

St. Francis Xavier's College



Annual School Report (2017/2018)

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.

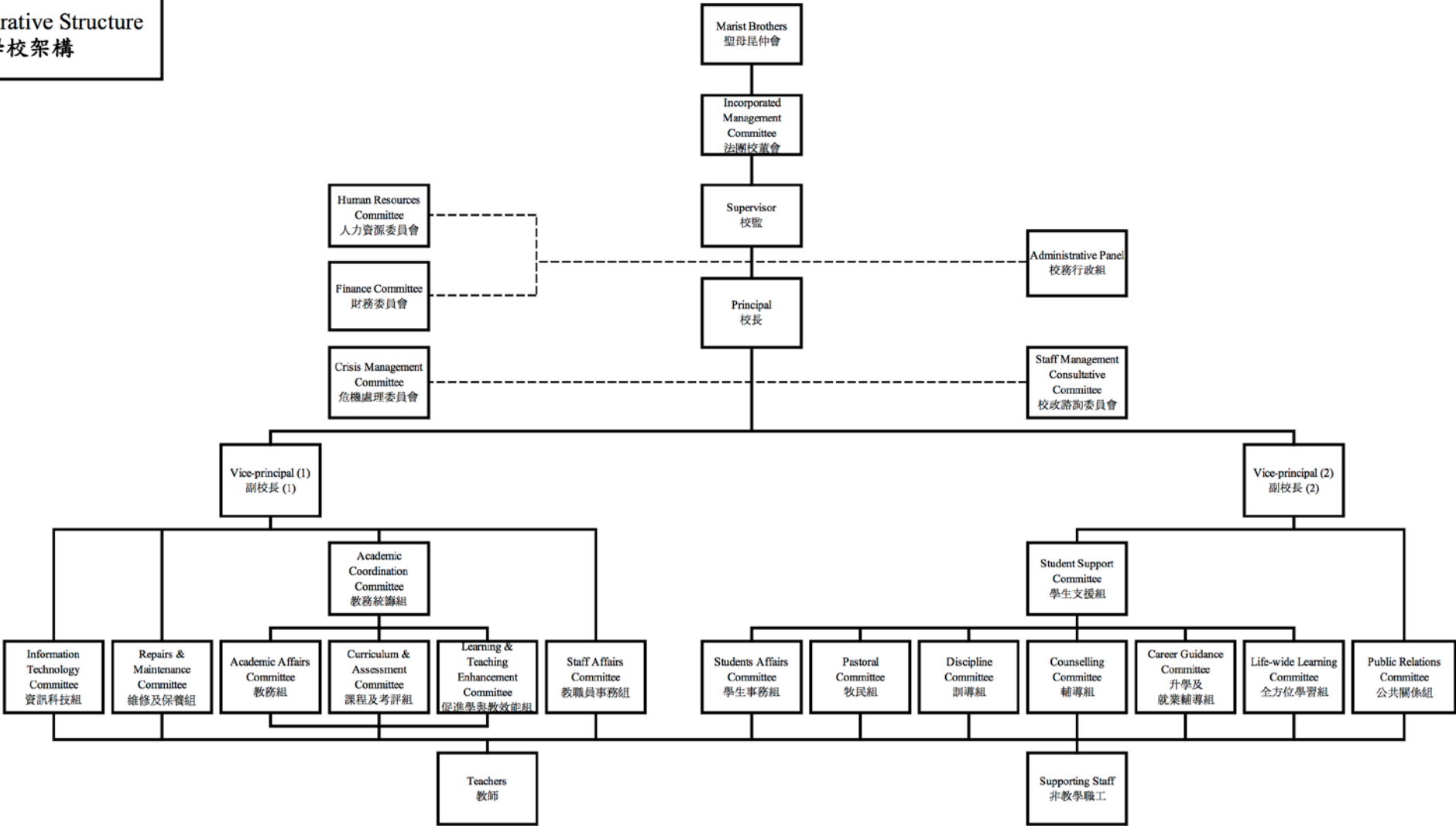
Incorporated Management Committee of St. Francis Xavier's College

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

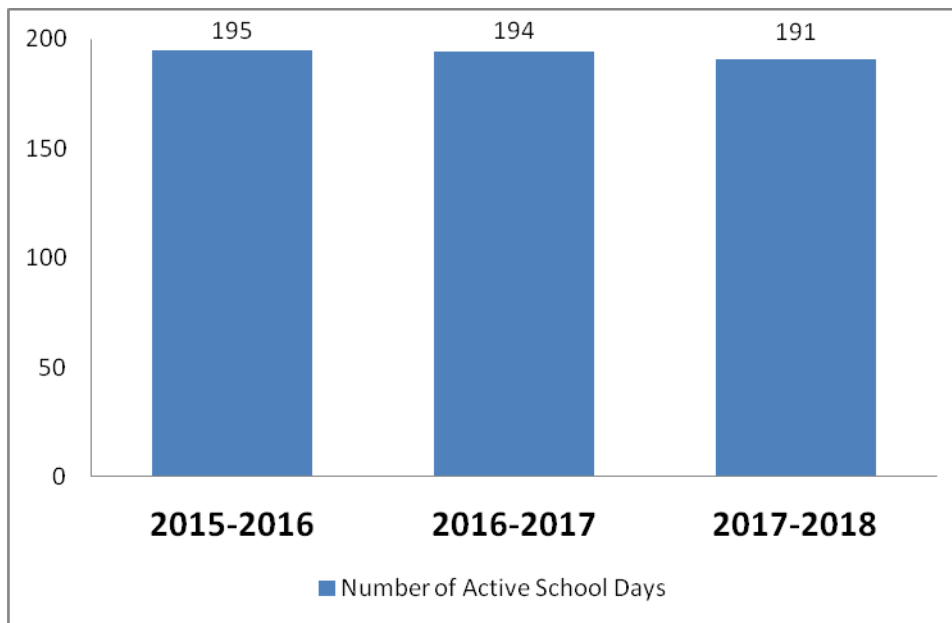
Categories of Managers	Number of Managers	Number of Alternate Managers
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

School Administration Chart

Administrative Structure
學校架構

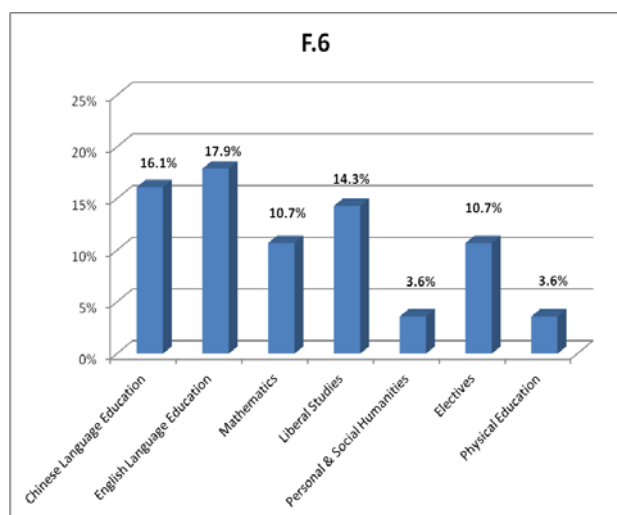
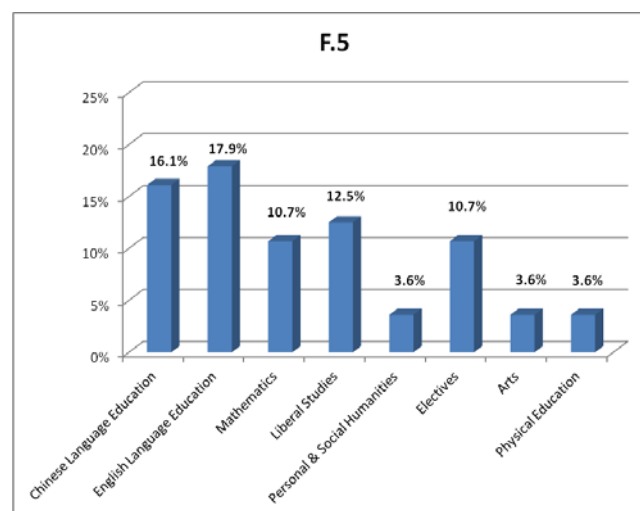
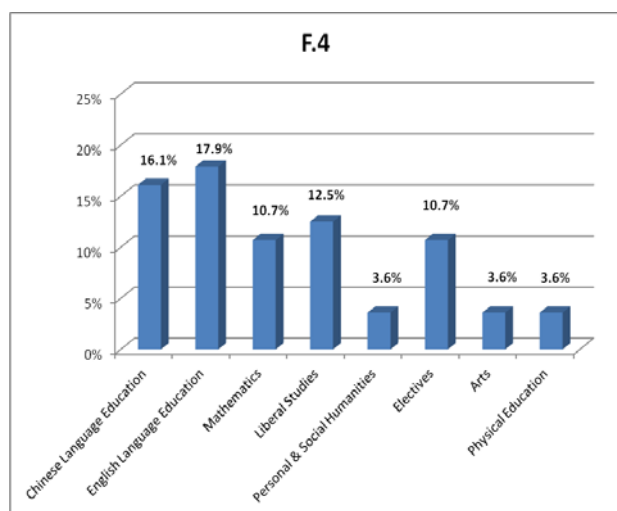
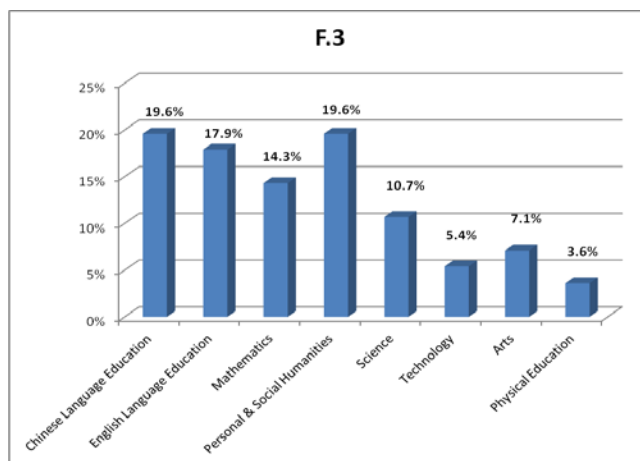
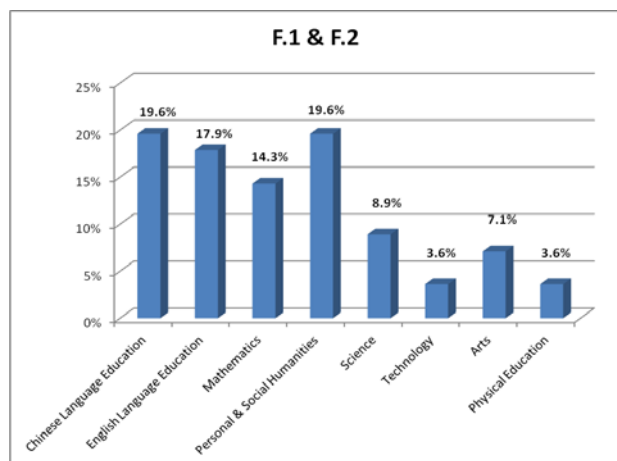


Number of Active School Days



Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, Swimming Gala, Christmas party and Feast Days 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

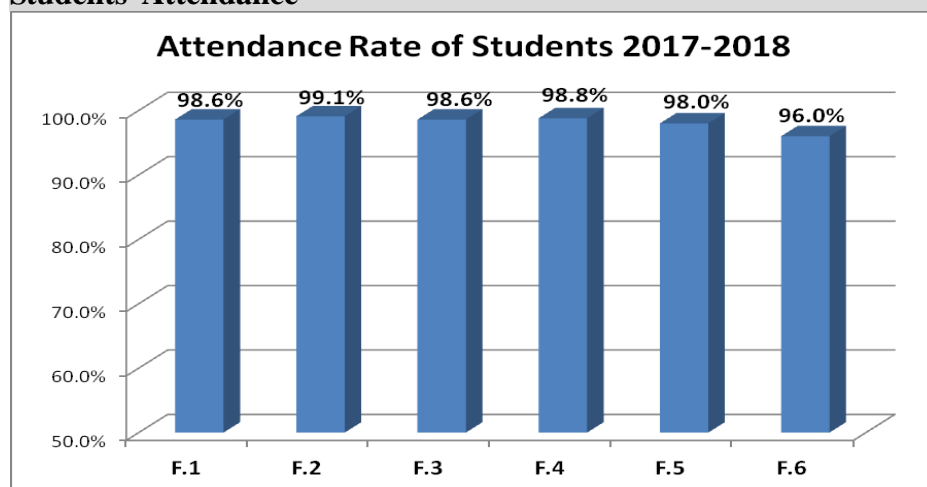
Enrolment

There were 27 classes in total in the year 2017-2018. The government set the maximum numbers of students in F.1 to F.6 to be 32, 32, 32, 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 2017-2018, the school used school funds to implement small class teaching in F.1, F.2 and F.3, 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.

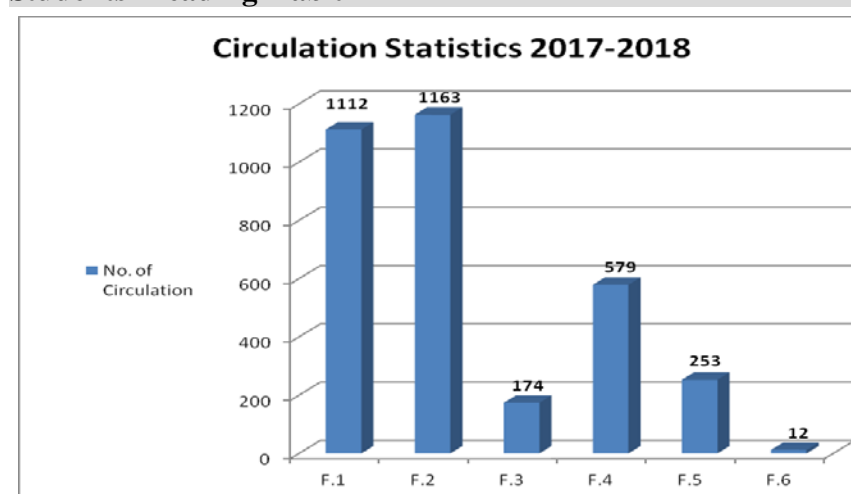
Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	4	4	4	27
2017/18 Enrolment	127	128	125	127	122	137	766

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 2017-2018, the school purchased 294 English books, 185 Chinese books and 21 DVDs.

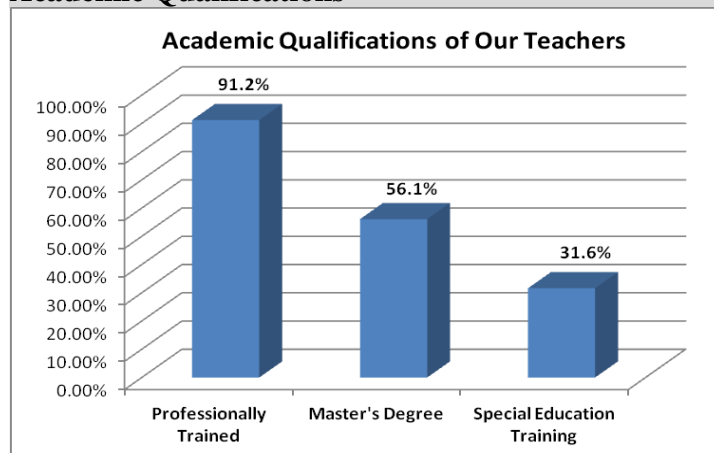
Various reading activities were held by the school library, such as the new book display, book recommendations, book presentation competition, seminars, reading schemes, book exhibition, etc.

This year, we cut the F.3 library lesson from regular timetable because we incorporated the reading

into their normal curriculum. The low circulation statistics could not reflect the true reading habit of our F.3 students. Also we started to use magazines and thematic books for the F.1 library lessons.

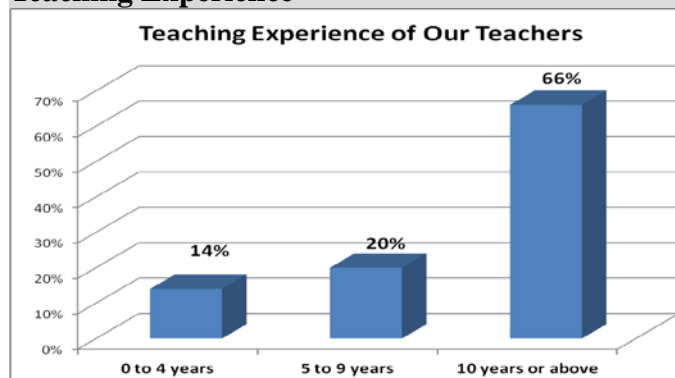
D. OUR TEACHERS

Academic Qualifications



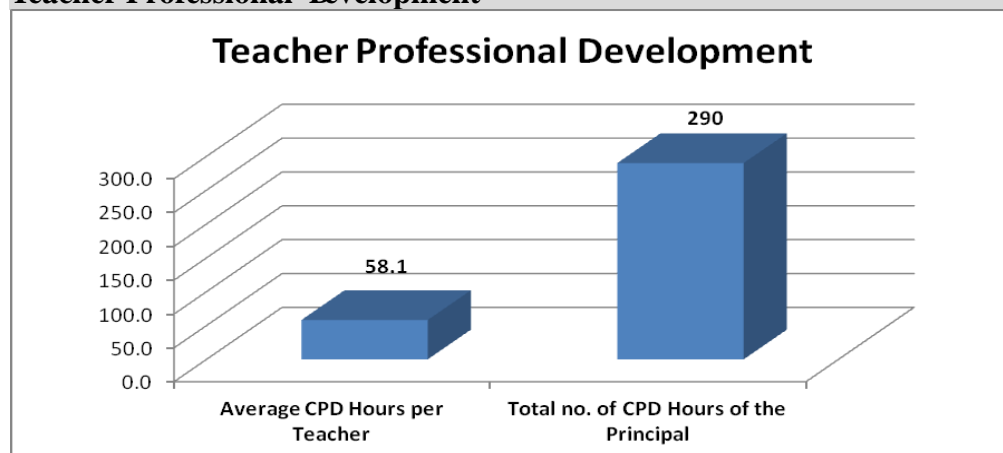
In 2017-2018, there were 57 teachers. Among them, 100% are Bachelor Degree holders and 91.2% have completed professional teacher training. In addition, 56.1% of the teachers have obtained Master's Degrees and 31.6% have received Special Education Training.

Teaching Experience



There were 57 teachers (including the Principal, the NET and the Teacher Librarian), of which 50 were in the regular staff establishment whereas the other 7 were hired by special funding including the Optional 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, 58.1 hours of Continuous Professional Development (CPD) during the year of 2017-2018 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 2017-2018, we have 16 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 15th September 2017. In the morning session, we invited experienced social workers from Samaritan Befrienders Hong Kong (香港撒瑪利亞防止自殺會) to give our teachers a workshop on identifying students with high risk of suicidal inclination and on skills in emergency intervention. The general response from teacher was good and the workshop did inform our understanding on the matter of teen suicide.

The questionnaire evaluation showed that more than 90% of the teachers expressed that they had heightened awareness towards students with high risk of suicidal inclination and they were more confident towards emergency intervention.

The Second Teachers Development Day

The Second TDD was divided into three sessions. The first session was held on 11th October, experienced speaker of the Quality School Improvement Project (QSIP) from CUHK gave us a talk on alignment of teaching and assessment. The second session was held on 18th October 2017, where we were taught by the QSIP team on how to analyze examination data to inform our teaching and assessment practices. The third session of the second TDD was held on 19th October 2017 in which the experts from the QSIP specialized in different subjects gave us seminars tailor-made for different subject panels.

Results from evaluation survey showed that more than 90% of the teachers found the QSIP workshops enlightening and useful for teacher development purposes.

The Third Teachers Development Day

The third TDD was held on 20th April 2018. The morning session was reserved for an internal workshop in which teachers were invited to brainstorm ideas for the SWOT Analysis and the 2018-2021 Three years School Development Plan.

In the afternoon session, teachers were divided into groups and visited 10 different secondary schools to have lesson observations and professional sharing in the host schools. These partnering schools included King Ling College, Baptist Wing Hung Secondary School, Cheung Sha Wan Catholic Secondary School, HKMA David Li Kwok Po College, Kwun Tong Maryknoll College, Newman Catholic College, Shun lee Catholic Secondary School, Sing Yin Secondary School, St. Joseph's Anglo-Chinese School and Tak Oi Secondary School.

Post-TDD questionnaire study showed that more than 60% of the teachers found the morning session of the TDD conducive towards their participation in the development of the school. On the other hand, reports from various subject panel heads revealed that all teachers considered the external exchange experience in the afternoon fruitful for their own professional development.

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.

Teachers were expected to be the role models as life-long learners. To bring about an effective learning community, teachers were encouraged to improve their teaching competence through professional exchange both internally and externally.

a. Enhance the effectiveness of professional exchange by: 1) reserving a session on TDD for professional exchange with other schools and 2) organizing lesson observations and sharing sessions with subject teachers in other schools

The school reserved the afternoon of the 3rd TDD (20th April) to conduct professional exchange with 10 different schools, such as Tak Oi Secondary School, King Ling College, Kwun Tong Maryknoll College, etc. Our teachers were divided into small groups based on their teaching subjects. They visited the host schools to conduct lesson observations and post-lesson sharing. Evaluation showed that more than 70% of the teachers were satisfied with the arrangement of this TDD and they found the external professional exchange conducive towards their professional development.

On top of organizing external exchanges at the school-level, teachers were encouraged to do panel-level subject-based professional exchanges at their own discretion. The following is a table of panel-level professional exchanges conducted this year:

Subject Concerned	Target School	Date
English Language	King Ling College	10 th Nov 2017
Liberal Studies + Geography	HKMA David Li Kwok Po College	17 th Apr 2018
Int. Science + Physics + Chemistry	Shun Lee Catholic Secondary School	11 th Dec 2017
Int. Science + Physics + Chemistry	Our Lady's College + Tak Oi Secondary School	3 rd May 2018
Music	SPHRC Kung Yik She Secondary School + China Holiness Church Living Spirit College	23 th Apr 2018

All the teachers involved found their professional exchange with teachers from other schools rewarding.

b. Encourage professional development of teachers by: 1) inviting QSIP team from CUHK to help improve our teaching effectiveness through workshops on “Assessment for Learning & Teaching”, 2) inviting QSIP team from CUHK to help improve our panel heads’ ability to align the appraisal standard through workshops and shadowing, 3) joining the Lighthouse Schools Program HK (LSPHK) to help targeted teachers to improve their knowledge on using statistical data to improve L&T, and 4) encouraging teachers to attend short courses outside of school to enhance professional development of teachers

The school invited Quality School Improvement Project (QSIP) team from CUHK to conduct 3 school-level seminars. The first one was held during the 2nd TDD on 11th Oct 2017. The QSIP team put together a workshop, titled “Appropriate Level and Difficulty in Assessment Tasks and Alignment of Teaching and Assessment”, to enlighten teachers with important lessons on our assessment practices. The second QSIP workshop was held in the afternoon of 18th Oct 2017. Teachers were taught about important concepts in using examination data as feedback to our teaching. The 3rd workshop was held a day later on 19th Oct during which experts from QSIP team who specialized in different subjects gave us subject-based assessment literacy lessons. The post-workshop evaluation after each event showed that more than 90% of the teachers found the workshops useful.

To better equip the middle managers in our teaching staff, the school invited the QSIP team to put

together two workshops for the school. The first one, called “Coping with Changes: The Establishment and Succession of the Managerial Culture for school” was held on the 8th Nov 2017. Amongst the 17 participating panel heads and administrative panel members, more than 90% agree that the workshops had brought positive impacts on their professional development. The second QSIP workshop for middle managers was conducted on 15th Nov to hone their skills in lesson observation. They were then required to do lesson observation practicum on two lessons in their respective panels. Feedback from our panel heads showed that the QSIP advisors had really given them a lot of insights and constructive advice. They agreed that further sharing was necessary to pass the relevant skills to all teachers in different subject panels.

This year the school joined with 7 other schools to participate in the ICAS test provided by the Lighthouse Schools Program HK (LSPHK). The ICAS test is an independent skills-based assessment program originated from Australia. Our F.1 and F.2 students took the ICAS test and the examination statistics were used to inform and improve our learning and teaching (L&T) practices. The post-test evaluation showed that more than 70% of subject teachers involved found the design of the ICAS test papers inspiring as the test was underpinned by methodologies in psychometric measurement and Item Response Theory. Together with the professional support from the ICAS team in interpreting the test results, teachers found that the online reporting system extremely helpful as it provided them reports with various foci. They believed that these reports could be used to study and enhance our L&T practices.

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 58.1 hours in CPD. In addition, the school organized an Automated External Defibrillation (AED) Certificate Course for 21 teachers on 28th Apr 2018 to equip more teachers with the knowledge to operate the AED. We also sent 6 teachers to attend the Catholic Core Values Course in June. All in all, we are delighted to see our teachers being so committed in professional development.

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

For internal professional exchanges, the core subject and designated panels put together panel-wide and form-wide collaborative lesson planning (CLP) and experience sharing sessions. The materials created in CLP meetings were uploaded to panel drives that are shared by all members in the panel. Feedback from teachers reported that they all found CLP conducive towards their professional development and the building of teamwork within their panels. In addition, the English and Chinese Language panels collected exemplary student writings from assignments and examinations for sharing in future writing lessons.

II. The diversified learning needs of students are catered

To build an effective learning community, the students’ diversified learning needs must be catered for.

In 2017-2018, the school had taken the following measures to address these needs:

a. Input more resources to offer enhancement and remedial courses

This year, 10 of our subjects offered enhancement courses for our high achieving students. Among them, English Language and Liberal Studies (LS) offered regular academic enhancement courses on Saturdays. In addition, the Physics, Chemistry, Biology, Chinese History, Accounting, BAFSB, Mathematics and M2 each offered non-regular enhancement lessons throughout the year. It was reported that the overall attendance rate was above 80% and all course participants had found the courses useful in enhancing their knowledge.

For our less able students, the English Language and LS panel offered remedial courses to boost the

participants' academic performances. Due to the fact that the recruitment for remedial classes were now voluntary-based, the participation was greatly improved. The overall attendance was close to 90%, which was another significant boost following an already high 70% attendance for remedial courses of last year. Close to 90% of the participants reported that they found the courses useful.

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

In 2017-2018, one teacher attended the Advanced SEN Course and another taking the Thematic SEN Course. Due to conflict with teaching duties and over subscription of courses with desirable timeslot, our intended goal of at least four teachers undergoing such training could not be achieved.

With the help of the QSIP team, teachers were taught to use assessment data to discern students' diverse learning needs. More than 90% of the teachers found the QSIP workshops helpful in this regard.

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

Subject panels that had successfully created graded learning tasks so far included English Language, Chinese Language, LS, BAFS, Economics, Geography, Physics, Chinese History, Religious Studies and ICT. These materials were stored in the school Aero Drive and shared among panel members.

Under the whole school approach in helping SEN students, the language subjects have already adopted specific assessment arrangements for SEN students based on the recommendations given by occupational therapists and with reference to the current practices of HKEAA for DSE candidates with SEN. For example, we gave extended examination time and allowed the using of computer as the answering mechanism for students with challenged fine motor control ability.

d. Promote professional pedagogical development catering for different levels of students by: organising sharing sessions during Staff Meetings

In two of the staff meetings this year, our counselling master had shared some of the SEN cases (with parental consent) with all teachers and advices on how to interact and teach these students were also given. The purpose of the sharing was to encourage teachers to show empathy and to equip them with strategies informed by professionals to communicate with these students better.

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

A prominent feature of an effective learning community is highly motivated students can learn independently. This year, the school had implemented the following measures to promote independent learning.

a. Coordinate the number of projects in each form

With the attempt to co-ordinate projects from various subjects last year, a blueprint for the whole-school project learning was drafted. So far, all the co-ordinated learning projects were carried out in junior forms. In the 1st term, only F.2 students had an IS project. In the 2nd term, F.1 students needed to complete 3 projects (Maths, IS, IH) while F.2 needed to complete 2 projects (IS+ICT, Maths) and F.3 students just one (Maths). So far, all the projects were well co-ordinated and paced. No clash on schedule has been observed.

b. Provide resources for enhancing independent learning by: 1) renovating the library and change it into a place for private study, and 2) encouraging peer learning groups in senior forms

Ample tables for students to read and do revision comfortably were setup in the library, and all senior form students who had dropped their elective subjects had also made use of the tables in the

library for self study. A feasibility study will be conducted to rearrange the setting of the library to give more privacy to students' self-study.

As for encouraging peer learning groups, form 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 some outside school tutorial classes. Subject teachers were able to help form some ad-hoc subject-based study groups without regular schedules.

c. Encourage independent learning strategies by: 1) applying for the School-based Support Service (STEM), and 2) providing learning activities which promote STEM education with the help from the School-based Support Service (STEM)

The newly formed STEM Committee applied for the School-Based Support Service (SBSS) provided by EDB under the topic of "STEM Education". STEM committee members met with EDB experts regularly (once a cycle) to develop the STEM education in our school. Much effort was spent on aligning the curricula of STEM related subjects, developing cross-curriculum lesson modules/projects, improving the STEM related extra-curricular activities and other relevant issues. For example, a F.2 STEM project 'Binary Number Convertor' demanded application of subject knowledge from Mathematics, Integrated Science (IS) and Computer Literacy (CL) in a process of discovery and learning independently. All the teachers involved found SSBS provided by EDB helpful and instrumental to the development of our STEM education.

Together with the newly developed learning project, we were able to meet the intended goal of providing at least four learning activities to our junior form students. The following is the list of these learning activities we provided 2017-2018:

Student Level	Subject Involved	Activity Title
F.1	IS	Mai Po Investigative Studies
F.1	IS	Making crystal
F.1	IS + CL	Make a Simulation of Brownian Motion
F.2	IS + CL + Math	Make a Decimal to Binary Convertor
F.3	Physics	Solar Cooker Project

c. Encourage independent learning strategies by: 3) promoting note-taking skills in junior form students, 4) arranging sharing sessions focusing on 'independent learning strategies' for junior form students, and 5) maximizing the use of student handbook

Subjects including Chinese Language and Liberal Studies had incorporated the acquisition of note-taking skills into their junior form curriculums to equip our students with an important tool for independent learning. Chinese Language also used extra credit as an incentive to promote the habit of note taking on notebooks while IS and Integrated Humanities (IH) required students to take notes on either the textbooks or printed note sheets.

This year, the school organized a seminar focusing on goal setting in learning for our F.1 students through Form Assemblies. According to feedback from form teachers (FTs), the event was considered useful by students.

Through the co-ordination of FTs, the school was partially successful in promoting the atmosphere of independent learning through maximizing the use of the student handbooks. According to the FTs' reports, most students could regularly record down work-to-do in their student handbooks.

IV. The English environment and support measures are enhanced.

As a traditional EMI school, we pride ourselves in using English as a medium of instruction and promote the use of English outside classrooms. This year, we had employed the following strategies to foster an English-rich language environment.

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

Continuing the practice established in the previous years, students' work of different EMI subjects was displayed on the classroom display boards, involving a range of text-types, including acrostic poem [English], autobiographical poem [English], report [Music], essay [IH], marketing plan [Business Fundamentals] and reflection [Religious Studies].

As for board messages and banners, English proverbs and quotations from famous persons were displayed at spotlight positions throughout the campus. Except Chinese Language related clubs, like Chinese History Club, all the club display materials were in English. All club and team display-board materials were updated in October 2017.

b. Strengthen the use of English in inter-personal communications by: 1) organising regular English programmes for all in morning assemblies, 2) organising English Ambassadors Scheme to help students expose themselves to an authentic English speaking environment, and 3) having public announcements / prayers in English (except PTH days and special events)

In 2017-2018, we have monthly English sharing from the English Ambassadors. We also invited teachers and students to do book sharing in English regularly. In addition, our NET gave special sharing on cultural issues during special festivals, such as Charismas, Halloween, Thanksgiving and St. Patrick's Day.

This year, we recruited 50 English Ambassadors (EA). They were each required to attend at least 3 regular activities, 2 lunchtime activities and gave a speech at the morning assembly on a Thursday. Most activities had over 70% attendance rate, while some failed to do so due to clashes with different school activities including training for school teams, speech festival, inter-class competitions, extra quizzes or classes arranged by different subject teachers. Other than the activities held in the previous years, some new English activities were introduced and organised for students, including Scrabble games for F1 and 2 students during lunch hours and etiquette classes. The responses for participants were very positive.

Except for Putonghua Wednesday and special occasions like the National Day, all morning and afternoon assemblies were conducted in English, including prayers, Monthly Message from the School Administrative Panel and daily announcements.

c. Enhance the effectiveness of learning English by: 1) promoting reading across subjects, 2) allocating more resources for English Language development e.g. organising Enhancement courses, and 3) encouraging students to participate in English Debate Competition and 4) reinforcing the LAC collaboration, e.g. coordinating with other subjects to expose students to a wide range of English

This year, materials of different subjects were introduced in the F. 1 Reading Periods as a trial, involving a variety of reading materials including 中國旅遊雜誌, a book excerpt on 始皇新政 [Chinese History], National Geographic magazines for teenagers [Integrated Science], Mary Glasgow Club and Team magazines [English], the English Corner magazines [English], a traditional story of Chinese Festival [IH] and Pearson Science Levelled Readers [IS]. Tailor-made task sheets were prepared for students, and elements of IT in Education were also incorporated to raise the motivation of learning and reading, including using *Kahoot* quizzes and *Padlet*.

For resource allocation on English language development, the English panel put in a lot of effort and manpower to organize English activities and courses. As mentioned previously, the English enhancement courses across all levels had reached a very satisfactory attendance rate this year and 80% of the participants reported that they find the courses useful. On top of academic English courses, the panel also provided English Debating Training and English Drama Course to extend our students' language learning experience. There were also a variety of English activities organized throughout the school year, such as English Lunchtime Public Speaking Forum, Radio Broadcast, English Week, Inter-class English Debate, Drama Competition and Film Appreciation.

For the development of the English Debating culture, the English Debating team was expanded. A new junior team was formed. The two teams joined different debating competitions this year, such as the Hong Kong Secondary Schools Debating Competition, the Sing Tao Debating Competition and various exhibition debates with friendly school teams.

In terms of LAC collaboration, a number of module packages had been developed in recent years, featuring various language elements like the passive voice, theme and rhyme, essay structures, etc. Instead of developing new module packages this year, emphasis was put on evaluating the existing materials in order to ensure their sustainability. Most materials developed had been adopted in the curricula of the subjects involved for a few years, and were revised where necessary to suit the needs of the students. However, it was also learnt that in some cases, some materials could not be used either due to modification or trimming of syllabus, both in order to better cater for the ability of our students.

Recommendations:

1. The TDD programme of visiting other schools yielded very positive responses among teachers. It is recommended that the school should continue to coordinate with other schools to offer more exposure for our teachers.
2. From the experience of our professional exchange with other schools, we learnt that there might be better ways to arrange the library (e.g. installing magazine drawers, more computer booths with faster computers for self-directed learning, etc.). It is therefore recommended that the Learning and Teaching Enhancement Committee should further discuss the implementation of these arrangements in the coming year.
3. It is noted that the schedule set at the beginning of the school year to display students' work was not completely followed even when all students' work was ready. It is recommended that the selected display items could be given to colleagues in charge whenever the work is ready so that the posts could be updated as scheduled.
4. In response to the growing needs and popularity of STEM programs among students, it is recommended that the school should continue to apply for the School-Based Support Services and collaborate with a secondary school more experienced in STEM education. It is hoped that the school may come up with our own school-based STEM curriculum in the near future.
5. It is generally agreed that including materials across the subjects in F.1 reading lessons is a good start to improve synergy in English learning. The teachers for the reading periods also agreed that the materials and activities were engaging for students. Therefore, this practice is recommended to be implemented in F.2 Reading Periods as well in the coming academic year.
6. Concerning the Language Across Curriculum programs, after discussing with the Heads of the EMI subjects involved, it was agreed that most LAC materials developed were useful and worth keeping. However, it is also expected that the packages have to be reviewed regularly to see if they are still suitable for the students in terms of level of difficulties.
7. Concerning the professional training to help teachers improve their knowledge on analyzing statistical data, the workshops conducted by QSIP Team of CUHK were very successful. All the involving panels are requested to implement their learning from the QSIP in our school-based setting so as to enhance the L&T with a better use of statistical data. However, the workshops promised by the Lighthouse Schools Program HK (LSPHK) were postponed due to clashing schedule. It is hoped that the training would be completed in the coming year.
8. After a year of trial in promoting IT in learning and teaching (L&T), the school finds that teachers are very positive and willing to try in this regard. It is recommended that in the coming year, the school may adopt a whole-school approach in using IT to enhance the

effectiveness of L&T.

9. With two teachers successfully completed the SEN training courses this year, the school still could not meet the baseline requirement of EDB in the proportion of teachers attended SEN training. In the coming year, there is an urgent need to send two teachers and one teacher to complete the Advanced and Thematic courses respectively.

Major Concern 2:

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

In response to the concern reinforcing our school motto, the school had taken the following steps this year:

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

a. Strengthen the award scheme to encourage students to live out the spirit of our school motto.

The Head of the Student Support Committee was supposed to submit a new proposal on how to award students who live out the spirit of the school motto. However, this task could not be completed due to the difficulties encountered in measuring the desirable behaviours.

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 the topics of ‘self-discipline’ and ‘respect’ in the curriculum of Religious Studies (RS) for F.5 - 6 and in Moral and Civic Education (MCE) for all the forms.

To further inculcate these two values, the Chinese Language Panel included enough course materials with the theme “Self-discipline” and “Respect” in its junior form curriculum. For the English Language panel, the movie “Like Stars on Earth” was used again to promote the theme of “respect” in F.1 movie appreciation while “Respecting Others” was used as the theme for different inter-class competitions in F.2, and all F.3 students had to write a blog entry about self-discipline.

This year, instead of organizing Positive Dynamics Program for F.1 students only, the school applied for QEF to launch a new project called ‘Joyful@School’ in association with HK Federation of Youth Groups. For F.2 to F.5 students, the school launched a programme called ‘Project STEP’. Survey studies showed that more than 70% of the students involved find the programs engaging, and useful in helping them understand and control their emotions.

Alumni sharing sessions were incorporated in Form Assemblies for F.3 to F.5 students to share about how ‘self-discipline’ and ‘respect’ played a part in their lives and careers. I/C teacher reported that the responses from students were very positive.

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 behaviour guidelines of the above qualities and request students to follow

Continuing the practice used last year, “Class routine setting” was implemented to F.1 to 5 classes at the beginning of the academic year. Each class had set 3 unique class-based regulations. All classes posted their class routine on the notice board after the Form-teacher period. The positive behaviours aligned with our targeted ethos, such as “Respect classmates”, “Wait patiently for teacher’s attention”, were emphasized during the process of setting these class-based regulations. According to reports from FTs, most of the students were able to observe the class-based regulations. Following up the plan from the beginning of the school year, not only the winners of

the Conduct Award, but all students nominated by teachers were also given a good point to promote and reinforce good behaviours.

According to the report from the Discipline Committee, the behaviour guidelines were revised and the relevant content was conveyed to the students through discipline briefing held in the first cycle of this academic year.

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

The Marist Camp for 2018 was scheduled at Dec 2018, therefore, no special Marist Camp was held in the 2017-2018 school year.

Through different form assemblies and the Career Expo, over 20 alumni were invited to share their study and career paths, and to pass on their experience in putting the school motto into real life practices. The feedback survey showed that more than 80% of the student participants were satisfied with the programs.

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 targeted qualities were all embedded in the current RSC and MCE curriculum for F.1 - F.6. Continuing their good work from previous years, the Chinese Language panel continued to incorporate the four qualities in two of their lessons modules for the senior forms and the English Language panel, used the article “The Mountain Accident” and the movie “About a Boy” as part of the course materials for F.4 and F.5 respectively to inculcate the quality of resilience.

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

Due to the time clash between the extra classes during the Post Exam period and the service provider’s schedule, the outward bound activity was cancelled. The school will try to come up with contingency plan should we decide to organize outward bound activities again next year.

As for encouraging our F.4 and F.5 students to take up leadership roles, the school is pleased to find that more than 80% of our senior students (way beyond our intended goal of 50%) were leaders for school teams, clubs or student-in-charge for important school functions in 2017-2018.

For our F.6 students, they were invited to be ‘Little Teachers’ after they finished their HKDSE to help F.1 to F.4 students prepare for their final examinations after school. Overall speaking, 7 pre-final tutorial classes were organized with 140 student participants and 24 “little Teachers”. The overall student feedback for this exam revision class was quite positive. It also helped prepare our F.6 students to be more confident leaders in the future.

c. Provide ample counselling 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 counselling for F.6 in preparing for their future studies, 3) deploying extra manpower to cater for students’ needs for counselling support, and 4) applying for the QEF to organize special programme to cater for the emotional well-being of students

The Career Guidance Committee conducted various career and life planning activities to help F.3 to F.6 students plan ahead for their future. The feedback survey showed that more than 90% of the

participants were satisfied with the programs. One highlight among these programs was a large scale Career Related Experience (CRE) program which included a series of 22 CRE activities arranged outside the school to help students to understand their individual capacity and potential for career exploration. The feedback survey showed that more than 80% of the 200 plus participants agreed that the CRE activities widened their horizons and strengthened their understanding in work routines and the operation of real workplaces.

In career counseling, the school provided group counseling for F.5 students and individual counseling for F.6 students to help them prepare for their future studies. Reports showed that the attendance rate for these counseling sessions was 100% and all participants find the counseling program useful.

To provide enough manpower to cater for the increased needs for counseling support, school continued to employ an extra school-based social worker (SSW2) from the HK Federation of Youth Groups. He had expertise in narrative therapy and in helping students with internet addiction. This year, he was in charge of several successful programs, including the ASD Services (Expressive Art Therapy), Internet Addition Workshop (Art Therapy), Leadership and Social Skill Training Group and Inclusive Culture Building Program.

To cater for students' mental and emotional health, the following programs in association with "Joyful@School" Project were organized successfully with the financial support from QEF:

1. One seminar and two workshops with the topic 'Wellness for students' for the students from F1 to F5
2. An interactive experience game 「勇闖快樂島」 for F1 students
3. One workshop for teachers.
4. 3 counselling groups with a total of 30 sessions for 30 students with emotional support need

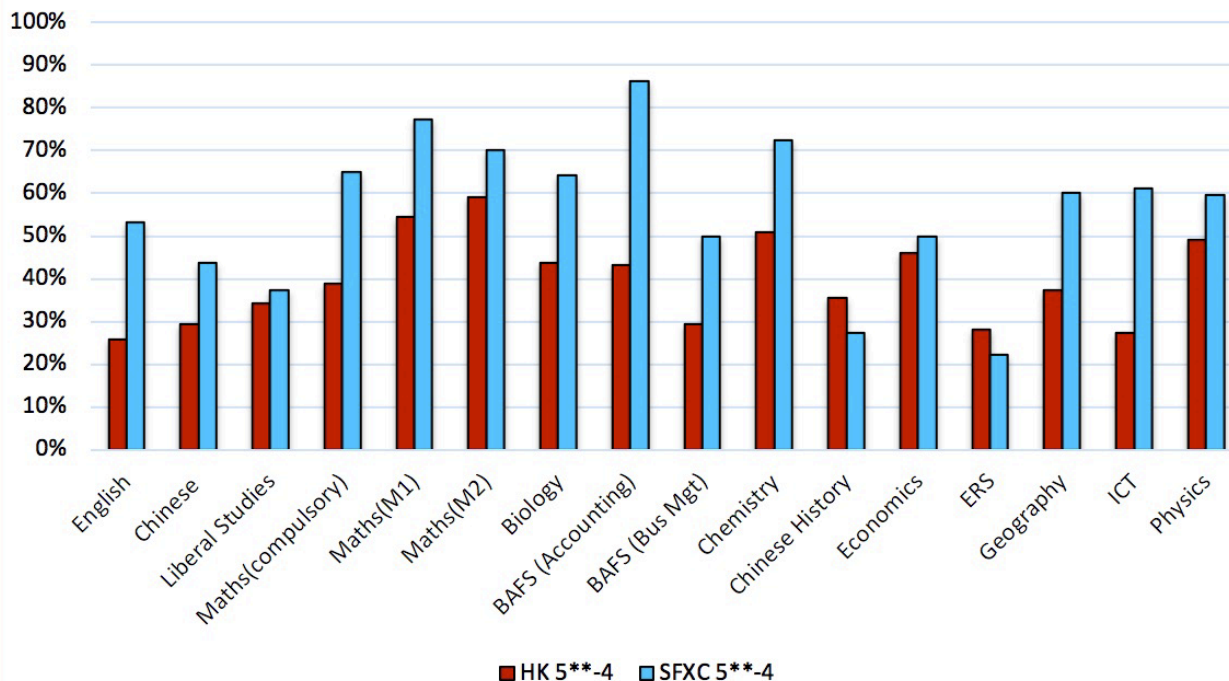
Recommendations:

1. To enhance the effectiveness in value education, the school needs to have an overall planning in coordinating all lessons and after school activities in the coming years.
2. Currently the Life-Wide Learning Committee provided training for our student leaders on how to run school clubs and teams. It is recommended that more training on leadership qualities, such as responsibility and confidence, should be given in the coming year.
3. Based on the good feedback and high participation rate from the evaluation of Career Related Experience (CRE) activities, the present practical arrangement of the CRE programs should be carried on as part of the school's value education effort.
4. The basis of the school motto is derived from the Catholic core values and the Marist Distinctive styles of education. It is recommended that the school has to help students to get familiar with these value education topics and the Marist golden rule of "loving all equally" in the future plan for value education.

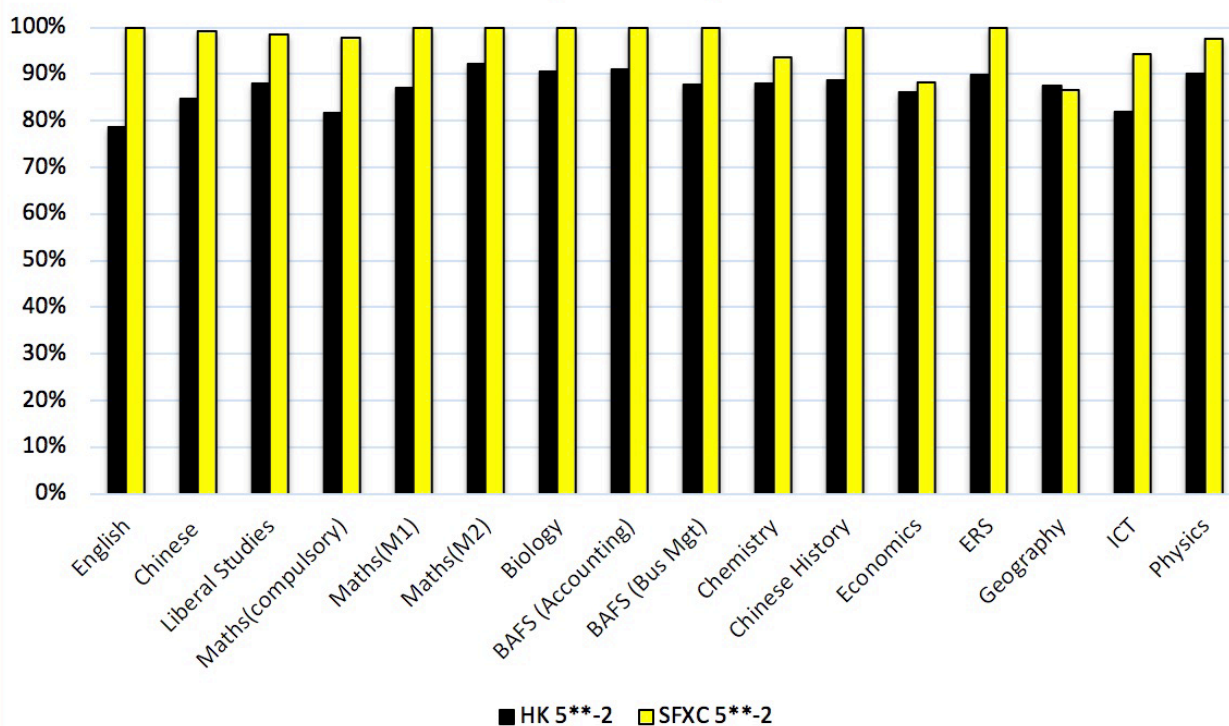
F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

Students' Performance in Public Examination

**COMPARISON OF EXAMINATION RESULTS OF MAJOR SUBJECTS
BETWEEN SFXC STUDENTS AND ALL CANDIDATES IN THE HKDSE OF
2018
(4 or above)**



**COMPARISON OF EXAMINATION RESULTS OF MAJOR SUBJECTS
BETWEEN SFXC STUDENTS AND ALL CANDIDATES IN THE HKDSE OF 2018
(2 or above)**



Statistics of pathways of 2017-2018 F.6 graduates

JUPAS Offer Statistics Updated on 6th August 2018		
Admitted to Degree/Associated degree/Higher diploma	91	66.4%
Degree programmes	66	48.18%
HKU	14	10.22%
CUHK	9	6.57%
HKUST	20	14.60%
PolyU	5	3.65%
CityU	3	2.19%
HKBU	2	1.46%
LU	1	0.73%
EDUHK	1	0.73%
OUHK	11	8.03%
Degree programmes (SSSDP)	6	4.38%
Associated degree programmes	9	6.57%
Higher diploma programmes	10	7.30%
No Offer	46	33.58%
Total no. of applicants	137	100.00%

***Data of actual graduation pathway statistics will only be available at the beginning of the 2018-2019 school year.**

G. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2017-2018

Inter-School Activities Achievements in 2017-2018

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

Events	Division	Grade			
		A	B	C	Overall
Basketball Competition	II (Kowloon)	5	7	7	10
Football Competition	III	5	7	5	9
Hockey Competition	II	-	-	-	6
Swimming Championships	II - <i>Team</i>	6	15	11	11
Athletics Championships	II - <i>Team</i>	6	5	12	6
Badminton Competition	II (Kowloon) - <i>Team</i>	7	3	6	8
Table-Tennis Competition	III (Kowloon Three)	7	-	3	12
Fencing	N/A	-	-	-	3

2. The 69th Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
Champion	---	---	---
1st Runner-up	1	1	---
2nd Runner-up	2	---	---
Certificate of Merit	30	1	2
Certificate of Proficiency	2	---	1

3. The 70th Hong Kong Schools Music Festival

Awards	Number of Winners
Champion	Solo 2
1st Runner-up	Solo 3
2nd Runner-up	Solo 2
Certificate of Honor	Solo 2
Certificate of Merit	Choir 1, Solo 20
Certificate of Proficiency	Solo 4

4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Chinese Panel	第十一屆聯校文學創作比賽	-微型小說冠軍 -新詩亞軍及季軍	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 12 th Speaking Contest for Hong Kong Students (English Section)	Group Discussion and Individual Response: Certificate of Merit x3	Hong Kong Institute of Education and the Rational Communication Educational Society
	The 22 nd Hong Kong Schools Chinese & English Penmanship Competition	Merit Awards x 2	Hong Kong Professional Teachers' Union and Hong Kong Pen Calligraphists' Association
	Daily Readers "Read Out Loud" Competition 2017-2018 (Hong Kong and Macao District)	Merit Award	KEA Learning International Limited
	English Drama Fest 2018	Outstanding Performer	The Association of English Medium Secondary Schools
Mathematics Panel	第十七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
	2018《華夏杯》初賽	一等獎 3 名、二等獎 10 名及三等獎 4 名	香港數學奧林匹克協會
	2018《華夏杯》晉級賽	一等獎 2 名、二等獎 6 名及三等獎 3 名	香港數學奧林匹克協會
	2018《港澳盃》初賽	金獎 2 名及銀獎 2 名	香港數學奧林匹克協會
Physics Panel	2017 香港物理奧林匹克競賽	優異獎 1 名	香港資優教育學苑
	全港學界天文問答比賽 2017	亞軍	香港中文大學
	香港聯校天文協會天文問答比賽 2017	亞軍及季軍各 1 名	香港聯校天文聯會
BAFS Panel	JA 學生營商體驗計劃	- 16/17 亞軍隊伍代表香港赴北京出席亞太區決賽 -最佳進步獎	國際成就計劃香港部 (JA)
ICT Panel	香港電腦奧林匹克競賽 2017/18	初級組銅獎 1 名	教育局及香港電腦教育學會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	電腦應用程式編 程比賽 2017	初級組冠軍及高級組冠軍	香港理工大學電子計 算學系及香港電腦教 育學會
Music Panel	「2018 好聲音@ 油尖旺」歌唱比賽	亞軍	油尖旺區校長會主辦
	2017 香港青年音 樂匯演—管樂團 比賽	中學中級組金獎	康樂及文化事務署
	聯校音樂大賽 2018	中樂團合奏銀獎	香港聯校音樂協會
Photo and Video Taking Team	Hong Kong Drone Competition 2018	-Merit Award for “The Most Creative Drone Decoration” -Most Creative Award and Grand Champion for “Drone Short Clip Competition”	International Academy of Management
	Inno-Action! The 6 th HKBU Academy of Film Seeds Project	Best Cult Drama	Academy Of Film – Hong Kong Baptist University
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 2018	冠軍	康樂及文化事務署
	劍擊隊際邀請賽 2017	第四季公開組男子組花劍冠軍	ByJOSS Limited
Table Tennis Team	2017-2018 中學校 際乒乓球比賽	九龍（第三組）男子丙組季軍	香港學界體育聯會— 港島及九龍地域中學 分會
Badminton Team	2017-2018 中學校 際羽毛球比賽	男子乙組季軍	香港學界體育聯會— 港島及九龍地域中學 分會
Basketball Team	慶祝香港特別行 政區成立二十週 年 油尖旺區 學 界慶回歸籃球比 賽 2017	男子三人籃球賽冠軍	旺角區文娛康樂體育 會
Athletic Team	第 71 屆全港學界 田徑運動會	甲組 4x100 米接力季軍	南華體育會
Orienteering Team	Y2Y 公園定向巡 迴賽第四站佐敦 谷	男子精英組冠軍	Y2Y 定向會
	2017 香港定向排 名聯賽—中距離 香港仔郊野公園	M16 組別亞軍	香港定向總會
	2018 香港定向排 名聯賽—短距離 屯門公園	M18 組別季軍	香港定向總會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	2018 香港定向排名聯賽－短距離索罟灣	M18 組別季軍	香港定向總會
	2017- 2018 分區學界定向錦標賽 – 青衣	乙組季軍	香港定向總會
	2017-2018 全港青少年野外定錦標賽 – 鴨仔山	M16 組別亞軍	香港定向總會
	2017 短距離定向賽	-第一站男子精英組季軍 -第一站男子精英組亞軍，甲組及乙組季軍 -第三站男子精英組冠軍	Pro Active 定向會
	第六屆校際定向錦標賽暨公開賽 2018 團隊賽	高中組冠軍	香港定向運動教育工作協會
Swimming Team	2017-2018 中學校際游泳比賽（第二組）	-甲組 50 米及 100 米背泳季軍 -甲組 200 米捷泳亞軍 -丙組 4x50 四式混合接力殿軍	香港學界體育聯會
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 - 19 位同學獲義務工作嘉許狀金狀 - 45 位同學獲義務工作嘉許狀銀狀 - 74 位同學獲義務工作嘉許狀銅狀	社會福利署
Student Affairs Committee	2017-2018 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
	2017-2018 油尖旺區傑出學生選舉－中學及專業書院組	傑出學生金獎 2 名	油尖旺區校長會
	第九屆九龍城地域傑出學生選舉	高中組優秀學生獎	九龍城地域校長聯會及香港青年協進會
	尤德爵士獎學金	高中學生獎 4 名	尤德爵士紀念基金會

H. FINANCIAL CONSOLIDATION 2017-2018

1. Financial Summary: (Up to 31st May 2018)

The IMC of St. Francis Xavier's College					
Income and Expenditure Account for the period from 1 September 2017 to 31 May 2018					
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
	<u>School Specific</u>				
502	Administrative Grant	1,973,936.10	3,617,304.00	2,556,971.14	3,034,268.96
503	Capacity Enhancement Grant	(216,302.18)	599,381.00	344,828.50	38,250.32
504	Composite Information Technology Grant	159,775.57	397,670.00	166,165.97	391,279.60
505	Noise Abatement Grant	404,397.39	544,672.00	258,664.88	690,404.51
	<u>Non-School Specific</u>				
600	Baseline Reference	7,116,857.79	1,780,852.88	-	8,897,710.67
603	Composite Furniture & Equipment Grant	(3,011,746.19)	-	842,000.43	(3,853,746.62)
604	Subject Grant	(615,704.06)	-	228,410.32	(844,114.38)
606	Lift Maintenance Grant	(204,482.60)	-	41,857.57	(246,340.17)
607	Prog Fund for WSA to Guidance & Discipline	(13,130.71)	-	3,836.90	(16,967.61)
608	Supplementary Grant	(235,366.74)	-	6,418.40	(241,785.14)
609	School & Class Grant	(3,964,442.52)	30,073.68	677,418.41	(4,611,787.25)
610	Training & Development Grant	(28,882.60)	-	879.00	(29,761.60)
	EOEBG Total	4,353,416.45	6,969,953.56	5,127,451.52	6,195,918.49
	Non-EOEBG				
A1017	Salary Grant	-			
001	- Teaching Staff	-	30,020,210.51	30,020,210.51	-
003	- Lab Tech	(4,600.00)	889,922.67	885,322.67	-
A1018	Employer's Cont to PF Scheme for NT	-	258,476.00	212,062.89	46,413.11
A1009	Rent and Rates	0.28	412,500.00	412,500.00	0.28
A1011	Home School Co-operation Project	-	23,372.00	23,372.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	610.64	610.64	-
A1088	School-based After-school Learning & Support	97,800.00	48,800.00	4,995.00	141,605.00
A1092	Teacher Relief Grant	694,722.04	3,606,463.35	1,634,468.80	2,666,716.59
A1101	Learning Support Grant for Sec. Sch	34,139.00	475,524.00	197,276.00	312,387.00
A1107	Diversity Learning Grant (Other Programmes)	71,880.00	84,000.00	53,685.00	102,195.00
A1109	Fractional Post Cash Grant	346,990.21	4,170.00	317,534.22	33,625.99
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	-	-	-	-
A1124	Career and Life Planning Grant	-	-	-	-
A1126	Enhanced Funding for Non-Chinese Speaking Students	27,152.00	-	1,446.00	25,706.00
A1127	Fourth Strategy on IT in Education - One-off IT Gr	620.00	66,740.00	44,080.00	23,280.00
A1129	Strengthening School Administration Management (SAM) Grant	-	-	-	-
A1132	Transitional Career and Life Planning Grant	38,530.75	-	16,726.70	21,804.05
A1133	One-off IT Grant for e-Learning in Schools	199,450.00	-	90,160.00	109,290.00
A1134	One-off Grant to Sec Sch for the Promotion of STEM	171,782.00	-	779.00	171,003.00
A1135	One-off Grant - Promotion of Chinese History & Culture	-	150,000.00	-	150,000.00
A1136	Information Technology Staffing Support ITSS Grant	-	300,000.00	212,562.00	87,438.00
A1062	Substitute Teacher Grant	146,030.99	-	-	146,030.99
A1754	Jockey Club Life Wide Learning Fund	-	49,875.00	2,665.00	47,210.00
A1759	Recruitment of Native-speaking English Teacher (NET)	(4,760.00)	4,760.00	-	-
	Non-EOEBG Total	2,619,391.97	36,395,424.17	34,130,456.43	4,884,359.71
	Government Grants Total	6,972,808.42	43,365,377.73	39,257,907.95	11,080,278.20
	SCHOOL FUND				
A1701	Subscription A/C	3,039,892.80	374,894.41	248,784.94	3,166,002.27
A1751	Student General Affairs	-	707,176.80	560,887.30	146,289.50
A1752	SFXC Foundation (for Additional Teachers)	17,953.00	942,850.46	722,853.21	237,950.25
A1753	SFXC Education Fund	-	200,100.00	175,087.50	25,012.50
A1757	SFXC60	830,532.72	-	-	830,532.72
	School Fund Total	3,888,378.52	2,225,021.67	1,707,612.95	4,405,787.24
	TOTAL	10,861,186.94	45,590,399.40	40,965,520.90	15,486,065.44
	Balance of Bank Accounts:				
	<u>Funding Source</u>	<u>Current Account</u>	<u>Fixed Deposit</u>	<u>Cash in Hand</u>	
		\$	\$	\$	
A5001/A5201	Government Fund	4,818,533.94	6,018,829.71	N/A	
A5002/A5202	School Fund	2,077,900.97	3,017,656.79	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

2. Report on the use of Diversity Learning Grant 2017-2018

Balance brought from 2016-17	71,880.00
DLG (OP) received in 2017-18	84,000.00
Total:	155,880.00
Expenditure	
English drama workshop	5,300.00
電影與文學創作	25,600.00
中六寫作拔尖	4,560.00
Publishing a Maths Magazine by elite students	11,900.00
Enhancement course for elite students in Physics (S.4)	3,300.00
Enhancement course for elite students in Physics (S.5)	2,750.00
Enhancement course for elite students in Chemistry	3,300.00
Enhancement course for elite students in ICT	1,800.00
Enhancement course for elite students in Maths., Phy., Chem., Bio., M2, BAFS, C. Hist	13,725.00
Total:	72,235.00
Amount Refundable to EDB	0.00
Balance carried forward to 2018-19	83,645.00

3. Report on the use of Transitional Careers and Life Planning Grant 2017-2018

Balance brought from 2016-17	38,530.75
CLP received in 2017-18	0.00
Total:	38,530.75
Expenditure	
Careers Expo & Mentorship Scheme expense	1,423.70
NGO Subsidy of F.6 Mock interview workshop	11,780.00
NGO F.3 Life Planning workshop service fee	9,900.00
F4 university visits coaches rental expenses	2,240.00
Prize for F.4 Careers Quiz	288.00
Subsidy of CRE activity - Table manner workshop	3,840.00
Purchase of F3 125 Career Map booklets for \$15@	45.00
Teachers' fee for mainland study trip	200.00
CRE activities transportation expenses	2,000.00
Total:	33,546.70
Amount Refundable to EDB	6814.05
Balance carried forward to 2018-19	0.00

*Since the balance of the Transitional 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 School-based After-school Learning & Support Programmes (2017-2018)

Information on Activity Organized in 2017/2018 Academic Year under the Programme											Total Allocation:	83,825.0
Name of Learning Activities (Teacher 1/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 SFSA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity (\$)	Uncommitted Allocation
1 萬聖節派對2017	5	100	21/10/2017	90	SFXC	Attendance Record	90	1	3	1	\$450.00	
2 校隊團服	3	100	2017-2018	380	SFXC	Attendance Record	380	0	3	0	\$1,140.00	
3 中一班際旅行	3	100	24/11/2017	45	SFXC	Attendance Record	45	1	2	0	\$135.00	
4 中三教育營	2	100	23/11-24/11	150	SFXC	Attendance Record	150	1	1	0	\$300.00	
5 中四班際旅行	3	100	24/11/2017	130	SFXC	Attendance Record	130	1	2	0	\$390.00	
6 中六班際旅行	6	100	24/11/2017	150	SFXC	Attendance Record	150	0	6	0	\$900.00	
7 餐桌禮儀及社交工作坊	5	100	12/1/2018	180	SFXC	Attendance Record	180	0	3	2	\$900.00	
8 中一數學拔尖班	2	100	18/10/2017- 20/12/2017	390	SFXC	Attendance Record	390	1	1	0	\$780.00	
9 高中學生交換計劃	2	100	22/5/2018- 26/5/2018	1800	SFXC	Attendance Record	1800	1	0	1	\$3,600.00	
10 蒙古遊學團	4	100	24/5/2018- 28/5/2018	5500	SFXC	Attendance Record	5500	0	4	0	\$22,000.00	
11 全年樂器班	2	80	1/9/2017- 30/6/2018	3450	SFXC	Attendance Record	3450	1	1	0	\$6,900.00	
12 暑期沖繩華夏文化遊學團	9	100	19/7/2018- 23/7/2018	9100	SFXC	Attendance Record	6000 (2) 4000 (3) 3000 (4)	2	3	4	\$36,000.00	
13 中三試後活動	14	100	5/7/2018- 6/7/2018	160	SFXC	Attendance Record	160	1	13	0	\$2,240.00	
14 中四試後活動	19	100	9/7/2018	160	SFXC	Attendance Record	160	2	17	0	\$3,040.00	
15 義教服務體驗團	2	100	16/7/2018- 22/7/2018	2700	SFXC	Attendance Record	2700 (1) 2350 (1)	0	0	2	\$5,050.00	
							Total:	10	100	0	\$83,825.00	

5. Report on the use of Jockey Club Life-wide Learning Fund (2017-2018)

Information on Activity Organized in 2017/2018 Academic Year under the Programme											Total Allocation:	\$49,875.00
Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficia- ries Served	Average Attenda- nce 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 粵港青少年交流團	3	100	15/9/2017- 16/9/2018	100	Attendance Record	100	0	2	1	\$300.00		
2 中一班際旅行	1	100	24/11/2017	45	Attendance Record	45	0	0	1	\$45.00		
3 中四班際旅行	4	100	24/11/2017	130	Attendance Record	130	0	0	4	\$520.00		
4 中六班際旅行	3	100	24/11/2017	150	Attendance Record	150	0	0	3	\$450.00		
5 聖誕通宵晚會	7	100	24/12/2017	100	Attendance Record	100	2	3	2	\$700.00		
6 中二數學拔尖班	1	80	18/10/2017- 20/12/2017	650	Attendance Record	650	0	1	0	\$650.00		
7 暑期沖繩華夏文化遊學團	1	100	19/7/2018- 23/7/2018	9100	Attendance Record	9100	0	0	1	\$9,100.00		
8 暑期沖繩華夏文化遊學團	4	100	19/7/2018- 23/7/2018	9100	Attendance Record	3000	0	0	4	\$12,000.00		
9 中三試後活動	12	100	5/7/2018- 6/7/2018	160	Attendance Record	160	0	0	12	\$1,920.00		
10 中四試後活動	14	100	9/7/2018	160	Attendance Record	160	0	0	14	\$2,240.00		
11 義教服務體驗團	9	100	16/7/2018- 22/7/2018	2700	Attendance Record	2700(8) 350(1)	0	2	7	\$21,950.00		
						Total:	2	8	49	\$49,875.00		