

St. Francis Xavier's College



Annual School Report (2016/2017)

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 tells 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 neighbors their due –

- (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbors 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 neighbors 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 into 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 favored.
- (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 9th 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, the 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.

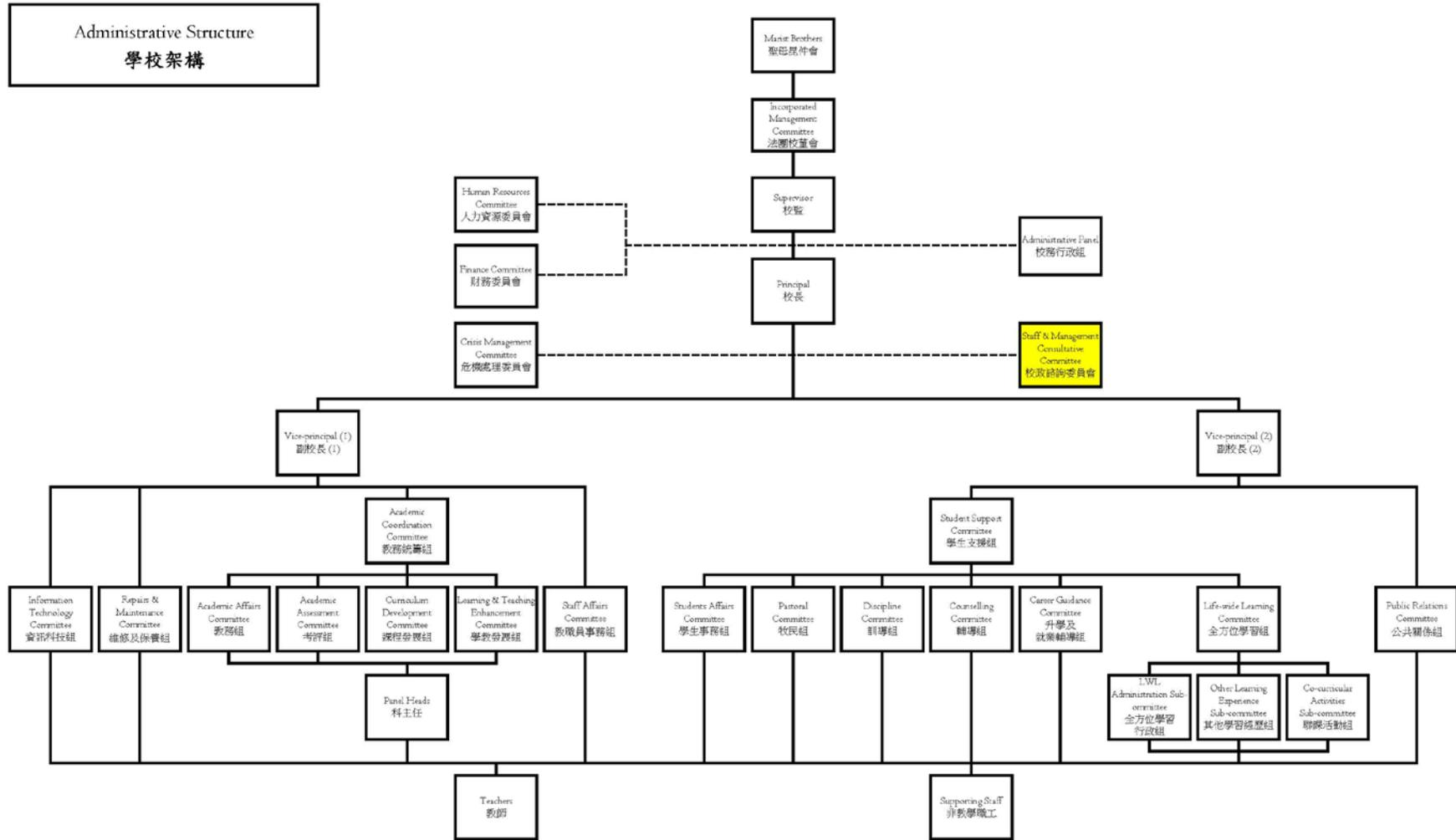
Under EDB's latest announced "fine-tuned MOI arrangements for secondary schools", our school is entitled to use English as the MOI until the year 2021.

Incorporated Management Committee of St. Francis Xavier's College

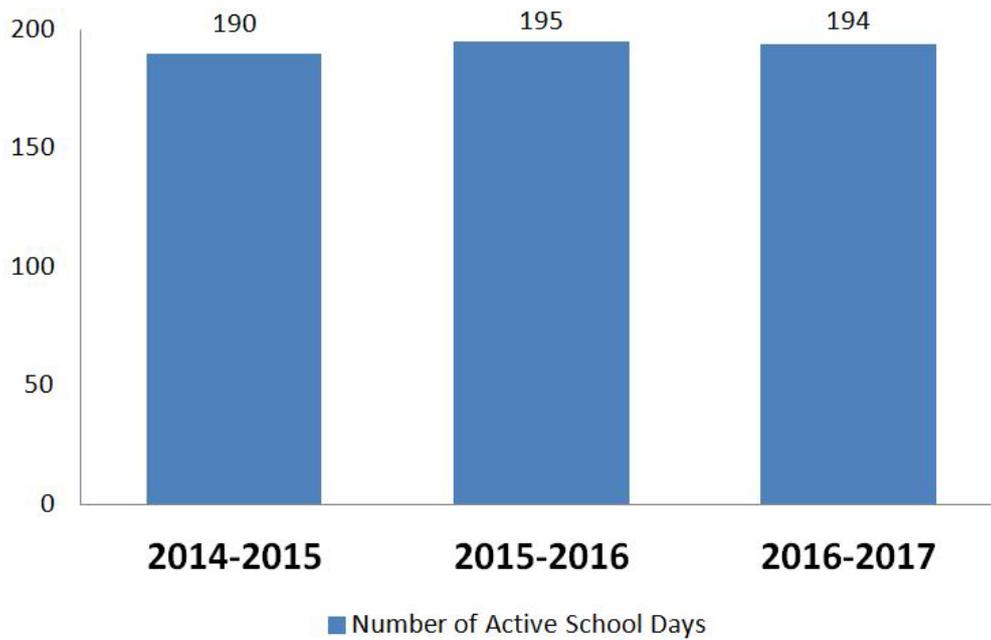
The IMC of SFXC was set up on 31st August 2013. Its composition is as follows:

Categories of Managers	Number of Managers	Number of Alternate Managers
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

School Administration Chart

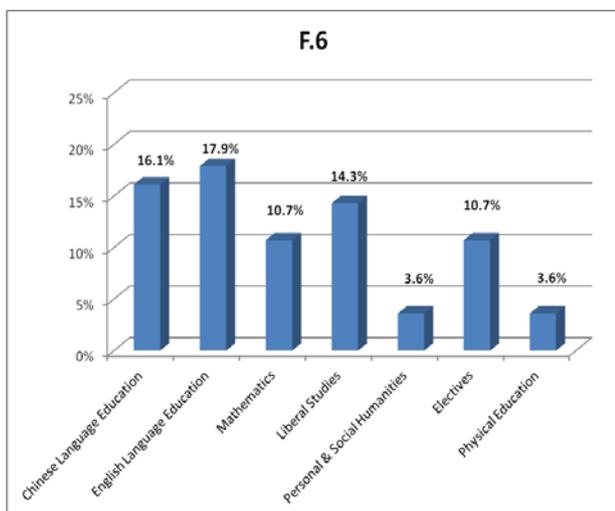
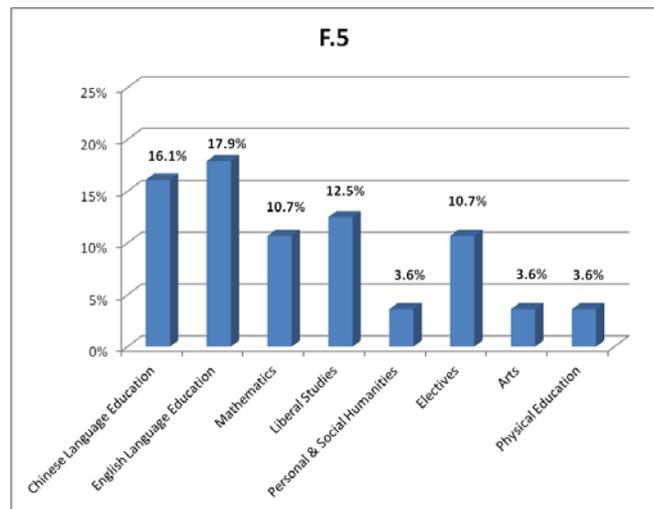
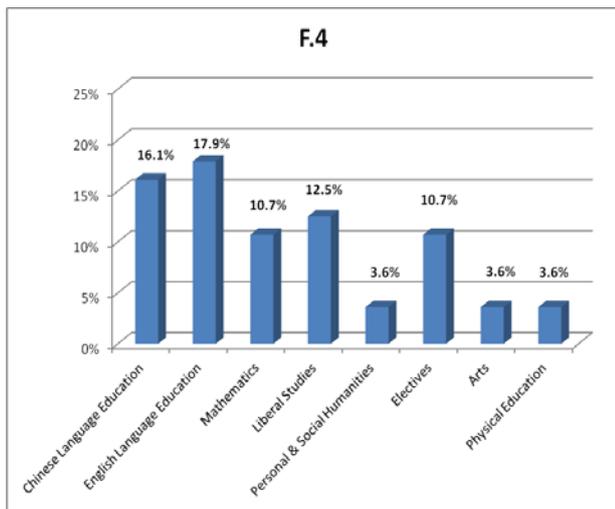
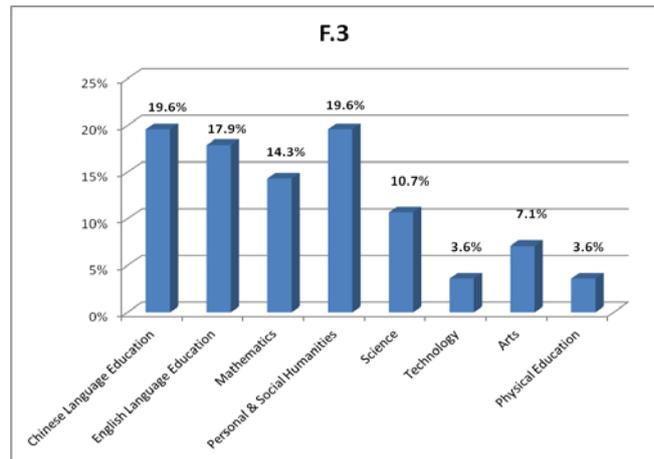
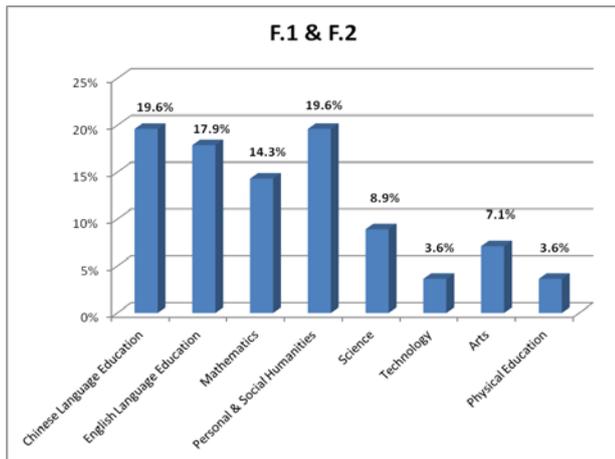


Number of Active School Days



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

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



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

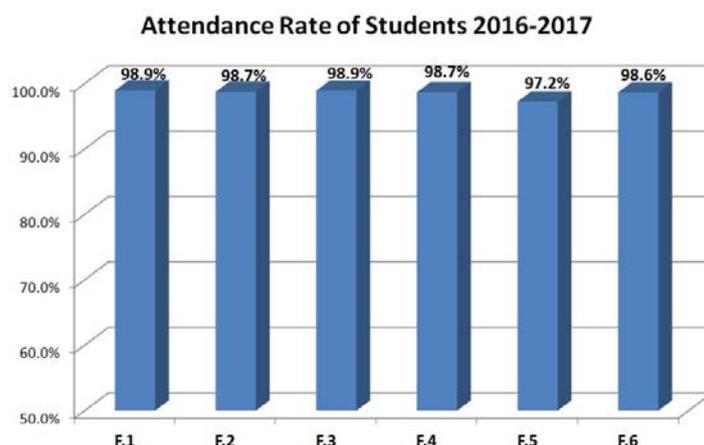
Enrolment

There were 26 classes in total in the year 2016-2017. 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.

Under the Voluntary Optimization of Class Structure Scheme, the school was entitled to open 24 classes, 4 classes in each level. However, in the year 2016-2017, the school has tried to use school funds to implement small class teaching in F.1 and F.2, adding one extra class to each form while keeping the number of enrolments unchanged. In doing so, the school was able to reduce the class size in these forms to 24 to 28 per class. For the senior forms, 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	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	4	4	4	4	26
2016/17 Enrolment	128	127	128	124	144	115	766

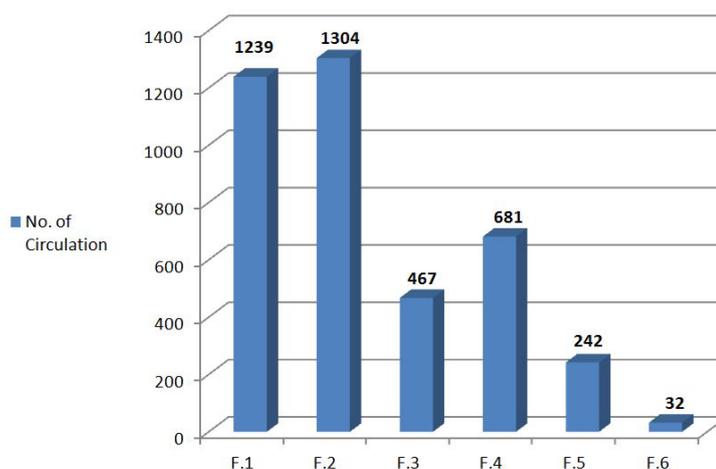
Students' Attendance



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

Students' Reading Habit

Circulation Statistics 2016-2017

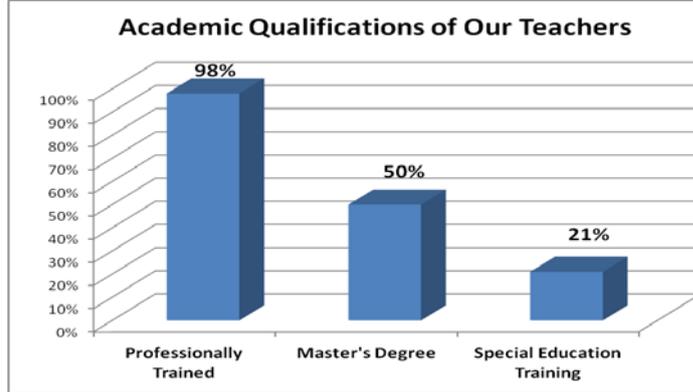


To facilitate learning, the school encouraged students to develop a good reading habit. In 2016-2017, the school purchased 144 English books, 189 Chinese books and 16 DVDs.

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

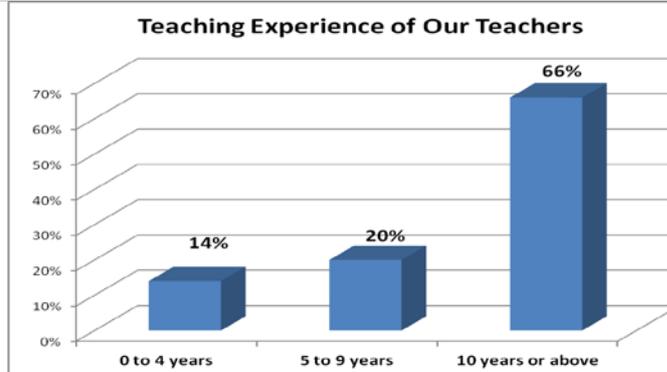
D. OUR TEACHERS

Academic Qualifications



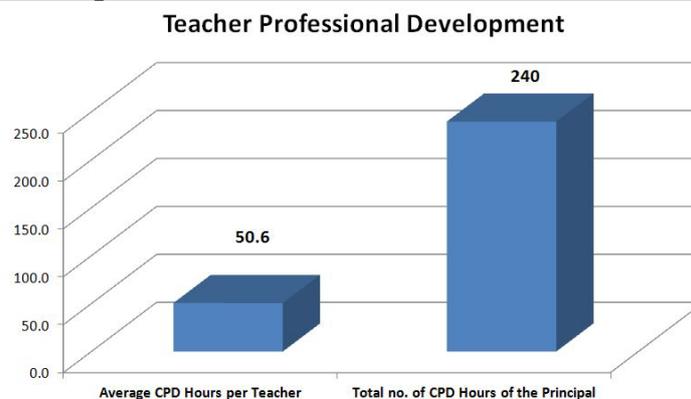
In 2016-2017, there were 57 teachers. Among them, 100% are Bachelor Degree holders and 98% have completed professional teacher training. In addition, 50% of the teachers have obtained Master's Degrees and 21% have received Special Education Training.

Teaching Experience



There were 57 teachers (including the Principal, the NET and the Teacher Librarian), of which 52 were in the regular staff establishment whereas the other 5 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 constituted a good balance of experienced teachers and young teachers. All English, Putonghua and content-subject teachers in the regular establishment have attained the language proficiency requirement.

Teacher Professional Development



It is a very positive sign that our teachers attained, on average, 50.6 hours of Continuous Professional Development (CPD) during the year of 2016-2017 even under a very tight teaching schedule for alignment with the changing demand of the education reform and with the school's major concern in building an effective learning community.

Up to the year 2016-2017, we have 14 teachers who had undergone training to cater for the SEN students.

Teachers Development Days (TDD)

The First Teachers Development Day

The first TDD was held on 23rd September 2016. The morning session was a visit to Pentecostal Lam Hon Kwong School and observed their implementation of e-learning. Programs included live lesson demonstration and sharing session. The noon session of the 1st TDD was a sharing of our students' SEN cases. The objective was to inform our teachers so that they could adjust their teachings and interactions with these students accordingly.

The questionnaire evaluation showed that more than 70% of the teachers expressed interest in learning more about e-learning and incorporating e-learning in their pedagogies in the future.

The Second Teachers Development Day

The second TDD was held on 24th October 2016. It was a movie appreciation jointly organized with Newman College, St. Francis Xavier's School Tsuen Wan, Tung Chung Catholic Secondary School and Raimondi College. Together with their teachers, we watched the documentary "Taste of Youth" and had a sharing session with film's production team afterward. The purpose was for the teachers to tap into the teenagers' world and listen to their voices. It also allowed teachers to share their views on the younger generations.

The post-TDD survey evaluation showed that more than 70% of the responding teachers had gained some insights about young people from the program, though the low response rate might put some uncertainty on the accuracy of the evaluation. The low response rate might be due to the new evaluation format of utilizing online questionnaire. It was suggested that the school could use both paper and the electronic formats for evaluation in the near future as a transition before fully employing cyber evaluation.

The Third Teachers Development Day

The third TDD was held on 24th March 2017. It was a visit to Christian Zheng Sheng College on Lantau Island. Through site visit, sharing by Dr. Chan and the students there, teachers were informed of the value, mission and challenges faced by Christian education towards the marginalized teens.

Post-TDD survey evaluation showed that close to 100% of the respondents had learned something from the trip and were inspired by the teachers and students of Zheng Sheng College.

E. MAJOR CONCERNS (Achievements and Reflection)

Major Concern 1:

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

I. The teaching competence is further enhanced by professional exchange.

One of the main approaches the school took to foster an effective learning community was to start with the teachers. By encouraging professional exchange both internally and externally, our teachers continue to improve their teaching competence.

a. Enhance the effectiveness of professional exchange by: arranging professional exchange with other schools and organizing lesson observations with teachers in other schools

For external professional exchange, the different subject panels, including Chinese language (C. Lang), English Language (E. Lang), Integrated Science (IS), Liberal Studies (LS) and Business, Accounting and Finance Studies (BAFS), organized multiple exchanges with teachers from schools such as Carmel Divine Grace Foundation Secondary School, Our Lady's College, Workers' Children Secondary School and STFA Tam Pak Yu College. The content of these exchanges including but not limited to: sharing of teaching materials, learning and teaching strategies, and conducting lesson observations. Besides, we also partnered with tertiary institutes to enhance our professional exchange experiences. The IS panel participated in the scheme "Self-directed Learning in Science" under the Centre of Information and Technology in Education of the University of Hong Kong to collaborate with a cluster of schools in conducting organized professional exchanges. Our LS teachers joined forces with the Liberal Studies School Network (Kowloon West) to share teaching experience through open lesson observations.

b. Encourage professional development of teachers by: encouraging teachers to attend short courses outside of school to enhance professional development of teachers

On top of professional exchanges with other schools, our teachers also engaged themselves actively in professional development by taking courses and CPD programs organized by different universities, EDB or Examination and Assessment Authority (HKEAA). On average, each of our teachers spent more than 50.6 hours in CPD.

c. Arrange professional exchange among teachers by: 1) sharing teaching experience in collaborative lesson planning (CLP) meetings and 2) sharing teaching resources on Aero Drive

In terms of internal professional exchanges, each subject panel organized panel-wide and form-wide collaborative lesson planning (CLP) and experience sharing sessions. Teacher feedbacks unanimously pointed out that CLP was conducive towards their professional development and building of teamwork. Moreover, each of our subject panels has setup channels to share teaching resources online such as uploading all their co-created materials onto the school's Aero Drive or Google Drive. The English and Chinese Language panels also collected exemplary writings from assignments and examinations for sharing and learning purposes. Teachers across different subject panels also conducted peer lesson observations and post-observation conferences to promote professional growth beyond their experienced subject areas.

II. The diversified learning needs of students are catered

To build an effective learning community, the students' diversified learning needs must be catered. In 2016-2017, the school had taken the following measures to address these needs.

a. Input more resources to offer enhancement and remedial courses

Many subjects offered enhancement courses for our high achieving students. English and Liberal Studies (LS) were the subjects that offer regular academic enhancement courses on Saturdays. In addition, the Physics, Chemistry, Biology, Chinese History, BAFS and Mathematics panels each

offered 6 periods of 2-hour enhancement lessons throughout the year. It was reported that the overall attendance rate improved to up to 85% which was really substantial given our students' busy schedules. All the course participants had found the courses useful in enhancing their knowledge in various subjects.

For our less able students, English Language and LS offered remedial courses to boost the participants' academic performances. The attendance of remedial courses was close to 70%, which was a very significant improvement compared to that of last year.

b. Encourage professional development of teachers by: 1) attending the thematic or intermediate SEN training offered by EDB and 2) conducting sharing sessions by experts

Another very important aspect of our work in catering for learners' diversity in 2016-2017 was the effort we put in helping the SEN students. Last year, the school sent a teacher to complete the elementary SEN training course, titled "Basic Course on Catering for Diverse Learning Needs" offered by the Education University. Many other teachers, especially the members of the Counselling Committee had invested their CPD hours heavily on SEN support.

c. Design graded learning tasks for students with diverse abilities by: 1) sharing teaching resources on Aero Drive, 2) designing graded learning tasks for students with diverse abilities, and 3) modifying assessment criteria for specific SEN students in language subjects

So far, subject panels including English Language, Chinese Language, LS, BAFS, Economics, Geography, Physics, Chinese History, Religious Studies and ICT had designed graded learning tasks for students with diverse abilities, especially those in the junior forms. All these materials were stored in the school server and shared among panel members.

The Chinese and English Language panels have also designed modified assessment criteria for specific SEN students based on suggestions given by HKEAA and our Counselling Committee.

This year, the school had also started to offer systematic support to our Non-Chinese Speaking Students (NCS) in their studies of the Chinese Language. Our support package included pull-out arrangement for their Chinese lessons, one-on-one tutorial, designing a special curriculum catered for NCS students.

d. Promote professional pedagogical development catering for different levels of students by: 1) organizing Teacher Development Day and 2) applying for School-based Support Service

The afternoon session of the first TDD last year was dedicated to the sharing of SEN cases (with parental consent). The aim of the sharing was to inform teachers to pay special attention and empathy to students with SEN. It also served to educate teachers with strategies to help and better communicate with these students based on professional advice given by our education psychologist.

III. Learning skills are enhanced by acquiring independent learning strategies.

An effective learning community is usually characterized by self-motivated students. This year, the school had implemented the following measures to promote independent learning.

a. Coordinate the number of projects in each form

To ease the academic pressure and to enhance the self-independent learning strategies, panel heads were reminded about the frequency of projects in the beginning of the term. However, it was found that there were not many projects in each level. The already existing project assignments were already well co-ordinated.

Should there be a need to have a better co-ordination in the number of projects so as to prevent clashing and hence overburdening our students, the school would do so in the future.

b. Provide resources for enhancing independent learning by:

1) opening one more study room and 2) encouraging peer learning groups in senior forms

An additional classroom was reserved for students to have private study after school. However, it was found that senior form students preferred going to public study room rather than staying behind for revision. So the usage of the study rooms was consistently low.

According to the venue booking records, many classrooms were reserved by teachers after school to provide ad-hoc study tasks, oral practices and short-term learning activities.

As for encouraging peer learning groups, teachers found it difficult to organize any regular in-school learning groups after school due to the tight schedules of our students. They were mostly engaged in various after-school activities and tutorial classes.

Form teachers were requested to help students to form peer learning groups at the beginning of the year, however, there were not any formal statistical data on how many peer learning groups were actually formed.

c. Encourage independent learning strategies by:

1) promoting note-taking skills in junior form students, 2) arranging sharing sessions focusing on ‘independent learning strategies’ for junior form students and 3) maximizing the use of student handbook

Some subjects such as Chinese Language and Geography had incorporated the acquisition of note-taking skills into their junior form curriculums to equip our students with an important tool for independent learning.

The school successfully organized seminars and sharing sessions focusing on independent learning strategies for our students through Form Assemblies and Form Teachers Period. According to feedbacks from form teachers, the activities were largely helpful.

Through the co-ordination work among Form Teachers, the school successfully promoted the atmosphere of independent learning through maximizing the use of the student handbooks. According to the FTs, most junior form students had formed the habit of recording down work-to-do in their student handbook. However, this good habit could be better developed among senior form students.

In terms of enhancing independent learning, alternative form of assessments such as project-based or presentation-based activities were used in some forms by subjects such Physics, Chemistry, ICT, Visual Art and BAFS. We believed these project-based activities could benefit our students in their non-academic talents and generic skills, such as teamwork, communication and presentation skills. These alternative assessment tools not only improved learning motivation, they also provided stages for those with less academic competence to demonstrate their strengths.

IV. The English environment and support measures are enhanced.

Though we pride ourselves as an EMI school with a long history of using English as the medium of instruction, we continued to promote the use of English outside of classrooms. This year, we had employed the following strategies.

a. Strengthen the use of English in the physical environment of the school campus by: 1) displaying students’ works in English and 2) putting up board messages and banners in English

English proverbs and quotations from famous persons were displayed at spotlight positions throughout the campus. All club and team display-board materials were renewed in October 2016 with content strictly following the school’s language policy, i.e. except for Chinese Language related clubs, all the texts had to be displayed in English or bilingually. Besides, students’ work written in English was displayed in the junior form classrooms, including a wide range of text-types, for instance: poems written in the English lessons, reflective essays from the Religious Studies lessons, marketing plans produced in the Business Fundamentals lessons and reports written in the music and I.S. lessons.

b. Strengthen the use of English in inter-personal communications by: 1) organizing English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment and 2) having public announcements/prayers in English (except PTH days and special events)

As before, we had the English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment. Last year, a total of 50 English Ambassadors were recruited. They were each assigned a number of duties, including giving a speech at the morning assembly, being in charge of 2 lunch-time vocabulary game sessions as well as attending the whole-school activities organized. In addition, except Putonghua Wednesday and special occasions like the National Day, all morning and afternoon assemblies were conducted in English, including prayers and announcements.

c. Enhance the effectiveness of learning English by:

1) promoting reading atmosphere and habit, 2) allocating more resources for English Language development, 3) encouraging students to participate in English Debate Competition and 4) reinforcing the LAC collaboration

The English panel and the library had pushed different reading schemes to promote the reading atmosphere and habit, especially for English books. According to the record, 100% of our junior form students had read at least 4 English books last year and more than 50% of our senior students had formed the habit of reading English newspaper regularly.

On top of that the English panel had put in extra resource in organizing English development activities and courses. As mentioned previously, the English enhancement courses across all levels had reached a very satisfactory attendance rate last year and all participants reported that they find the courses useful. On top of academic English courses, the panel also provided English Debating Course and Drama Course for our students to stretch their language competence. Activities such as English Lunchtime Public Speaking Forum, Radio Broadcast, English Week, inter-class and inter-house English Debate, Drama Competition and Film Appreciation had also served as valuable co-curricular activities promoting the learning of English. They also help to create a more immersive English speaking environment on campus.

The English Debating Team was rigorously reformed. New measures were put in place to recruit potential junior students. As mention earlier, English Debating meetings, training course and mock debates were organized on a regular basis with the help from teachers, alumni and professional instructors. Towards the end of the school year, the English Debating Team was able to find enough young recruits to formed two teams for external debating competitions next year.

As for LAC collaboration, Module packages of English & LS were developed, with emphasis on useful sentence patterns and essay structures. It was suggested that instead of developing more module packages in the coming years, evaluating all the existing materials would be very important to ensure their sustainability. The teachers involved understood more about the language needs of our students from their LAC collaboration last year.

Recommendations:

1. In the coming year, the school should continue to encourage professional exchange with external education bodies, especially on the subject of Chinese Language, Liberal Studies and a few other electives. On top of that, the school should reserve a session of TDD for professional exchange with other schools.
2. The school should consider inviting the Quality School Improvement Project (QSIP) team from CUHK to help improve our teaching effectiveness through workshops on “Assessment for Learning & Teaching” and to help improve our panel heads’ ability to align the appraisal standards through workshops and shadowing.

3. To further improve L&T through professional training, it was recommended that the school should join the Lighthouse Schools Program HK (LSPHK) to help targeted teachers to improve their knowledge on analyzing statistical data.
4. The school would again remind all teachers to focus their effort during CLP on tailoring for learner diversities and send at least four teachers to attend the thematic or intermediate SEN training.
5. Due to the good attendance and response from our students regarding the enhancement courses, the school recommended that the courses would continue to be offered next year Academic Affairs Committee.
6. Since only one teacher attended the Elementary SEN course this year. The school should send at least four teachers to attend the thematic or intermediate SEN training next year.
7. This year, a sharing session in TDD had been used to address the needs of SEN students. For the coming year, a TDD should be reserved for equipping teachers with knowledge in helping students with emotional needs.
8. Since the usage of the Study Room was found low. Instead of opening more room as Study Room, the school could improve on current facility to make a better Study Room such as renovating the library and change it into a place for private studies.
9. To inspire students to take initiative in their studies, the school would continue to try invite alumni to give sharing on self-directed learning and learning strategies during FA sessions next year.
10. Since the school had implemented a change in homework collection mechanism to free up time for the Regular FA period. The school would encourage FT to better use the FA period to promote self-directed learning.
11. Good work had been done last year in promoting an immersive English speaking environment on campus, the Language and Reading Enhancement Committee should continue to coordinate the use and display of English in the physical environment of the school campus.
12. Based on the report from the teacher-in-charge of the English Debate Team, the school recommended that the team should provide more formal training for members on debating skills.
13. To promote professional pedagogical development catering for different levels of students, the school should organize more sharing sessions during Staff Meetings.
14. In light of the recent update in secondary education curriculum, the school should apply for School-based Support Service to promote STEM education.

Major Concern 2:

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

To address the concern for the character-building side of education, the school had taken the following steps this year:

I. Students live out the spirit of our school motto.

a. Enhancing the spirit of school motto by setting up a School-based Award Scheme

Special meetings were called to review our current activities and awards in order to form a school-based award scheme for students able to live out the school motto. However, the feasibility study had identified several difficulties in an award system in this area. First, many of the attributes associated with our school motto were difficult to be quantified. It would be hard to set up criteria to make a fair and accurate judgment on who should be the winners. Second, the school worried that the award might encourage utilitarianism in character building which would contradict our original intention. In consideration of the difficulty of quantifying the attributes and making a fair judgment for, the plan to set up a School-based Award Scheme to promote the school motto was scrapped.

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

a. Consolidate ‘Self-discipline’ and ‘Respect’ in junior forms across the curriculum by:

1) including these topics in RSC and MCE, 2) selecting relevant teaching resources and activities inculcating the two qualities, 3) incorporating a small scale Positive Discipline Programme in F.1 MCE curriculum and FA lessons and 4) inviting alumni to share the importance of the two qualities in FA lessons

The school has embedded these two topics in the curriculum of Religious Studies (RS) for F.5 - 6 and Moral and Civic Education (MCE) for all the forms. These two values had been well-covered. The Chinese Language Panel included enough course materials with the theme “Self-discipline” and “Respect” in its junior form curriculum.

The English Language panel continued to use the movie “Like Stars on Earth” with the theme -“respect” in F.1 movie appreciation. For F.2 students, the panel used “Respecting Others” as the theme for different inter-class competitions and all F.3 students were asked to write an autobiographical poem about self-discipline.

This year, the school had used FA sessions to conduct the Positive Dynamics Programme in order to promote positive atmosphere in the junior forms.

b. Embed the ethos of ‘Self-discipline’ and ‘Respect’ in the hidden curriculum by:

**1) refining clear regulations and implementing daily classroom routines and
2) devising behavior guidelines of the above qualities and request students to follow**

According to the report from the Discipline Committee, “Class routine setting” was successfully introduced to F.1 to 5 classes at the beginning of the academic year. Each class sets 3 unique classroom regulations which based on their class atmosphere and characters. All classes could complete the task and posted their class routine on the notice board after the Form-teacher period. The positive behaviors were emphasized in the regulation setting, such as “Respect classmates”, “Wait patiently for teacher’s attention”, etc, which align with the targets set in the annual report. According to reports from FTs, most of the students observed daily classroom regulations with no troubles. Starting from this year, other than the regular prizes for students receiving the Conduct Awards, at the end of the school year, all students who were nominated by teachers to compete for the Conduct Award were all given a good point to reward and promote good behaviors.

c. Organize related activities for students to enhance the qualities of the school motto by: 1) inviting student leaders to attend Marist Camp and 2) inviting alumni to share how they live out the spirit of school motto

In conjunction with the celebration of the 200th Anniversary of the foundation of our School Sponsoring Body, the Marist Brothers, the school helped organize the Marist Camp, in which students could learn much of the Marist Spirit where our school motto based on. 3 of our students have joined the camp along with students from other Marist schools from Malaysia and Singapore.

ii. Students should be resolute in action by being confident, responsible, resilient and able to achieve their goals.

a. Incorporate ‘Confidence’, ‘Responsibility’, ‘Resilience’ and ‘Self-actualization’ in senior forms across the curriculum by: 1) including the above topics in RSC and MCE, 2) selecting relevant teaching resources and activities inculcating the above qualities and

3) inviting guests to share the importance of the above qualities and how to develop these qualities

The four target qualities were part of the lesson topics in the current MCE curriculum for F.1 - F.6. Continuing their good work from last year, the Chinese Language panel incorporated the four qualities in two of their lesson materials for the senior forms and the English Language Panel, use the article “The Mountain Accident” and the movie “About a Boy” both with the theme of resilience as part of the course materials for F.4 and F.5.

In one of the F.4 FA sessions, the school invited alumnus Dr. Siu to give a talk regarding the four target qualities to senior form students.

b. Organize related activities for students to enhance the qualities of the school motto by: 1) organizing outward bound activities for F.5 students, 2) encouraging F.4 and F.5 students to take up leading roles in activities so as to be more responsible and confident and 3) assigning F.6 students to be ‘Little Teachers’ to help F.1 to F.4 students to prepare for the final exam

During the post-exam period, a film appreciation using the movie “Flying Colors” was organized for the F.5 students’ to promote resilience and self-actualization.

To promote confidence, self-actualization and the sense of responsibility, F.4 and F.5 students were encouraged to take up leadership roles in school activities. Towards the end of the school year, more than 50% of our senior students had taken up leadership roles in clubs, school teams and house committees.

For F.6 students, after they finished their HKDSE, the school invited them to be ‘Little Teachers’ to help F.1 to F.4 students in the final examinations preparation classes. Overall speaking, 7 pre-final tutorial classes were organized. They were extremely welcomed by the attendees. The overall attendance was close to 100% and the online feedbacks collected were very positive, the average score was 4 out of 5.

c. Provide ample counseling and career guidance support by: 1) conducting activities to help F.3 to F.6 students set their career and life planning, 2) conducting individual counseling for F.6 in preparing for their future studies and 3) deploying extra manpower to cater for students’ needs for counseling support

The Career Guidance Committee had conducted career and life planning activities to help F.3 to F.6 students planning ahead for their future. The feedback survey showed that more than 85% of the participants were satisfied with the programs.

For our F.6 students, the school provided individual counseling for each of them to help them prepare for their future studies. Reports showed that the attendance rate for these individual counseling sessions was 100%.

This was the first year for our Careers Guidance Committee to organize our own Career Expo, which included a keynote speech and two sharing sessions. The feedback survey showed that more than 90% of the 120 plus participants agreed that the Career Expo helped them understand their field of interest better. 30 F.4 and F.5 students also joined an extra Career Expo organized by YTM Liaison Committee and the Chinese Chamber of Commerce to widen their horizon in different professions.

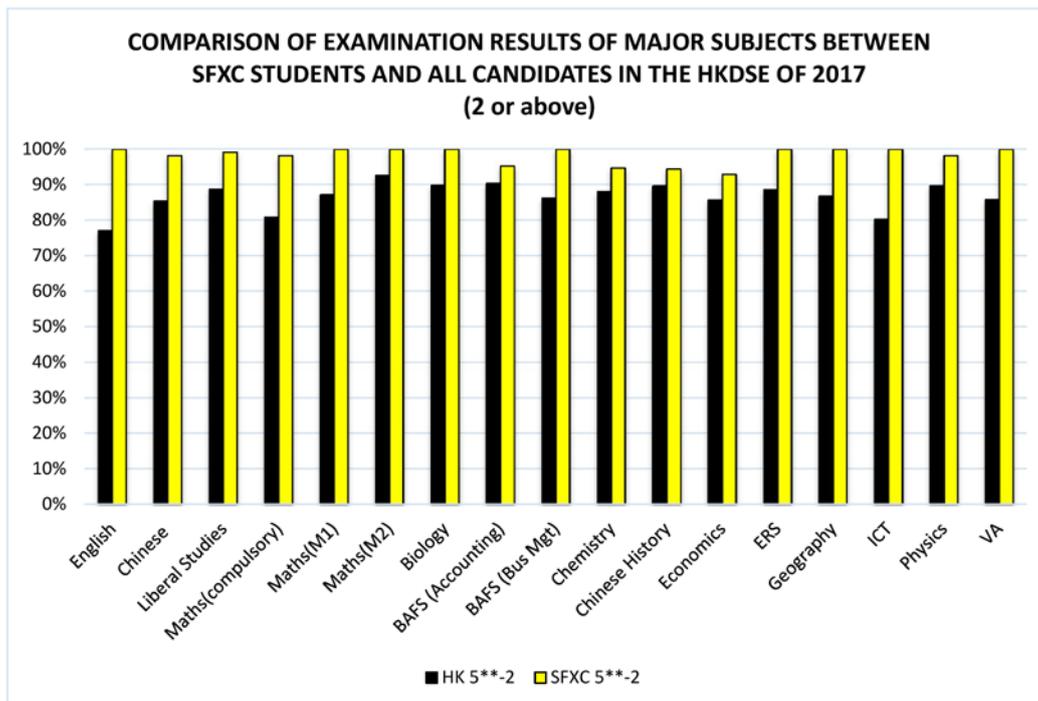
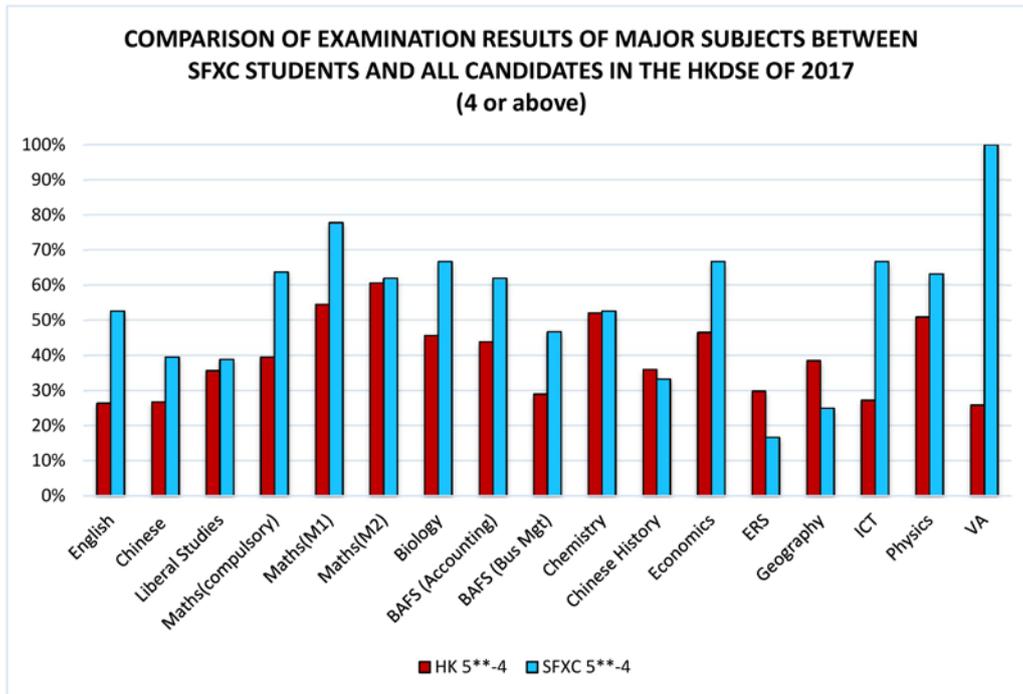
To provide better emotional support and counseling to our students, the school employed an additional school-based social worker (SSW). He cooperated with our existing SSW and the counseling committee to work on individual support cases with a special emphasis in dealing with addictions.

Recommendations:

1. Based on the work done by the RS and MCE panels, the school recommended that both panels should continue to promote the school motto through the formal curriculum.
2. The Positive Dynamics Program had been found useful based on feedback, it was suggested to be used again in the coming year in F.1 and F.2, and also better cooperate with FTs to promote a positive atmosphere in classrooms.
3. The school recommends that the practice of inviting alumni to give sharing on the 6 target qualities should be carried on to next year. The school would continue to ask the alumni helping out in the mentoring scheme to highlight the qualities in their contacts with the students.
4. The school successfully set up classroom regulations in all classes this year, the practice should continue.
5. The practice of giving good points to all the nominees of the Conduct Award was only done to F.1 to F.5 this year. It was hoped that it could be fully implemented next year.
6. Based on the school's observation that our students cared deeply about their studies and the good responses we received from participants of the examination preparation classes, the school recommends that these classes taught by "Little Teachers" should continue to be offered next year and even be expanded in scale.
7. Based on the good feedback from students, the 1st SFXC Career Expo was considered very successful. This useful and practical event should be carried on.

F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

Students' Performance in Public Examination Hong Kong Diploma of Secondary Education Examination 2017



Statistics of pathways of 2016-2017 F.6 graduates

No. of graduates (2017)		
Admitted to local degree programmes	62	54.4%
HKU	12	10.5%
CUHK	7	6.1%
HKUST	12	10.5%
PolyU	8	7.0%
CityU	9	7.9%
HKBU	3	2.6%
LU	1	0.9%
EdUHK	1	0.9%
Open U	2	1.8%
Others Higher Institutes	7	6.1%
Taking associated degree programmes	35	30.7%
Taking higher diploma programmes	8	7.0%
Taking overseas courses	7	6.1%
Taking foundation diploma programmes	2	1.8%
Engaging in full-time jobs	0	0.0%
Re-attempting HKDSE	0	0.0%
Total	114	100.0%

G. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2016-2017

Inter-School Activities Achievements in 2016-2017

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

Events	Division	Grade			
		A	B	C	Overall
Basketball Competition	II (Kowloon)	3	6	6	5
Football Competition	II	8	7	7	18
Hockey Competition	II	-	-	-	4
Swimming Championships	II - <i>Team</i>	14	10	12	13
Athletics Championships	II - <i>Team</i>	5	20	9	11
Badminton Competition	II (Kowloon) - <i>Team</i>	5	5	7	9
Table-Tennis Competition	III (Kowloon Three)	6	5	4	4
Fencing	N/A	-	-	-	10

2. The 68th Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
Champion	2	---	---
1st Runner-up	2	---	1
2nd Runner-up	---	1	1
Certificate of Merit	9	5	6
Certificate of Proficiency	---	3	3

3. The 69th Hong Kong Schools Music Festival

Awards	Number of Winners
Champion	Solo 1
1st Runner-up	Choir 1, solo 3
2nd Runner-up	2
Certificate of Honor	2
Certificate of Merit	23
Certificate of Proficiency	5

4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Chinese Panel	第十六屆《基本法》多面體——全港中學生辯論賽	-中文辯論隊獲粵語組全港亞軍、九龍區冠軍 -外圍賽、分區第一回合複賽、分區初賽、分區總決賽最佳辯論員	香港基本法推介聯席會議
	星島第三十二屆全港校際辯論比賽	分區第二及第三回合最佳辯論員	星島日報、英文虎報與教育局合辦
	第十屆鳴辯盃中學生辯論賽	第一輪第二回合初賽、第二輪初賽及第三輪初賽最佳辯論員	鳴辯無限
	第三屆華辯盃	初賽最佳辯論員	香港華語辯論會
	第十屆聯校文學創作比賽	-新詩高級組冠軍	協恩中學主辦， 文理書院、民生書院、 英華書院、喇沙書院及 聖芳濟書院協辦
English Language Panel	The 11 th 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	Term 2 Division's 1 st Runner Up	HKSS Debating
	The 21st Hong Kong Schools Chinese & English Penmanship Competition	Finalist	Hong Kong Professional Teachers' Union and Hong Kong Pen Calligraphists' Association
	Daily Readers "Read Out Loud" Competition 2016-2017 (Hong Kong and Macao District)	Second Place	KEA Learning International Limited
	English Drama Fest 2017	Outstanding Spoken English	The Association of English Medium Secondary Schools
Mathematics Panel	第十六屆培正數學邀請賽決賽	Finalist	香港培正中學主辦
	中學生統計創意寫作比賽	八強	香港統計學會
	第十九屆香港青少年數學精英選拔賽	二及三等獎	保良局及香港數理教育學會合辦
	2017《華夏杯》初賽	一、二及三等獎	香港數學奧林匹克協會
	2017《華夏杯》晉級賽	一等獎及三等獎	香港數學奧林匹克協會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	2017《華夏杯》總決賽	二及三等獎	香港數學奧林匹克協會
	2017《港澳盃》初賽	金、銀及銅獎	香港數學奧林匹克協會
IS Panel	2017 國際初中科學奧林匹克 - 香港選拔賽	三等獎	香港資優教育學苑
Physics Panel	2016 香港物理奧林匹克競賽	優異獎	香港資優教育學苑
	全港學界天文問答比賽 2016	冠軍	香港中文大學
	香港聯校天文協會天文問答比賽 2016	季軍	香港聯校天文聯會
	2016 高中數理學科比賽	高級優異獎、優異獎、優良獎	香港理工大學
BAFS Panel	企會財考試	傑出學生獎	香港會計師公會
	JA 學生營商體驗計劃	- 亞軍一校本組 -最佳匯報獎、創意及創新獎、企業可持續發展獎 - 最有價值隊員獎 -最佳公司總裁最後四強 -最佳科技部門主管最後四強	國際成就計劃香港部 (JA)
ICT Panel	香港電腦奧林匹克競賽	銀獎 1 名	教育局及香港電腦教育學會
Music Panel	「2017 好聲音@油尖旺」歌唱比賽	優異獎 2 名	油尖旺區校長會主辦
	2016 香港青年音樂匯演—管樂團比賽	中級組銀獎	康樂及文化事務署
	聯校音樂大賽 2017	中學木管樂合奏金獎	香港聯校音樂協會
Visual Arts Panel	第十六屆全國少年兒童美術書法攝影大賽	一等獎 2 名、二等獎 11 名及三等獎 18 名	中國少年兒童美術書院
	『實踐公益樂助人 團結和諧愛我家』文件夾封面設計比賽	優異獎	公益少年團
	九龍倉全港中學生繪畫比賽 2016-2017	優異獎	九龍倉集團有限公司
Fencing Team	2017 深港澳劍擊系列賽	男子青年重劍甲組冠軍	康樂及文化事務署主辦
	隊際外展劍擊（花劍）比賽 2017	冠軍	康樂及文化事務署

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	劍擊隊際邀請賽 2016	第四季公開組男子組花劍季軍	ByJOSS Limited
Table Tennis Team	2016-2017 中學校 際乒乓球比賽	九龍（第三組）男子丙組殿軍	香港學界體育聯會— 港島及九龍地域中學 分會
Football Team	2016 共融盃七人 足球比賽	亞軍	港雋動力青年協會
Athletic Team	中學校際田徑錦 標賽（第二組	-甲組 400 米跨欄冠軍 -甲組 400 米季軍； -甲組跳高冠軍； -甲組 100 米殿軍； -乙組擲鐵餅殿軍； -乙組跳高殿軍； -丙組 100 米季軍	香港學界體育聯會
Orienteering Team	Y2Y 雙公園定向 巡迴賽 2016	MA 組賽事第一、二、三、四站及總成 績冠軍	香港定向總會
	2016 香港定向排 名聯賽—短距離	M14 組別亞軍	香港定向總會
	2016 - 2017 年 學界分區野外定 向錦標賽	-MB-KLN 組別亞軍	香港定向總會
	2016 年香港野外 定向會短途公開 聯賽	M18 組別賽事第一分站及第二分站亞 軍	香港定向總會
	GO OUT 野外定 向賽 2016	MC 組別賽事季軍	香港定向總會
	2017 都會定向會 短途二重奏 暨 香港定向排名聯 賽—短距離	M16 組別亞軍	香港定向總會
	2016 - 2017 全 港青少年野外定 向錦標賽	M16 組別亞軍	香港定向總會
	第四屆校際定向 錦標賽一百米定 向賽	-初中男子組冠軍 -初中男子組亞軍 -高中男子組冠軍	香港定向總會
	第五屆校際定向 錦標賽暨公開賽 2017 團隊賽	初中男子組冠軍	香港定向總會
Swimming Team	2016-2017 中學校 際游泳比賽（第二 組）	-獲甲組 200 米捷泳殿軍； -乙組 200 米捷泳殿軍 -乙組 50 米蝶泳殿軍； -丙組 100 米蛙泳殿軍	香港學界體育聯會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Life-wide Learning Committee	義工體驗行 2016	2016-2017 年度油尖旺區優秀青年活動	民政事務局及青年事務委員會合辦
	義工運動	- 團體/機構嘉許狀金狀 - 服務 10,000 小時嘉許狀 - 22 位同學獲義務工作嘉許狀金狀 - 36 位同學獲義務工作嘉許狀銀狀 - 59 位同學獲義務工作嘉許狀銅狀	社會福利署
Student Affairs Committee	第七屆油尖旺區 學生獎勵計劃	優異獎 2 名	旺角街坊會與國際聯 密佛教慈航會
	2016-2017 油尖旺 區傑出學生選 舉—中學及專業 書院組	傑出學生金獎	油尖旺區校長會

H. FINANCIAL CONSOLIDATION 2016-2017

1. Financial Summary:

The IMC of St. Francis Xavier's College					
Income and Expenditure Account for the year ended 31 August 2017					
A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Accumulated Surplus (Deficit) brought forward
		\$	\$	\$	\$
A2701	Expended Operating Expenses Block Grant (EOEBG)				
501	EOEBG	2,988,507.20	-	-	2,988,507.20
	School Specific				
502	Administrative Grant	1,454,922.49	3,613,745.90	3,094,732.29	1,973,936.10
503	Capacity Enhancement Grant	(196,795.55)	588,202.00	607,708.63	(216,302.18)
504	Composite Information Technology Grant	156,031.19	390,255.00	386,510.62	159,775.57
505	Noise Abatement Grant	265,649.02	534,517.00	395,768.63	404,397.39
	Non-School Specific				
600	Baseline Reference	5,369,210.21	1,747,647.58	-	7,116,857.79
603	Composite Furniture & Equipment Grant	(1,798,367.29)	-	1,213,378.90	(3,011,746.19)
604	Subject Grant	(462,450.82)	-	153,253.24	(615,704.06)
606	Lift Maintenance Grant	(150,205.17)	-	54,277.43	(204,482.60)
607	Prog Fund for WSA to Guidance & Discipline	(438.72)	-	12,691.99	(13,130.71)
608	Supplementary Grant	(205,297.74)	-	30,069.00	(235,366.74)
609	School & Class Grant	(3,157,051.86)	42,874.37	850,265.03	(3,964,442.52)
610	Training & Development Grant	(27,642.60)	-	1,240.00	(28,882.60)
	EOEBG Total	4,236,070.36	6,917,241.85	6,799,895.76	4,353,416.45
	Non-EOEBG				
A1017	Salary Grant				
001	- Teaching Staff	-	39,159,391.46	39,159,391.46	-
003	- Lab Tech	-	1,094,805.00	1,099,405.00	(4,600.00)
A1018	Employer's Cont to PF Scheme for NT	-	264,884.98	264,884.98	-
A1009	Rent and Rates	0.28	542,000.00	542,000.00	0.28
A1011	Home School Co-operation Project	-	15,267.00	15,267.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	128,290.16	128,290.16	-
A1088	School-based After-school Learning & Support	108,000.00	2,935.00	13,135.00	97,800.00
A1092	Teacher Relief Grant	321,902.50	1,981,144.37	1,608,324.83	694,722.04
A1101	Learning Support Grant for Sec. Sch	-	384,300.00	350,161.00	34,139.00
A1107	Diversity Learning Grant (Other Programmes)	91,000.00	84,000.00	103,120.00	71,880.00
A1109	Fractional Post Cash Grant	61,023.94	340,128.00	54,161.73	346,990.21
A1114	Extra Senior Secondary Curriculum Support Grant	269,654.70	-	-	269,654.70
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	530,000.00
A1118	Senior Secondary Curriculum Support Grant	522,655.07	45,000.00	567,655.07	-
A1124	Career and Life Planning Grant	108,312.00	-	108,312.00	-
A1126	Enhanced Funding for Non-Chinese Speaking Students	-	50,000.00	22,848.00	27,152.00
A1127	Fourth Strategy on IT in Education - One-off IT Gr	162,170.00	-	161,550.00	620.00
A1129	Strengthening School Administration Management (SAM) Grant	250,000.00	-	250,000.00	-
A1132	Transitional Career and Life Planning Grant	-	100,000.00	61,469.25	38,530.75
A1133	One-off IT Grant for e-Learning in Schools	-	199,450.00	-	199,450.00
A1134	One-off Grant to Sec Sch for the Promotion of STEM	-	200,000.00	28,218.00	171,782.00
A1062	Substitute Teacher Grant	146,030.99	-	-	146,030.99
A1754	Jockey Club Life Wide Learning Fund	-	41,778.80	41,778.80	-
A1759	Recruitment of Native-speaking English Teacher (NET)	-	-	4,760.00	(4,760.00)
	Non-EOEBG Total	2,570,749.48	44,633,374.77	44,584,732.28	2,619,391.97
	Government Grants Total	6,806,819.84	51,550,616.62	51,384,628.04	6,972,808.42
	SCHOOL FUND				
A1701	Subscription A/C	3,388,754.52	403,060.64	751,922.36	3,039,892.80
A1751	Student General Affairs	-	528,711.50	528,711.50	-
A1752	SFXC Foundation (for Additional Teachers)	-	893,172.33	875,219.33	17,953.00
A1753	SFXC Education Fund	(42,900.00)	243,000.00	200,100.00	-
A1757	SFXC60	1,151,919.72	(9,591.00)	311,796.00	830,532.72
	School Fund Total	4,497,774.24	2,058,353.47	2,667,749.19	3,888,378.52
	TOTAL	11,304,594.08	53,608,970.09	54,052,377.23	10,861,186.94
	Balance of Bank Accounts:				
	Funding Source	Current Account	Fixed Deposit	Cash in Hand	
		\$	\$	\$	
A5001/A5201	Government Fund	(788,003.04)	5,011,909.46	N/A	
A5002/A5202	School Fund	2,284,599.17	5,517,558.52	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

2. Report on the use of Diversity Learning Grant 2016-2017

Balance brought from 2015-16	91,000.00
DLG (OP) received in 2016-17	84,000.00
Total:	175,000.00
Expenditure	
English drama workshop	9,900.00
社區文學創作坊	32,488.00
中五寫作拔尖	2,090.00
中六寫作拔尖	4,712.00
Enhancement course for elite students in Maths.	9,280.00
Publishing a Maths Magazine by elite students	11,600.00
Enhancement course for elite students in Physics	4,800.00
Enhancement course for elite students in ICT	2,000.00
Enhancement course for elite students in Maths., Phy., Chem., Bio., M2, BAFS, C. Hist	14,400.00
Classification of HKDSE Questions by topics for elite students in BAFS	2,450.00
Ad Hoc Enhancement course for elite students in Physics	3,000.00
Ad Hoc Enhancement course for elite students in Chemistry	2,400.00
Network Programme (E&RS)	4,000.00
Total:	103,120.00
Amount Refundable to EDB	0.00
Balance carried forward to 2017-18	71,880.00

3. Report on the use of Careers and Life Planning Grant 2016-2017

Balance brought from 2015-16	108,312.00
CLP received in 2016-17	0.00
Total:	108,312.00
Expenditure	
Purchase of reference	320.00
Banner Creation	850
Delivery fee of F3 & F5 booklets	200.00
NGO Subsidy of F.6 Mock interview workshop	7,030.50
Teacher Assistants' salary & MPF	98,311.50
F4 university visits coaches rental expenses	1,600.00
Total:	108,312.00
Amount Refundable to EDB	0.00
Balance carried forward to 2017-18*	0.00

*Since the balance of the CLP Grant account reached zero and no further funding will go into this account, the account will be closed and no further account activity will be reported in the future.

4. Report on the use of Transitional Careers and Life Planning Grant 2016-2017

Balance brought from 2015-16	\$0.00
CLP received in 2016-17	100,000.00
Total:	100,000.00
Expenditure	
Mentorship Scheme expense	854.00
NGO Competition preparation and rental	240.00
NGO Subsidy of F.6 Mock interview workshop	2119.50
Teacher Assistants' salary & MPF	49,155.75
NGO F.3 Life Planning workshop service fee	4,200.00
NGO F.2 Post exam Career Activities service fee	4,900.00
F4 university visits coaches rental expenses	1,600.00
Careers Team Mis. Expenses	250.00
Total:	61,469.25
Amount Refundable to EDB	0.00
Balance carried forward to 2017-18	38,530.75

5. Report on School-based After-school Learning & Support Programmes (2016-2017)

Information on Activity Organized in 2016/2017 Academic Year under the Programme											Total Allocation:	13,135.0
Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses (\$) per student	Name of Service Provider	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 長者服務體驗日	1	100	11/5/2016	45	香港遊樂場協會旺角青少年綜合服務中心	Attendance Record	45	0	1	0	\$45.00	
2 F.1 Picnic F.2 Picnic	18 13	100	11/25/2016	40	SFXC	Attendance Record	40	3 1	15 12	0	\$1,240.00	
3 學生四會春耕體驗營	5	100	13/4/2017- 15/04/2017	200	九龍西區各界協會	Attendance Record	200	1	4	0	\$1,000.00	
4 F.3 Post Exam Activity	23	100	3/7/2017- 6/7/2017	160	SFXC	Attendance Record	160	2	21	0	\$3,680.00	
5 中三個人成長發展計劃	23	100	24/11/2016- 25/11/2016	150	SFXC	Attendance Record	150	2	21	0	\$3,450.00	
6 F.4 Post Exam Activity	13	100	7/4/2017	160	SFXC	Attendance Record	160	1	12	0	\$2,080.00	
7 F.4 Picnic	5	100	11/25/2016	100	SFXC	Attendance Record	100	0	5	0	\$500.00	
8 F.5A Picnic F.5B Picnic	2 7	100	11/25/2016	150 120	SFXC	Attendance Record	150 120	0	2 7	0	\$1,140.00	
							Total:	10	100	0	\$13,135.00	

6. Report on the use of Jockey Club Life-wide Learning Fund (2016-2017)

Information on Activity Organized in 2016/2017 Academic Year under the Programme											Total Allocation:	\$41,778.80
Name of Learning Activities (Teacher I/C)	Actual no. of Grant Benefi- ciaries Served	Averag- e Attend- ance 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 Music School Team Uniform	2	100	2016-2017	480	Attendance Record	100	0	1	1	\$960.00		
2 16-17 Music Instrumental Courses (Lesson1-30)	5	80	9/2016-6/2017	3450	Attendance Record	3450	0	0	5	\$17,250.00		
3 公益少年團聯校義工活動	1	100	19/2/2017-18/3/2017	60	Attendance Record	60	0	0	1	\$60.00		
4 歷史文化探索之旅	2	100	3/7/2017-7/7/2017	1424.4	Attendance Record	1424.4	0	0	2	\$2,848.80		
5 上海交流團2016-2017	1	100	5/7/2017-10/7/2017	1500	Attendance Record	1500	0	0	1	\$1,500.00		
6 F.1-2 Picnic	23	100	25/11/2016	40	Attendance Record	40	0	0	23	\$920.00		
7 學生四會春耕體驗營	3	100	13/4/2017-15/4/2017	200	Attendance Record	200	0	0	3	\$600.00		
8 F.3 Post Exam Activity	8	100	3/7/2017-6/7/2017	160	Attendance Record	160	0	0	8	\$1,280.00		
9 中三個人成長發展計劃	8	100	24/11/2016-25/11/2016	150	Attendance Record	150	0	0	8	\$1,200.00		
10 河源義教服務體驗團	5	100	16/7/2017-22/7/2017	2700	Attendance Record	2700	0	1	4	\$13,500.00		
11 F.4 Post Exam Activity	5	100	7/4/2017	160	Attendance Record	160	0	0	5	\$800.00		
12 F.4 Picnic	2	100	11/25/2016	100	Attendance Record	100	0	0	2	\$200.00		
13 F.5A Picnic F.5B Picnic	2 3	100	11/25/2016	150 120	Attendance Record	150 120	0 0	0 0	5	\$660.00		
						Total:	0	2	68	\$41,778.80		