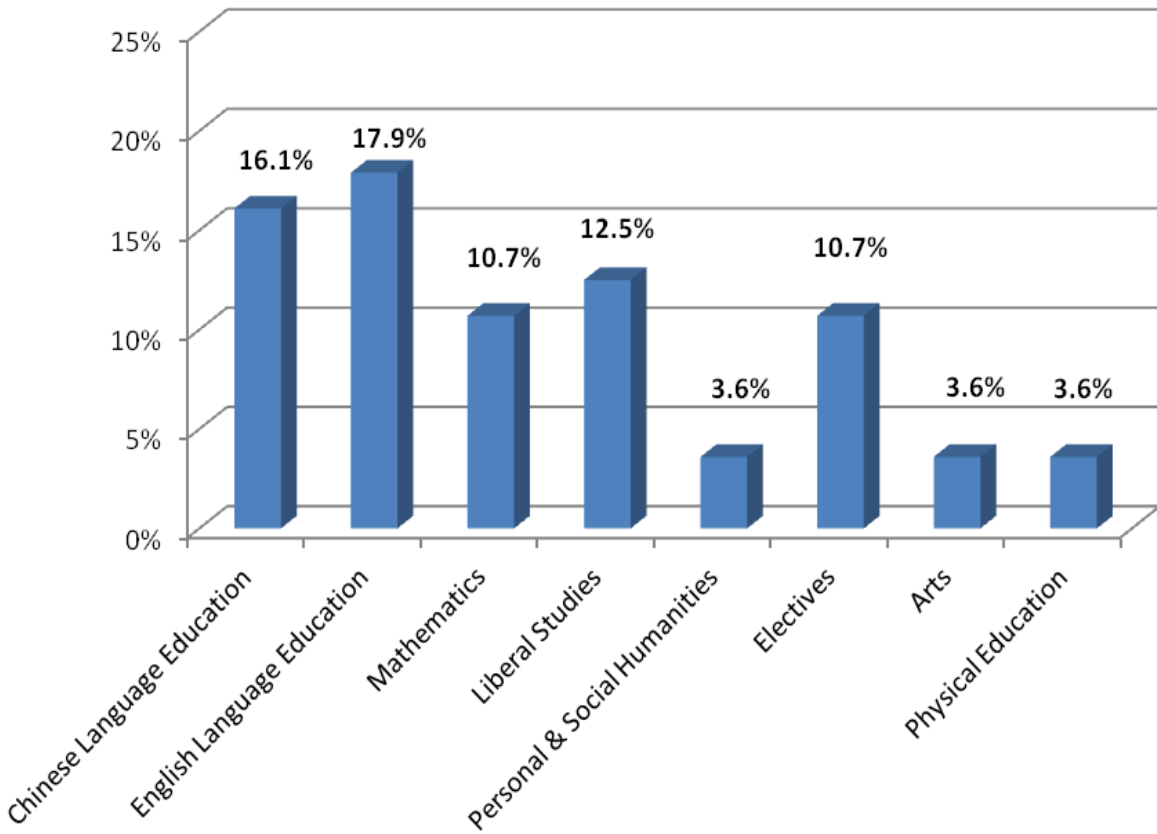


Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, Swimming Gala, SFXC60 Talentine, Christmas party, Feast days and Anniversary Celebration activities which provided students other essential learning experiences.

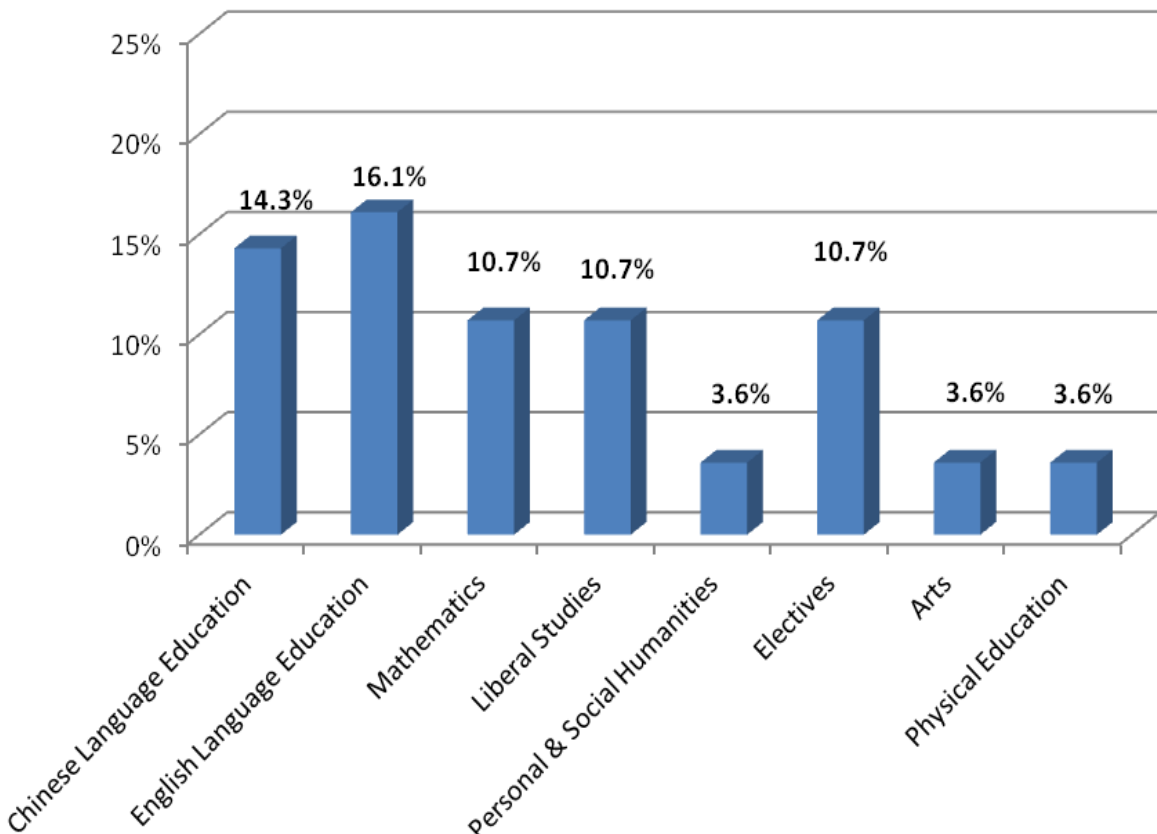
**Lesson Time for the 8 Key Learning Areas (F.1 to F.6)**



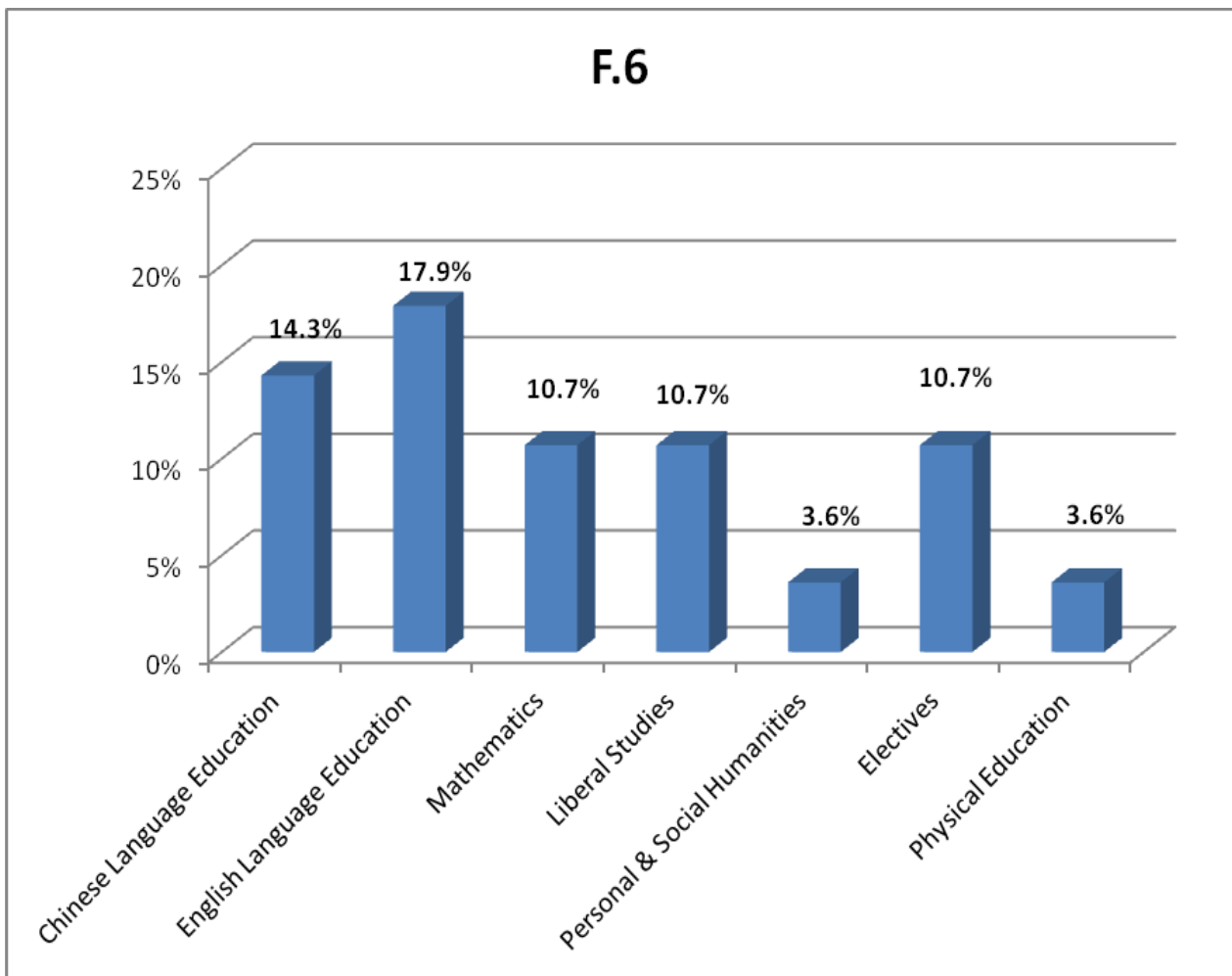
### F.4



### F.5







The 7-day cycle was maintained and each cycle day was divided into 8 regular periods of 40 minutes each. A 15-minute Form Teacher period was held before the first period every morning.

To facilitate F.3 students to make a better choice on deciding their F.4 electives, all electives in the senior forms were included in F.3 curriculum.

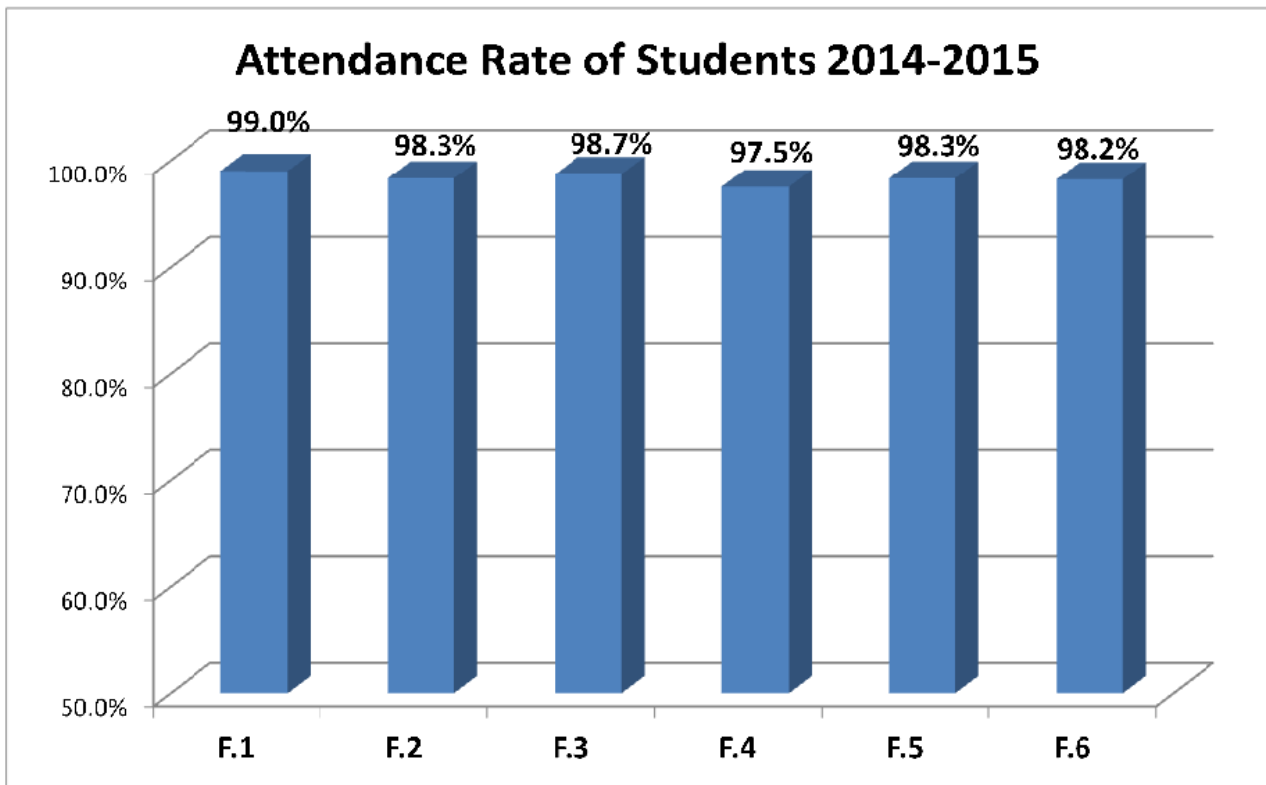
### C. OUR STUDENTS

#### **Enrolment**

The school joined the Voluntary Optimization of Class Structure Scheme in 2010. There were 26 classes in total in the year 2014-2015. The government set the maximum numbers of students in F.1, F.2 and F.3 to be 33, 34 and 36 per class respectively. There were sufficient F.4 places to admit the whole population of F.3 students who were promoted to F.4, excluding the repeaters.

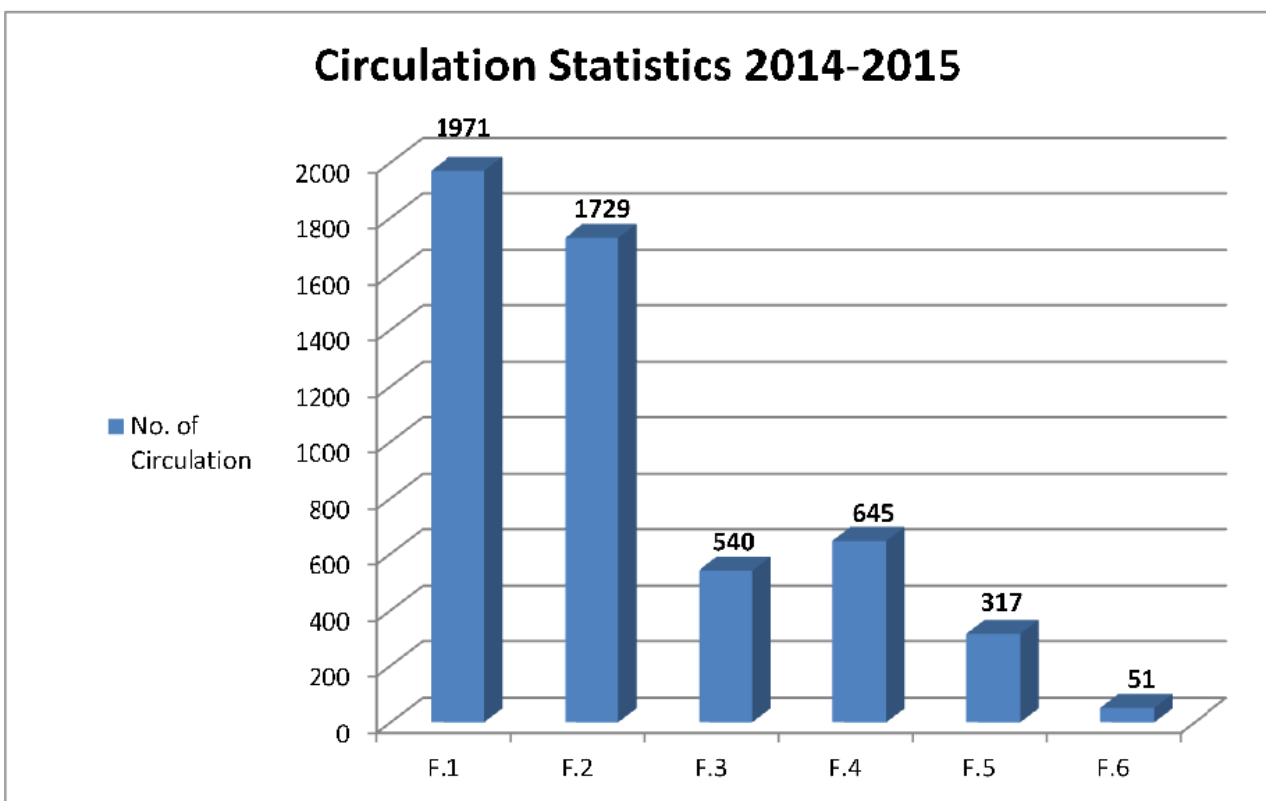
Level	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>	<b>F5</b>	<b>F6</b>	<b>Total</b>
No. of Classes	4	4	4	4	5	5	26
2014/15 Enrolment	132	134	147	137	170	169	889

## Students' Attendance



The attendance rates of students in all levels were high. Students enjoyed coming back to school.

## Students' Reading Habit



To facilitate learning, the school encouraged students to develop a good reading habit. In 2014-2015, the school purchased 189 English books and 192 Chinese books.

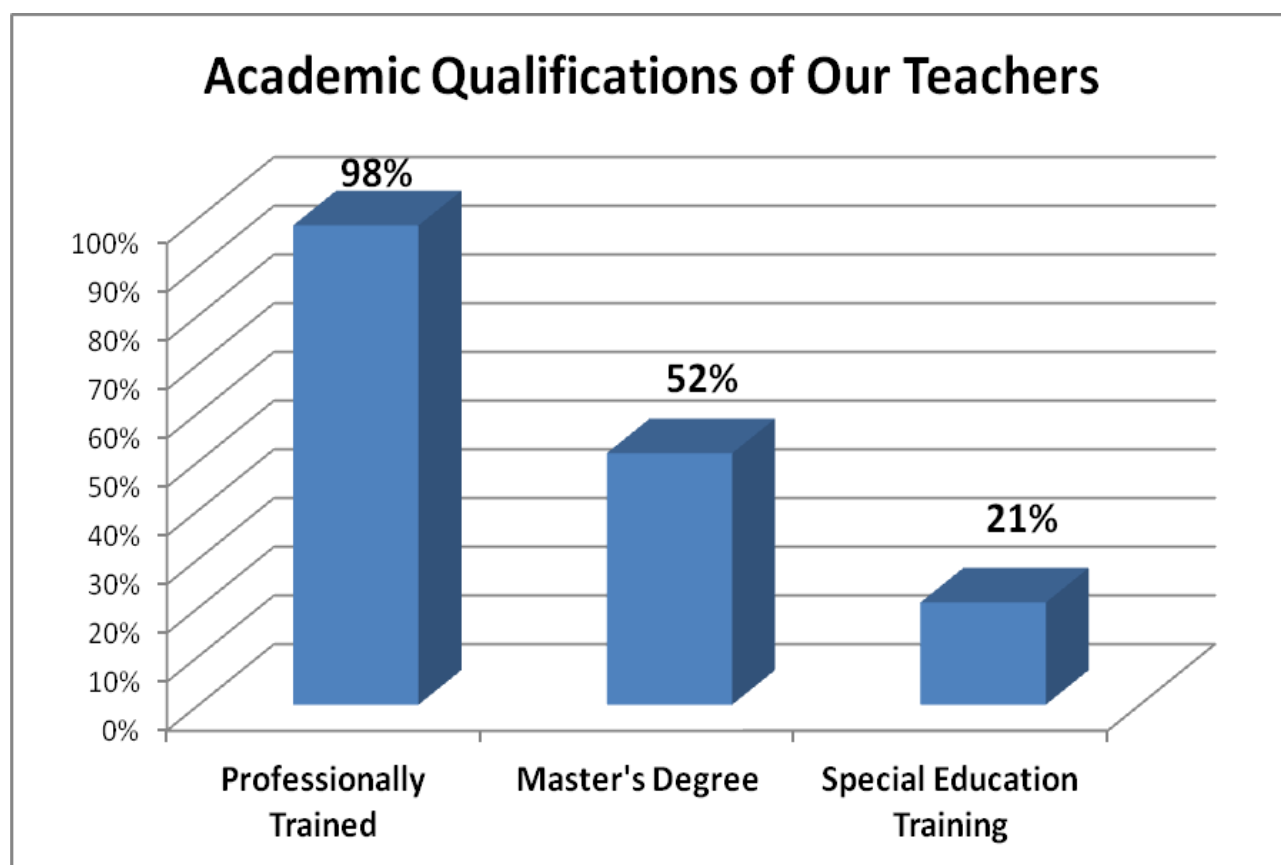
Various reading activities were held by the school library, such as the new book display, book recommendations, book presentation competition, seminars/talks, reading schemes, book exhibition, etc.

## **D. OUR TEACHERS**

### **Academic Qualifications**

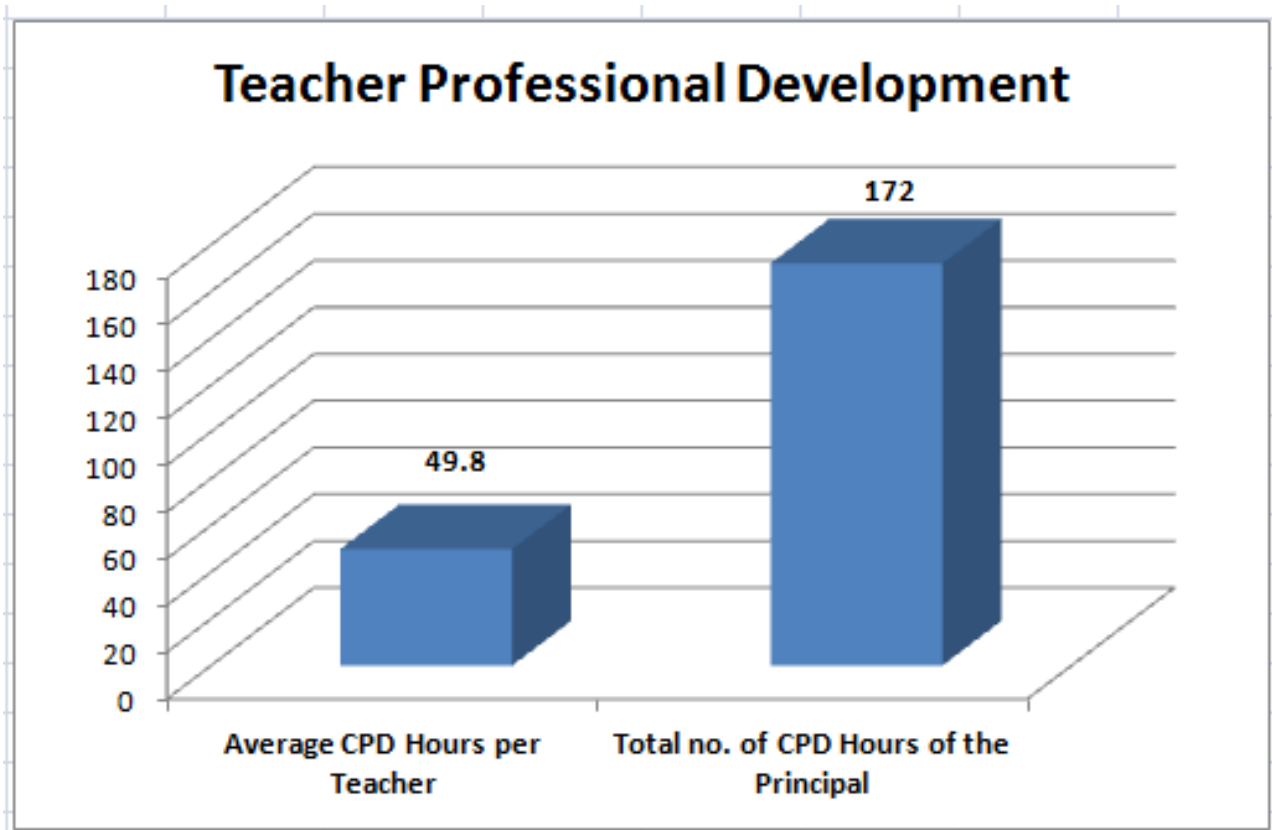
In 2014-2015, there were 62 teaching staff. 100% of the teachers are Bachelor Degree holders and 98% of them have completed teacher training. In addition, 52% of the teachers have obtained Master's Degree and 21% of the teachers have received Special Education Training.

### **Teaching Experience**



There were 62 teachers (including the Principal, the NET and the Teacher Librarian), of which 53 were in the regular staff establishment whereas the other 9 were hired by special funding including the Optional Cash Grant, Enhanced Senior Secondary Curriculum Support Grant, Fractional Post Cash Grant, and the contribution from SFXC Foundation Ltd., an independent fund managed by a group of professional alumni. The teaching staff have constituted a good balance of experienced teachers and young teachers. All English teachers, Putonghua teachers and content-subject teachers in the regular establishment have attained the language proficiency requirement.

## Teacher Professional Development



It is actually a positive sign that our teachers attained, on average, 49.8 hours of Continuous Professional Development (CPD) during the year of 2014-2015 even under a very tight teaching schedule for alignment with the changing demand of the education reform.

Up to the year 2014-2015, we have 15 teachers who had undergone training to cater for the SEN students.

## Teachers Development Days

### The First Teachers Development Day

The First Teachers Development Day (TDD) was held on 20<sup>th</sup> October 2014 at the Diocesan Centre. Two sessions were held. In the morning session, teachers attended a workshop on school governance of Catholic schools. Teachers were addressed the issues aroused from individual school's implementation and associated with the practice of Catholic school core values and corporate governance. In the afternoon session, the speaker helped us to further analyse the principles of corporate governance as expected of aided schools, including but not limited to due process, due diligence, transparency, declaration of interests and more. On the whole, teachers found the programme useful. 86% of teachers agreed that they had developed an understanding of the six components of corporate governance for schools focusing on best practices for compliance and school development. 87% of teachers agreed that the whole programme was informative and helpful.

### The Second Teachers Development Day

The Second Teachers Development Day was jointly held with St. Francis Xavier's School (Tsuen Wan) on 17<sup>th</sup> April 2015 in Dong Guan in a hotel owned by an alumnus of SFXS (TW). Teachers from both schools were given information about Child Protection and Child Rights in the workshop so as a better guidance and support could be provided for students. Teachers had lunch together and there was time for them to enjoy leisure activities in the hotel.

67% of the teachers agreed that they had a better understanding about child abuse and 56% of the teachers further understood the proper child protection for our students.

### **The Third Teachers Development Day**

The Third Teachers Development Day was divided into Part 1 and Part 2. Part 1 was held on 5<sup>th</sup> June 2015. Teachers brainstormed and discussed about the major concerns of the School Development Plan 2015-2018. Most teachers (61%) found the programme helpful in giving them a clearer current picture of the school and the students. They felt it was important to contribute their shares in shaping the future school development plan.

Part 2 of the Third Teachers Development Day took place in the school on 22<sup>nd</sup> June 2015. The teachers were given workshop on SWOT Analysis, Value Education and Building up a Learning Community, as well as follow up on their previous discussion from Part 1. More than 75% of the teachers expressed that they had a better understanding of the schools pressing concerns and considered the teacher development day had a positive impact on their future teaching.

### **E. MAJOR CONCERNS (Achievements and Reflection)**

#### **Major Concern 1:**

#### **That the tradition of using English as the Medium of Instruction be maintained.**

3 workshops were organised by the Learning and Teaching Committee to enhance the effectiveness in learning among students. 76 participants from F.1 to F.3 attended the 3 workshops, namely the Memory Enhancing Workshop for F.1, Left and Right Brain Workshop for F.2 and Logical Thinking Workshop for F.3. The post programme evaluation showed that 92% of the participants agreed that the courses were helpful in enhancing their generic skills.

To honour students with outstanding performance in academic, conduct and services, names of the awardees were posted up on the school website and at the main entrance.

To promote the caring culture and help students prepare for the final exam, the Revision Scheme was conducted as in the previous years. However, it was scaled down due to unavailability of the school hall, which significantly affected the programme's capacity to accommodate large number of participants. Nevertheless, a total of 243 students from F.1 to F.4 took part in the programme. They stayed after school to do revision for their final exams with the help from 40 F.6 graduates who acted as their tutors.

For the second year, F.1 I.S. and F.2 I.H. were involved in the e-reading scheme and most students completed the assigned tasks on time, though many had to be constantly reminded to do so. The subject teachers concerned were responsible and they spent extra time monitoring their progress, which also attributed to the success.

An Information Day to introduce the school to primary students and their parents were held on 22<sup>nd</sup> November, 2014. More than 1,000 primary students and parents attended the two identical sessions of the programme. Comments and feedbacks from guests about the programme of the event were largely positive. Many of them were satisfied with the arrangements of the touring of the display rooms.

The SFXC60 Talentine on 12<sup>th</sup> July 2015 was a chance for our students to show their talents and potentials in various aspects and to promote our school image. This year, the Talentine was a highlight of the SFXC60 anniversary celebration. A tailor-made drama about the Marist Brothers was fabulously performed by students, teachers and alumni in the Hong Kong Arts Centre in Wan Chai. The performance was highly appreciated by the audiences.

To arouse students' interest and broaden their horizon in various subjects, different panels organized subject-related study tours around the globe. In the academic year of 2014-2015, the panel of Liberal Studies organized a trip to Japan during which participants carried out various student-based independent enquiry studies. The insightful project reports produced by the 20 participating students were demonstrations of the success of this out-of-country experience. On the other hand, the English panel organized a study tour to Oxford, UK. The 30 students had to spend 2 weeks in full English immersion study. They resided with host families and faced many difficulties arose from the cultural differences. The teacher observation reports showed good improvements among students not only in their language competence but also in personal growths as they overcome life challenges living in a foreign country.

The school homepage had undergone major reconstruction. The layout was revamped to provide easier access. One of the main features of the new design was the cross-platform display, which was very mobile-friendly. This could help the school to reach a wider audience. Also, a new Admission tab was added to the front page to promote admission application to potential new students and their parents.

To enrich the English speaking environment, the NET organized language-related activities for F.1 & F.2 students during lunchtime on a weekly basis. The venue was changed to the covered playground due to the space limitation of the original English Corner while the English teachers of the F.6 classes continued to use the room for extra oral practices.

82 students from F.1 to F.5 were recruited as English Ambassadors. They played a key role in fostering English speaking environment on campus by giving speeches in morning assemblies, helping teachers conduct the lunchtime English activities and school-wide activities. This year, there were altogether 4 school-wide English activities, e.g. writing festive messages, cultural exhibition, etc.

With the aims of creating language rich classroom environments, recognizing students' effort and encouraging peer learning, different junior form subjects were invited to put up students' work on the classroom notice board for display throughout the academic year. The following subjects were involved:

F.1: English Language, Integrated Science, Music, Arts, Religious Studies

F.2: English Language, Integrated Science, Integrated Humanities, Liberal Studies, Music, Religious Studies

F.3: Business Fundamentals, English Language, Chemistry, Liberal Studies, Religious Studies

Similar to last year, a summer bridging course was organized to support a smooth transition to an EMI environment for our new F.1 students. The course involved F.6 graduates and NETs hired from outside the school. Cross-curriculum materials were used and 80% of the participating students reported that the course was helpful.

Through co-operation between the Language and Reading Enhancement Committee (LRE) and various subject panels, a considerable number of teaching packages had been developed. The LRE also used the co-planning lessons as platforms to fine tune the teaching materials with EMI teachers from different subjects.

According to the statistics provided by the librarian teacher, the most popular genre among students was fiction while the religious books were the least frequently borrowed. The total number of circulations this year was 5253 books. 34% of the newly purchased books were borrowed at least once. 208 students received awards in the Reading Scheme. All the statistics showed slight improvements compared to those from last year which might partially correlate with the increase in prize for the Gold Award winners from a book voucher of \$50 to \$100.

## **Recommendations:**

1. Due to our past experience, the response rate of our F.3 students in Academic Enhancement workshops was not good. It was suggested that these workshops in Generic Skills would continue to be offered to F.1 to F.2 students only on a voluntary basis in 2015-2016.
2. In our past experience, we found that many students failed to submit assignments in e-learning of I.S. and I.H. The detention policy was found effective in pushing the assignment submission rate. Therefore, this policy would continue through next year.
3. The school was celebrating its 60<sup>th</sup> anniversary. It was recommended that the F.1 Information Day would be included in the SFXC60 Open Days in November 2015.
4. Due to the heavy workload induced by organizing the SFXC60 Open Days, it was believed that the Open Days served the same function to promote the school, the annual Talentine would not be organized in 2015/2016.
5. Regarding the displaying of students' work on classroom notice boards, it was executed well in the first half of the term. However, the practice waned in the second term. It was recommended that a closer monitoring and more specific instructions from the LRE would be needed for the coming year.
6. The Language and Reading Enhancement Committee had been working tirelessly in the collaboration across curriculum in different subjects. The members had accumulated enough experience. It was recommended that they should seek to collaborate with other schools to bring in more insights.
7. To better promote reading across curriculum, it was recommended the award of \$100 book vouchers to the Gold Award winners be maintained and the Silver Award winners could take home \$50 vouchers.

## **Major Concern 2:**

**That the culture of evaluation for improvement be nurtured at all levels of learning and teaching.**

Starting from 2013-2014, we added F.4 electives to the F.3 curriculum. The results were welcomed by the parents and it facilitated the students' decision in choosing their electives in F.4.

Due to the Voluntary Optimization of Class Structure Scheme, there were four F.4 classes in 2014-2015. The school adopted the following changes in the F.4 curriculum:

- a) Offering Visual Arts
- b) Combining two Biology groups into one
- c) Ceasing to offer Chinese literature
- d) Cutting the number of groups in Liberal Studies from 8 to 6

To enhance the learning in the core subjects, the school adopted the following changes:

- a) Increasing the numbers of lessons for the 3 core subjects, namely: Chinese Language, English Language and Liberal Studies
- b) Offering M1 and M2 as electives
- c) Rescheduling F.1 to F.3 Regular Test Lessons to Monday after-school
- d) Reducing the number of lessons in Music, Visual Arts, school-based Religious Studies and Moral and Civic Education

To enhance the class management, the school shortened the length of some staff meetings to make room for Form Teacher Meetings, so as to provide a platform to enhance the collaboration and

alignment among form teachers.

The practice of peer-lesson-observation had been well established. To further enhance the culture of evaluation, the principal invited 10 teachers to design their specific questionnaire and conduct the survey in at least one class. 7 teachers successfully finished the task.

The school had standardized the items in the Self Review Form and the Appraisal Form so that the forms could cross reference with each other and provide more accurate assessments.

To support the new teachers and ensure the teaching quality, the principal observed lessons of all new teachers and gave appropriate feedback at the end of October 2014. However, with consent from the school supervisor, the annual interviews for most teachers were suspended due to the sudden crises arose in April and May.

To encourage goal-driven learning among students, the school continued to push the practice of goal setting in the beginning of the school year and self reflection at the end of the year. Checking of the student progress was carried out once a while to ensure the practice could be established properly.

### **Recommendations:**

1. To enhance self-evaluation, more sharing sessions would be conducted during staff meetings. The various informative reports would be delivered through emails and internal circulations.
2. To relieve the stress arose from the formal appraisal system, it was recommended that the Appraisal Form would be shortened. Some items in the form would be removed.
3. Due to the large amount of preparation work brought by the SFXC60 events in the first term of the coming year, the practice of collecting student feedback would be conducted in the second term. New teachers would be invited to design their own questionnaires in collecting student feedback.
4. The goal-setting practice had been well established. However, the self-evaluation culture had to be further enhanced through the coordination and observation of VPII in Class Management Meetings.
5. Due to the drop in number of classes and students, the school had to cut the number of groups from 3 to 2 in Physics, Economics and Chemistry in F.4 of 2015-2016.

### **Major Concern 3:**

**The school ethos is further enforced by strengthening Christian values in accordance with the Marist way.**

To celebrate the school's 60<sup>th</sup> anniversary while, at the same time, emphasizing the characteristics of the Marist education publicly on campus, the school did several things. First, the school displayed several big banners showing the five distinctive characteristics of Marist education and the theme of the SFXC60 celebration on the wall of the Jubilee Wing.

Second, a sharing and a book that highlight the Marist styles of Education were given to all new teachers on their Induction Day. They served to convey to the new teachers the visions of the sponsoring body. It was hoped that new teachers were able to recognize and align themselves with the distinctive styles of the Marist education by the end of the school year.



Third, to help students know more about the founder of the Marist Brothers, F.1 students were given time to read the biography of St. Marcellin and finish the related quiz during Religious Studies lessons. All students had gained some basic understanding of the founder of the sponsoring body.

Fourth, the school had taken the following more proactive measures in promoting the school's distinctive Marist image:

- a. Paying more promotional visits to various primary schools
- b. Organizing Information Day for parents from all districts
- c. Inviting primary students to participate in school events (e.g. the Athletic Meets)
- d. Formally informing primary school principals about the academic achievements of their graduates in the school through letters

Following the work in the past two years, the school continued to highlight the three values: Respect, Responsibility and Resilience in the following channels:

- a. Weekly Messages delivered by members of the Administrative Panel and the Marist brothers
- b. Form Teacher periods
- c. Moral and Civic Education lessons
- d. The class management programme in Form Assembly periods

Learning through services had always been an emphasis of the school. This year, the school organized various joint-school programmes, community services, and cross boundary tours to strengthen students' understanding and implementation of the Marist values in their daily life. More than 85% of the F.4 and F.5 students met the minimum requirement set by the school on community services. Most of our students participated in services such as flag selling, providing tutoring services to underprivileged primary students and visits to elderly homes. They won more than 180 social service awards given by organizations like Volunteer Movement. Together with school-based social service groups such as Red Cross, Scout and CYC, the school, as a whole, contributed a total of 20,843 hours in services this year.

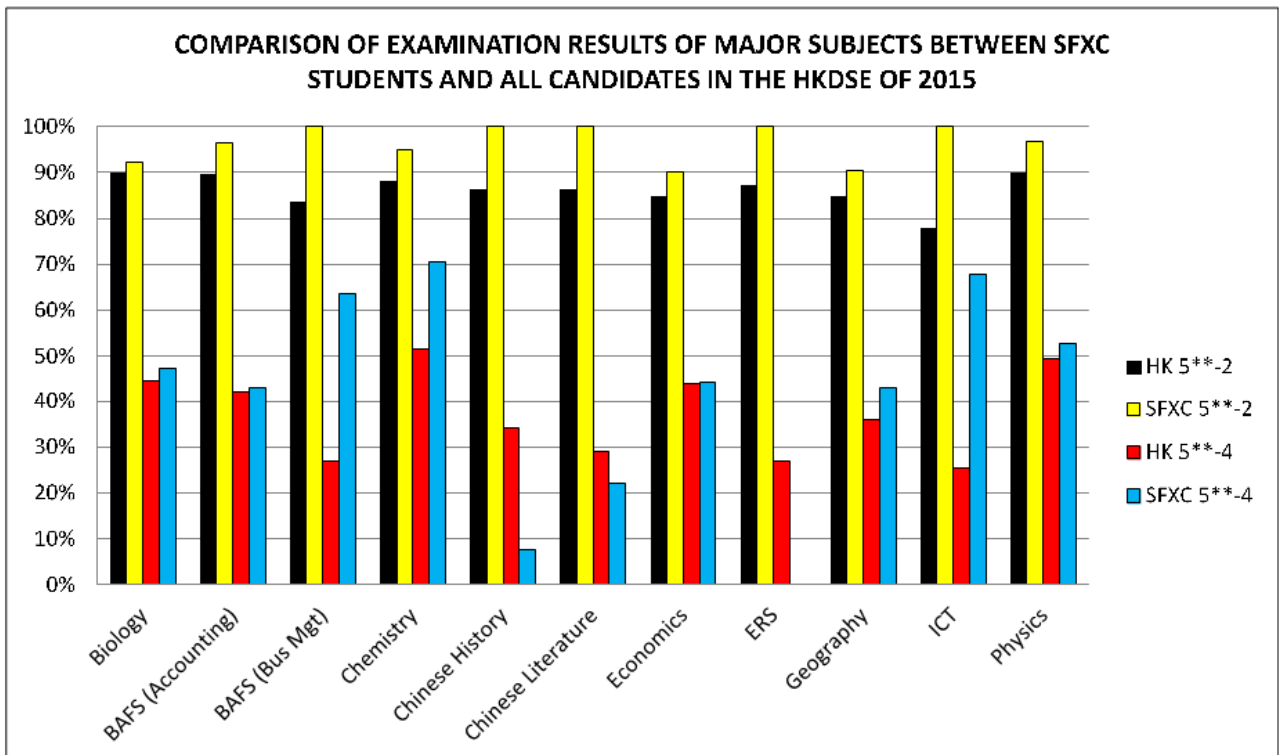
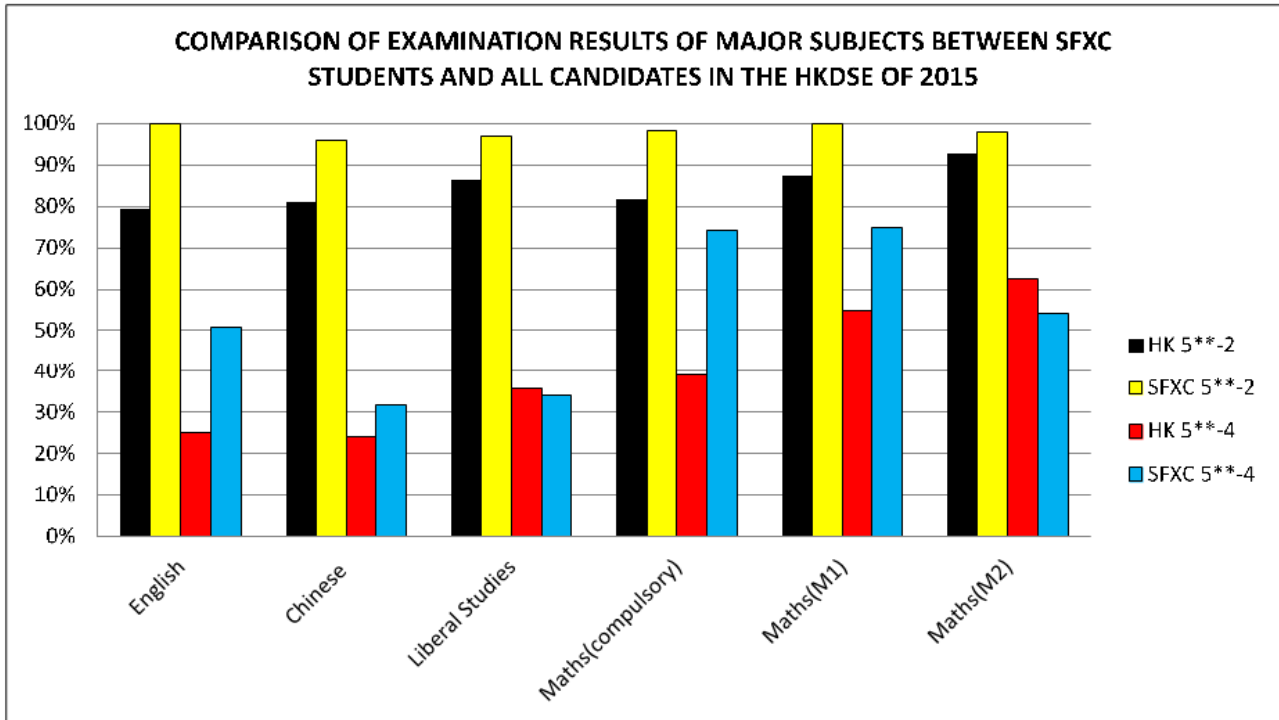
### **Recommendations:**

1. The school had encountered increasing number of cases in students facing emotional problems. It was recommended that the school should provide more support in this regard.
2. To better care of our students' whole-person development, it was recommended that the school could revise the framework of student support.

### 3. F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

#### Students' Performance in Public Examination

#### Hong Kong Diploma of Secondary Education Examination 2015



## Statistics of pathways of 2014-2015 F.6 graduates

<b>No. of graduates (2015)</b>	<b>168</b>	
<b>Admitted to local degree programmes</b>	<b>74</b>	<b>44.0%</b>
HKU	15	8.9%
CUHK	10	6.0%
HKUST	10	6.0%
PolyU	10	6.0%
CityU	10	6.0%
HKBU	2	1.2%
LU	2	1.2%
HKIEd	3	1.8%
Open U	4	2.4%
Thei (VTC)	3	1.8%
Shue Yan	5	3.0%
<b>Taking associated degree programmes</b>	<b>47</b>	<b>28.0%</b>
<b>Taking higher diploma programmes</b>	<b>14</b>	<b>8.3%</b>
<b>Taking overseas courses</b>	<b>20</b>	<b>11.9%</b>
<b>Taking foundation diploma programmes</b>	<b>3</b>	<b>1.8%</b>
<b>Engaging in full-time jobs</b>	<b>1</b>	<b>0.6%</b>
<b>Re-attempting HKDSE</b>	<b>9</b>	<b>5.4%</b>
<b>Total =</b>	<b>168</b>	<b>100.0%</b>

## G. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2014-2015

### Inter-School Activities Achievements in 2014-2015

#### 1. Interschool Sports – held by Hong Kong Schools Sports Federation

Events	Division	Grade			
		A	B	C	Overall
<b>Basketball Competition</b>	II (Kowloon)	7 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	9 <sup>th</sup>
<b>Football Competition</b>	III (Kowloon Two)	6 <sup>th</sup>	6 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Hockey Competition</b>	II	---	---	---	4 <sup>th</sup>
<b>Swimming Championships</b>	III - <i>Team</i>	10 <sup>th</sup>	14 <sup>th</sup>	3 <sup>th</sup>	10 <sup>th</sup>
<b>Athletics Championships</b>	II	11 <sup>th</sup>	8 <sup>th</sup>	18 <sup>th</sup>	16 <sup>th</sup>
<b>Badminton Competition</b>	II (Kowloon) - <i>Team</i>	8 <sup>th</sup>	7 <sup>th</sup>	1 <sup>st</sup>	7 <sup>th</sup>
<b>Table-Tennis Competition</b>	III	3 <sup>th</sup>	8 <sup>st</sup>	5 <sup>th</sup>	4 <sup>st</sup>

#### 2. The 66<sup>th</sup> Hong Kong Schools Speech Festival

Awards	Cantonese	English	Putonghua
<b>Champion</b>	---	3	---
<b>1<sup>st</sup> Runner-up</b>	1	2	2
<b>2<sup>nd</sup> Runner-up</b>	2	7	---
<b>Certificate of Merit</b>	5	35	7
<b>Certificate of Proficiency</b>	---	8	---

#### 3. The 66<sup>th</sup> Hong Kong Schools Music Festival

Awards	Number of Winners
<b>Champion</b>	Solo: 1
<b>1<sup>st</sup> Runner-up</b>	Solo: 2
<b>2<sup>nd</sup> Runner-up</b>	Woodwind (Junior): 1
<b>Certificate of Merit</b>	Solo: 10; Choir: 2; Brass: 1
<b>Certificate of Proficiency</b>	Solo 9; Choir: Brass: 1

#### 4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Chinese Panel	第九屆善言巧論：全港學生口語溝通大賽	小組優異獎	香港教育學院與理性溝通教育學會合辦
	第十九屆全港中小學中英文硬筆	優良獎	香港教育專業人員協會與香港硬筆書

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	書法比賽(初級組)		法家協會
	2014-15 扶輪盃中學校際辯論比賽(社會共融)	- 中文辯論校隊獲季軍 - 準決賽最佳辯論員、半準決賽最佳辯論員及最佳交互答問員	國際扶輪社 3450 地區第 8 地域及星島日報
	星島第三十屆全港校際辯論比賽	- 中文辯論校隊獲季軍 - 第二至五輪初賽，半準決賽: 最佳交互答問 - 第二至五輪初賽，半準決賽: 最佳辯論員	星島日報、英文虎報與教育局
	華辯菁英邀請賽	- 中文辯論隊獲冠軍 - 初賽、複賽及冠軍賽最佳辯論員	香港華語辯論會
	普及閱讀獎勵計劃-第二十六屆中學生好書龍虎榜讀後感寫作比賽	- 初級組：亞軍及推薦獎 - 高級組：亞軍、推薦獎及優異獎	康樂及文化事務署、香港教育專業人員協會及香港公共圖書館
English Panel	Daily Readers "Read Out Loud" Competition 2014-2015	Certificate of Merit	KEA Learning International Limited
	Student Reporter Programme	Certificate of Achievement	Hong Kong Science and Technology Parks Corporation and South China Morning Post Young Post
	The 9 <sup>th</sup> Speaking Contest for Hong Kong Students (English Section)	Group Discussion and Individual Response : Certificate of Merit	Hong Kong Institute of Education and the Rational Communication Educational Society
	Hong Kong Secondary Schools Debating Competition	Best Speaker in Round 1 and 2	HKSS Debating
Mathematics Panel	第十四屆培正數學邀請賽決賽	優異獎	香港培正中學主辦
	第十七屆香港青少年數學精英選拔賽	三等獎	保良局及香港數理教育學會合辦
	2015《華夏杯》全國數學奧林匹克邀請賽中一級全國總決賽	三等獎	香港數學奧林匹克協會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	2015《華夏杯》 晉級賽	二等獎及三等獎	香港數學奧林匹克協會
BAFS Panel	企會財考試	優良證書、良好證書及傑出學生獎	香港會計師公會
	JA 學生營商體驗計劃	- 企業社會責任獎、首六名公司之一 - 最佳報告演繹亞軍 - 最有價值隊員獎及營商體驗計劃成就獎	國際成就計劃香港部 (JA)
Music Panel	2015 Sing 歌樂舞 @油尖旺才藝匯演	亞軍	油尖旺區校長會主辦
	2014 香港青年 音樂匯演	- 管樂團獲金獎 - A 組: 中樂團獲銀獎 - B 組: 弦樂團獲銅獎	康樂及文化事務署
Visual Arts Panel	第十四屆『星星河』全國少年兒童美術書法攝影大賽	- 特級獎 - 一等獎、二等獎及三等獎 - 優異獎	中國青少年研究會
Fencing Team	2014-2015 中學校際劍擊比賽——個人賽	男子花劍甲組季軍	香港學界體育聯會 - 港島及九龍地域中學分會
Red Cross	漸進式活動計劃深造章	榮譽章	香港紅十字會青年及義工事務部
Orienteering Team	香港聯校定向會校園定向錦標賽2014——第三站	冠軍及季軍	香港聯校定向會
	Y2Y 公園定向巡迴賽 2014——第四站	- 男子甲組: 冠軍及亞軍 - 男子乙組: 冠軍及亞軍	Y2Y Orienteering Development and Training Centre
	2014-2015 年度全港青少年野外定向錦標	男子 20 歲組季軍	香港定向總會
	2014-2015 學界分區野外定向錦標賽——決賽	男子甲組亞軍	香港定向總會
	2014-2015 學界分區野外定向錦標賽——九龍區	- 男子甲組團體季軍 - 男子丙組團體亞軍 - 全場男子季軍	香港定向總會
	第三屆校際定向錦標賽系列	團隊賽初中男亞軍	香港定向運動教育工作協會
Career Guidance Committee	真人『密室逃脫』遊戲設計比賽 2015	冠軍	勞工處青年就業起點 (Y.E.S.)
	多元卓越獎學金	一位同學獲全額支付學士學位學費	民政事務局

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Life-wide Learning Committee	九龍城及油尖旺 區義工嘉許禮 2014	29 位同學獲義工嘉許狀優異獎	社會福利署九龍城 及油尖旺區義工服 務分區辦事處
Life-wide Learning Committee	義工運動	- 團體/機構嘉許狀金狀 - 服務 10,000 小時嘉許狀 - 85 位同學獲義務工作嘉許狀銅狀 - 49 位同學獲義務工作嘉許狀銀狀 - 23 位同學獲義務工作嘉許狀金狀	社會福利署
	民間。港。故事 中學生創業比賽	- 中學組優異獎	東華三院賽馬會大 角咀綜合服務中心

## H. FINANCIAL CONSOLIDATION 2014-2015

### 1. Financial Summary:

<b>The IMC of St. Francis Xavier's College</b>					
<b>Income and Expenditure Account for the year ended 31 August 2015</b>					
A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Accumulated Surplus (Deficit) brought forward
		\$	\$	\$	\$
<b>A2701</b>	<b>Expended Operating Expenses Block Grant (EOEBG)</b>				
501	EOEBG	3,017,211.05	-	-	3,017,211.05
	<b>School Specific</b>				
502	Administrative Grant	478,681.70	3,448,826.00	2,945,371.34	982,136.36
503	Capacity Enhancement Grant	(118,278.40)	557,148.00	650,768.86	(211,899.26)
504	Composite Information Technology Grant	3,340.54	407,089.00	304,416.69	106,012.85
505	Noise Abatement Grant	105,446.91	506,282.00	458,920.58	152,808.33
	<b>Non-School Specific</b>				
600	Baseline Reference	1,781,158.03	1,793,120.72	-	3,574,278.75
601	Admin Gr for Additional Clerical Assistant	-	-	-	-
602	A/Con Grant for Prep Room of Lab.	-	-	-	-
603	Composite Furniture & Equipment Grant	(536,246.00)	-	524,439.00	(1,060,685.00)
604	Subject Grant	(154,790.80)	-	158,734.84	(313,525.64)
605	Enhancement Grant	-	-	-	-
606	Lift Maintenance Grant	(44,804.39)	-	52,580.17	(97,384.56)
607	Prog Fund for WSA to Guidance & Discipline	31,646.38	-	10,186.00	21,460.38
608	Supplementary Grant	(77,707.03)	-	106,420.71	(184,127.74)
609	School & Class Grant	(1,206,358.99)	37,573.03	943,960.97	(2,112,746.93)
610	Training & Development Grant	(4,170.10)	-	2,090.00	(6,260.10)
	<b>EOEBG Total</b>	<b>3,275,128.90</b>	<b>6,750,038.75</b>	<b>6,157,889.16</b>	<b>3,867,278.49</b>
	<b>Non-EOEBG</b>				
A1017	Salary Grant				
001	- Teaching Staff	-	36,721,182.59	36,721,182.59	-
002	- Supply Teacher Grant	-	67,481.00	67,481.00	-
003	- Lab Tech	-	945,595.00	945,595.00	-
A1018	Employer's Cont to PF Scheme for NT	-	242,388.43	242,388.43	-
A1009	Rent and Rates	0.28	505,000.00	505,000.00	0.28
A1011	Home School Co-operation Project	-	14,989.00	14,989.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	103,583.80	103,583.80	-
A1088	School-based After-school Learning & Support	68,210.50	61,600.00	69,956.40	59,854.10
A1092	Teacher Relief Grant	176,392.00	2,399,791.58	2,001,618.61	574,564.97
A1101	Learning Support Grant for Sec. Sch	18,000.00	286,000.00	306,746.60	(2,746.60)
A1107	Diversity Learning Grant (Other Programmes)	105,000.00	91,778.00	98,778.00	98,000.00
A1109	Fractional Post Cash Grant	86,821.10	214,918.00	232,227.74	69,511.36
A1114	Extra Senior Secondary Curriculum Support Grant	346,523.22	250,000.00	576,868.52	19,654.70
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	530,000.00
A1118	Senior Secondary Curriculum Support Grant	57,367.82	724,668.00	461,328.75	320,707.07
A1123	One-off Grant for Upgrading WebSAMS	1,100.00	(1,100.00)	-	-
A1124	Career and Life Planning Grant	-	517,620.00	447,643.90	69,976.10
A1062	Substitute Teacher Grant	140,618.99	5,796.00	384.00	146,030.99
	<b>Non-EOEBG Total</b>	<b>1,530,033.91</b>	<b>43,151,291.40</b>	<b>42,795,772.34</b>	<b>1,885,552.97</b>
	<b>Government Grants Total</b>	<b>4,805,162.81</b>	<b>49,901,330.15</b>	<b>48,953,661.50</b>	<b>5,752,831.46</b>
	<b>SCHOOL FUND</b>				
A1701	Subscription A/C	3,559,745.86	418,624.08	443,912.60	3,534,457.34
A1751	Student General Affairs	-	1,770,200.30	1,770,200.30	-
A1752	SFXC Foundation (for Additional Teachers & Renovation of G/O and Lecture Room)	(470,671.92)	1,237,989.17	1,504,760.82	(737,443.57)
A1753	SFXC Education Fund	2,250.00	267,300.00	345,374.96	(75,824.96)
A1754	Jockey Club Life Wide Learning Fund	-	99,600.00	99,600.00	-
A1756	Community Care Fund	-	12,150.00	12,150.00	-
A1757	SFXC60	-	968,756.30	446,948.16	521,808.14
	<b>School Fund Total</b>	<b>3,091,323.94</b>	<b>4,774,619.85</b>	<b>4,622,946.84</b>	<b>3,242,996.95</b>
	<b>TOTAL</b>	<b>7,896,486.75</b>	<b>54,675,950.00</b>	<b>53,576,608.34</b>	<b>8,995,828.41</b>
	<b>Balance of Bank Accounts:</b>				
	<b>Funding Source</b>	<b>Current Account</b>	<b>Fixed Deposit</b>	<b>Cash in Hand</b>	
		\$	\$	\$	
A5001/A5201	Government Fund	1,982,576.45	4,026,090.23	N/A	
A5002/A5202	School Fund	2,682,633.83	1,511,141.64	N/A	
A5004	REES Fund	ZERO	N/A	N/A	
A5101	Petty Cash	N/A	N/A	5,000.00	



## 2. Report on the use of Diversity Learning Grant 2014-2015

Balance brought from 2013-14	\$105,000.00
DLG (OP) received in 2014-15	\$98,000.00
<b>Total:</b>	\$203,000.00
<b>Expenditure</b>	
Instructor Fee for Mentoring Program for DSE higher achievers in Mathematics, Physics, Chemistry and Biology	\$24,480.00
English Enhancement Course for F.6 students by “Headstart”	\$8,200.00
English Script Writing & Drama Performance Program for F.4-F.5	\$11,500.00
English Debate Training Program	\$9,600.00
English Enhancement Course tutor fee	\$900.00
Assessment Fee for Chinese Writing Practice for Elite F.6 students	\$4,750.00
Printing charge of Math magazine edited by top-notch students	\$12,388.00
Instructor Fee for Liberal Studies Elite Course for F.4 students	\$5,600.00
“2+2 Catholic Leadership” training fee	\$1,200.00
Course fee for Ethics and Religious Studies Network Program	\$5,580.00
Course fee for Senior Secondary Elite Mathematics Course	\$10,080.00
<b>Total:</b>	\$94,278.00
Accumulated Balanced	\$108,722.00
Amount Refundable to EDB	\$10,722.00
Balance carried forward to 2014-15	\$98,000.00

### 3. Report on the use of Careers and Life Planning Grant

		<b>Amount</b>
1	Annual HKACMGM Membership Fee	\$400.00
2	Purchase of reference	\$665.00
3	Mentorship kickoff ceremony (BBQ) - 100 persons @ \$100 each	\$4,648.30
4	Subsidy programme fee for Ambassadors for Counselling Training Scheme	\$4,800.00
5	F.3 booklets (Finding Your Colour of Life) - 150 copies for \$15@	\$2,250.00
6	F.5 Career Mapping - 170 copies for \$27@	\$4,590.00
7	F.5 & F.6 MyCareer Map (CII) - 340 accounts for \$15@	\$5,250.00
8	Teacher Assistants' salary & MPF	\$360,000.00
9	F.3 Life Planning Education Camp (Camp site expenses and NGO training services)	\$43,971.00
10	F. 2 NGO Career Activities fee	\$3,850.00
11	F.4 university visits 3 coaches rental expense	\$2,450.00
12	Careers Team Mis. Expenses	\$263.90
13	Purchase of F.5 DreamCrafter	\$4,050.00
14	F.3 booklets (Finding Your Colour of Life) (unsettled payment in 2012)	\$2,640.00
	<b>Total amount:</b>	<b>\$439,828.20</b>

#### 4. Report on School-based After-school Learning & Support Programmes 2014-2015

##### Jockey Club Life-wide Learning Fund Record of activities and Expenditures 2014-15

Name of School: St. Francis Xavier's College  
 Project Coordinator: Miss Lo Mei Yan  
 Contact no.: 2393 3111

Prepared by: Miss Lo Mei Yan  
 Date: 3rd September, 2015

Information on Activity Organized in 2013/2014 Academic Year under the Programme											Total Allocation:	\$99,600
Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	Method of Evaluation	Subsidy per Student	No. of CSSA Students Assisted	No. of Full Grant SFAA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity(\$)	Uncommitted Allocation	
1	Wind Band Uniform	2	100	2014/2015	380	Attendance Record	100	0	2	0	\$760.00	
2	Wind Band Uniform(\$100)	7	100	2014/2015	100	Attendance Record	100	0	2	5	\$700.00	
3	String Orchestra Uniform	16	100	2014/2015	480	Attendance Record	480 100 340	0	4 0 0	0 11 1	\$3,360.00	
4	Hong Kong Youth Music Interflow	43	100	12/6/2014	25	Attendance Record	25	0	3	40	\$1,075.00	
5	14-15 Musical Instrument Courses	8	80	28/09/2014 - 28/02/2015	1650	Attendance Record	825	0	0	8	\$6,600.00	

Name of Learning Activities (Teacher I/C)		Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	Method of Evaluation	Subsidy per Student	No. of CSSA Students Assisted	No. of Full Grant SFAA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity(\$)	Uncommitted Allocation
6	14-15 Musical Instrument Courses (2nd term) Trumpet, Di-zi, Sheung	21	80	1/3/2015 30/6/2015	314.28	Attendance Record	314.28	0	0	21	\$6,600.00	
7	Asian Youth Orchestra	43	100	6/2015-8/ 2015	85	Attendance Record	85	1	5	37	\$3,655.00	
8	14-15 Musical Instrument Courses	8	80	1/3/2015- 22/6/2015	1650	Attendance Record	825	0	0	8	\$6,600.00	
9	LS & Geog Study Tour 2015	2	100	8/4/2015- 14/4/2015	14722	Attendance Record	3000	0	0	2	\$6,000.00	
10	China & HK Teenagers Study Tour 2015	2	100	3/7/2015- 7/7/2015	1200	Attendance Record	600	0	0	2	\$1,200.00	
11	F.4 Picnic (F4A/4B)	10	100	11/28/201 4	124	Attendance Record	62	0	0	10	\$620.00	
12	F.3 Post Exam Activity - War Game	14	100	7/6/2015	160	Attendance Record	80	0	0	14	\$1,120.00	
13	CYC Bonding Inter-School Service Activity	1	100	7/9/2015	70	Attendance Record	35	0	0	1	\$35.00	
14	F.4 Picnic (F4C/4D)	10	100	11/28/201 4	120	Attendance Record	60	0	0	10	\$600.00	
15	F.4 Post Exam Activity - Day Camp	20	100	7/3/2015	160	Attendance Record	80	0	0	20	\$1,600.00	

Name of Learning Activities (Teacher I/C)		Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	Method of Evaluation	Subsidy per Student	No. of CSSA Students Assisted	No. of Full Grant SFAA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity(\$)	Uncommitted Allocation
16	English Study Tour	10	100	19/9/2015 -3/5/2015	27950	Attendance Record	3000	0	0	10	\$30,000.00	
17	"Chat in the Dark"	1	100	12/7/2014	40	Attendance Record	20	0	0	1	\$20.00	
18	F.4 Post Exam Activity-Day Camp	137	100	7/3/2015	24.48	Attendance Record	24.48	0	20	117	\$3,355.00	
19	F.4 Post Exam Activity-Day Camp (1st payment)	137	100	7/3/2015	3.6	Attendance Record	3.6	0	20	117	\$500.00	
20	F.4 Service Scheme V POWER 2015	137	100	10/2014-4 /2015	97.8	Attendance Record	97.8	0	20	117	\$13,400.00	
21	F.1,3,4 Post Exam Activities Transportation Fee	416	100	9/7, 6/7, 3/7	25, 23.1, 37.2	Attendance Record	25, 23.1, 37.2	0	62	354	\$11,800.00	
							<b>Total:</b>	<b>1</b>	<b>130</b>	<b>889</b>	<b>\$99,600.00</b>	