St. Francis Xavier's College

Annual School Report (2018/2019)

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.
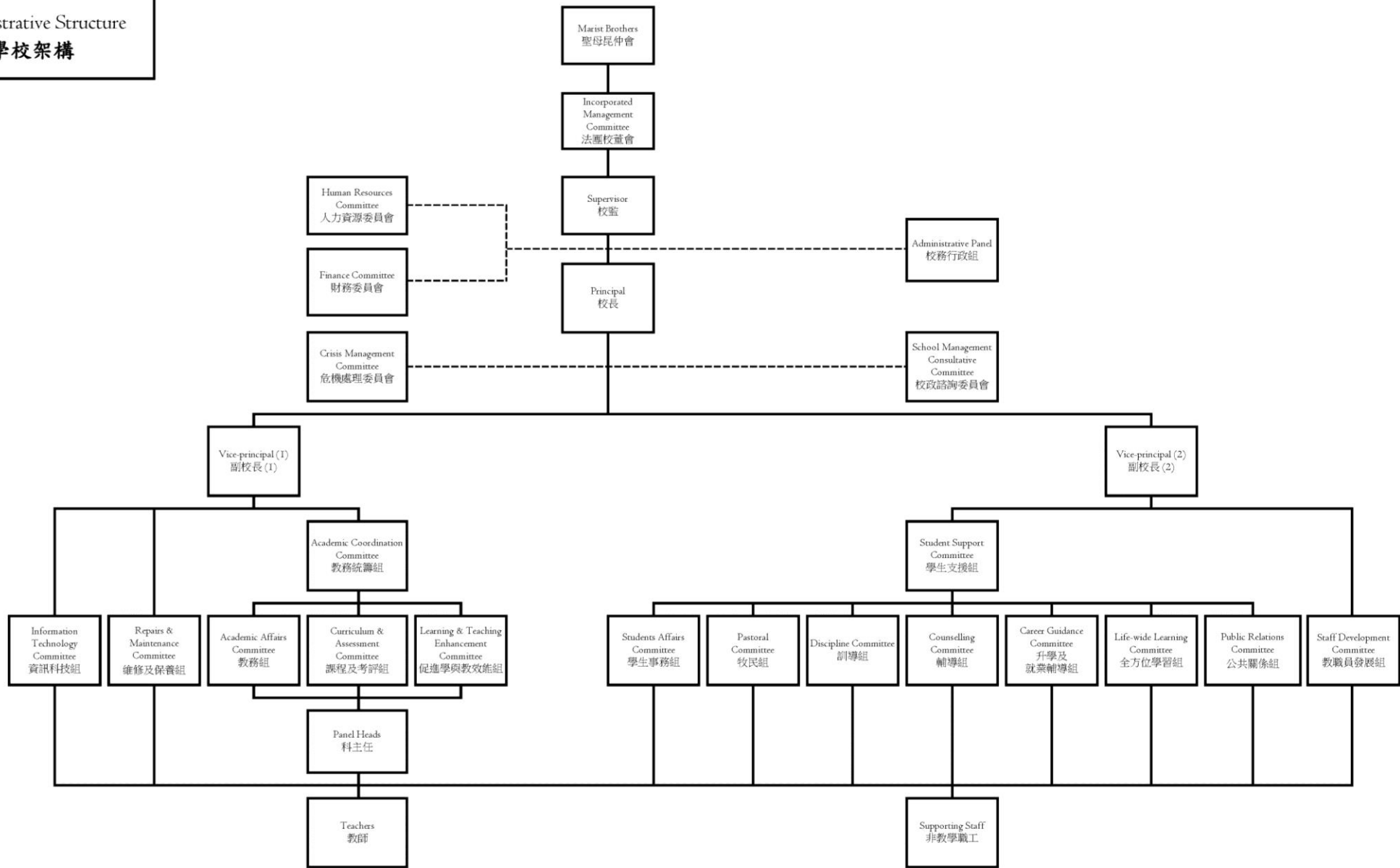

Incorporated Management Committee of St. Francis Xavier's College

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

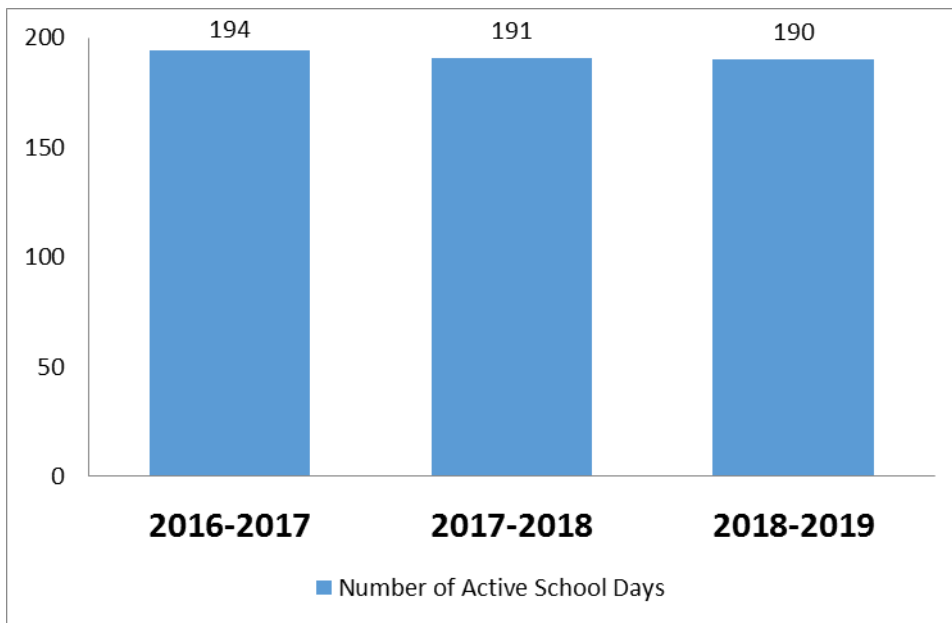| Categories of Managers	Number of Managers	Number of Alternate Managers
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

School Administration Chart

Administrative Structure
學校架構

Marist Brothers
聖母昆仲會

Incorporated Management Committee
法團校董會

Human Resources Committee
人力資源委員會

Finance Committee
財務委員會

Supervisor
校監

Administrative Panel
校務行政組

Principal
校長

Crisis Management Committee
危機處理委員會

School Management Consultative Committee
校政諮詢委員會

Vice-principal (1)
副校長 (1)

Vice-principal (2)
副校長 (2)

Academic Coordination Committee
教務統籌組

Student Support Committee
學生支援組

Information Technology Committee
資訊科技組

Repairs & Maintenance Committee
維修及保養組

Academic Affairs Committee
教務組

Curriculum & Assessment Committee
課程及考評組

Learning & Teaching Enhancement Committee
促進學與教效能組

Students Affairs Committee
學生事務組

Pastoral Committee
牧民組

Discipline Committee
訓導組

Counselling Committee
輔導組

Career Guidance Committee
升學及就業輔導組

Life-wide Learning Committee
全方位學習組

Public Relations Committee
公共關係組

Staff Development Committee
教職員發展組

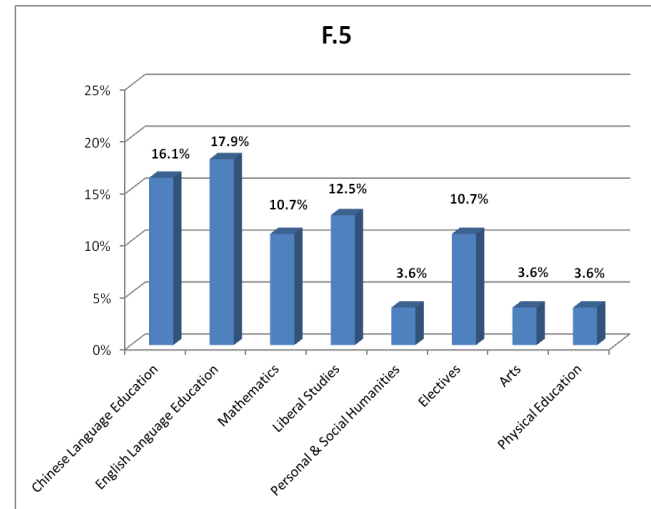Panel Heads
科主任
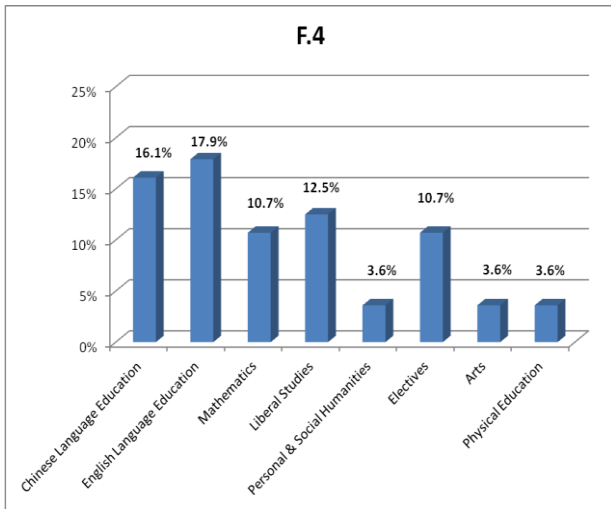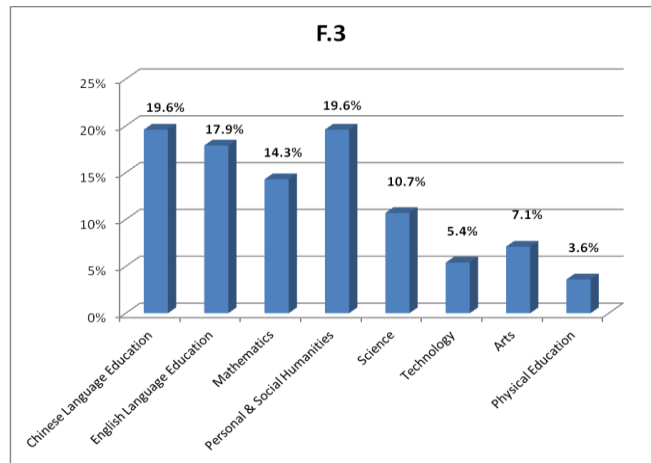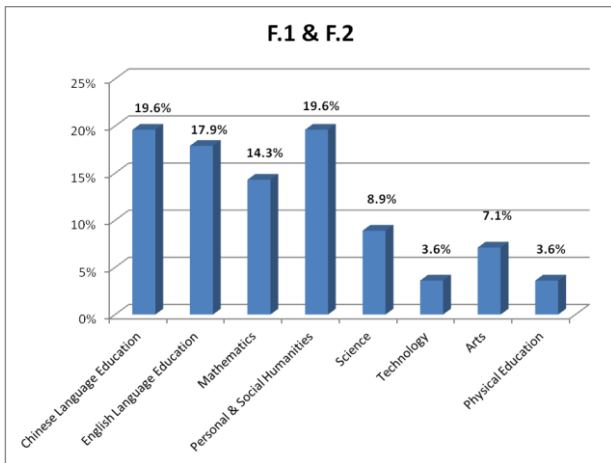
Teachers
教師

Supporting Staff
非教學職工

Number of Active School Days

Apart from regular school days, students participated in other activities like Athletics Meets, school picnic, Talentine, 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)

F.1 & F.2

Key Learning Area	Percentage
Chinese Language Education	19.6%
English Language Education	17.9%
Mathematics	14.3%
Personal & Social Humanities	19.6%
Science	8.9%
Technology	3.6%
Arts	7.1%
Physical Education	3.6%

F.3

Key Learning Area	Percentage
Chinese Language Education	19.6%
English Language Education	17.9%
Mathematics	14.3%
Personal & Social Humanities	19.6%
Science	10.7%
Technology	5.4%
Arts	7.1%
Physical Education	3.6%

F.4

Key Learning Area	Percentage
Chinese Language Education	16.1%
English Language Education	17.9%
Mathematics	10.7%
Liberal Studies	12.5%
Personal & Social Humanities	3.6%
Electives	10.7%
Arts	3.6%
Physical Education	3.6%

F.5

Key Learning Area	Percentage
Chinese Language Education	16.1%
English Language Education	17.9%
Mathematics	10.7%
Liberal Studies	12.5%
Personal & Social Humanities	3.6%
Electives	10.7%
Arts	3.6%
Physical Education	3.6%

F.6

Key Learning Area	Percentage
Chinese Language Education	16.1%
English Language Education	17.9%
Mathematics	10.7%
Liberal Studies	14.3%
Personal & Social Humanities	3.6%
Electives	10.7%
Physical Education	3.6%

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.
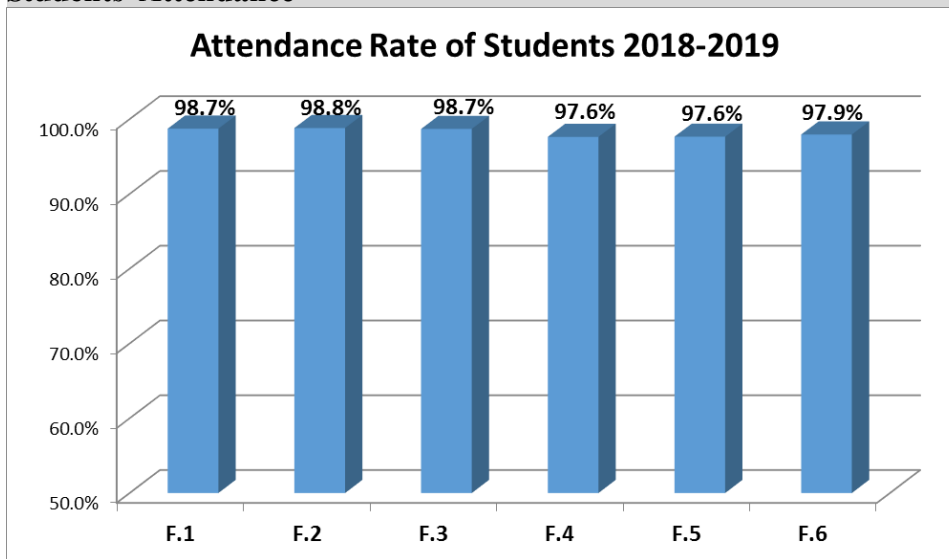
C. OUR STUDENTS

Enrolment

There were 27 classes in total in the year 2018-2019. 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 2018-2019, 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.
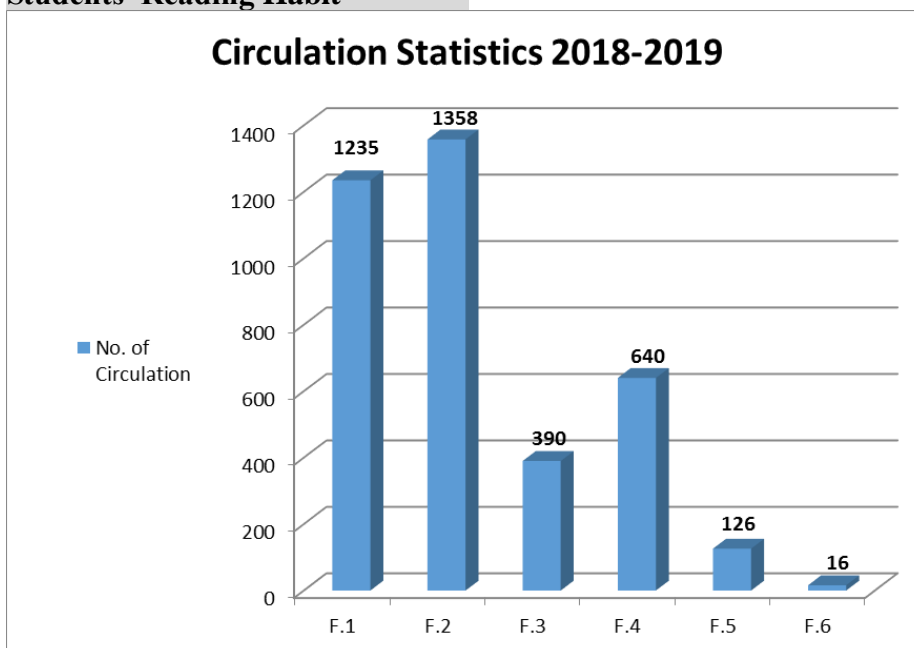
Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	4	4	4	27
2018/19 Enrolment	128	126	127	125	120	115	741

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 2018-2019,

the school purchased 227 English books, 210 Chinese books and 14 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 put in place some new strategies and activities to promote reading habits among junior forms. These new implementations included: 1) the Reading Club, 2) eRead Scheme from HKedcity, 3. a new web page for the school library (https://sfxclibrary.weebly.com/), 4) lucky draw box in reading periods to present gifts to those who performed well each month, 5) Reader of the Month award, and 6) setting up a leisure reading corner on the ground floor of New Wing. Since the implementation of these new strategies, the circulation statistics for junior forms had improved quite significantly compared to last year's (F.1: +11.1%, F.2: +16.8%, F.3: +124.1%).
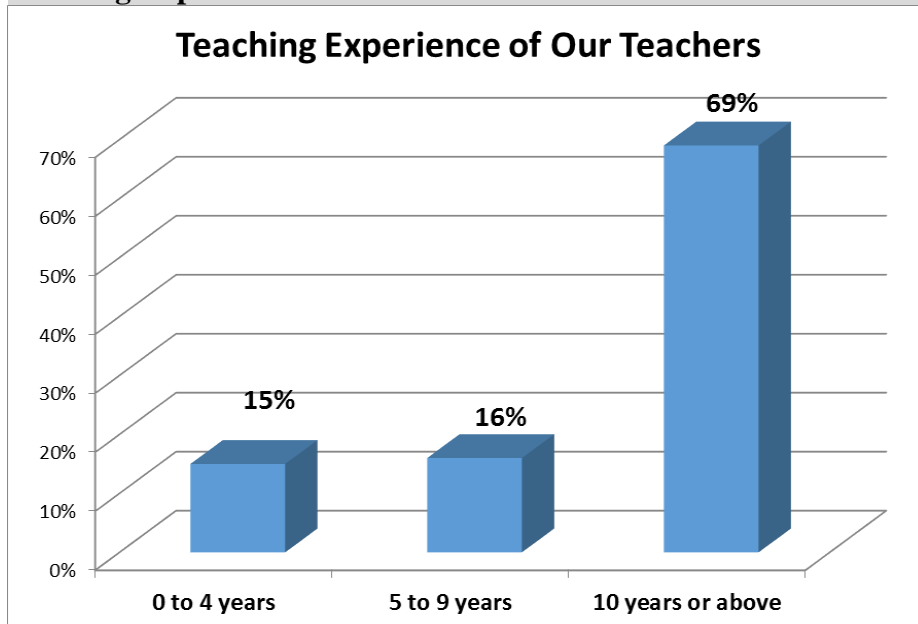
D. OUR TEACHERS

### Academic Qualifications
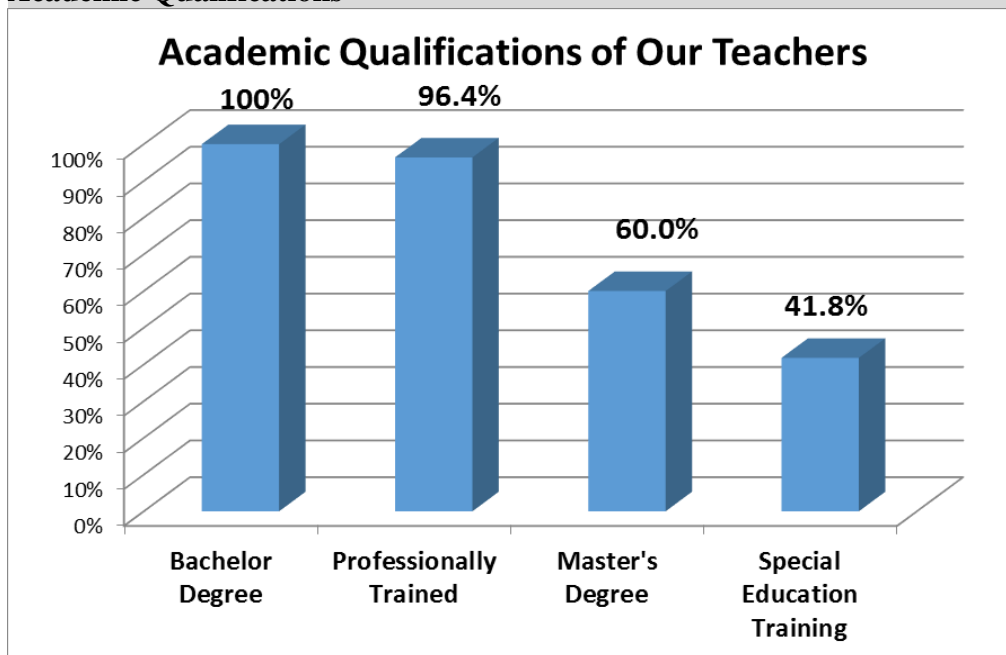
In 2018-2019, there were 55 teachers. Among them, 100% are Bachelor Degree holders and 96.4% have completed professional teacher training. In addition, 60% of the teachers have obtained Master's Degrees and 41.8% have received Special Education Training.

Teaching Experience

There were 55 teachers (including the Principal, the NET and the Teacher Librarian), of which 49 were in the regular staff establishment whereas the other 6 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
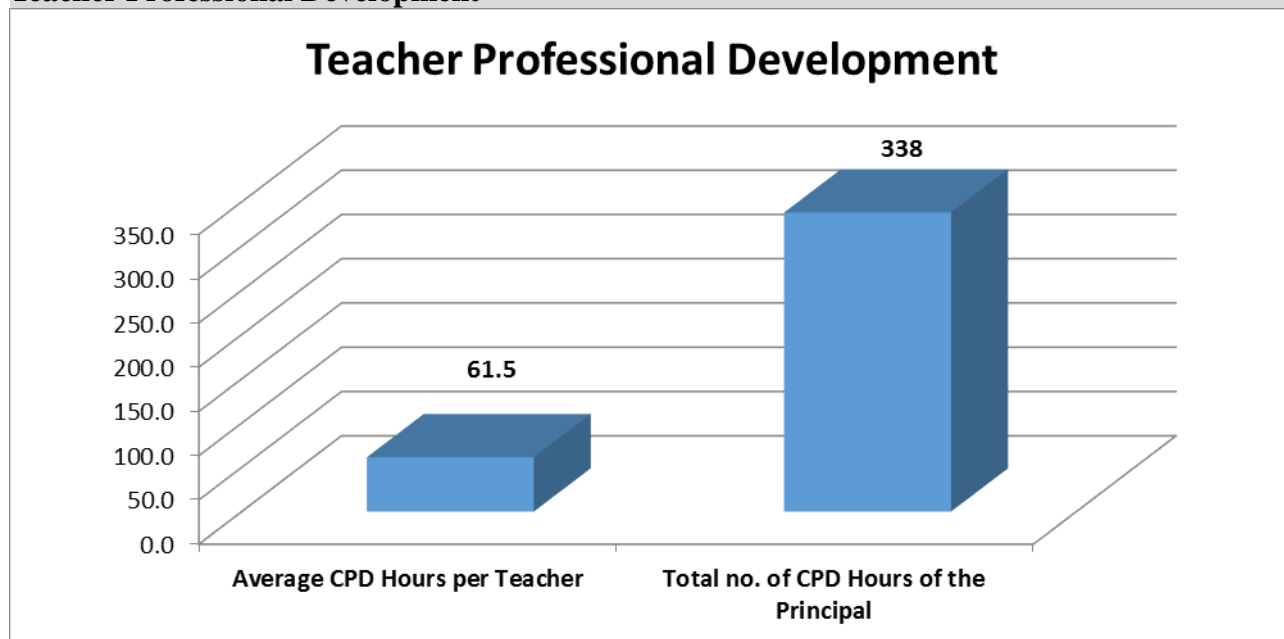
It is a very positive sign that our teachers attained, on average, 61.5 hours of Continuous Professional Development (CPD) during the year of 2018-2019 even under a very tight teaching schedule for alignment with the changing demand of the education reform and with the school's major concern in building an effective learning community.

Up to the year 2018-2019, we have 23 teachers who had undergone training to cater for the SEN students.

Teachers Development Days (TDD)

The First Teachers Development Day

The 1st TDD was divided into two afternoon sessions on 20th and 21st September 2018. The first session had teachers divided into small groups based on subjects and did collaborative lesson planning (CLP). The object was to have teachers brainstorm lesson materials or classroom strategies that align with the major concerns of the 2018-2019 School Annual Plan. More than 90% of the teachers responded positively in post-TDD evaluation towards the CLP.

The 2nd session was a seminar put together by the School Admin Panel. Teachers sat through a presentation that highlighted our school's ethos, strengths, major accomplishments in the last few developmental cycles and the plan for future development, after which they provided feedback to the Admin Panel. This seminar served as a communication platform between the school administration and the front line teachers, and prepared both parties for the impending External; School Review (ESR) that had been scheduled for October. The questionnaire evaluation showed that more than 90% of the teachers expressed that they had better understanding towards the school's needs in future development.

The Second Teachers Development Day

The 2nd TDD was a joint school professional exchange held on 9th November 2019. Teachers from six schools took part in this event, including Madam Lau Kam Lung Secondary School, King Ling College, SKH Leung Kwai Yee Secondary School, St. Mark's School, SKH Li Ping Secondary School and us. Each school was responsible for hosting a special TDD session for one to two subjects. For us, we hosted the Mathematics session and had Mathematics teachers from all six schools gathered in our school hall for professional exchange. Reports from almost all panels claimed that the external exchange had fostered growth in their professional development and gave insights to improve their existing practices.

The Third Teachers Development Day

The 3rd TDD was held on 16th May 2019 and was divided into two sessions. The morning session consisted of a seminar and a workshop. The seminar was called "Recent Development of Marist Brothers" in which teachers got updates from our School Sponsoring Body. The workshop that followed was on teacher personal wellbeing, titled "Posture Matters: Active Health Getting Rid of Chronic Pain". Teachers were taught by professional physical therapists the ways to actively tackle chronic pains that many teachers in Hong Kong suffered. All teachers found this workshop helpful and practical, and looked forward to more events like this.

In the afternoon of the 3rd TDD, all our teachers joined the Catholic School Teachers' Day 2019 held at the AisaWord-Expo. The theme for the territory-wide teacher event this year was "Let the children come to me!" inspired by the scripture, Mark's Gospel 10:14.

E. MAJOR CONCERNS (Achievements and Reflection)

Major Concern 1:
That maintains SFXC a vibrant learning community which brings about effectiveness and innovation in L&T practices.

I. The learning and teaching effectiveness is further enhanced by professional exchanges and development.
To bring about a vibrant learning community, teachers were encouraged to improve their teaching effectiveness through professional exchange both internally and externally.

a. Organize professional exchange for teachers by: 1) Arranging professional exchange programmes with other schools on one TDD; and 2) Organizing subject based lesson observations and sharing sessions with teachers in other schools

The school reserved the 2rd TDD (9th November) to conduct a professional exchange with 5 other schools (see the TDD Section for details). The event was successful but required a huge amount of coordination work. As for panel-level subject-based exchanges, panels like Physics, IS, LS, Chinese History and VA, formed various kinds of sharing or collaboration platforms with teachers other schools. However, many panels expressed various level of difficulties in arranging external exchanges.

b. Arrange professional development programmes for teachers by: 1) Learning effective teaching practices through professional sharing in Staff Meetings; 2) Conducting a preference study to prioritise the sequence of taking SEN course among teachers; 3) Assigning teachers to attend SEN courses; and 4) Conducting a teacher survey to understand the training needs of teachers and draft a 3 year proposal for staff development.

The Learning and Teaching Enhancement Committee (LTE) had conducted two sharing sessions on improving teaching using online platforms. In addition, 3 sessions of sharing concerning L&T were conducted by teachers in the Staff Meetings with the following topics:

6th September, 2018   Topic: Elements of a good lesson
7th September 2018   Topic: Cooperative Learning
11th December 2018   Topic: Tips for teaching gifted students

A preference study for SEN programs was conducted in the beginning of the school year. 10 teachers were invited to take SEN Basic or Advanced courses. A teacher survey was conducted by the Staff Development Committee to find out the training needs of our teachers. The results showed that teachers were most interested in "motivation and student engagement strategies", "catering for learner diversity", and "personal well-being: voice protection". The school had responded to teachers' need in personally well-being and offered a health relaxation workshop in the 3rd TDD. Teachers' response was overwhelmingly positive.

c. Conduct Student Survey for teachers' professional development purposes by: 1) Running a pilot Student Survey for professional development purposes.

A centralized Student Survey template was developed. Each subject panel took the template to develop subject-based Student Survey to find out learners' difficulties and to do self-evaluation for teachers. A pilot study was conducted by all subject panels on F.3 classes to elicit student responses. All panels reported that the Student Survey was very helpful in gathering information for teachers' self-improvement. Teachers agreed that they would conduct more subject-based Student Survey in the coming year. It has to be pointed out that the practice of conducting student survey is strictly for self-improvement purposes. Other than the individual teachers conducting the surveys, neither the school nor the panel chairpersons have access to the results of these surveys. Therefore, the survey will never be used as a means for staff appraisal.

II. The learning & teaching competence is fostered by innovative practices.
To build an effective learning community, the students' diversified learning needs must be catered for. In 2018-2019, the school had taken the following measures to address these needs:

a. Promote the use of IT in enhancing learning & teaching by: 1) Providing pedagogical support to teachers for using IT in teaching in different level and disciplines; 2) Promoting Flipped Classroom in junior ICT, Sci and Maths; 3) Develop a school-based e-learning platform; 4) Employing an extra IT technician to further develop and fully utilize the IT resources to enhance teaching in different direction; and 5) Purchasing online public examination question banks for self-directed learning.

The Head of the L&T Enhancement Committee was assigned to assist teachers in using IT in teaching across disciplines. Besides helping colleagues to familiarize themselves with the various eLearning platforms (e.g. Padlet, Google Documents), new apps were also explored, including Zipgrade, Explain Everything, etc.

Flipped Classroom was attempted in junior ICT, Chemistry, Physics, IS subjects and more than 5 lesson modules were developed for each subject.

Many teachers used Google Classroom to share learning materials and assign homework students. More and more teachers are using Google Form as a form of assessment. Furthermore, the school has created HKEdcity accounts for all students and teachers so they can access the Online Question Bank for e-learning and self-directed learning.

The school had employed an extra IT technician to support the school's increasing need. He helped coordinate and facilitate our deployment of e-Learning strategies, such as using iPads for classroom L&T.

The school has signed up for the Online Question Bank for our students. The senior form students preparing for DSE have been using this platform intensively.

b. Build up an effective teaching community through lesson study

This school development item was scheduled to be implemented in the coming school year (2019-2020) under the 3-year School Development Plan.

c. Encourage peer learning community among students. by: Encouraging peer learning groups in class-based or subject-based manner

Individual subject teachers or class teachers setup peer learning groups by book room for students to do self-study after school. However, this was not a routine practice due to the tight schedule our students engaging in various activities and tutorial programs outside of the school. The only successful school-wide peer learning activity organized was an afterschool exam revision program that lasted for two weeks before the final examination.

d. Promote STEM education through cross-curriculum collaboration by: 1) Reviewing the current STEM education and suggest a plan in promoting the STEM education in the whole school approach manner; 2) Providing STEM programmes to our junior form students, 3) Encouraging students to participate in STEM related external activities / services / competitions / exhibitions; 4) Establishing a new STEM Activity Room; and 5) Joining the School-based Support Services to enhance the STEM education in junior forms.

A holistic plan of STEM education in junior form has been drafted. It is included in the proposal of the application of refurnishing STEM room in Quality Education Fund (QEF). This new STEM activity room could facilitate our development in STEM education.

Cross-curricular activities was created and offered to our F.1 (IS x Computer) and F.2 (Maths x IS) students. For F.3, we offered them the STEM Ocean Park Career Talk. As for competitions and external activities, all F.1 students joined the Rocket Car Competition and F.2 students participated in the Paper Vehicle Competition.

This year, we continue to join the School-based Support Services put together by EDB. Together with Maryknoll Fathers' School, we co-developed two cross-curricular lesson activities for our students in F.1 (Leap Falling) and F.2 (Blood Stain Forensic).

e. Promote reading across the curriculum by: 1) Utilising e-resources to promote reading during reading lesson; 2) Reform existing reading scheme to encourage students to read; 3) Organize cross-curricular theme-based reading activities during reading lessons; and 4) Organize extra-curricular activities to promote reading habits e.g. forming Reading Club and Librarians' reading group

Starting from this academic year, more e-resources are utilized to help promote reading, including the HKEdCity's eRead Scheme and the iLearner platform. By using iPads during reading lessons, more interactive activities were enabled, including Padlet, Kahoot, which allowed students to check their understanding and share their thoughts and reflections after reading.

The reading scheme has also been restructured to include subject-based materials into the Reading Lessons. Subject panels were asked to compile subject-based reading lists, which would help promote cross-curricular theme-based reading activities in the next year.

As for extra curricular activities, on top of the regular ones like World Book Days, Librarian Gatherings, etc., Reading Club has also been initiated. A total of four sessions were conducted, each with a carefully-chosen theme.

III. Learners' Diversity is catered.

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. Review the remedial and enhancement strategies by: Reviewing the current remedial and enhancement strategies and suggest a blueprint to cater for learners' diversity through different remedial and enhancement strategies.

According to feedback from subject panels and a general review of our current remedial and enhancement strategies in the beginning of the school year, it was suggested that the school should focus on enhancement at subject level and utilize the DLG to maximize our students' potential. It was found that our lower achievers had low learning motivation. It was ineffective to force them to join more remedial courses. Therefore, we focus on enhancement strategies at form-level this year and new strategies must be created for remedial purposes. Structured enhancement courses offered this year included those offered by Chinese Language, English Language, Mathematics and Physics panels.

b. Launch remedial strategies in different levels by: Design graded assignment / learning tasks in designated subjects (i.e. Maths, Eng).

Graded tasks were successfully created for English and Mathematics in various forms and were uploaded to Aero Drive

c. Provide suitable gifted programmes to our gifted students in different academic subjects by: 1) Providing information of suitable gifted programmes to our gifted students in different academic subjects, and 2) Offer special programmes to broaden the horizons of the elite students.

Suitable gifted programs such as those from Hong Kong Academy of Gifted Education (HKAGE) were offered to our gifted students. 18 students were nominated for the programme. Among those, 11 completed the assessment by HKAGE and 6 were selected by HKAGE as members. In addition, the school web page were constantly updated to disseminate information of gifted education programmes to parents and a sharing session was conducted on promoting the external gifted programmes in SFX Junior Ambassador Ceremony, in which our top students and their parents were made aware of these available programmes.

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. However, to organize external exchanges at the panel-level has proven to be difficult. Therefore, professional development with external parties would remain at the school-level in the coming years, while at the same time, individual teachers would be free to develop their own external professional networks.

2. The school found that external school exchange programmes and TDD alone were not enough to help teachers to bring an effective change to their pedagogies. In the coming year, with the assistance from external consultants, our VPI would enter classrooms to help our teachers to practically improve their pedagogies.

3. On top of enhancing teachers' pedagogies and professional knowledge, the school also saw the necessity to fulfil teachers' need in personal well-being. Therefore, teacher development programmes for the coming year would strike a balance to provides for the needs in these two areas.

4. Due to the fact that the pilot student survey on all F.3 subjects yielded very positive responses from teachers, the school will make conducting student survey a routine practice and extend it to other forms in the coming year.

5. Upon the completion of hardware installation like the STEM room, a School-based curriculum should be developed in the coming year. In addition, to provide more room of development for STEM Education, extra lesson time will be allocated to STEM related subjects to promote cross-curriculum STEM collaboration. Depends on the results of the QEF application, the school would incorporate more STEM activities in our curriculum to fully utilize the new STEM room.

6. With the current success in practicing flipped classroom in science subjects, the school would encourage and equip teachers to employ this strategy in more subjects. Also, it was found that Google Classroom was not employed in all subjects. This would be one of the major areas to work more on such that teachers and students can adapt to e-learning environment.

7. It is suggested that more books related to the pre-selected themes of the Reading Club could be purchased in advance and brought to the sessions so as to better encourage Reading Club attendees to read.

8. It was advised that the remedial strategies should focus on class-level and re-engage lower achievers during lessons. So form-wide, subject-level remedial courses would only be organized by the Chinese and English Language panels in the coming year.

9. For the graded learning task. It is recommended that the school should assess the usage of the created tasks in the coming year and decide whether it can be pushed to other subjects.

10. It recommended that the gifted programs like those offered by HKAGE should be made available to more students. In the coming year the school may nominate the top-15 students of each junior form to participate in HKAGE assessment.

Major Concern 2:
That SFXC keeps the tradition of being a Catholic School with the Marist Distinctive Styles.
In response to the rising need in value education and in properly positioning our school in the sweeping tide of education reform, the school had done the following to reinforce our tradition as a Catholic school with educational styles unique to the Marist Brothers.

I. The Marist styles and Catholic core values are promoted.
a. Review the curriculum and make an overall planning on the nurturing of the target values in our formal and informal curriculum by: 1) Reviewing the existing curriculum and make an overall planning on the teaching of the above topics through different curriculum, 2) Providing relevant teaching resources and activities for FTs, and 3) Invite alumni to share the above topics in FA lessons.

The Curriculum and Assessment Committee had conducted a full review and analysis on our current curriculum and suggested the school to strengthen the 4 areas, out of these, the strengthening of Basic Law Education and Sex Education were closely related to the promotion of Truth, Life, Justice and Family among the Catholic Core values. After discussion and coordination with various subject panels involved, some new learning objectives would be included in the junior form curriculum of Chinese History, Integrated Humanities and Business Fundamentals. As for Sex Education, after comparing the curriculums between the subject "Life and Society" and our current Moral and Civic Education (MCE), two new learning packages were developed and would be incorporated into the MCE curriculum after more planning.

8 alumni were invited to share their professional experience littered with Marist Styles and Catholic Core values in 10 form assemblies.

b. Offer Staff Development Programmes for teachers on the above topics by: 1) Include the above topics in New Teacher Induction Programme; and 2) Join the Catholic Diocese Training.

A teacher induction program incorporating the importance of exemplifying the Catholic Core Values and Marist Styles was conducted for all new teaching staff on 21st August 2018.

All teachers joined a talk on the latest development of the Marist Brothers on the 3rd TDD. Teachers' response to the talk was very positive. In the afternoon, all teachers joined the Catholic Schools Teachers Day 2019 offered by the Catholic Diocese on 16th May 2019.

c. Organize related activities to enhance the values education by: 1) Setting guideline to encourage staff participation in student activities; 2) Arranging activities related to the Marist Styles e.g. drama, board decoration, essay writing, art work, evangelization week, public speaking etc.; 3) Inviting Marist Brothers and visitors to give talks and sharing; and 4) Organize Exchange Programme with overseas Marist Schools.

Since one of the characteristics of Marist Style of Education was "Presence", a guideline for teacher advisors of school teams was created to guide our teachers to live out the Marist Spirit of Presence when conducting school team activities or competitions.

Panels such as Chinese Language, English Language, LS, VA, MCE and Religious Studies have put together student activities such as: board decoration, essay writing, sticker design competition and evangelization weeks to bolster the value education of Marist Styles and Catholic Core Values.

Whenever we had Brothers or Marist Educators visiting us from overseas, we invited them to share with our students in the morning assemblies. This year, we had guests such as Br. Tay from Malaysia and Br. Anthony from Singapore to share with us their journey as Marist Educators.

This year we organized two student exchange programs visiting Marist schools in South East Asia. The one in June was a Marist Schools Basketball tournament held in Malaysia. The other one held in July was a STEM study tour in which we visited Maris Stella High School and had around 30 SFXC student immersed in a half-day experience studying in a Marist School in Singapore.

II. Build up an inclusive culture in the school..
a. Strengthen the family spirit and brotherhood of SFXC by different schemes and programmes by:
1) Enriching the training for senior form leaders to help them become better role models to the junior schoolmates; 2) Inviting junior alumni to deliver messages in assemblies; 3) Including the above topics in formal curriculum (e.g. RSC and MCE) and informal curriculum (e.g. FAs); 4) Optimize the Big Brother Scheme to promote the above spirits; and 5) Offer awards to honour students who show cares and concerns to 'little brothers'.

Two training sessions were offered to all the club chairmen and committee members at the beginning of the term to let them familiarize with the planning, the implementation work and the evaluation work to become the role models for the junior schoolmates. We invited 5 young alumni to share topics on brotherhood during FA assemblies. We also invited 3 junior alumni to share their experience in bracing the DSE Result Releasing Day in special student gatherings. At least one lesson on Catholic Core Values or Marist Spirit was included in the formal MCE curriculum for F.1 to F.3. As for the awards for students demonstrating Marist Styles of care to their 'little brothers, the school was finalizing the selection rubric and mechanism. This award will be implemented next year.

b. Build up an inclusive culture in the school by: 1) Developing policy for 'inclusive culture building' and make known to students, parents and working staff; 2) Organize activities to promote 'inclusive culture'; 3) Include the above topics in formal curriculum (e.g. RSC, MCE); and 4) Offer staff development programme on the topic.

The school is finalizing the policy for 'inclusive culture building' and will announce it to all

stakeholders in the coming school year.

The Counselling Committee organized the「Brotherhood」關愛文化班本工作坊 (F.1 MCE and F.2 PE lesson) and 貧富宴 (F.1) to promote inclusive culture among junior students. And to strengthen the concept of "inclusive culture", the school had included at least two topics on respect and anti-bullying in Junior MCE curriculums.

On top of the three TDD, we designated an afternoon on 4th January to educate teachers on understanding the emotional needs of people through mindfulness practices. We also used two staff meetings (28/9, 30/10) to learn about how to handle students with mental illnesses and special education needs, which help create an atmosphere of "inclusive culture among teachers.

Recommendations:

1. Since the first school-level review on value education curriculum has been completed, it is recommended that the school should focus on cross-committee work on value education in the coming school year.

2. It is recommended that the future teacher induction or TDD programmes should include practical advice on how to exemplify the Marist Styles of Education.

3. In response to the ESR's concern over our overly top-down approach in formulating school development plan, and the rising needs in students' emotional well-being, it is recommended that the school should adopt a bottom-up model in advocating life education in students, teachers and parents.

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 2019 (4 or above)

■ HK 5**-4   □ SFXC 5**-4

COMPARISON OF EXAMINATION RESULTS OF MAJOR SUBJECTS BETWEEN SFXC STUDENTS AND ALL CANDIDATES IN THE HKDSE OF 2019 (2 or above)

■ HK 5**-2   □ SFXC 5**-2
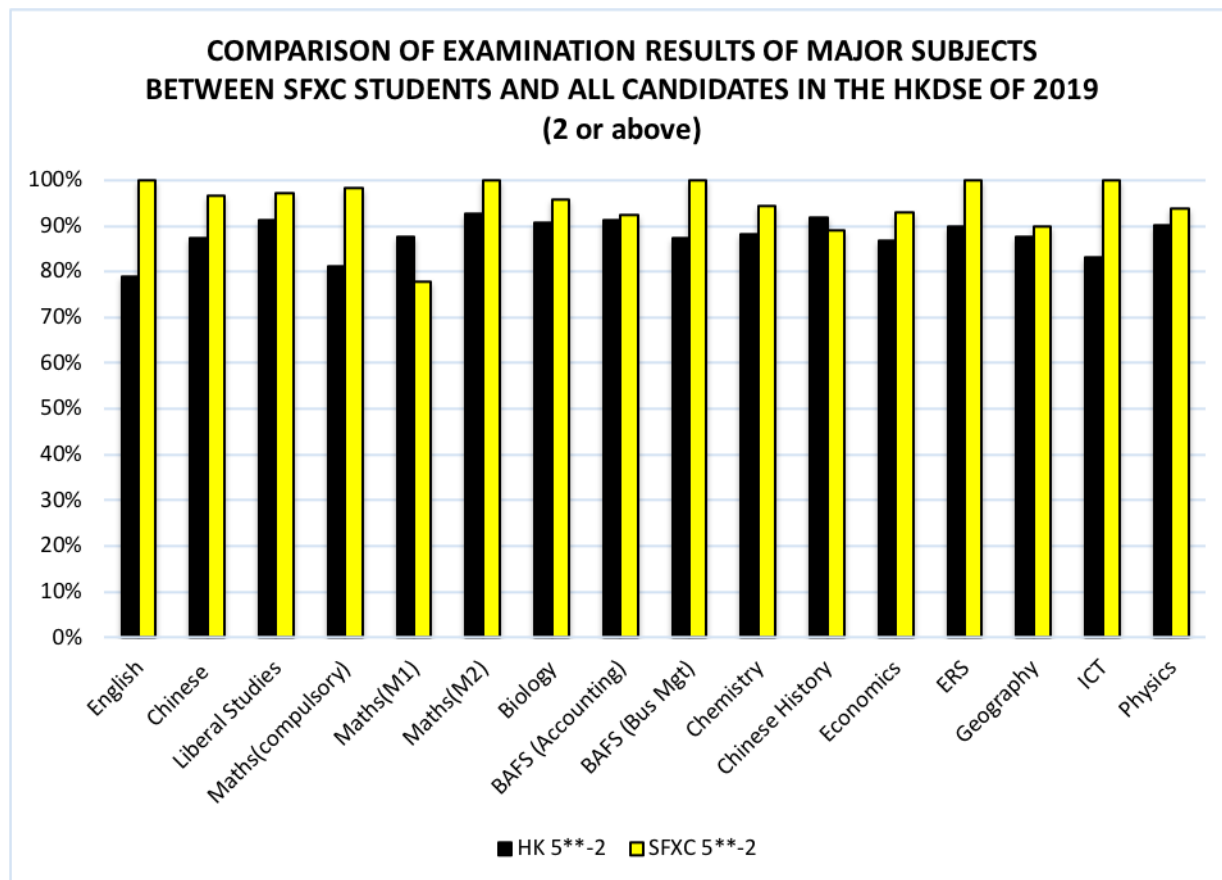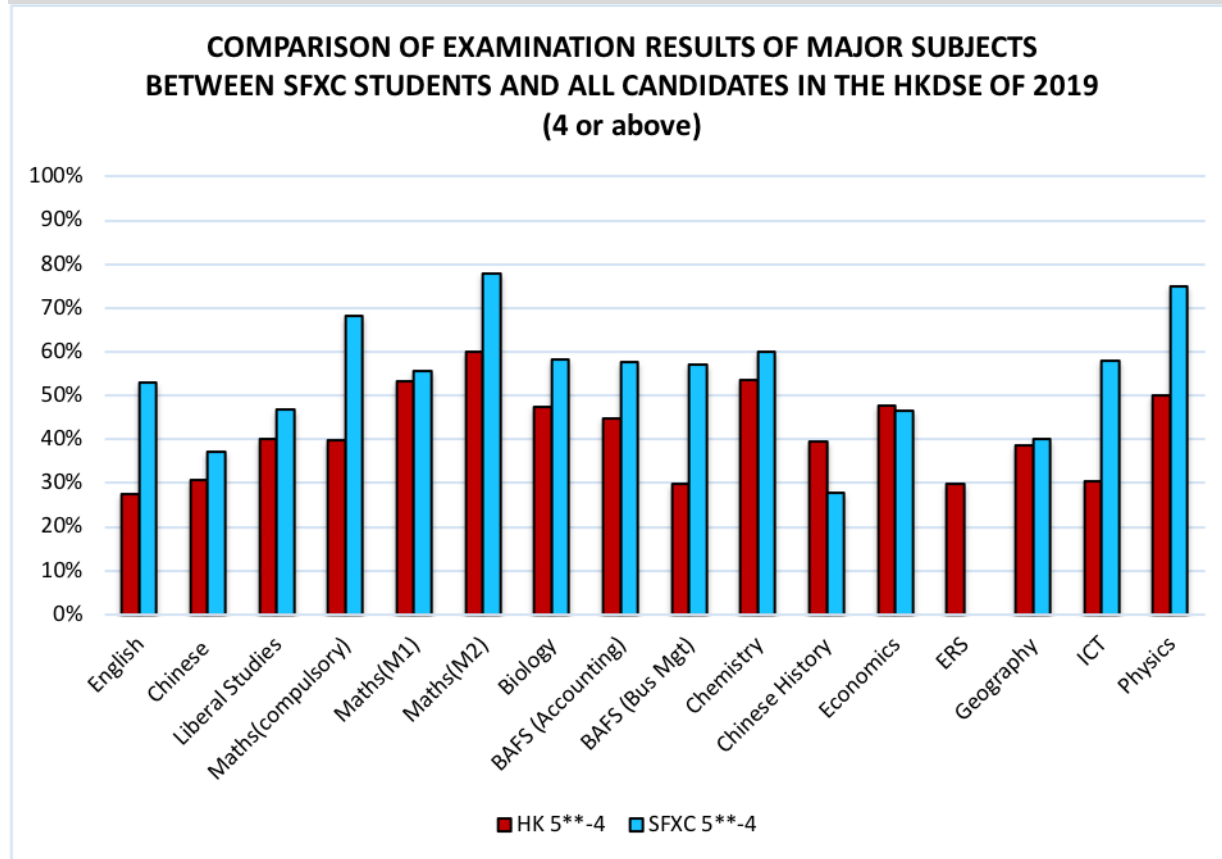
Statistics of pathways of 2018-2019 F.6 graduates

	2019	
Admitted to local degree programmes	**60**	**53.1%**
HKU	13	**11.5%**
CUHK	7	**6.2%**
HKUST	16	**14.2%**
PolyU	3	**2.7%**
CityU	8	**7.1%**
HKBU	0	**0.0%**
LU	0	**0.0%**
EdUHK	1	**0.9%**
Open U	0	**0.0%**
Others Higher Institutes	12	**10.6%**
Taking associated degree programmes	**23**	**20.4%**
Taking higher diploma programmes	**4**	**3.5%**
Taking overseas courses	**19**	**16.8%**
Taking foundation diploma programmes	**3**	**2.7%**
Engaging in full-time jobs	**1**	**0.9%**
Re-attempting HKDSE	**3**	**2.7%**
Total	**113**	**100.0%**

G. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS 2018-2019

Inter-School Activities Achievements in 2018-2019

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	3	8	1	2
Hockey Competition	II	-	-	-	6
Swimming Championships	II - *Team*	6	15	11	11
Athletics Championships	II - *Team*	6	5	12	6
Badminton Competition	II (Kowloon) - *Team*	7	3	6	8
Table-Tennis Competition	III (Kowloon Three)	7	-	3	12
Fencing	N/A	-	-	-	3

2. The 70th Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
Champion	2	---	---
1st Runner-up	1	---	---
2nd Runner-up	1	1	---
Certificate of Merit	25	1	2
Certificate of Proficiency	---	---	---

3. The 71st Hong Kong Schools Music Festival

Awards	Number of Winners
Champion	Solo 1
1st Runner-up	---
2nd Runner-up	Choir
Certificate of Honor	Solo 2
Certificate of Merit	Choir, Wind Band, Solo 9
Certificate of Proficiency	Solo 5

4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Chinese Panel	第十二屆聯校文學創作比賽	-高級組新詩冠軍及高級組散文冠軍 -高級組散文亞軍 -高級組微型小說季軍	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 International Competitions and Assessments for Schools (ICAS)	Group Discussion and Individual Response: Certificate of Merit x3	Hong Kong Institute of Education and the Rational Communication Educational Society
	English Drama Fest 2019	Outstanding Performer Award The Outstanding Script Award	The Association of English Medium Secondary Schools
	Hong Kong Secondary Schools Debating Competition 2018-2019	KLN & NTW Div I Term 1 Regional Final - 1st Runner-up Term 2 Regional Final - 1st Runner-up	HKSS Debating
	The AIS Debating Challenge 2018	1st Runner-up	Department of Asian and International Studies of the City University
Mathematics Panel	第十八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 17/18	優異獎 2 名	香港統計學會
	2019《華夏杯》初賽	一等獎 1 名、二等獎 3 名及三等獎 2 名	香港數學奧林匹克協會
	2018《華夏杯》晉級賽	二等獎 1 名	香港數學奧林匹克協會
	2019 年香港華羅庚金杯少年數學邀請賽	Finalist	香港華杯賽協會主辦
Physics Panel	全港學界天文問答比賽 2018	亞軍及季軍各 1 名	香港中文大學
	香港聯校天文協會天文問答比賽 2018	亞軍及殿軍各 1 名	香港聯校天文聯會
Chemistry Panel	澳洲國家化學測試（香港區）2018	卓越表現獎 3 名 特別優異獎 5 名	澳洲皇家化學學院主辦
Science Panel	高中數理學科比賽 2018	卓越獎章 2 名、高級優異獎 3 名、優異獎 9 名	香港理工大學
BAFS Panel	保險科技創新商業大賽（中學組）	亞軍	財經事務及庫務局
	會計及商業管理個案比賽 2018/19	良好證書 10 名	香港會計師公會
ICT Panel	香港電腦奧林匹克競賽 2018/19	初級組銀獎 1 名	教育局及香港電腦教育學會

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Music Panel	「2019 好聲音＠油尖旺」歌唱比賽	優異獎	油尖旺區校長會主辦
	2018 香港青年音樂匯演	管樂團（中學中級組）銀獎 弦樂團（中學 A 組）　銅獎 中樂團（中學 A 組）　優異獎	康樂及文化事務署
	聯校音樂大賽 2019	中學合奏（中樂）　　銀獎 中學合奏（敲擊樂）　銀獎	香港聯校音樂協會
Visual Arts Panel	2018 華夏兒藝全國少年兒童美術書法攝影大賽	一等獎 1 名 二等獎 3 名 三等獎 4 名	中國少年兒童美術書法攝影作品編輯委員會
	2018 香港環保電影展 － 氣候勇士定格動畫創作比賽	中學組大獎最環保獎 優秀影片、傑出獎及最佳動作獎	HK-Vace 香港視藝文化教育協會
Photo and Video Taking Team	校際無人機編程比賽—深水埗及油尖旺區	群飛表演賽冠軍 最佳合作隊伍獎	國際專業無人機學會及佛教大雄中學
	粵港澳大灣區青年無人機大賽—香港區選拔賽	無人機設計 傑出優異獎 無人機短片拍攝比賽傑出優異獎	國際專業無人機學會、國際扶輪 3450 地區及吐露港扶輪社
	PTCC x SFXC FPV 無人機挑戰賽 2018	隊際賽冠軍 個人賽冠軍	本校及嘉諾撒培德書院主辦
Fencing Team	隊際外展劍擊（花劍）比賽 2018/19	高級組季軍	康樂及文化事務署主辦
	2018-2019 中學校際劍擊比賽	季軍 3 名 男子重劍團體殿軍	香港學界體育聯會
	深水埗區劍擊比賽	U14 男子組花劍（個人）組冠軍	深水埗體育會
	三武士劍擊隊際公開賽 2018	公開組男子組花劍季軍	ByJOSS Limited
Bowling Team	中學校際比賽 － 中銀香港保齡球盃 2018/19	男子公開組個人賽亞軍	香港學界體育聯會
Table Tennis Team	2018-2019 中學校際乒乓球比賽	冠軍	香港學界體育聯會
Badminton Team	2018-2019 中學校際羽毛球比賽	男子甲組亞軍 男子丙組殿軍	香港學界體育聯會
Squash Team	學校體育推廣計劃 —隊際外展壁球比賽 2018/19	男子組（初中組）隊際季軍	香港壁球總會
	九龍地域分齡壁球比賽 2018	男子青少年 MD 組冠軍	康樂及文化事務署

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Orienteering Team	2018-2019 學界分區野外定向錦標賽初賽	九龍區男子團體全場總季軍 男子乙組季軍	香港定向總會
	Pro-Active 九龍三連環賽 2018	男子乙組個人冠軍 男子精英組亞軍	Pro-Active 定向會
	2018 年全國青少年定向錦標賽	中距離賽冠軍及季軍	中國定向運動協會
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 - 9 位同學獲義務工作嘉許狀金狀 - 63 位同學獲義務工作嘉許狀銀狀 - 76 位同學獲義務工作嘉許狀銅狀	社會福利署
Student Affairs Committee	2018-2019 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
	2018-2019 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
	第十屆九龍城地域傑出學生選舉	高中組優秀學生獎 1 名	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 2 名	尤德爵士紀念基金會

H. FINANCIAL CONSOLIDATION 2018-2019

1. Financial Summary:

A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Accumulated Surplus (Deficit) brought forward
	The IMC of St. Francis Xavier's College				
	Income and Expenditure Account for the period from 1 September 2018 to 31 August 2019				
		$	$	$	$
A2701	**Expended Operating Expenses Block Grant (EOEBG)**				
501	EOEBG	2,988,507.20	(3,375.00)	-	2,985,132.20
	School Specific				
502	Administrative Grant	2,208,037.78	3,704,064.00	3,946,843.66	1,965,258.12
503	Capacity Enhancement Grant	(205,226.55)	613,766.00	769,218.99	(360,679.54)
504	Composite Information Technology Grant	353,461.83	407,214.00	362,141.61	398,534.22
505	Noise Abatement Grant	569,207.18	-	-	569,207.18
	Non-School Specific				
600	Baseline Reference	8,897,710.67	1,823,593.35	-	10,721,304.02
603	Composite Furniture & Equipment Grant	(3,964,817.43)	-	764,305.00	(4,729,122.43)
604	Subject Grant	(881,806.63)	-	223,588.23	(1,105,394.86)
606	Lift Maintenance Grant	(260,375.61)	-	56,879.86	(317,255.47)
607	Prog Fund for WSA to Guidance & Discipline	(18,320.61)	-	6,437.00	(24,757.61)
608	Supplementary Grant	(260,740.17)	-	35,458.00	(296,198.17)
609	School & Class Grant	(4,844,043.79)	95,834.30	838,859.53	(5,587,069.02)
610	Training & Development Grant	(29,761.60)	-	-	(29,761.60)
	EOEBG Total	4,551,832.27	6,641,096.65	7,003,731.88	4,189,197.04
	Non-EOEBG				
A1017	Salary Grant				
001	- Teaching Staff	-	39,508,222.86	39,519,203.01	(10,980.15)
002	- Supply Teacher Grant	-	-	194,326.10	(194,326.10)
003	- Lab Tech	-	1,260,180.00	1,267,680.00	(7,500.00)
A1018	Employer's Cont to PF Scheme for NT	-	290,930.74	290,930.74	-
A1009	Rent and Rates	0.28	568,000.00	568,000.00	0.28
A1011	Home School Co-opertion Project	-	15,474.00	15,474.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	83,843.09	83,843.09	-
A1088	School-based After-school Learning & Support	48,800.00	21,484.00	25,484.00	44,800.00
A1092	Teacher Relief Grant	1,901,946.71	3,239,983.50	2,640,994.03	2,500,936.18
A1101	Learning Support Grant for Sec. Sch	57,973.75	587,202.00	534,108.00	111,067.75
A1103	Teacher Training Grant (SEN) for IMC Schools	-	81,836.00	81,836.00	-
A1107	Diversity Learning Grant (Other Programmes)	72,445.00	84,000.00	90,490.00	65,955.00
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
A1127	Fourth Strategy on IT in Education - One-off IT Gr	1,240.00	66,740.00	67,980.00	-
A1133	One-off IT Grant for e-Learning in Schools	74,130.00	(50,518.00)	23,612.00	-
A1134	One-off Grant to Sec Sch for the Promotion of STEM	150,793.98	(70,907.52)	79,886.46	-
A1135	One-off Grant - Promotion of Chinese History & Culture	150,000.00	-	-	150,000.00
A1136	Information Technology Staffing Support ITSS Grant	8,079.00	310,575.00	318,654.00	-
A1137	Grant for the Sister School Scheme	-	100,000.00	41,912.62	58,087.38
A1138	Promotion of Reading Grant	-	60,000.00	49,259.09	10,740.91
A1754	Jockey Club Life Wide Learning Fund	-	52,940.00	52,940.00	-
A2074	Air-conditioning Grant	-	512,034.75	552,200.91	(40,166.16)
	Non-EOEBG Total	3,265,063.42	46,722,020.42	46,498,814.05	3,488,269.79
	Government Grants Total	***7,816,895.69***	***53,363,117.07***	***53,502,545.93***	***7,677,466.83***
	SCHOOL FUND				
A1701	Subscription A/C	3,052,256.39	478,500.02	333,783.96	3,196,972.45
A1751	Student General Affairs	-	1,194,605.00	1,194,605.00	-
A1752	SFXC Foundation (for Additional Teachers)	(9,145.25)	1,020,165.30	990,990.05	20,030.00
A1753	SFXC Education Fund	-	189,000.00	189,000.00	-
A1757	SFXC60	830,532.72	6,985.00	-	837,517.72
A1760	SFXC65	-	-	770.00	(770.00)
	School Fund Total	***3,873,643.86***	***2,889,255.32***	***2,709,149.01***	***4,053,750.17***
	TOTAL	**11,690,539.55**	**56,252,372.39**	**56,211,694.94**	**11,731,217.00**

	Balance of Bank Accounts:				
	Funding Source	**Current Account**	**Fixed Deposit**	**Cash in Hand**	
		$	$	$	
A5001/A5201	Government Fund	1,093,576.94	6,086,050.31	N/A	
A5002/A5202	School Fund	1,759,808.49	4,054,880.13	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

2. Report on the use of Diversity Learning Grant for 2018-2019

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
English	English drama workshop	· 5 S4 & 5 S5 elite students · Nominated by Eng. Panel with specific criteria	18 sessions (1.5 hours each)	Drama performance	-Drama workshops had been organized for F.4 to F.6 students. -The students participated in the English Drama Fest Competition and they won the Outstanding Script Award. -This programme would be recommended for 2019/20.	$11,610
English	Enhancement course for elite students in English	· 11 S4 elite students · Nominated by Eng. Panel with specific criteria	18 sessions (1.5 hours each)	Course material, students' work	-11 students were selected to participate in the F4 Enhancement Course. -The course focused on teaching them vocabulary and different sentence patterns.	$1,800
Chinese	電影與文學創作	· 15 S4 elite students · Nominated by Chi. Panel with specific criteria	12 sessions (2 hours each) + 2 sessions of practicums (6 hours each)	Movie scripts and short video clips https://drive.google.com/drive/folders/1KhiI71O7fqJ6Qy-itJzvOifvo9lGeLGI	-8 S4 students, S5 students joined the programme. -As not many elite students have enough time to participate the full programme, the programme might suspend in 2019/20.	$27,200
Chinese	中五寫作拔尖	· 30 S5 elite students · Nominated by Chi. Panel with specific criteria S5 elite students in Chinese	1-2 copies of writing per student	Course material, students' work	- 20 S6 students joined the programme -Each student had submitted 1-2 copies of writing and totally 35 copies were collected and marked. - This programme would be recommended for 2019/20.	$ 1,400
Chinese	中六寫作拔尖	· 30 S6 elite students · Nominated by Chi. Panel with specific criteria	4 copies of writing per student	Course material, students' work	- 20 S6 students joined the programme -Each student had submitted 4 copies of writing and totally 80 copies were collected and marked. -This programme would be recommended for 2019/20.	$ 3,200

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
Maths	Enhancement course for elite students in Maths.	· 15 S4 & 15 S5 elite students · Nominated by Maths. Panel with specific criteria	4 sessions (2 hours each) for each form	Course material, home assignments	-8 S4 and 10 S5 students participated in the course. -This programme would be recommended for 2019/20.	$12,000
Maths	Publishing a Maths Magazine by elite students	· 5 S5 elite students · Nominated by Maths. Panel with specific criteria	800 copies	Maths magazine would be published at the term end.	-The magazine was around 80 pages. - All articles in the magazine are written by students. - 800 copies were printed and all students and teachers could get a copy. - This programme would be recommended for 2019/20.	$10,080
Physics	Enhancement course for elite students in Physics	· 10 S4 elite students · Nominated by Physics Panel with specific criteria	8 sessions (2 hours each)	Course material, students' work	-12 S4 students joined the programme - This programme would be recommended for 2019/20.	$3,200
Physics	Enhancement course for elite students in Physics	· 10 S5 elite students · Nominated by Physics Panel with specific criteria	3 sessions (2 hours each)	Course material, students' work	-23 S5 students joined the programme - This programme would be recommended for 2019/20.	$1,500
Chemistry	Enhancement course for elite students in Chemistry	· 10 S5 elite students · Nominated by Chemistry Panel with specific criteria	6 sessions (3 hours each)	Course material, students' work	-Due to no suitable tutor, the class was suspended. - This programme would still be recommended for 2019/20.	$0
Biology	Enhancement course for elite students in Biology	· 10 S5 elite students · Nominated by Biology Panel with specific criteria	5 sessions (2 hours each)	Course material, students' work	-10 S5 students joined the programme - This programme would be recommended for 2019/20.	$1,500
ICT	Enhancement course for elite students in ICT	· 5 S4 & 5 S5 elite students · Nominated by ICT Panel with specific criteria	4 sessions (2 hours each)	Course material, students' work	-Due to no suitable tutor, the class was suspended. - This programme would still be recommended for 2019/20.	$0

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
Science Subjects	Enhancement course for elite students in Maths. M1, Phy., Chem., Bio.	· 40 S6 elite students · Nominated by Sci. subject panels with specific criteria	6 sessions (2 hours each),total 6 subjects	Course material, students' work	-The course includes subject Phy., Bio., Eng., Math. and M2. - Totally, 46 students joined in enhancement courses of different subjects. - This programme would be recommended for 2019/20.	$9,000
Ethnic and Religious Studies	Enhancement course for students in Ethnic and Religious Studies	· 10 S4 students · Nominated by Religious Studies panels with specific criteria	30 Saturday sessions (3 hours each)	Course material, students' work	-8 S4 students joined the Ethnic and Religious Studies DSE course provided by the - This programme would be recommended for 2019/20.	$8,000

Total: $90,490

3. Report on School-based After-school Learning & Support Programmes (2018-2019)

	Information on Activity Organized in 2018/2019 Academic Year under the Programme										Total Allocation:	25,484.0
	Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses ($) per student	Name of Service Provider	Method of Evaulation	Subsidy per Student	No. of CSSA Students Assisted	No. of Full Grant SFAA Students Assisted	Other Students with Financial Needs Assisted	Total Subsidy per Activity($)	Uncommitted Allocation
1	中二級數學拔尖班	1	92	26/9/2018-19/12/2019	574	Be with You	Attendance Record	574	0	1	0	$574.00	
2	萬聖節派對	1	80	03/11/2018	90	SFXC	Attendance Record	90	0	1	0	$90.00	
3	公益少年團TROSKA聯校義工服務活動	1	100	26/1/2019-23/2/2019	120	SFXC	Attendance Record	120	0	1	0	$120.00	
4	樂器訓練班	4	70	1/9/2019-20/6/2019	3600	SFXC	Attendance Record	3600	1	3	0	$14,400.00	
5	攝影及攝錄工作坊	2	70	26/9/2018-22/5/2019	800	香港遊樂場	Attendance Record	800	0	2	0	$1,600.00	
6	遙控無人機航拍證書課程	1	100	24/2/2019-11/4/2019	1000	香港模型飛行總會	Attendance Record	1000	0	1	0	$1,000.00	
7	基督青年行之山東行	1	100	14/4/2019-18/4/2019	3100	遊學庫	Attendance Record	3100	0	3	2	$3,100.00	
8	PE Education Japan Study Tour	1	100	12/4/2019-16/4/2019	13295	SFXC	Attendance Record	4000	0	1	0	$4,000.00	
9	日本動漫工作坊	1	80	10/10/2018-08/05/2019	600	C01 設計學校	Attendance Record	600	0	1	0	$600.00	
							Total:	1	14	2	$25,484.00		

4. Report on the use of Jockey Club Life-wide Learning Fund (2018-2019)

	Information on Activity Organized in 2018/2019 Academic Year under the Programme									Total Allocation:	$52,940.00
	Name of Learning Activities (Teacher I/C)	Actual no. of Grant Beneficiaries Served	Average Attendance Rate (%)	Period of Activities	Actual Expenses ($) per student	Method of Evaulation	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	地理科考察活動	4	100	31/10/2018-1/1/2018	187	Attendance Record	100	0	3	1	$748.00	
2	中一級數學拔尖班	2	91	26/9/2018-19/12/2018	491	Attendance Record	491	0	0	2	$982.00	
3	公益少年團Iridescent聯校義工服務活動	3	100	6/4/2019-27/4/2019	80	Attendance Record	80	0	1	2	$240.00	
4	樂器訓練班	7	70	1/9/2018-20/6/2019	3600	Attendance Record	3600	0	0	7	$25,200.00	
5	攝影及攝錄工作坊	1	70	26/9/2019-22/5/2019	800	Attendance Record	800	0	0	1	$800.00	
6	遙控無人機航拍證書課程	1	70	24/2/2019-11/4/2019	1000	Attendance Record	1000	0	0	1	$1,000.00	
7	基督青年行之山東行	1	100	14/4/2019-18/4/2019	3100	Attendance Record	3100	0	0	1	$3,100.00	
8	Physic in Motion	1	100	04/05/2019	170	Attendance Record	170	0	0	1	$170.00	
9	STEM 新加坡遊學課程2019	2	100	6/7/2019-10/7/2019	7630	Attendance Record	3000	0	0	2	$6,000.00	
10	STEM 新加坡遊學課程2019團服	2	100	6/7/2019-10/7/2019	30	Attendance Record	30	0	0	2	$60.00	
11	義教服務體驗團	4	100	22/7/2019-28/7/2019	2700	Attendance Record	2700	0	2	2	$10,800.00	
12	中四試後活動DAY CAMP 日營	24	100	04/07/2019	160	Attendance Record	160	1	17	6	$3,840.00	
						Total:		**1**	**23**	**28**	**$52,940.00**	

End of Report