

St. Francis Xavier's College



Annual School Report (2020/2021)

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.

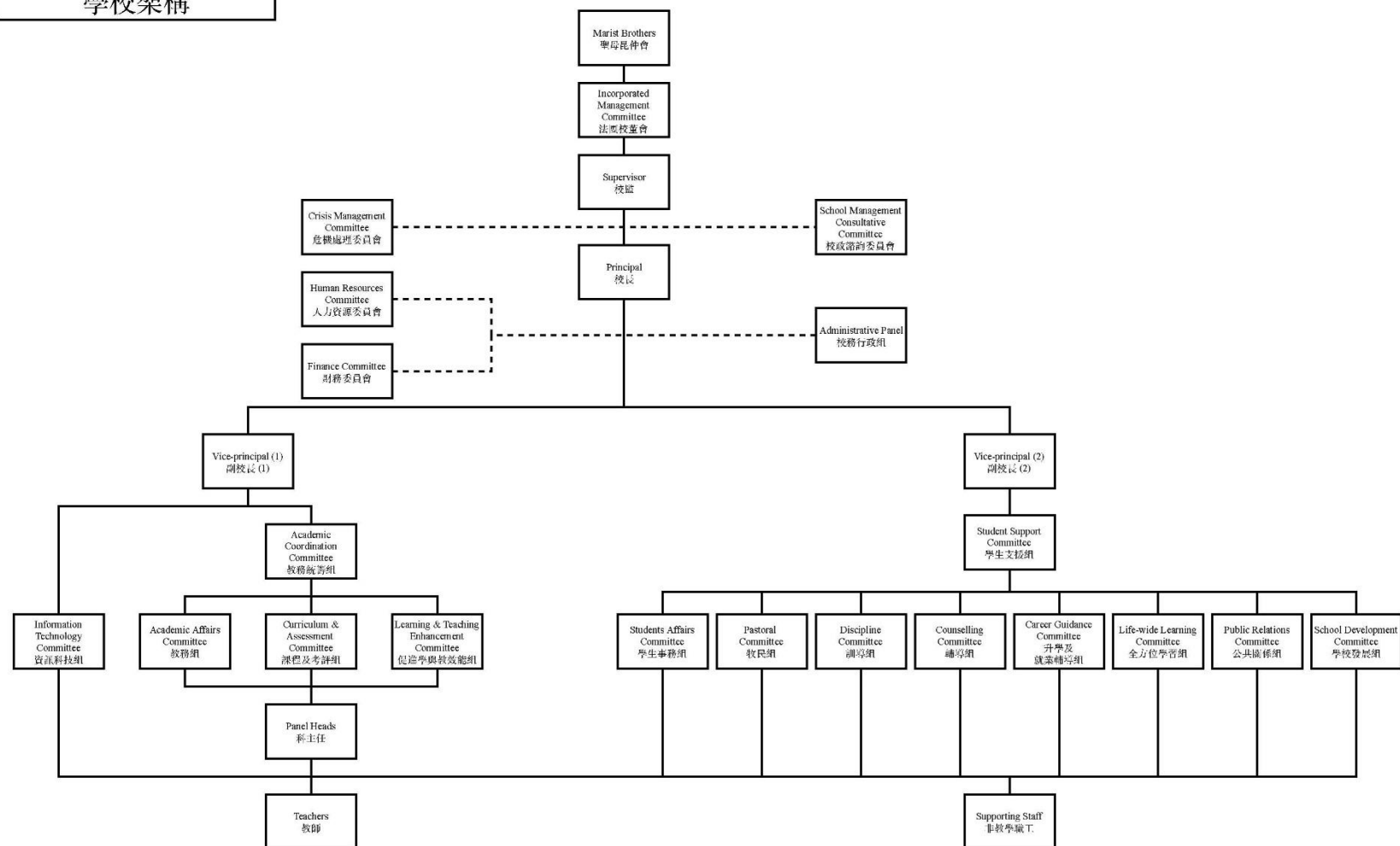
Incorporated Management Committee of St. Francis Xavier's College

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

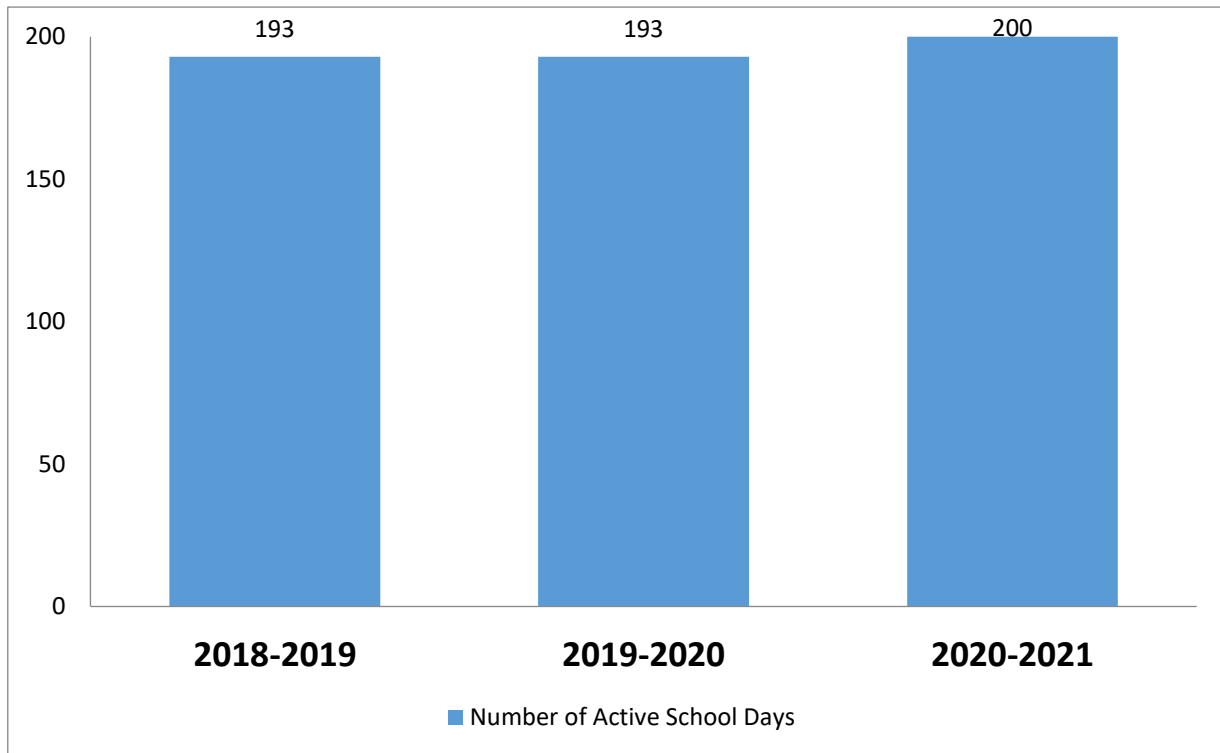
Categories of Managers	Number of Managers	Number of Alternate Managers
School Sponsoring Body	7	1
Independent Manager	1	0
School Principal	1	0
Teacher Manager	1	1
PTA Manager	1	1
Alumni Manager	1	0

School Administration Chart

Administrative Structure 學校架構

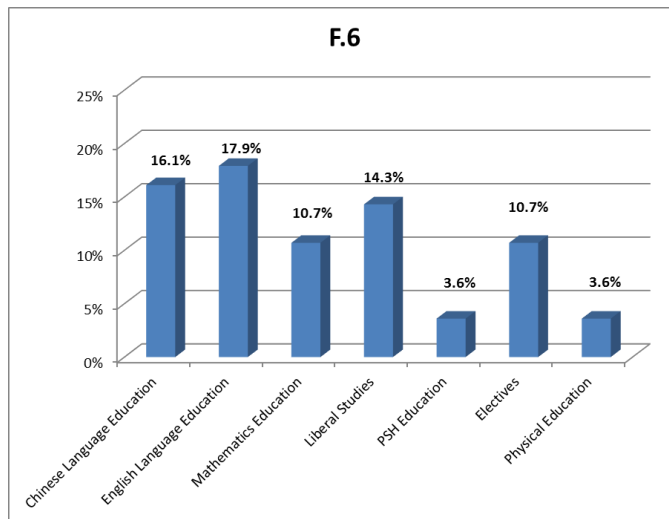
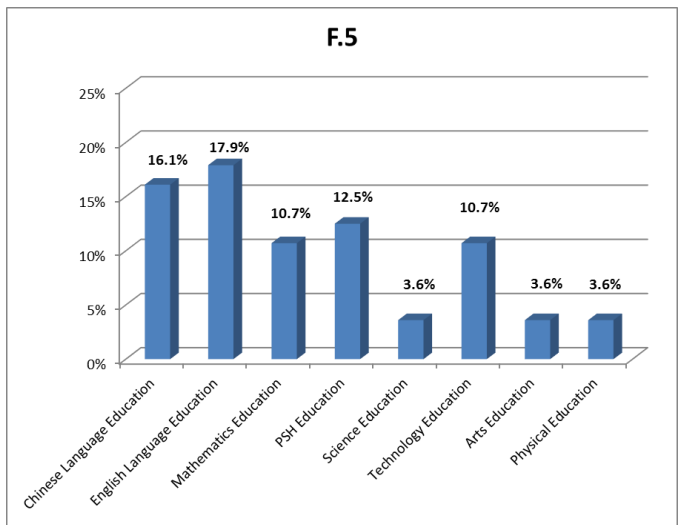
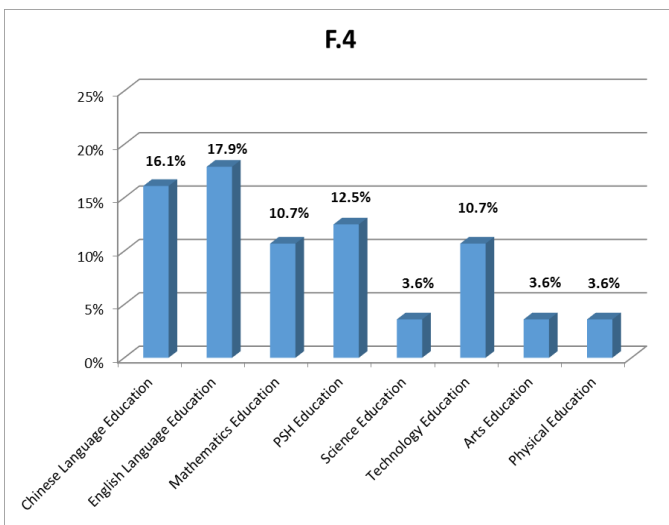
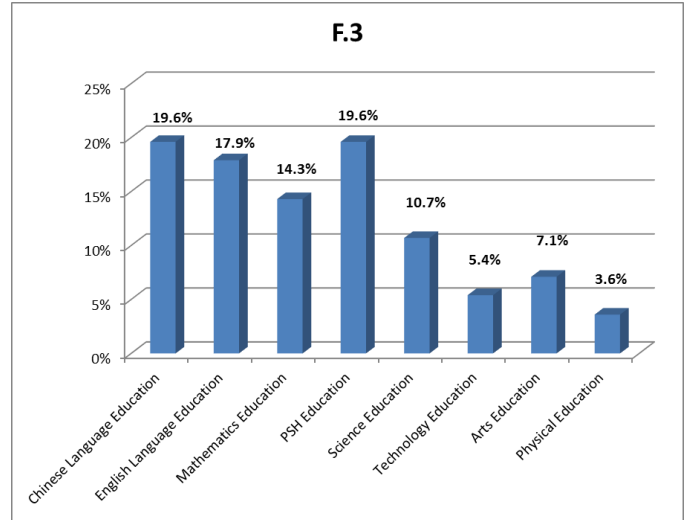
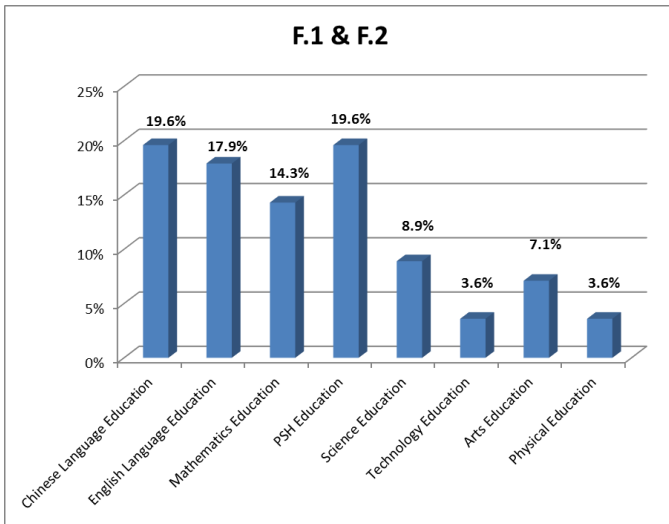


Number of Active School Days



Since the beginning of this school year, we faced various degree of class suspension due to the pandemic. Our school hours for most of the school days were cut in half according to EDB instruction. To compensate for the lost in school hours, we extended the school year to 16th July 2021. Due to the pandemic, most of the school events and activities were suspended, including the Sports Day, Swimming Gala and Talentine. Some school days originally scheduled for school events were converted into lesson day.

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

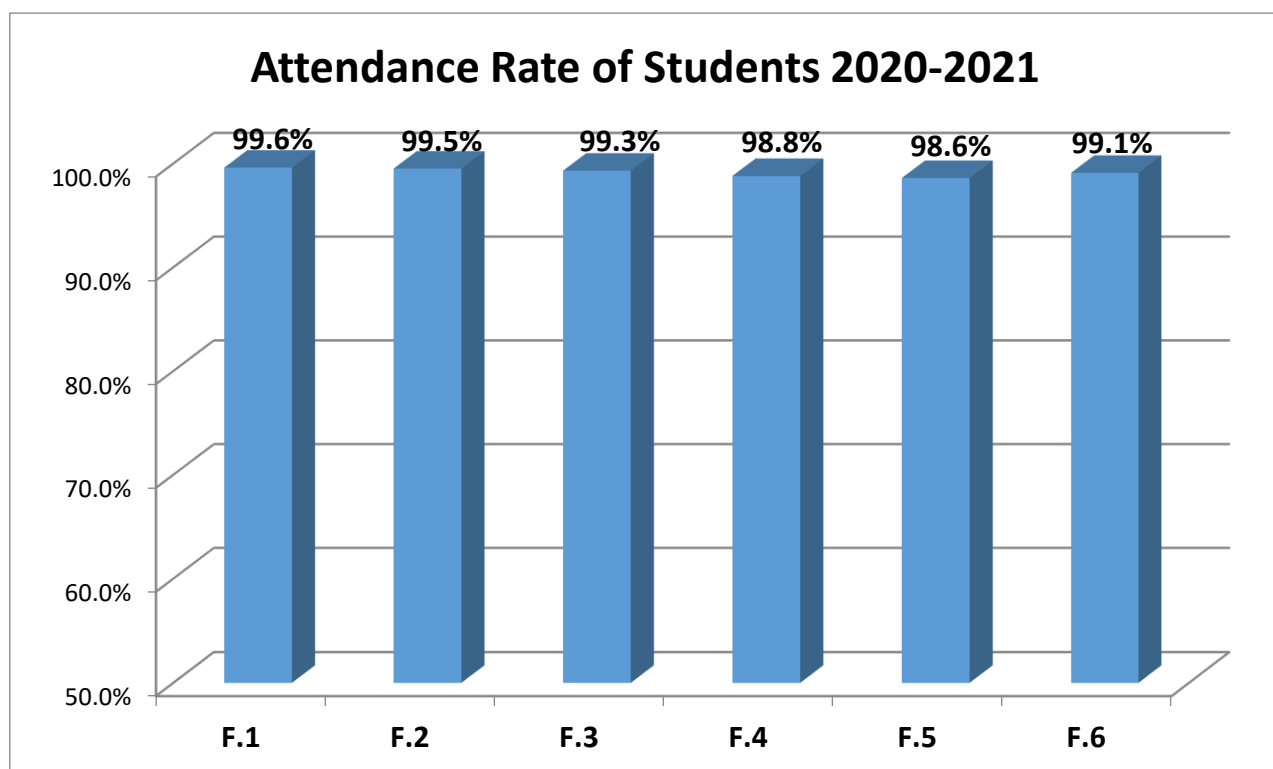
There were 27 classes in total in the year 2020-2021. The government set the maximum numbers of students in F.1 to F.6 to be 33, 33, 32, 32, 32 and 32 per class respectively.

Under the Voluntary Optimization of Class Structure Scheme, the school was entitled to open 24 classes, 4 classes in each level. On the other hand, the school used school funds to implement small class teaching in F.1, F.2 and F.3, adding one extra class to each of these forms while keeping the number of enrolments unchanged. In doing so, the school was able to reduce the class size in to 24 to 28 per class in F.1 to 3. 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.

During the school term, we recorded an unusual high number of withdrawal from the schools. Up to the last school days (14th July 2021), a total of 19 students had left the school.

Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	4	4	4	27
2020/21 Enrolment	131	132	127	123	119	112	744

Students' Attendance



Despite the looming threat of the Covid-19 pandemic, the attendance rates for all forms reached record highs.

Students' Reading Habit

As the book leading service is suspended due to COVID-19, there is no circulation record of books this year. Instead, the school encouraged students to read online.

To encourage junior form students to read across the curriculum, we have subscribed to the platform called 'MySmartSTEAM' since last year. It is encouraging to learn that this year, our school is awarded 'Best Performing School Award' by Smart Education. We are among the 14 out of 250 schools subscribing to the reading platforms with high reading participation rate.

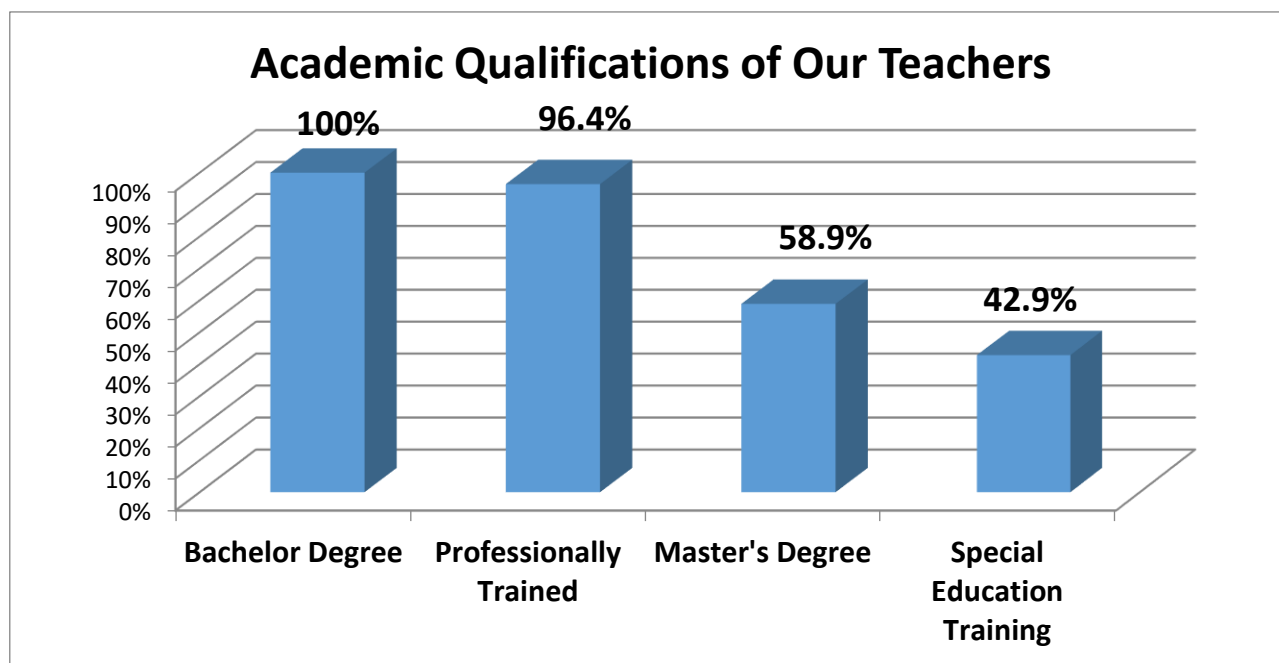
Besides, we have subscribed to eRead Scheme, which is a reading platform provided by HkEdCity with eBooks carefully selected by the Chinese and English teachers. Concerning the use of the eRead platform, the download count (total number of books downloaded by students) and total reading time of this academic year are as follows:

	Download Count	Total Reading Time
Form 1	898	1621 hours 33 minutes
Form 2	2318	2257 hours 18 minutes
Form 3	2003	221 hours 59 minutes
Form 4	1608	4898 hours 30 minutes
Form 5	1273	1445 hours 30 minutes
Form 6	629	543 hours 30 minutes

Despite the fact that after-school activities could not be organised, two theme-based reading workshops were organised to all the Form 2 classes as a trial. It is planned that similar workshops would be organised to the other forms in the coming years.

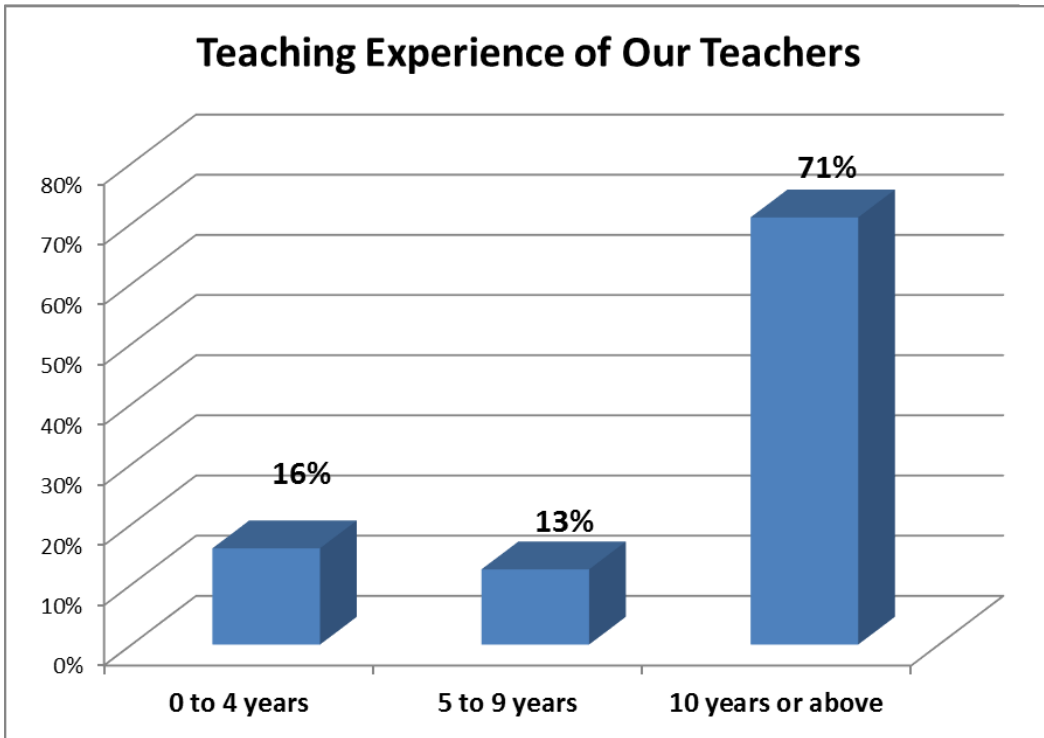
D. OUR TEACHERS

Academic Qualifications



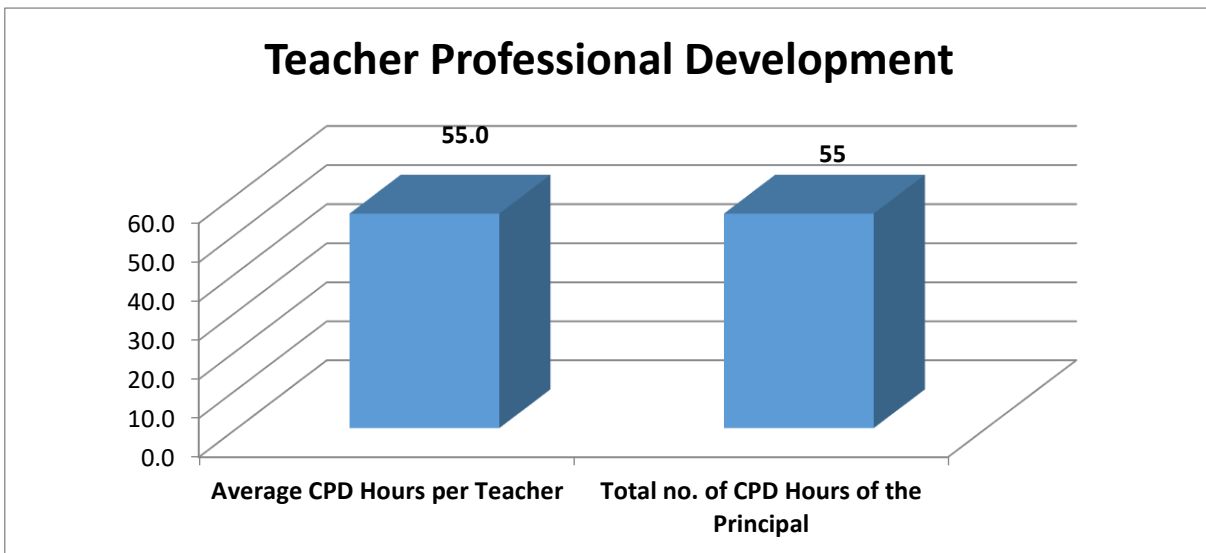
In 2020-2021, there were 56 teachers. Among them, 100% are Bachelor Degree holders and 54 teachers (96.4%) have completed professional teacher training. In addition, 33 teachers (59%) have obtained Master's Degrees and 24 teachers (42.9%) have received Special Education Training.

Teaching Experience



There were 56 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



This year, despite the looming threat of the pandemic, our teachers have attained, on average, 55 hours of Continuous Professional Development (CPD).

Teachers Development Days (TDD)

The First Teachers Development Day

The 1st TDD for 2020-2021 school year was held on 27th November 2020 focusing on catering learner diversity. The 1st morning session tackle the challenges arisen from catering SEN students. There were two more sessions of workshop with the theme: Enhancing Pedagogical skills II: Catering the Learner's Diversity, in which more than 90% of the teachers found both workshops helpful.

The Second Teachers Development Day

Our 2nd TDD, held on 26th March 2021, was used to building consensus and collecting opinions for the formulation of the school development plan (SDP) for the next 3 school years. Teachers were organized into groups according to KLA to do SWOT analysis in the first session and brainstorming ideas for the 1st Major Concern for the 2nd session. In the 3rd session, teachers were grouped according to their functional committees and helped shape the 2nd Major concern focusing on student support.

The Third Teachers Development Day

The 3rd TDD scheduled for 28th May 2020 consisted of two sessions. In the morning session, we invited our school EP and his supervisor to give us a seminar on handling youth suicide and personal emotional stability. For part two, we continued to use a bottom-up approach to formulate our SDP.

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:

a1) Arranging professional exchange programmes with other schools on one TDD

No strategies on this were drafted due to the immense needs on developing online teaching.

b. Arrange professional development programmes for teachers by:

b1) Arranging a TDD training session with response to the teacher training need survey

Due to the vast need arisen from other areas, response to teacher training survey had not been done through TDD.

b2) Arranging a TDD training session on pedagogical skills

This part had been done on the first TDD and the teacher response was overly positive.

b3) Carry out lesson study that includes lesson observations and pre-and-post lesson conferences for teachers to improve their pedagogical skills (questioning & feedback, small class teaching, catering LD, note-taking, etc.) with the assistance of teaching consultant

Despite of the disruption caused by the pandemic and the half-school-day arrangement on our class schedule, we were able to conduct 34 sessions of lesson observation with the help of our teaching consultant, Mrs. Chiu. The focuses of this round of observation were questioning techniques and skills on catering learner diversity. According to feedback from both the teachers and the teaching consultant, the improvement observed has been quite significant.

b4) Prioritising the sequence of taking SEN course among teachers

Given the rising need in SEN students in our school, we had successfully created a priority list for SEN training in 2019-2020 according to teachers' interests, seniority and duties. The school had invited 13 teachers to apply for SEN training in 2020-2021.

b5) Assigning teachers to attend SEN courses

Due to the pandemic and the scrambling of course schedule due to various anti-epidemic measures, we only had 9 teachers completing SEN courses this year. However, we now have enough trained teachers to meet the EDB quota on Sen Training. We currently have 22 teachers trained in SEN Basic Course against the requirement of having at least 8 to 14. For Advanced Course, we have 22 teachers trained against the requirement of at least 6 to 9. In terms Thematic Course, we have 8 teachers trained against the requirement of at least 6 to 9.

b6) Assigning teachers to take online course for Gifted Education

In the 2020-2021 school year, 13 of our teachers completed the Foundation Course for Gifted Education online.

c. Conduct Student Survey for individual professional development by:

c1) Conducting student survey for teachers' individual professional development across the forms

The intended goal for this year was for all teachers to carry out at least one student survey. The goal was achieved. In the end, a total of 189 surveys were conducted in different classes or subject group and an average of 2.3 survey were conducted by each participating teacher. Most of the teachers found

the feedback from students useful for them to improve their L& T strategies, and their personal feedback towards the student survey is overwhelmingly positive.

Recommendations:

1. Due to the uncertain development of the pandemic, there should be no further plan for teacher exchange with external parties for the coming year.
2. The professional development programmes for teachers were conducted successfully with satisfactory result in 20-21. The pedagogical skill enhancement programme led by our teaching consultant will carry on in 21-22 with a shifted focus to equipping teacher to encourage 'self-directed learning'.
3. For external training courses, our primary target is still SEN courses. Our objective is to have all teachers trained in Basic SEN Course. To adjust to the newly emerged needs, we would also encourage teachers to sign up for courses concerning National Security, the Basic Law and Gifted Education.
4. Concerning the student survey, the school is satisfactory with the wide use of this tool to collect feedback. In the coming year, our goal is to fine-tune the survey based on the data collected and the needs of individual subjects.

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 2020-2021, the school had taken the following measures to address these needs:

a. Promote the use of IT in enhancing learning & teaching by:

a1) Further exploring e-Reading and e-Learning strategies to suit the needs of different subjects

To encourage colleagues to make use of different platforms, the Head of L&T Enhancement Committee had compiled a list of all the useful resources introduced in the Staff Meetings in recent years concerning e-Reading and e-Learning resources, together with walkthroughs and manuals, on a google doc for colleagues' reference. A survey has also been conducted to all subject heads concerning how IT in Education is implemented in the subjects, and from the survey,

With the Reading Promotion Grant provided by the EDB, two theme-based reading workshops were organised to all the Form 2 classes as a trial. It is planned that similar workshops would be organised to the other forms in the coming years.

a2) Purchasing online public examination question banks for self-directed learning

It has been the fourth consecutive year that the school purchased the online question bank offered by the HKEdCity and it has been well-received by both teachers and students. The online question bank provided a large database of questions written by both the HKEAA and various publishers. Our teachers were able to select materials for students according to topics, levels of difficulties and years of publication, etc.

Despite the fact that active learning days were cut short due to the school suspension, the materials from the question bank has been widely used by teachers as e-assignments. But it was found that students rarely took the initiative to use the online platform for self-directed learning.

a3) Assist teachers' e-teaching by employing an extra e-learning officer

In this school year, we continued to employ an extra e-learning support officer through the Labour Department. The newly recruited staff helped the implementation of e-learning and teaching in school. He contributed a lot in making the Zoom Online Lessons smooth during school suspension and half-school-day arrangement.

a4) Help needy students purchase tablets to enhance their learning at home

This year, the school purchased 97 iPads with Apple Pencils using the support from Community Care

Fund for our students with financial needs. With the various degree of school suspension lasting through the 1st half of the school year, this helped facilitate their learning at home significantly.

b. Build up an effective teaching community through lesson study by:

b1) Learn effective pedagogical practices through professional sharing in staff meetings

Due to the rapid change in the development of the pandemic, the EDB updated the instructions for anti-epidemic measures constantly this year. The school had spent lots of the staff meeting hours to make administrative and academic adjustment according to this instruction. There was no left for the professional sharing in staff meetings. We were able to move some of these sharing to the TDD.

c. Encourage peer learning community among students by:

No strategies on this were drafted due to the immense needs on developing online teaching

d. Promote STEM education through cross-curriculum collaboration by:

d1) Implement the STEM education curriculum submitted to the QEF in the whole school approach manner

The renovation project to create a Computer cum STEM Room was finally completed this year. All the equipment listed in the project had been procured, including 3-D printers, high-performance computers, laptops and tablets. However, the planned lesson activities and curriculum designed for the QEF project were not yet carried out due to the limited lesson time and delays in the construction both caused by the pandemic. Some of these activities were implemented during the post-exam period and will be further expanded in the next academic year.

d2) Provide STEM cross-curricular programmes in the school

Some STEM programmes, including a rocket car designing activity for F.2 and a Mai Po outing for F.1, were originally planned as post-examination activities. However, they were cancelled due to the school suspension.

d3) Encourage students to participate in external STEM related activities / services / competitions / exhibitions

The pandemic caused most of the external activities, services and competitions to be cancelled. We were able to recruit 16 students to join an external online STEM course called “Food Science x AI”. Towards the end of the school year when the restriction on external activities were loosen, we were able to send students to participate in more external STEM competitions, such as the National Youth Drone Competition, International Youth Tech Olympic 2021, and WER Robotics Competition.

d4) Establishing a new STEM Activity Room

As mentioned above, the STEM Room, along with various peripheral equipment was ready and operational in May 2021.

e. Promote reading across the curriculum by

e1) Utilising e-resources to promote reading during reading lesson

Since last academic year, we have adopted a new e-Reading platform, MySmartSTEAM to replace the one we have used for 6 years. The teachers agreed that the new platform is more attractive in design, interactive in nature and authentic in terms of reading materials, and it is encouraging to learn that students’ participation rate has improved when compared with the previous year.

e2) Organize cross-curricular theme-based reading activities during reading lessons

Theme-based reading activities were organised during reading lessons, involving a variety of subjects, including Chinese History, English, Science and Humanities. It is hoped that more subjects will be involved in the activities in the coming years.

e3) Refine the extra-curricular activities to promote reading habits e.g. forming Reading Club and Librarians’ reading group

Many of the reading promotion activities planned for this year were cancelled due to the school suspensions, including Reading Week, BookCrossing Visit, Book Recommendations and Reading

Club. The only successful events were the two reading workshops conducted for Form 2 students during the Reading Periods.

Recommendations:

1. Since the school would focus on developing self-directed learning, elements of self-directed learning should be incorporated and emphasized into our e-learning and e-reading schemes.
2. The school would continue to subscribe to online question database and hope to promote its use beyond assignments from teachers and become a tool for self-directed learning.
3. During the pandemic, it has been proven difficult to form after-school peer learning community. For the coming year, the focus will be on implementing peer learning in class.
4. With the completion of the new STEM Room, and hopefully, less restriction for school hours, the school could better promote STEM education and activities.
5. With the pandemic looming, it is encouraging to see more of our students spending more time in online reading. The school would promote reading across curriculum to include other subjects such as music.

III. Learners' Diversity is catered

a. Note-taking is promoted across the forms

No strategies on this are drafted due to the immense needs on developing online teaching.

b. Provide suitable gifted programmes to our gifted students in different academic subjects by:

b1) Provide the information of F.1 gifted students to the teachers concerned

After obtaining parental consent, we took one staff meeting to introduce our gifted students to their teachers. We revealed their special gifts and offered professional suggestions on how to tailor to their needs.

b2) Provide information of suitable gifted programmes to our gifted students and different academic subjects

Throughout the year, the I/C teacher of Academic Affairs Committee regularly disseminated gifted education programme information to all students. Some students approached the teacher for registration and successfully enrolled in the programmes through the school.

b3) Offer special programmes to broaden the horizons of the elite students

All our certified gifted students were nominated by the school to obtain membership from Hong Kong Academy for Gifted Education (HKAGE). One of the nominees was successfully enrolled. Furthermore, another online gifted education programme offered by the University of Hong Kong was promoted to our students and 21 students were successfully enrolled.

Recommendations:

1. On promoting gifted programmes to gifted students, it is recommended that an online platform should be established to regularly promote available gifted programmes to both the parents and the gifted students.

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:

a1) Review the existing curriculum and make an overall planning on the teaching of the above topics through different curricula including:

- i. Moral and Civic Education**
- ii. Sex Education**
- iii. Environmental education**
- iv. Life education**

The review on the curriculum framework for MCE and Sex Education had been successfully implemented this school year to promote Marist and Catholic values. The review for the Environmental Education and Life Education has been ongoing.

b. Organize comprehensive Life Education programs for the following stakeholders:

b1) For students

b1i) Join the Student Mental Health Support Scheme to offer help in improving students' mental health

The school has successfully joined and implemented the Student Mental Health Support Scheme (SMHSS 醫教社同心協作計劃) organized by EDB, Hospital Authority and Welfare Department. The programme was not hindered by the pandemic and ran smoothly this year.

The cooperation between CP, EP, Psy Nurse, SENCO, SENST and school-based social worker was well coordinated. All teachers involved agreed that the SMHSS was very helpful to address the mental health needs of our students.

b1ii) Implement the scheme of “Wellness and Mindfulness” to promote students' spiritual and emotional health

The school-based social workers helped organize a workshop called “淨心工作坊” between 23rd March and 23rd April 2021 for the F.4 and F.5 students. Another workshop called “解憂工作坊” was organized for the junior form students between 13th April and 22nd April 2021. The feedback from students was good and their sharing was deep.

b1iii) Implement a 3-year Career Guidance workshop series in the aspect of Life Education to students in junior forms

We conducted a Life Education workshops for our F.1 on 11th November 2020 and two workshops for our F.2 students on 3rd November 2020 and 16th April 2021. In all the workshops, over 80% of students participated find the workshops useful.

b1iv) Further enhance the Class-based cleaning practice to advocate students' responsibility in the light of family spirit

Due to the school suspension and later half-day school hour arrangement, the Class-based Cleaning Practice was suspended.

b1v) Implement a Life & Death Education activity series in the evangelization week

The Life and Death Education activity series had to be suspended due to the pandemic and the evangelization week was scaled down to a series of seminars.

b1vi) Join Adventure Programs for all levels to reinforce students' resilience and resolution

The school joined the Adventure Programs for resilience building but had to be postpone to next year due to the pandemic.

b1vii) Offer awards to honour students who show cares and concerns to ‘little brothers’

Due to the pandemic, the Big Brother Scheme was suspended and all student interaction activities outside of the lesson had to be cancelled. No award can be given for this reason.

b2) For teachers

b2i) Arrange professional development programs offered by psychiatric nurse in the Student Mental Health Support Scheme for teachers.

Due to the epidemic prevention measures and the instructions from EDB, the progress of the SMHSS meant for promoting wellness and mindfulness was delayed. The originally planned professional development programme for teachers' mental and physical health could not be carried out and must be postponed to next year.

b2ii) Arrange professional development programs offered by CUHK Spiritual Education to promote teachers' spiritual and emotional health

This programme had already be organized last year.

b3) For parents

b3i) Reform the existing parent gatherings to reinforce the parent education in the aspect of students mental health issue

We have combined the parent gatherings for both F.1 and F.2 into one last year. But after more consideration, including the need to accommodate for the anti-epidemic measures, we split the parent gathering back into two. We were tried to improve the parents' awareness on students' mental health by promoting wellness at home, and reducing stress and conflict in the family.

b3ii) Arrange parent workshops offered by psychiatric nurse in the Student Mental Health Support Scheme

Due to the epidemic prevention measures and the instruction of EDB, the program was cancelled and the planned workshop will be held in the next school year

b3iii) Arrange a 3-year seminars series in the aspect of Life Education and career guidance to parents in junior forms

A talk was conducted for our parents during the F.2 Parents' Gathering on 7th November 2020 and another for our F.3 parents on 8th may 2021. The feedback from parents was overwhelmingly positive.

Recommendations:

1. Due to the new requirement from the government and the establishment of the National Security Law, the ongoing curriculum review would be adjusted accordingly and focus on strengthening National Identity building.
2. The Spiritual Health Programme under CUHK was cancelled due to the school suspension, it should be offered to our students in the coming school year.
3. Since Life and Death Education is a vital topic for the students, all planned activities in this topic was suspended this school year due to the pandemic. As the pandemic does not seem to go away any time soon, the school would explore the possibility to conduct these kind of activities online.

F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

HKDSE 2021	Percentage
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	66%
Percentage of students meeting the entrance requirements for local sub-degree programmes	90.8%

G. Statistics of pathways of 2020-2021 F.6 graduates

Statistics of F.6 Graduates Study Pathways	2021
Local degree programme	50.5%
Associated degree programme	24.8%
Higher diploma programme	2.8%
Taking foundation diploma programme	2.8%
Overseas courses	13.8%
Working	0.9%
Re-attempting HKDSE	4.6%
Total	100.0%

H. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS

Inter-School Activities Achievements in 2020-2021

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

Events	Division	Grade			
		A	B	C	Overall
Basketball Competition	II (Kowloon)	Cancelled	Cancelled	Cancelled	Cancelled
Football Competition	III (Kowloon Three)	Cancelled	Cancelled	Cancelled	-
Hockey Competition	II	-	-	-	Cancelled
Swimming Championships	III – (Kowloon Two) <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Athletics Championships	II - <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Badminton Competition	II (Kowloon) - <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Table-Tennis Competition	III (Kowloon Three)	Cancelled	Cancelled	Cancelled	Cancelled
Fencing	N/A	Cancelled	Cancelled	Cancelled	Cancelled

2. The 72nd Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
Champion	---	---	---
1st Runner-up	---	---	---
2nd Runner-up	---	---	---
Certificate of Merit	3	1	4
Certificate of Proficiency	---	4	2

3. The 73rd Hong Kong Schools Music Festival

Er-hu Solo: One F.5 student obtained the Second Runner-up
 One F.2 student obtained a Certificate of Merit

Graded 7 Piano Solo: One student obtained a Certificate of Merit

4. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
English Language Panel	The 25th Hong Kong School Chinese & English Penmanship Competition	Award of Nomination, Junior Sector 2 Awardees	Hong Kong Professional Teachers' Union and Hong Kong Hard Pen Calligraphists' Association
	The 36 th Sing Tao Inter-School Debating Competition	- Quarter Finalist - Most Outstanding Debater of the competition (5A Lau Wai Ting)	Sing Tao Newspaper Group and EDB
Chinese Language Panel	第十四屆聯校文學創作比賽	- 高級組微型小說季軍 - 高級組新詩亞軍	協恩中學主辦 英華書院、民生書院、喇沙書院、聖芳濟書院、文理書院及何明華會督銀禧中學協辦
Mathematics Panel	2021 數學思維大激鬥 (香港區賽)	個人賽: 第一名 (3A 黃乙峯) 金獎 1 名、銀獎 3 名、銅獎 3 名 校際賽: 中一組 季軍 中二組 季軍 全場總亞軍	數學思維教室
Science Panel	國際初中科學奧林匹克 — 香港選拔賽 2021	一等獎 1 名、 三等獎 1 名	教育局、香港資優教育學苑及香港數理教育學會合辦
Chemistry Panel	化學家在線自學獎勵計劃 2020	鑽石獎 (5A 徐梓滔)	香港虛擬大學及教育局合辦
Biology Panel	國際生物奧林匹克 — 香港區比賽 2020	銀獎 1 名	香港資優教育學苑
BAFS Panel	香港會計師公會及香港商業教育學會企會財科聯合獎學金	得獎者 2 名	香港會計師公會及香港商業教育學會合辦
Visual Arts Panel	『尊重包容寬待人 感恩珍惜愛社群』文件夾封面設計比賽 2020-2021	包奪冠亞軍和一名優異獎	公益少年團油尖旺區委員會
	第二十屆芳草杯青少年書畫大賽	中學西畫組銀獎	保良局
	Colour Away Covid 口罩設計比賽	十大最受歡迎設計獎	香港社區組織協會及牽手·香港及兒童腎病基金合辦

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
Red Cross	傑出紅十字青年 會員選舉 2020	全港傑出紅十字青年會員 1 名	香港紅十字會青年及 義工事務部主辦
公益少年團	專題活動電影欣 賞會暨徵文比賽	冠軍	油尖旺區公益少年團 主辦
Student Affairs Committee	第十二屆九龍地 域傑出學生選舉	高中組優秀學生獎 1 名 初中組傑出學生獎 1 名	九龍地域校長聯會及 香港青年協進會合辦
	尤德爵士獎學金	高中學生獎 2 名	尤德爵士紀念基金會

I. FINANCIAL CONSOLIDATION 2020-2021

1. Financial Summary:

The IMC of St. Francis Xavier's College					
Income and Expenditure Account for the period from 1 September 2020 to 31 August 2021					
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	2,900,143.58	-	54,067.00	2,846,076.58
	School Specific				
502	Administrative Grant	1,846,647.93	3,990,263.86	3,797,140.41	2,039,771.38
503	Capacity Enhancement Grant	197,630.26	638,461.00	30,910.00	805,181.26
504	Composite Information Technology Grant	525,455.95	538,670.67	611,933.53	452,193.09
505	Noise Abatement Grant	569,207.18	-	-	569,207.18
506	Air-conditioning Grant	134,540.74	535,559.00	412,074.59	258,025.15
507	School-based Management Top-up Grant	50,000.00	50,350.00	-	100,350.00
508	School-based Speech Therapy Administration Recurrent Grant	7,311.50	8,056.00	14,935.00	432.50
	Non-School Specific				
600	Baseline Reference	12,605,075.95	1,896,958.33	-	14,502,034.28
603	Composite Furniture & Equipment Grant	(5,191,276.01)	-	508,899.00	(5,700,175.01)
604	Subject Grant	(1,238,123.42)	-	82,864.39	(1,320,987.81)
606	Lift Maintenance Grant	(377,596.82)	-	67,821.18	(445,418.00)
607	Prog Fund for WSA to Guidance & Discipline	(27,149.11)	-	3,529.34	(30,678.45)
608	Supplementary Grant	(299,292.67)	-	15,300.00	(314,592.67)
609	School & Class Grant	(6,022,377.74)	52,200.67	457,867.08	(6,428,044.15)
610	Training & Development Grant	(29,761.60)	-	1,770.00	(31,531.60)
	EOEBG Total	5,650,435.72	7,710,519.53	6,059,111.52	7,301,843.73
	Non-EOEBG				
A1017	Salary Grant				
001	- Teaching Staff	411.40	40,798,265.96	40,798,677.36	-
002	- Supply Teacher Grant	-	60,408.00	60,408.00	-
003	- Lab Tech	(99,493.50)	1,169,908.20	1,070,414.70	-
A1018	Employer's Cont to PF Scheme for NT	-	282,291.31	282,291.31	-
A1009	Rent and Rates	0.28	523,000.00	523,000.00	0.28
A1011	Home School Co-operation Project	-	5,740.00	5,740.00	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	105,809.46	105,809.46	-
A1088	School-based After-school Learning & Support	85,200.00	(32,885.00)	4,715.00	47,600.00
A1092	Teacher Relief Grant	3,069,030.03	4,813,694.00	4,817,043.15	3,065,680.88
A1101	Learning Support Grant for Sec. Sch	168,580.13	258,333.17	337,295.80	89,617.50
A1103	Teacher Training Grant (SEN) for IMC Schools	-	-	-	-
A1106	Diversity Learning Grant (Other Languages)	15,600.00	43,926.20	1,026.20	58,500.00
A1107	Diversity Learning Grant (Other Programmes)	84,000.00	34,020.00	34,020.00	84,000.00
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	530,000.00
A1120	School-based Support Grant for Non-Chinese Student	-	150,000.00	110,000.00	40,000.00
A1135	One-off Grant - Promotion of Chinese History & Culture	145,734.80	(2,314.80)	143,420.00	-
A1136	Information Technology Staffing Support Grant	-	361,746.00	361,746.00	-
A1137	Grant for the Sister School Scheme	154,950.00	155,878.00	154,793.00	156,035.00
A1138	Promotion of Reading Grant	27,948.11	62,414.00	56,414.88	33,947.23
A1141	School Executive Officer Grant	6,120.00	546,540.00	552,660.00	-
A1144	Life-wide Learning Grant	826,819.62	1,155,714.38	816,428.00	1,166,106.00
A1145	Student Activities Support Grant	-	25,200.00	25,200.00	-
A1146	One-off School-based Speech Therapy Set-up Grant	2,186.00	-	1,155.00	1,031.00
A1148	One-off Grant for Gift of Printed Book Pilot Scheme (2020)	29,583.50	(28,959.50)	624.00	-
A1149	One-off Special Support Grant	100,000.00	(50,200.00)	49,800.00	-
A1756	Community Care Fund	-	441,816.00	441,816.00	-
A1761	NRG for Supporting NCS to learn C. Hist. & Culture	100,000.00	(100,000.00)	-	-
A1762	QEF(2018/1051)	-	901,584.00	899,801.21	1,782.79
	Non-EOEBG Total	5,246,670.37	51,681,929.38	51,654,299.07	5,274,300.68
	Government Grants Total	10,897,106.09	59,392,448.91	57,713,410.59	12,576,144.41
	SCHOOL FUND				
A1701	Subscription A/C	3,377,183.38	247,855.07	234,857.71	3,390,180.74
A1751	Student General Affairs	17,019.45	353,989.20	365,967.20	5,041.45
A1752	SFXC Foundation (for Additional Teachers)	(27,956.48)	887,849.69	-	859,893.21
A1753	SFXC Education Fund	-	133,200.00	133,200.00	-
A1757	SFXC60	312,914.72	-	313,950.00	(1,035.28)
A1760	SFXC65	(770.00)	260,829.00	168,570.57	91,488.43
	School Fund Total	3,678,391.07	1,883,722.96	1,216,545.48	4,345,568.55
	TOTAL	14,575,497.16	61,276,171.87	58,929,956.07	16,921,712.96
	Balance of Bank Accounts:				
	Funding Source	Current Account	Fixed Deposit	Cash in Hand	
		\$	\$	\$	
A5001/A5201	Government Fund	3,277,983.36	10,846,285.57	N/A	
A5002/A5202	School Fund	1,469,252.59	2,769,123.69	N/A	
A5005	Quality Education Fund	1,782.79	N/A	N/A	
A5101	Petty Cash	N/A	N/A	10,000.00	

2. Report on the use of Diversity Learning Grant for 2020-2021

Other Language (OL)

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation (Refer to previous reports of 1920, 1819)	Expense (Ask Eva)
Japanese	Enhancement course for elite students in Japanese	<ul style="list-style-type: none"> 10 S4 or S5 students taking Japanese 	16 sessions for each form (1.5 hours each)	Course material, home assignments	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. No service provider could offer and arrange online classes for our students. -This program would be continued for 2021/22. 	\$0
Japanese	Purchasing learning and teaching materials	<ul style="list-style-type: none"> All students taking Japanese 	/	Teaching and learning resources of the school	- The relevant learning and teaching materials were purchased and fully utilized.	\$1026.20
Japanese	Interest building activities (e.g. Culture Workshops, etc.)	<ul style="list-style-type: none"> All students taking Japanese 	3 sessions (2.5 hours)	Students' work	- After clarification, the school could not apply DLG for these activities. All in all, the relevant activities were held successfully by using financial support from other resources.	\$0

Other Programme (OP)

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
English	Enhancement course for S5 elite students in English	<ul style="list-style-type: none"> 20 S5 elite students Nominated by English Panel with specific criteria 	12 sessions for S5 (1.5 hours each)	Course material, home assignments	The course was held successfully by using internal resources without financial support from DLG.	\$0

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
English	Enhancement course for s6 elite students in English	<ul style="list-style-type: none"> 20 S6 elite students Nominated by English Panel with specific criteria 	18 sessions for S6 (1.5 hours each)	Course material, home assignments	The course was held successfully by using internal resources without financial support from DLG.	\$0
Chinese	中五寫作拔尖	<ul style="list-style-type: none"> 30 S5 elite students Nominated by Chi. Panel with specific criteria 	4 copies of writing	Students' work	The course was canceled since no suitable students could be recruited last year.	\$3,000
Chinese	中六寫作拔尖	<ul style="list-style-type: none"> 30 S6 elite students Nominated by Chi. Panel with specific criteria 	6 copies of writing	Students' work	<ul style="list-style-type: none"> - 24 S6 students joined the program. -Each student had submitted 7 copies of writing and totally 131 copies were collected and marked. -This program would be recommended for 2021/22. 	\$,5240
Maths	Enhancement course for elite students in Maths.	<ul style="list-style-type: none"> 15 S4 & 15 S5 elite students Nominated by Maths. Panel with specific criteria 	4 sessions for each form (2 hours each)	Course material, home assignments	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. No service provider could offer and arrange online classes for our students last year. -This program would be continued for 2021/22. 	\$0
Maths	Publishing a Maths Magazine by elite students	<ul style="list-style-type: none"> 5 S5 elite students Nominated by Maths. Panel with specific criteria 	800 copies	Maths magazine would be published at the term end.	<ul style="list-style-type: none"> -The magazine was around 65 pages. - All articles in the magazine are written by students. - 800 copies were printed and 	\$0

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
					all students and teachers could get a copy. - Due to late publishing, the school could not apply the DLG in the year 2020-2021. - This program would be recommended for 2021/22.	
Physics	Enhancement course for elite students in Physics	<ul style="list-style-type: none"> ▪ 10 S4 elite students ▪ Nominated by Physics Panel with specific criteria 	8 sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> - 9 S4 students joined the program - This program would be recommended for 2021/22. 	\$4,500
Physics	Enhancement course for elite students in Physics	<ul style="list-style-type: none"> ▪ 10 S5 elite students ▪ Nominated by Physics Panel with specific criteria 	6 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. -This program would be continued for 2021/22. 	\$0
Chemistry	Enhancement course for elite students in Chemistry	<ul style="list-style-type: none"> ▪ 10 S5 elite students ▪ Nominated by Chemistry Panel with specific criteria 	6 sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. -This program would be continued for 2021/22. 	\$0
Biology	Enhancement course for elite students in Biology	<ul style="list-style-type: none"> ▪ 10 S5 elite students ▪ Nominated by Biology Panel with specific criteria 	5 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. -This program would be continued for 2021/22. 	\$0
ICT	Enhancement course for elite students in ICT	<ul style="list-style-type: none"> ▪ 5 S4 & 5 S5 elite students ▪ Nominated by ICT Panel with 	4 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was canceled due to the suspension of face-to-face classes during the pandemic. 	\$0

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
		specific criteria			-This program would be continued for 2021/22.	
Various Subjects	Enhancement course for elite students in Maths. M2, Phy., Chem., Bio., Acc., C.Hist	<ul style="list-style-type: none"> ▪ 40 S6 elite students ▪ Nominated by Sci. subject panels with specific criteria 	6 sessions (2 hours each),total 6 subjects	Course material, students' work	<ul style="list-style-type: none"> -The course includes subjects Phy., Bio., Eng., Math. and M2 and Acc., C.Hist - Totally, 26 participant counts were recorded among different enhancement courses. - The overall attendance rate is more than 80%. Some students were unable to attend some sessions due to time clash with other external tutorials. - This program would be recommended for 2021/22. 	\$17,280
Ethics and Religious Studies	Enhancement course for students in Ethnic and Religious Studies	<ul style="list-style-type: none"> ▪ 8 S4 students ▪ Nominated by Religious Studies panels with specific criteria 	30 Saturday sessions (3 hours each)	Course material, students' work	<ul style="list-style-type: none"> -7 S4 students joined the Ethnic and Religious Studies DSE course - This program would be recommended for 2021/22. 	\$7,000

3. Report on School-based After-school Learning & Support Programmes (2020-2021)

School-based After-school Learning and Support Programmes 2020/21 School-based Grant - Programme Report

Name of School: St. Francis Xavier's College

Staff-in-charge: Miss Kan Yim Ching

Contact Telephone No.: 23932271

A. The number of students (count by heads) benefitted under the Grant is 15 including A. 2, CSSA recipients, B. 6 SFAS full-grant recipients and C. 7 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中一至中三數學拔尖班	2	6	7	80	31/10/2020-06/02/2021	4,715	Attendance Record	伴你同行計劃教育服務機構	
Total no. of activities: 1									
@No. of man-times 15									
**Total no. of man-times 15									
					Total Expenses	4,715			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

4. Report on the use of Life-wide Learning Grant (2020-2021)

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Personal Growth programme 1: Adventure Ship (F.4 2020)	LWL	04/21-07/21	F.4-F.5	175	Students' performance and feedback Teachers' observation and comment	\$25,720.00	E1		✓	✓		
2	F.4 Class Based Service Project (F.5)	LWL	11/20-12/20	F.5	120	Students' performance and feedback Teachers' observation and comment	\$16,300.00	E1				✓	

3	Joint-school Service Project	LWL	04/21	F.4-F.5	11	Students' performance and feedback Teachers' observation and comment	\$373.00	E1				√		
4	Traditional Japanese Music Appreciation	Japanese	07/21	F.3	112	Students' performance and feedback Teachers' observation and comment	\$36,000.00	E1	√		√			
5	School Team Training Coach Fee	Physical Education	9/20-08/21	F.1-F.5	67	Students's Attendance	\$3,220.00	E1			√			
6	聯校文學創作班	Chinese Language	11/20	F.2,F.4,F.5	7	Students' performance and feedback Teachers' observation and comment	\$1,540.00	E1	√					
7	Wind Band Training	Arts (Music)	09/20-08/21	F.1-F.6	33	Students' performance and feedback Teachers' observation and comment	\$57,000.00	E5			√			

8	String Orchestra Training	Arts (Music)	09/20-08/21	F.1-F.6	24	Students' performance and feedback Teachers' observation and comment	\$61,500.00	E5			√		
9	Music Instrumental Classes Training	Arts (Music)	09/20-08/21	F.1-F.6	29	Students' performance and feedback Teachers' observation and comment	\$82,800.00	E5			√		
10	Music Festival	Arts (Music)	02/21-04/21	F.1-F.6	3	Marksheet	\$780.00	E1			√		
11	Music Video (Performance)	Arts (Music)	09/20-08/21	F.1-F.6	57	Students' performance and feedback Teachers' observation and comment	\$70,500.00	E9 (Production Fee)			√		
12	Hong Kong Schools Speech Festival	English Language	09/20-12/20	F.1-F.5	18	Marksheet	\$2,700.00	E1	√				
13	Penmanship Competition	English Language	01/20	F.1-F.6	6	Marksheet	\$80.00	E1	√				
14	Life Skills Training Workshop	Career Guidance	02/21	F.6	109	Students' performance and feedback Teachers' observation and comment	\$19,000.00	E6					√

15	A Half-day Life Planning Workshop	Career Guidance	11/20	F.3	123	Students' performance and feedback Teachers' observation and comment	\$2,400.00	E6						√
16	International Youth Tech Olymic 2021	Cross-Disciplinary (STEM)	05/21-07/21	F.3-5	6	Students' performance and feedback Teachers' observation and comment	\$5,579.00	E1	√					
17	Analytical chemistry workshop (Investigative study of paracetamol) (Handout attached)	Science	15/7/2021 - 29/7/2021	F.5-F.6	60	Students' performance and feedback Teachers' observation and comment	\$188,019.00	E1 & E7	√					
18														
Sub-total of Item 1.1							\$573,511.00							
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
Sub-total of Item 1.2							\$0.00							
Expenses for Category 1							\$573,511.00							

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Music Instruments Cleaning and Maintenance	Arts (Music)	Lending to students for the musical instrumental classes/Bands	\$24,200.00
2	Grand Piano (Hall)	Arts (Music)	Facilitating all activities for whole school	\$188,000.00
3	Grand Piano Mover (Hall)	Arts (Music)	Facilitating all activities for whole school	\$20,700.00
4	F.3 Career Booklets	Career Guidance	Career Booklets for F.3 students	\$1,905.00
5	Badges	Leadership Training	To promote the leader status	\$6,212.00
6	Professional FM Transceiver	School Chasing Game	Facilitating all activities for whole school	\$4,500.00
7				
Expenses for Category 2				\$245,517.00
Expenses for Categories 1 & 2				\$819,028.00

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	743
Number of student beneficiaries:	743
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Miss Lo Mei Yan
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5. Report on the use of Student Activities Support Grant (2020-2021)

I. Financial Overview

A	Allocation in the Current School Year:	\$76,050.00
B	Expenditure in the Current School Year:	\$25,200.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$50,850.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$3,600.00
Full-grant under the School Textbook Assistance Scheme	4	\$14,400.00
Meeting the school-based financially needy criteria	4	\$7,200.00 (capped at 25% of the total allocation for the school year)
Total	9	\$25,200.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	樂器訓練班		8	\$25,200.00			✓		
2									
3									
4									
5									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 1				\$25,200.00					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 3				\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
<i>(Please insert rows above if the space provided is insufficient.)</i>									
Expenses for Category 3				\$0.00					
Total			8	\$25,200.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person (Name & Post):	Miss Kan Yim Ching (Kan) Head of Student Affairs Committee
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End of Annual School Report