

St. Francis Xavier's College



Annual School Report (2021/2022)

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.

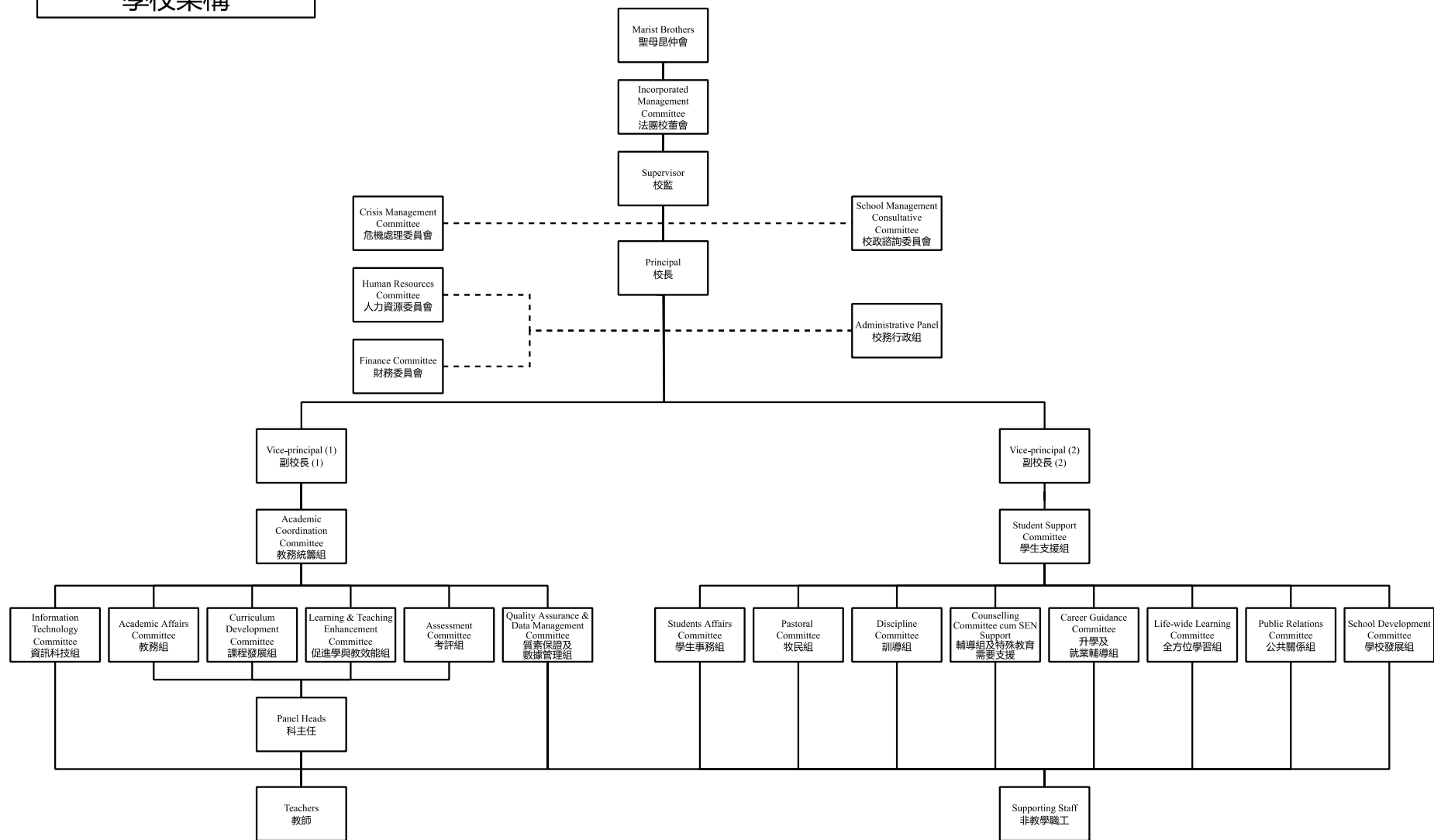
Under EDB's latest announced "Fine-tuning the Medium of Instruction for Secondary Schools – Arrangements (2022/23 to 2027/28 School Years)", our school continues entitled to use English as the MOI.

Incorporated Management Committee of St. Francis Xavier's College

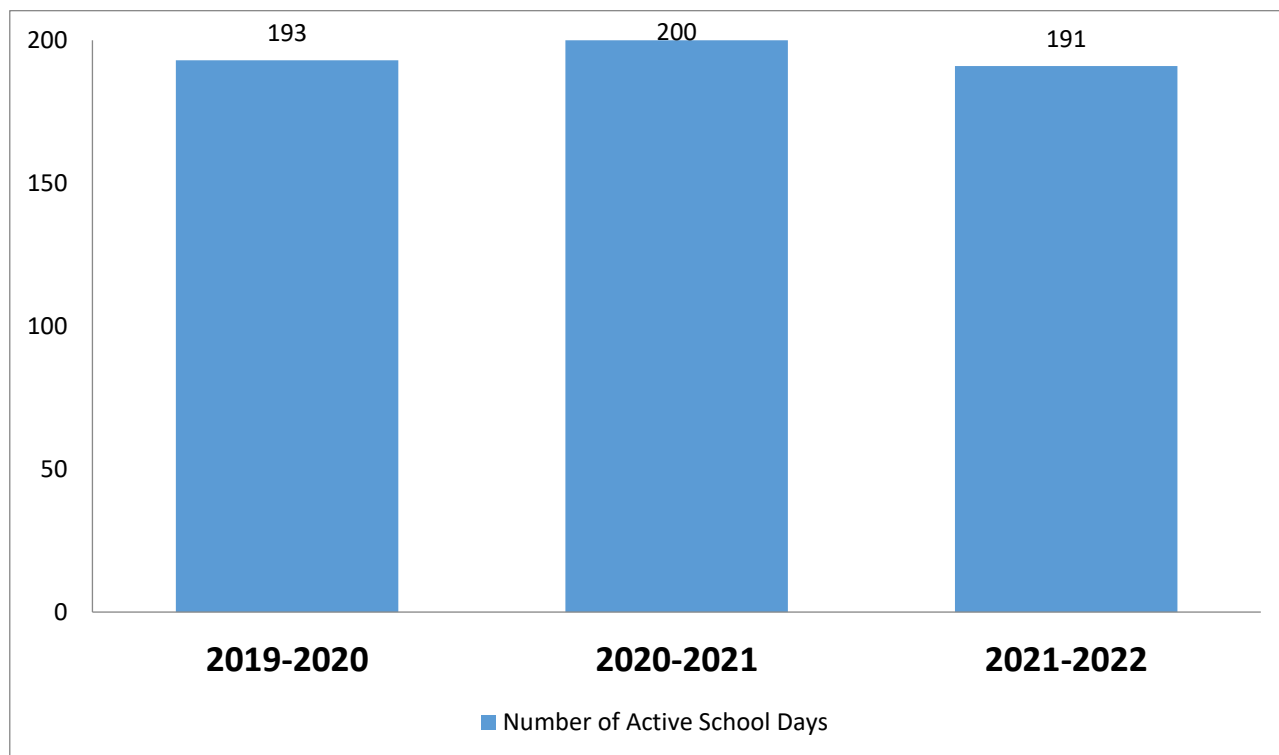
The IMC of SFXC was set up on 31st August 2013. Its composition is as follows:

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

Administrative Structure 學校架構

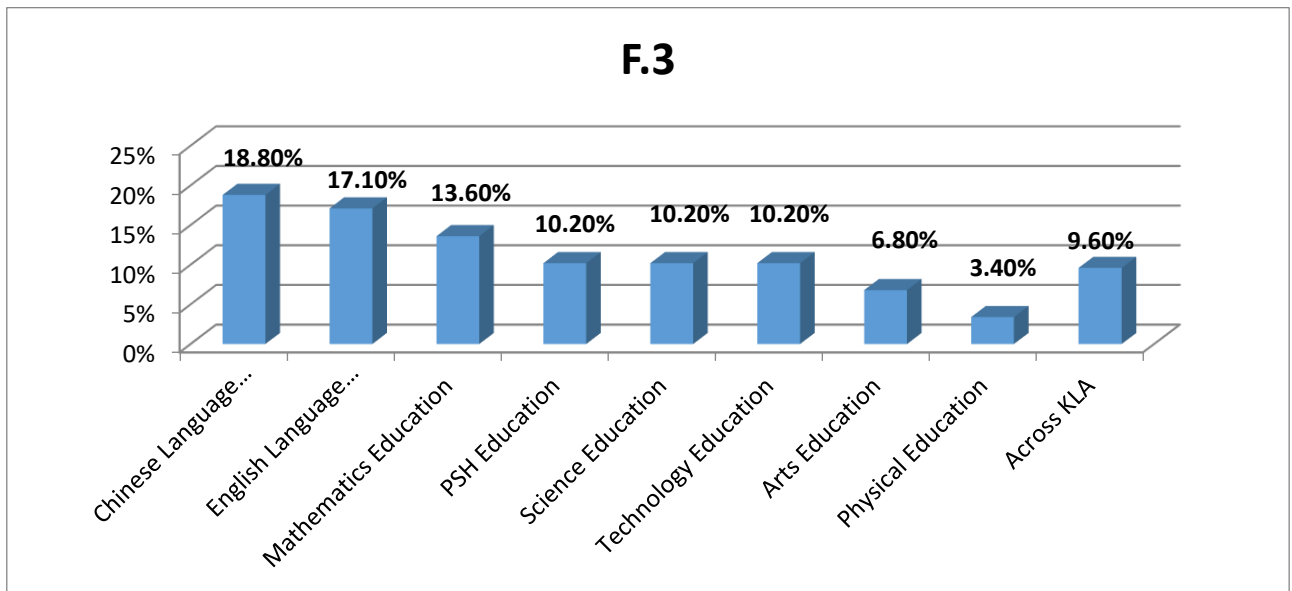
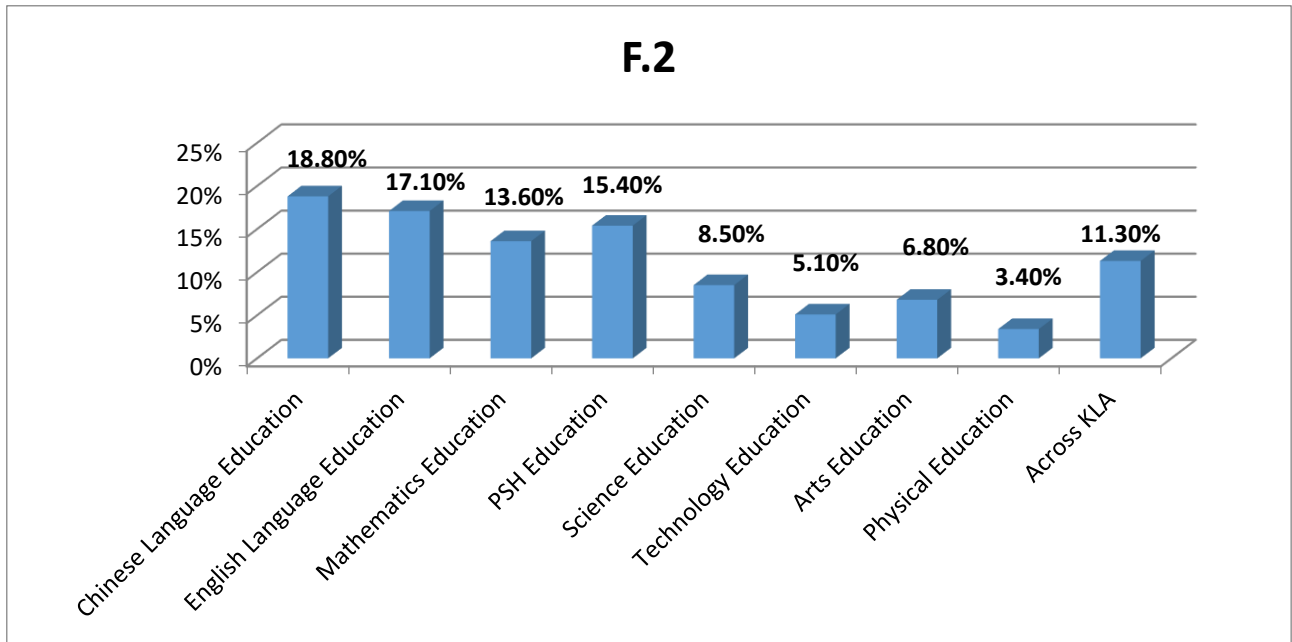
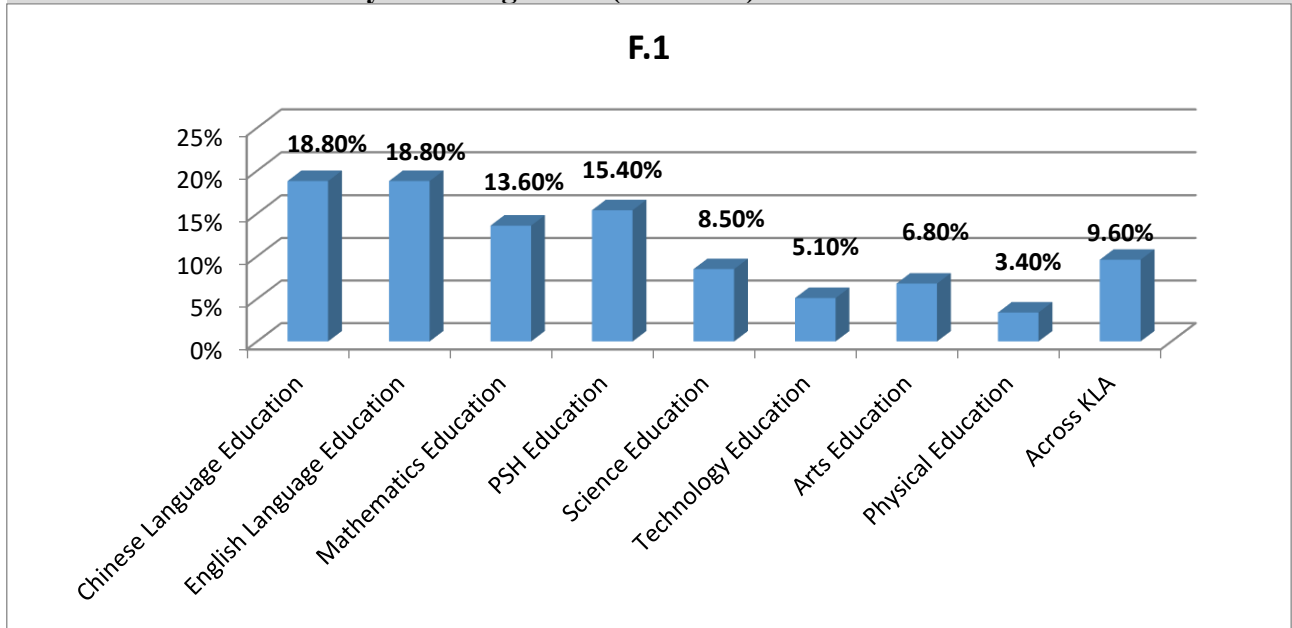


Number of Active School Days

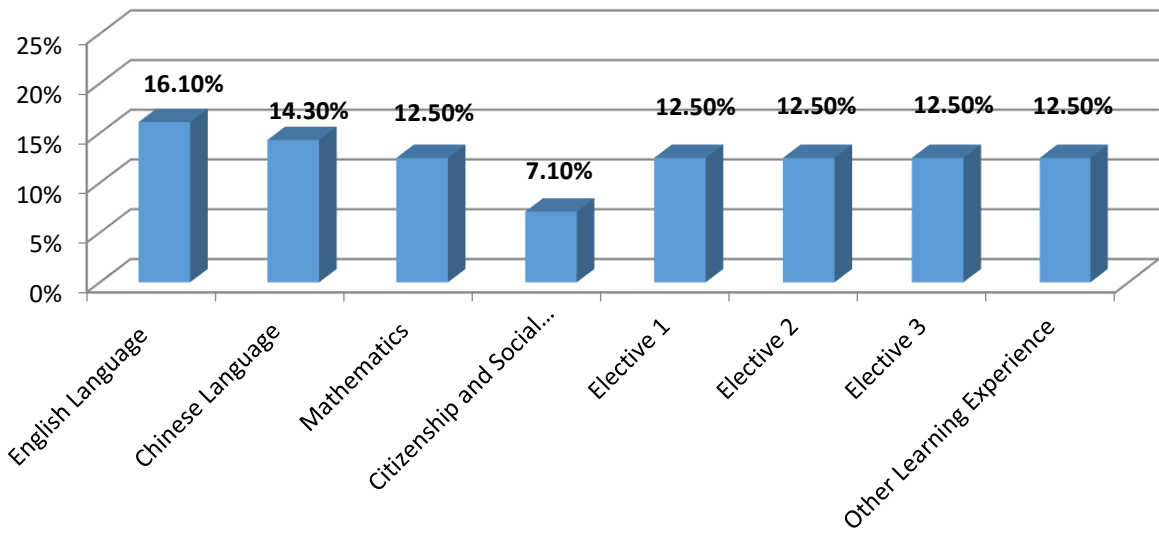


Since the beginning of this school year, we faced various degree of class suspension due to the pandemic. Our face-to-face school hours for the whole school year were restricted to only half a day according to EDB instruction. To reduce the risk of infection in the wake of the “5th Wave of COVID-19 Local Outbreak), the school followed EDB instruction to incorporated a Special Vacation between 15th March to 18th April 2022. To accommodate for this change, the Summer Holidays of 2021-2022 was pushed back to 8th August 2022. To compensate for the loss in lesson time, from May onwards, we extended the half day lessons from 30 minutes to 35 minutes per lesson and each half school day was extended to 1:35 pm. The senior forms also had extra lessons for the half-days during the post-exam activity period. Due to the pandemic, most of the school events and activities were suspended, including the Sports Day, Swimming Gala and Talentine. The Sport Days were converted to Junior and Senior House Competition and Activity Days.

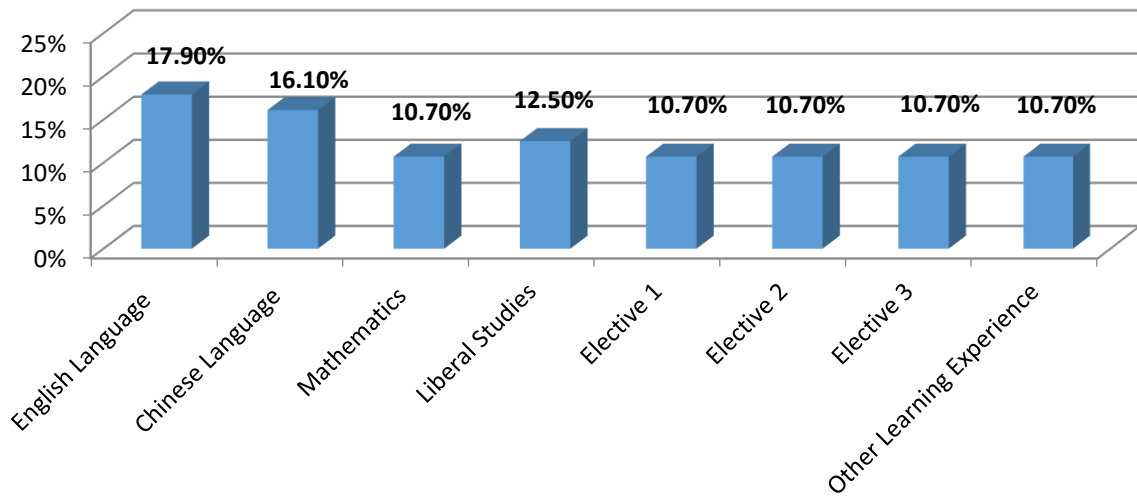
Lesson Time for the all Key Learning Areas (F.1 to F.6)



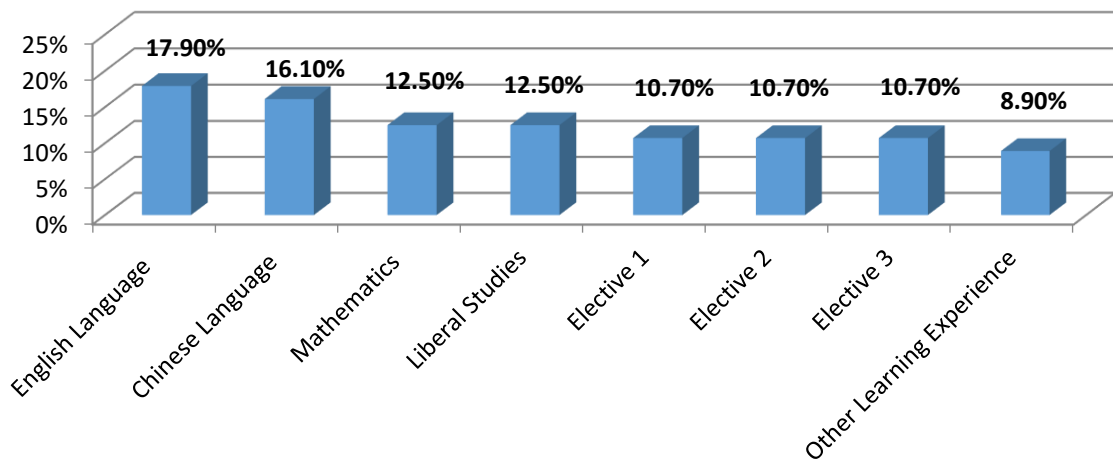
F.4



F.5



F.6



The 7-day cycle was maintained and each cycle day was divided into 8 regular periods of 30 minutes (extended to 35 minutes since May 2022) under the Half-day Arrangement. A 15-minute (reduced to 10 minutes since May 2022) Form Teacher period was held before the first period every morning. The afternoon session could not include any regular lessons or academic related activities according to the EDB vaccination requirement. So the afternoon was reserved for after school activities or school team training only for students meeting the Covid-19 vaccination requirements.

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 the F.3 curriculum spreading across various KLAs.

C. OUR STUDENTS

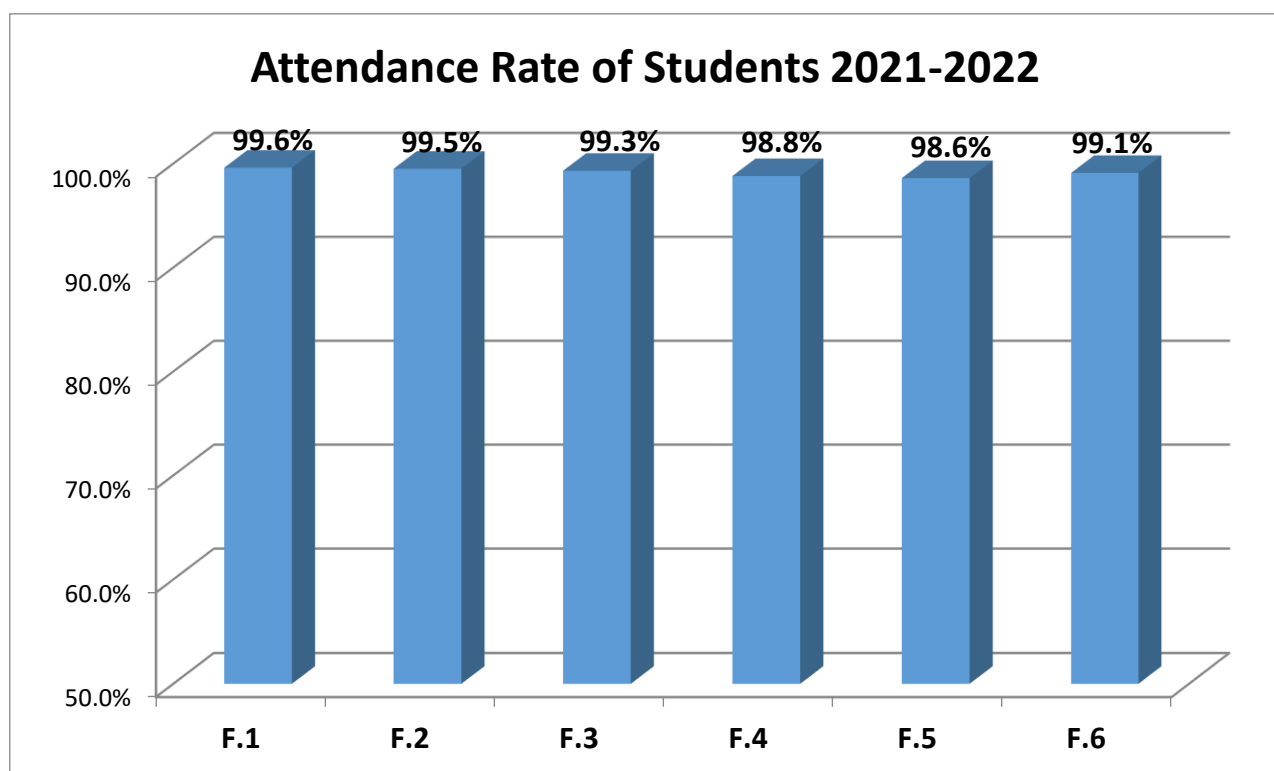
Enrolment

There were 27 classes in total in the year 2021-2022. 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 30 per class in F.1 to F.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.

Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	4	4	4	27
No. of Students	125	122	119	108	117	108	699

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 lending service was suspended to reduce the risk of COVID-19 infection, there was 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', from which all Form 1 and 2 students had to read at least 2 National Geographic e-books each month. These students' reading completion scores were counted towards 5% of their English, Geography and Science examinations.

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

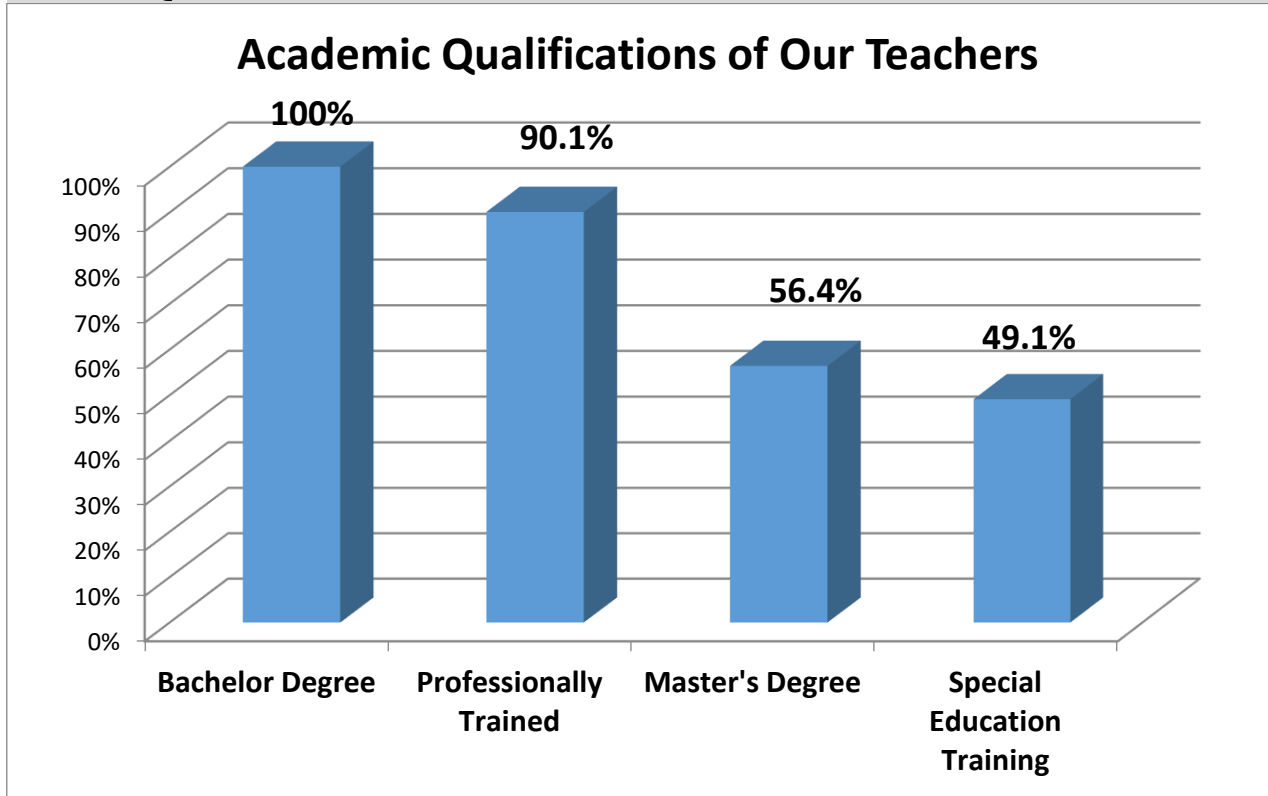
platform, the download count (total number of books downloaded by students) and total reading time of this academic year are as follows:

	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.

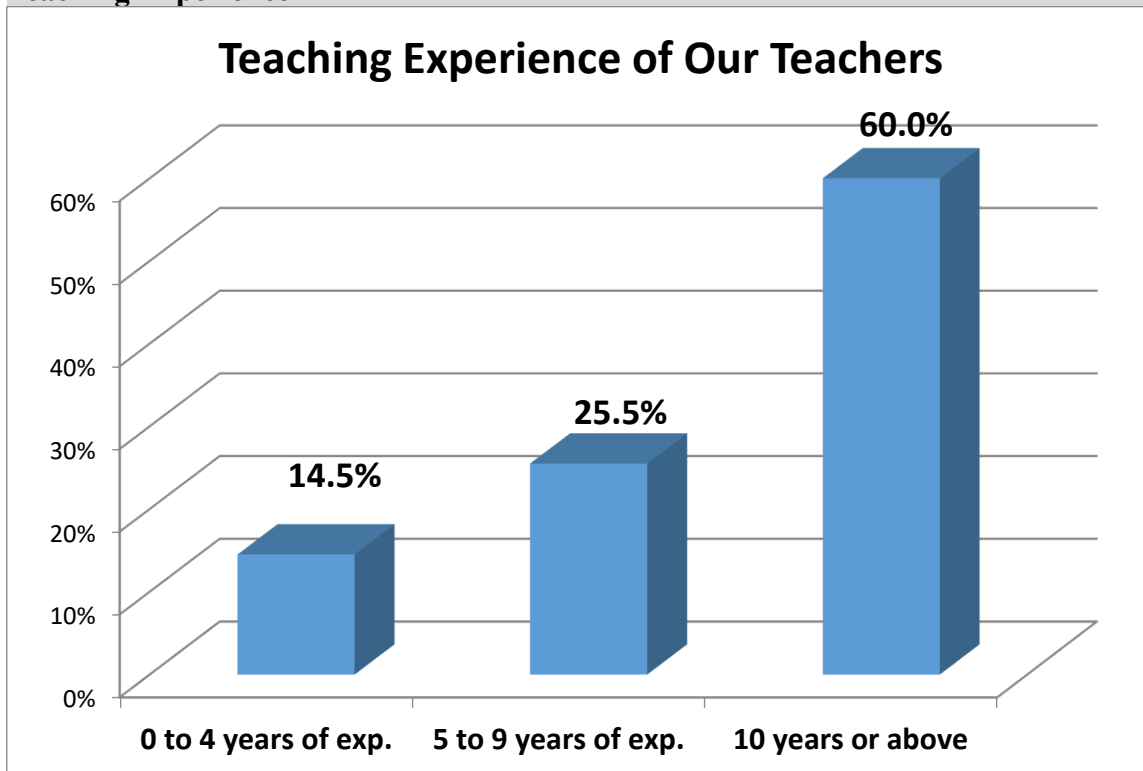
D. OUR TEACHERS

Academic Qualifications



In 2021-2022, there were 55 teachers. Among them, 100% are bachelor's degree holders and 50 teachers (90.1%) have completed professional teacher training. In addition, 27 teachers (49.1%) have obtained master's degrees and 24 teachers (42.9%) have received Special Education Training.

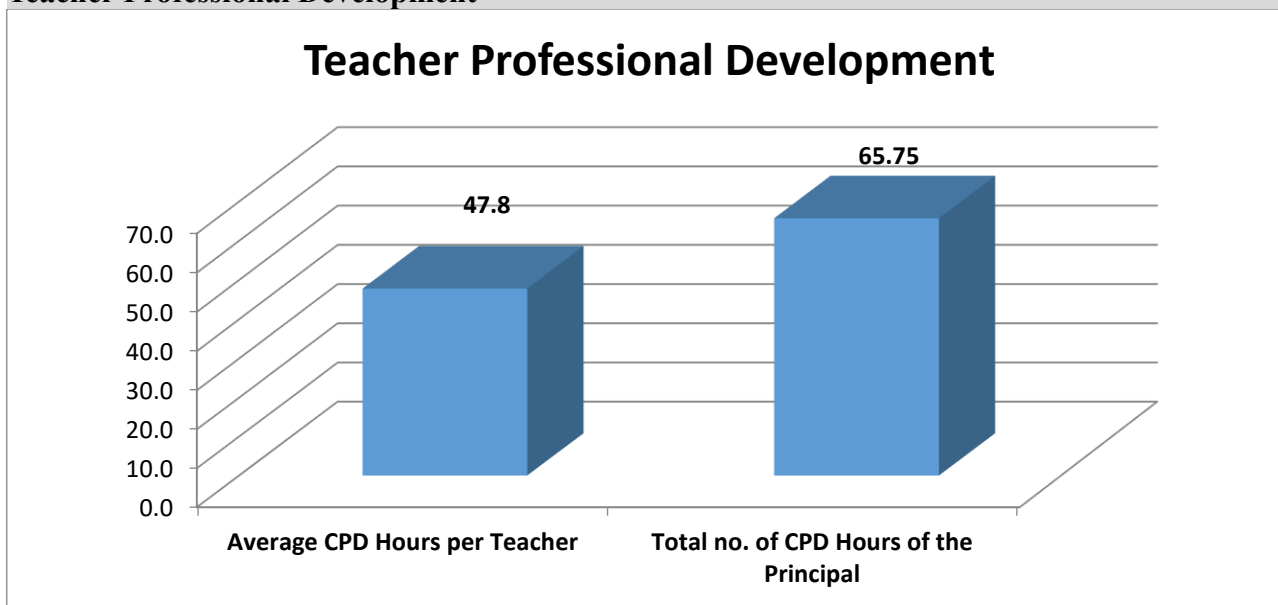
Teaching Experience



There were 55 teachers (including the Principal, the NET and the Teacher Librarian), of which 53 were in the regular staff establishment whereas the other 2 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, 47.8 hours of Continuous Professional Development (CPD).

Teachers Development Days (TDD)

The First Teachers Development Day

The 1st TDD for 2021-2022 school year was held on 29th November 2021. The morning session focused on pedagogical enhancement on strategies on promoting self-directed learning (SDL). Our education consultant Mrs. Chiu gave a sharing of good SDL strategies she gathered in the lessons she observed in our school in the last two years. More than 90% of the teachers found the sharing useful in expanding their arsenals of strategies in promoting SDL. The afternoon session focused on improving teachers' well-being. More than 90% of the participating teachers was satisfactory about the programme arrangements.

The Second Teachers Development Day

Our 2nd TDD, held on 12th May 2022, was a half-day programme with the theme: Value Education and Team Building. The programme was delivered by Dr. Charles Yu Tak Shun and his team. Over 75% of teachers agree that the activities have positive effects on them.

The Third Teachers Development Day

The 3rd TDD scheduled for 29th June 2022 was another half day programme focused on team building. The programme was delivered by St. John Settlement with the objectives to promote effective communication and collaboration, and boosting mutual understanding and team morale. Over 75% of the participating teachers agreed that the programme had achieved its objectives.

E. MAJOR CONCERNS (Achievements and Reflection)

Major Concern 1:

To further stretch students' academic potential through promoting self-directed learning.

I. Students develop awareness, skills and habits in self-directed learning.

a. Empower teachers' pedagogical skills and knowledge to enhance the learning and teaching efficacy for self-directed learning:

a1) Arrange a TDD training session for teachers to enrich their skills and knowledge about self-directed learning

There were two seminars. The first seminar was about self-directed learning (SDL) which was held on 30/8/2021. The second, held during the 1st TDD on 29/11/22, was about the sharing of SDL strategies after the Stage 3 Lesson Observation headed by our education Consultant. Then, a two-day workshop regarding note-taking was held in the second term in May and June. Around 10 teachers joined the workshops. More than 90% of the participating teachers found the trainings useful in developing their pedagogical skill in SDL.

b. Develop school-based self-reflection tools to assist students in planning and evaluating their learning goals and learning actions:

b1) Carry out a survey to know students' habit of self-directed learning

The survey was completed within the time frame. It was found that junior form students generally had a better SDL performance in their study, especially in self-planning and self-evaluation. This will inform our teachers in future work to cultivate the SDL habits among our students.

b2) Review the SMART goal setting practice and put the enhanced follow-up routine in practice

The promotion and enhancement of the SMART goal setting practice was divided into three stages in 2021-2022. Practical workshops were organized for all form levels at the first two stages and a reflection workshop in the last stage. Our evaluation showed that 80.5% of the students agreed that their goals met the SMART principle. 78% of the students agreed that they knew how to achieve the goals and could keep track of how well they were doing. Though only 56.1% and 70.2% of the students agreed that they could achieve their goals in academic advancement and personal growth respectively this year, 79.8% agreed that they had confidence in achieving their goals the following academic year.

b3) Adopt the goal setting and self-evaluation practice in subjects

The goal setting and self-evaluation practice were adopted to most of the subjects in all form levels. Some subject panels like P.E. and Science found that the practice was useful for their subjects to boost students' motivation but the adoption of the practice in all subjects and form levels was considered a bit too overwhelming.

b4) Assist students to evaluate their SMART goals and habits of self-directed learning

Our form teachers did their best in assisting the students in their evaluation and pursuit of the SMART goals using FT periods and off-lesson time. Most of the form teachers agreed that the revised routine could make the students, especially those in junior forms, take goal setting more seriously. Many students could use SMART principle to set goals for themselves.

b5) Gather and analyze different note-taking practices adopted by different subject panels

A survey for all panel heads had been conducted to collect information about note-taking practice within their panels. After the three workshops for teachers on enhancing students' skills in note-taking were organized, different subjects had a deeper understanding in subject-based note-taking. Subject teachers tried to use specific strategies that were suitable for their subjects in note-taking.

b6) Assist students to keep their learning or assignment records of individual subjects with a record-keeping system

Assessment records showed that more than 75% of the students could organize and keep track of

proper assessment records for most subjects like Chinese, English, Mathematics, Science, Music, Visual Art, Religious Studies, and Geography.

b7) Estimate students' DSE level for all F.5 and F.6 students for student as reference after school examinations

We could only provide grade estimation for the F.6 students this year. Many students found the estimated levels useful for them.

b8) Develop schemes to award self-directed learners

It was agreed by teachers that students' SDL performances were difficult to assess without solid guideline. In the end, the award scheme was kept to only the Chinese Language subject among F.1-3 students. A total of 180 students received awards for their outstanding performance in SDL.

Recommendations:

1. After having two years of teacher training in SDL strategy organized by our teaching consultant, some sharing sessions should be organized by our own next year to help teachers reflect and consolidate what they have learned.
2. For the SMART goal setting workshops, only F.1 students in the next school year need to attend them. For F.2 – F.6, FTs can give instructions or reminders to their classes and guide the students to keep track of their pursuit of goals using what they had learned this year.
3. The grade estimation should be extended to F.5 students in their 2nd term based on their performances in the 1st term exam.
4. A guideline of the SDL award scheme should be formulated and provided to all teachers in early September. The scale of the scheme should be extended to all other subjects but limited to within F.1 as a pilot test.

II. Teachers can effectively make use of pre-training practices to stimulate students' learning motivation and to enhance students' participation in the classroom.

a. Through collaborative lesson planning, teachers share and communicate on how to design an effective pre-lesson tasks that can stimulate students' thinking and learning motivation:

a1) Share and discuss good pre-lesson practices in collaborative lesson planning/subject panel meetings

It was encouraging to find that most subject panels could well utilize the collaborative lesson planning (CLP) to discuss and share the pre-lesson practices. The goal for each teacher to share at least 3 pre-lesson tasks in CLP or subject panel meetings was achieved.

b. Through professional training, collaborative lesson planning and lesson observation, teachers modify teaching approach to enhance students' participation, interaction, and their ownership in their learning:

b1) Arrange peer observation with a new lesson observation form focusing on self-directed learning

A new lesson observation form on SDL (pre-lesson tasks) has been created and used in the Peer Lesson Observation. The form also included the elements of questioning techniques and catering for learning diversity. All the lessons observed generally included the use of pre-lesson task

Recommendations:

1. Some sharing sessions can be arranged to share good pre-lesson task samples and practices.

III. Outside classroom learning enrichment opportunities is provided to encourage self-directed learning

a. Adopt a variety of learning strategies such as online learning platform, e-learning, flipped classroom, learning guide, experiential learning, competition, etc. to promote self-directed learning outside the classroom.

a1) Arrange enrichment tasks/assignments for different forms of students within school

Teachers from different subjects were able to develop at least two to three enrichment tasks and assignments like projects or book reports to students.

a2) Encourage students to join other enrichment programmes provided by external organizations

Owing to the anti-pandemic measures, most of the enrichment programmes originally planned by the panels could not proceed in this academic year.

b. Keep students well-informed about various external enrichment opportunities and encourage students:

b1) Develop a system to inform both parents and students about external enrichment opportunities

The last school year, the school had decided to adopt a new school-parent communication platform with the help from e-Class. The first stage of migration was completed with some basic functions but was not in time to start also the system of disseminating external enrichment information.

b2) Encourage needy students to participate external enrichment programmes with financial subsidy

- Due to the pandemic, students could participate limited number of enrichment programmes. School already subsidised students to join various kinds of activities with Life-wide Learning Grant, while for needy students, school will provide extra financial support with the Student Activities Support Grant and School-based After-school Learning & Support Programmes.

Recommendations:

1. The school will adopt more commination functions of the e-class in the coming year, including the dissemination of external enrichment programme information function

Major Concern 2:

To promote the well-being of the Xaverian Family and equip them for challenges in life.

I. (Learner-focused) The knowledge and skills vital to achieving a state of well-being are taught to students.

a. In-curriculum - Teaching the knowledge of well-being and skills to promote it explicitly in regular lessons, such as Moral and Civic Education, RSC and Form Assembly, and implicitly in a wide range of subjects, such as languages, PSHE, and the sciences:

a1) Adopt a value education curriculum in the Moral and Civic Education, RSC and Form Assembly with highlights on the core values of well-being:

The value education curriculum in the Moral and Civic Education, RSC and Form Assembly with highlights on the core values of well-being were fully adopted successfully.

a2) Incorporate education of the core values of well-being in the curricula of a wide range of subjects

Writing and assignment topics related to core values of well-being were incorporated into Chinese Language for F.1 and F.3, English Language for F.2 and F.4, and Citizen and Social Development for F.4.

a3) Prepare reading materials related to value education for Reading Period

Reading materials related to Chinese traditional culture, Chinese history and positive values have been included in some reading activities during the Reading Period and English reading lessons. The Kahoot! App was used to conduct some interactive activities and students generally participated more actively in these lessons.

b. Co-curriculum - Elements to achieve a state of well-being through positive education is infused into the student support programs and school activities.

b1) Implement a goal setting training through ‘Life plus test’ to let students find out their own strength and interest.

The programme - ‘Life plus test’ - was successfully organized for students. Over 75% of students participated found the training useful in discovering their personal strength and interests.

b2) Implement peer career counselling scheme to promote peer support for subject choice from senior students to junior students.

Senior form students were recruited to help their young brothers in the junior form in choosing electives. Over 90% of the participating students agreed that the activity was very useful and enlightening.

b3) Strengthen and promote the reward system to help students establish good habits by providing clear guidelines or suggestions to teachers

New guidelines for rewards were reviewed, and that all teaching staff were encouraged to reward students according to their good deeds and behaviours. Due to the limited school time caused by the pandemic and the anti-pandemic measures, the reward system was not sufficiently promoted to the student. So many students expressed that they were not informed about the changes in the reward details. Hence, some of the rewards shall only be given starting from 2022/23 school year.

b4) Join Adventure-Ship scheme in the whole form scale to reinforce students’ resilience and resolution

Due to the pandemic, the Adventure Ship programmes for F.5 and F.4 originally scheduled for 4th to 6th July in the post exam period in 2022 had to be pushed back to 29th October, 12th and 13th November 2022.

b5) Implement value education activities coherent to the PERMA elements in the evangelization week

The theme for the Evangelization Week this year was called, “The Fountain of Life”. The activities were in line with the PERMA elements. Students were involved in listening, participating, and internalizing what had been taught during the sharing session. Feeling peaceful and calm while sitting in a comfortable way and being in a solemn and quiet place in the Chapel really helped students to feel safe and consoled in body and mind. Students enjoyed and wanted more of such experience.

b6) Launch ‘Peers power – Gatekeeper’ training programme to enhance the awareness of mental health among teachers and students and strengthen the mutual support and watchfulness between peers.

The ‘Peers power – Gatekeeper’ training programme was successfully launched in the beginning of the school year. It was observed that the trained student helpers/supporters were very active in supporting other students and helped the Counselling Committee identify many students with mental health needs. The programme was considered very useful and should be extended to the junior forms in the coming school year.

Recommendations:

1. The updates regarding the reward system shall be made known to all teaching staff in the first staff meeting, and to all students in the Discipline Briefings in the beginning of the school year. So the reward system can be fully implemented from 2022/23 school year onwards.

II. (Companion-focused) The knowledge and skills to help students achieve a state of well-being are equipped on staff and parents.

a. Staff are trained with skills to teach positive education in class and enabled to enjoy a state of well-being themselves so as to act as genuine role models for students

a1) Arrange a team building day camp for staff

- i. to equip the knowledge and skills in value education of well-being**
- ii. to promote a culture of encouragement at work.**

The task was changed from a one-day programme into 2 half-day programmes due to the change in school calendar by the special holiday announced by the EDB. Both half day programmes were successfully in achieving the intended objectives (see details in Section D under Teacher Development Day).

b. The parents are offered positive education programs to help them foster an environment supporting well-being at home.

b1) Arrange parent mindfulness workshops to promote mental healthiness in family and offer emotional support for parents

Over 60 junior form parents attended the parent talk in November 2021 with the theme ‘parents’ worries over their children’s addiction to the internet’. Parents found the talk useful on how to establish healthy boundaries against addiction.

10 parents participated in the growth group in December 2021. This programme helps them to rekindle their strength and conviction to be parents, so as to overcome the anxiety of parenthood. Parents found the workshop can help advance the well-being of themselves as well as their children’s.

b2) Arrange workshops on positive education for parents during parents’ gatherings

Workshops on positive education were successfully incorporated into the programmes for parents’ gatherings. According to the evaluation surveys collected, about 90% of the participating parents found the workshops on positive education useful.

F. OUR STUDENTS' PERFORMANCE IN PUBLIC EXAMINATION

HKDSE 2022	Percentage
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	70%
Percentage of students meeting the entrance requirements for local sub-degree programmes	92.5%

G. Statistics of pathways of 2021-2022 F.6 graduates

Statistics of F.6 Graduates Study Pathways	2022
Local degree programme	53.1%
Associate degree programme	30.6%
Higher diploma programme	2.0%
Foundation diploma programme	5.1%
Overseas course	7.1%
Full-time job	1.0%
Re-attempting HKDSE	1.0%
Total	100.0%

(Excluding those students do not wish to display offer information)

H. JOINT-SCHOOL ACTIVITIES AND COMPETITIONS

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
Athletics Championships	II - <i>Team</i>	Cancelled	Cancelled	Cancelled	Cancelled
Fencing	N/A	Cancelled	Cancelled	Cancelled	Cancelled

2. Interschool Sports (held by Hong Kong Schools Sports Federation)

Swimming Championships – Division III (Kowloon Two) Team

Grade A	
Event	Award
4X50m Freestyle Relay	1st runner-up

Grade B	
Events	Awards
50m Butterfly	2nd runner-up
100m Breaststroke	Champion

Grade C	
Events	Awards
50m Breaststroke	2nd runner-up
50m Breaststroke	3rd runner-up
4X50m Freestyle Relay	3rd runner-up
4X50m Medley Relay	1st runner-up
overall	1st runner-up

Other	
Event	Award
Boys overall	2nd runner-up

3. Interschool Sports (held by Hong Kong Schools Sports Federation)

Badminton Competition – Division II (Kowloon) – *Team*

Event	Award
Boys Senior	3rd runner-up
Boys Senior overall	3rd runner-up

4. Interschool Sports (held by Hong Kong Schools Sports Federation)

Table Tennis Competition – Division III (Kowloon Three)

Event	Award
Boys Group	1st runner-up
Boys Senior overall result	3rd runner-up

5. The 74th Hong Kong Schools Speech Festival

Awards	English	Chinese	Putonghua
--------	---------	---------	-----------

Champion	1	1	0
1st Runner-up	3	1	1
2nd Runner-up	2	1	0
Certificate of Merit	22	1	2
Certificate of Proficiency	19	1	2

6. The 74th Hong Kong Schools Music Festival

Category	
Piano Solo	4 students obtained a Certificate of Merit
Er-hu 二胡 Solo	3 students obtained a Certificate of Merit
Sheng 笙 Solo	1 student obtained a Certificate of Merit
Cello	1 student obtained a Certificate of Proficiency

7. Other Awards

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
English Language Panel	The 25th Hong Kong School Chinese & English Penmanship Competition	2 Awardees of Best Debater	Hong Kong Secondary School Debating Competition
	MI Young Writers Award 2022	2 Awardees of Top 50 Merit Award	Magazines International (Asia) Limited
	Daily Readers "Read Out Loud" Competition 2021-2022 (Hong Kong and Macao District)	1 First Runner-up	KEA Learning International Limited
Chinese Language Panel	第十五屆聯校文學創作比賽	初級組散文季軍 1 名	協恩中學主辦 文理書院、民生書院、英華書院、喇沙書院、何明華會督銀禧中學及聖芳濟書院協辦
Mathematics Panel	國際數學奧林匹克比賽 - 泰國選拔賽	高中組金獎 1 名	奧冠教育中心
	亞洲國際數學奧林匹克公開賽(晉級賽)	高中組金獎 1 名	香港數學奧林匹克協會
	2022《華夏杯》晉級賽(香港區)	一等獎 1 名; 二等獎 1 名	香港數學奧林匹克協會
	國際數學奧林匹克比賽 - 香港選拔賽 2022	優異獎 1 名	香港資優教育學苑
	世界數學團體錦標賽(香港區比	香港區網上預賽銀獎 1 名	世界數學團體錦標賽

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
	賽)		
	第十二屆香港中學數學創意解難比賽	銀獎（隊際比賽）	教育局及香港教育工作者聯會聯合舉辦
	2022 亞洲國際數學奧林匹克公開賽晉級賽	金獎（中學一年級組）；金獎（高中組）	香港數學奧林匹克協會
	2022 ‘See You Again’ Friendship International Mathematics Contest	1 Gold Award	
Religious Panel	第十六屆(2021年)兒童及青少年讀經比賽	冠軍 1 名；優異獎 1 名	玫瑰堂聖言宣讀會
STEM Panel	「全國青少年無人機挑戰賽（香港站）2021」	<u>立體迷宮逃脫賽（中學組）</u> 冠軍	艾思能達（香港）有限公司
	國際青少年創科奧林匹克大賽 2021	<u>遙控無人機任務競賽</u> 冠軍 <u>世界教育機械人香港選拔賽</u> 最佳機械設計獎 任務挑戰賽冠軍及編程速度挑戰賽季軍 在各項目累積得分最高，獲全能學校團體大獎	Techbob Academy 學會主辦 香港精算扶輪社、半島東扶輪社及世界教育機械人協會合辦
	2021 世界教育機械人大賽（WER2021）	<u>國際區域賽(第一組別)</u> 冠軍 <u>國際總決賽</u> 一等獎	世界教育機械人學會
	青少年無人機大賽 2021	季軍	香港專業教育學院葵涌分校
	全港青少年機械人創科挑戰盃	金獎	香港無線科技商會（WTIA） 資訊科技教育領袖協會（AiTLE）和生產力局知創空間（Inno Space）協辦
Science Panel	國際初中科學奧林匹克 — 香港選拔賽 2022	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
Physics Panel	香港物理奧林匹克 2021	優異獎 1 名	教育局、香港資優教育學苑及香港科技

Panel/ Club/Team	Competition/ Activities	Awards	Organizers
			大學
Chemistry Panel	澳洲國家化學測試(香港區) 2021	Year 10 評核獲卓越表現獎 (滿分) 1 名; Year 10 評核獲特別優異獎 (香港最佳 10%) 4 名; Year 11 評核獲特別優異獎 (香港最佳 10%) 3 名;	澳洲皇家化學學院
BAFS	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	2 名	香港會計師公會及 香港商業教育學會
	香港會計師公會 會計及商業管理 個案比賽 2021- 2022	良好獎狀 5 名	— 香港會計師公 會主辦 教育局協辦
Economics Panel	Hong Kong Economics Olympiad 2022	2 Bronze Medal 2 Silver Medal	— Gifted Education Council
Fencing	2021 香港公開劍 擊錦標賽	男子佩劍(14 歲以下組) 冠軍 1 名	— 香港劍擊總會 主辦
	亞洲青少年劍擊 錦標賽 2022	少年組男子花劍團體金牌 1 名	亞洲擊劍聯合會
Music	2021 香港青年音 樂匯演 — 弦樂 小組比賽	銅獎	康樂及文化事務署
	2021 香港青年音 樂匯演 — 中樂 團比賽	優異獎	康樂及文化事務署
公益少年團	公益少年團	5A 黎子樂獲選為優秀團員	教育局公益少年團 及油尖旺區委員會
Student Affairs Committee	油尖旺區傑出學 生獎勵計劃	2 名	油尖旺區校長會
Life-wide Learning Committee	義工運動	-1 位同學獲義務工作嘉許狀金 狀 -9 位同學獲義務工作嘉許狀銀 狀 -31 位同學獲義務工作嘉許狀 銅狀 -27 位同學獲義務工作嘉許狀 優異狀	社會福利署

I. FINANCIAL CONSOLIDATION 2021-2022

I. Financial Summary:

The IMC of St. Francis Xavier's College

Income and Expenditure Account for the period from 1 September 2021 to 31 July 2022

A/C Code	Name of Grant	Surplus (Deficit) brought forward	Income	Expenditure	Current Year Surplus (Deficit)	Accumulated Surplus (Deficit) brought forward
		\$	\$	\$	\$	\$
A2701	Expended Operating Expenses Block Grant (EOEBG)					
501	EOEBG	2,846,076.58	-	-	-	2,846,076.58
	School Specific					
502	Administrative Grant	2,081,382.96	3,918,660.41	3,393,000.94	525,659.47	2,607,042.43
503	Capacity Enhancement Grant	805,181.26	642,934.00	4,600.00	638,334.00	1,443,515.26
504	Composite Information Technology Grant	452,193.09	552,740.00	533,993.58	18,746.42	470,939.51
505	Noise Abatement Grant	569,207.18	-	-	-	569,207.18
506	Air-conditioning Grant	258,025.15	539,845.50	450,139.13	89,706.37	347,731.52
507	School-based Management Top-up Grant	100,350.00	50,702.00	500.00	50,202.00	150,552.00
508	School-based Speech Therapy Administration Recurrent Grant	432.50	8,112.00	4,990.00	3,122.00	3,554.50
	Non-School Specific					
600	Baseline Reference	14,502,034.28	1,910,237.04	-	1,910,237.04	16,412,271.32
603	Composite Furniture & Equipment Grant	(5,700,175.01)	-	496,795.81	(496,795.81)	(6,196,970.82)
604	Subject Grant	(1,320,987.81)	-	291,071.72	(291,071.72)	(1,612,059.53)
606	Lift Maintenance Grant	(445,418.00)	-	66,545.49	(66,545.49)	(511,963.49)
607	Prog Fund for WSA to Guidance & Discipline	(30,678.45)	-	3,549.00	(3,549.00)	(34,227.45)
608	Supplementary Grant	(314,592.67)	-	8,500.00	(8,500.00)	(323,092.67)
609	School & Class Grant	(6,428,044.15)	63,881.45	617,236.55	(553,355.10)	(6,981,399.25)
610	Training & Development Grant	(31,531.60)	-	-	-	(31,531.60)
	EOEBG Total	7,343,455.31	7,687,112.40	5,870,922.22	1,816,190.18	9,159,645.49
	Non-EOEBG					
A1017	Salary Grant					
001	- Teaching Staff	-	38,206,134.38	38,206,134.38	-	-
002	- Supply Teacher Grant	-	127,528.00	219,975.60	(92,447.60)	(92,447.60)
003	- Lab Tech	-	981,200.00	981,200.00	-	-
A1018	Employer's Cont to PF Scheme for NT	-	267,288.00	253,560.60	13,727.40	13,727.40
A1009	Rent and Rates	0.28	496,000.00	496,000.00	-	0.28
A1011	Home School Co-operation Project	-	15,780.00	15,780.00	-	-
A1043	Fringe Benefits under Enhan. NET Scheme	-	-	-	-	-
A1088	School-based After-school Learning & Support	47,600.00	87,000.00	4,225.00	82,775.00	130,375.00
A1092	Teacher Relief Grant	3,065,680.88	3,376,801.76	2,713,851.75	662,950.01	3,728,630.89
A1101	Learning Support Grant for Sec. Sch	89,617.50	470,816.00	251,812.95	219,003.05	308,620.55
A1103	Teacher Training Grant (SEN) for IMC Schools	-	18,458.00	18,458.00	-	-
A1106	Diversity Learning Grant (Other Languages)	58,500.00	93,600.00	4,265.30	89,334.70	147,834.70
A1107	Diversity Learning Grant (Other Programmes)	84,000.00	84,000.00	95,200.00	(11,200.00)	72,800.00
A1116	Moral and National Education Subject Support Grant	530,000.00	-	-	-	530,000.00
A1120	School-based Support Grant for Non-Chinese Student	40,000.00	151,050.00	111,352.50	39,697.50	79,697.50
A1136	Information Technology Staffing Support Grant	-	321,796.00	332,409.00	(10,613.00)	(10,613.00)
A1137	Grant for the Sister School Scheme	156,035.00	157,127.00	-	157,127.00	313,162.00
A1138	Promotion of Reading Grant	33,947.23	62,851.00	50,452.00	12,399.00	46,346.23
A1141	School Executive Officer Grant	-	534,660.00	506,605.00	28,055.00	28,055.00
A1144	Life-wide Learning Grant	1,166,106.00	1,174,267.00	741,876.90	432,390.10	1,598,496.10
A1145	Student Activities Support Grant	-	75,400.00	41,400.00	34,000.00	34,000.00
A1146	One-off School-based Speech Therapy Set-up Grant	1,031.00	-	-	-	1,031.00
A1151	One-off Citizenship & Social Develop Gr - CS Grant	-	300,000.00	-	300,000.00	300,000.00
A1152	Special Anti-epidemic Grant (March 2022)	-	37,500.00	37,500.00	-	-
A1153	AEF 6.0 - Cleansing & Security Workers Subsidy	-	80,000.00	-	80,000.00	80,000.00
A1762	QEF(2018/1051)	1,782.79	180,316.00	134,756.00	45,560.00	47,342.79
	Non-EOEBG Total	5,274,300.68	47,299,573.14	45,216,814.98	1,657,198.16	7,357,058.84
	Government Grants Total	12,617,755.99	54,986,685.54	51,087,737.20	3,473,388.34	16,516,704.33
	SCHOOL FUND					
A1701	Subscription A/C	3,390,180.74	227,098.22	189,276.51	37,821.71	3,428,002.45
A1751	Student General Affairs	5,041.45	282,538.50	242,159.50	40,379.00	45,420.45
A1752	SFXC Foundation (for Additional Teachers)	859,893.21	740,106.79	1,600,000.00	(859,893.21)	-
A1753	SFXC Education Fund	-	186,840.00	162,000.00	24,840.00	24,840.00
A1757	SFXC60	(1,035.28)	-	44,850.00	(44,850.00)	(45,885.28)
A1760	SFXC65	91,488.43	1,600,450.00	732,274.50	868,175.50	959,663.93
	School Fund Total	4,345,568.55	3,037,033.51	2,970,560.51	66,473.00	4,412,041.55
	TOTAL	16,963,324.54	58,023,719.05	54,058,297.71	3,539,861.34	20,928,745.88
	Balance of Bank Accounts:					
	Funding Source	Current Account	Fixed Deposit	Cash in Hand		
		\$	\$	\$		
A5001/A5201	Government Fund	5,898,459.48	10,903,886.82	N/A		
A5002/A5202	School Fund	1,396,610.07	2,941,992.11	N/A		
A5005	Quality Education Fund	52,342.79	N/A	N/A		
A5101	Petty Cash	N/A	N/A	10,000.00		
		Accumulated Surplus / Expenditure x 11 months		= No. of months of 11-month Expenditure		
		9,159,645.49 / 5,870,922.22 x 11 months		= 17.16 months of 11-month Expenditure		

2. Report on the use of Diversity Learning Grant for 2021-2022

Other Language (OL)

Domain	Name of programme(s)	Targets (No. / level / selection)	Duration /Start Date	Deliverables	Evaluation	Expense
Japanese	Enhancement course for elite students in Japanese	<ul style="list-style-type: none"> 20 S4, S5 or S6 students taking Japanese 	16 sessions for each form (1.5 hours each)	Course material, home assignments	As the school has deployed one of the staff members to teach the course in 2021/2022, the captioned grant has not been use for this purpose.	\$0
Japanese	Purchasing learning and teaching materials	<ul style="list-style-type: none"> All students taking Japanese 	/	Teaching and learning resources of the school	5 reference books were bought to help stretch the potential of the students who were talented in Japanese.	\$1026.2
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	A course on film dubbing was organized for the target students. Students found the experience rewarding as it was not something they could experience in a classroom setting. Each student received their own recording.	\$14000

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
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 S5 elite students in Chinese 	4 copies of the writing	Students' work	<ul style="list-style-type: none"> - 24 S5 students joined the program. -Each student had submitted 3 copies of writing and total 72 copies were collected and marked. -This program would be recommended for 2022/23. 	\$ 2880
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 the writing	Students' work	<ul style="list-style-type: none"> - Two classes for 30 S6 students were implemented using the Zoom platform. -Each student had submitted 4 copies of writing and total 120 copies were collected and marked. -This program would be recommended for 2022/23 in face-to-face setting. 	\$39000
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 	4 sessions for each form (2 hours each)	Course material, home assignments	-The course was cancelled due to the half-school day arrangement during the pandemic.	\$0

		specific criteria			-This program would continue in 2022/23.	
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 64 pages. - All articles in the magazine were written by students. - 800 copies were printed, and all students and teachers could get a copy. - Due to late publishing, the school could not apply the DLG in the year 2021-2022. - This program would be recommended for 2022/23. 	\$7200 (This is the price for the magazine 2020-2021)
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"> - 14 S4 students joined the program - This program would be recommended for 2022/23. 	\$4480
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 cancelled due to the half-school day arrangement during the pandemic. -This program would continue in 2022/23. 	\$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 cancelled due to the half-school day arrangement during the pandemic. -This program would continue in 2022/23. 	\$0
Biology	Enhancement course for elite students in Biology	<ul style="list-style-type: none"> ▪ 10 S5 elite students ▪ Nominated by Biology Panel 	5 sessions (2 hours each)	Course material, students' work	<ul style="list-style-type: none"> -The course was cancelled due to the half-school day arrangement during the pandemic. 	\$0

		with specific criteria			-This program would continue in 2022/23.	
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 specific criteria 	4 sessions (2 hours each)	Course material, students' work	<p>-The course was cancelled due to the half-school day arrangement during the pandemic.</p> <p>-This program would continue in 2022/23.</p>	\$0
Various senior form Subjects	Enhancement course for elite students in various senior form subjects	<ul style="list-style-type: none"> ▪ 40 S6 elite students ▪ Nominated by panels of various senior form subject with specific criteria 	6 sessions (2 hours each),total 6 subjects	Course material, students' work	<p>-The course includes subjects Phy., Chem., Bio., Math., M2, Acc., C.Hist</p> <p>- Totally, 53 participant counts were recorded among different enhancement courses.</p> <p>- The overall attendance rate was more than 80%. Some students were unable to attend some sessions due to time clash with other external tutorials.</p> <p>- This program would be recommended for 2022/23.</p>	\$19500
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	<p>-2 S4 students joined the Ethnic and Religious Studies DSE course</p> <p>- This program would be recommended for 2022/23.</p>	\$7,000

3. Report on School-based After-school Learning & Support Programmes (2021-2022)

School-based After-school Learning and Support Programmes 2021/22 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 8 including A. 0, CSSA recipients, B. 5 SFAS full-grant recipients and C. 3 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	0	5	3	95	23/10/2021-26/02/2022	4,225	Attendance Record	伴你同行計劃教育服務機構	
Total no. of activities: 1									
@No. of man-times 8									
**Total no. of man-times 8									
					Total Expenses	4,225			

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 (2021-2022)

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 tick the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLA / 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	Interview seminar and mock interview workshop (To provide students interview skills and up-to-date information)	CG	Jan-22	F.6	108	At least 75% of the participants in F.6 are satisfied with the program	\$20,800.00	E6					√
2	「一筆一畫(青協)」_workshop	Values Education	Sep 21 - Aug 22	F5	120	Teacher Observation	\$7,200.00	E6		√			
3	Team Unlock Training for Gatekeeper (students)	Values Education	11-Apr-22	F.3-F.4	30	Teacher Observation	\$4,800.00	E6		√			
4	「與情同行情緒管達人」_workshop	Values Education	Sep 21 - Aug 22	F4	107	Teacher Observation	\$4,000.00	E6		√			
5	「與情同行情緒管達人」_workshop	Values Education	Sep 21 - Aug 22	F4	15	Teacher Observation	\$4,000.00	E6		√			
6	「壓力HI」_Talk	Values Education	Sep 21 - Aug 22	F4	120	Teacher Observation	\$2,000.00	E6		√			
7	正向健心室工作坊	Values Education	18 May 2022	F1	132	Teacher Observation	\$5,000.00	E6		√			
8	Mindfulness Workshop	Values Education	22 Jul 2022	F.1-F.3	20	Teacher Observation	\$3,000.00	E6		√			
9	Music Festival	Arts (Music)	Sep 21 - Aug 22	F.1 -F.5	18	Competition Result	\$3,500.00	E1			√		
10	Music Performance (on-line video recording and editing fee) @ 15000 Wind Band 4 times, String Orchestra 3 times, Chinese Orchestra 2 times	Arts (Music)	Sep 21 - Aug 22	F.1 -F.5	70	Having attended 80% or above of the performance	\$58,000.00	E6			√		
11	Promoting "well-being" on students through Evangelization Activities. An expert Iconist will be invited to conduct the workshop. All students according to their class, will be arranged to attend the workshop. Through the workshop students will experience and find meaning in life and get engage with others.	Values Education	1 Mar 2022	F1 to F5	604	Through class teachers observation, worksheet and Evaluation form at the end of the tasks.	\$9,150.00	E6		√			
12	Graffiti Workshop for Catholic Student Association	Pastoral Committee	21 Nov 2021	F.3 -F.5	15	Through class teachers observation, worksheet and Evaluation form at the end of the tasks.	\$2,000.00	E6		√			

13	Swimming Team coach fee	Physical Education	Sep 21 - Aug 22	F1- F6	34	Record of work, teacher observation	\$16,450.00	E5			√		
14	Fencing Team coach fee	Physical Education	Sep 21 - Aug 22	F1- F6	38	Record of work, teacher observation	\$72,200.00	E5			√		
15	Football Team coach fee	Physical Education	Sep 21 - Aug 22	F1- F6	24	Record of work, teacher observation	\$5,250.00	E5			√		
16	Ski and Skate exploration activity	Physical Education	May 22 - Jun 22	F.5	115	Record of work, teacher observation	\$49,560.00	E1			√		
17	Laser cutter course	STEM	1 Oct 2021	F.1-F.6	51	Teacher will lead the students throughout the activity.	\$49,800.00	E6					√
18	VR Escape Room (Learning VR programming)	Computer	Nov-Dec 21	F.1-F.3	13	Student survey	\$32,000.00	E6	√				
19	Code Combat License	Computer	1 Oct 2021	F.4	20	e-Platform	\$4,560.00	E6+E7	√				
20	Karate Workshop	LWL	24 Jun 2022	F.4	109	Teacher Observation	\$4,000.00	E6			√		
21	Volunteer group service	Values Education	1 Aug 2022	F.4 - F.5	22	Teacher Observation	\$3,300.00	E1		√		√	
22	Table Tennis Team coach fee	Physical Education	Sep 21 -Aug 22	F1- F6	15	Record of work, teacher observation	\$13,050.00	E5			√		
23	Scouts Fitness Training	LWL	21 Aug 2022	F1 - F4	9	Record of work, teacher observation	\$720.00	E1			√		
24	Organic Farm Visit	Science	29 Jul 2022	F.1	119	Record of work, teacher observation	\$6,650.00	E1	√				
25	Laser Cutting Course	Science	18 Aug 2022	F.2	115	Evaluation meeting	\$14,000.00	E1	√				
26	F.4 Class Based Service Project	LWL	Sept 2021 - Aug 2022	F.4	108	Record of work, teacher observation	\$20,000.00	E1					√
27	OLE Activities for students (Drama,Music, Dance etc.)	LWL	27 May 2022	F.1 - F.3	38	Record of work, teacher observation	\$11,950.00	E1					√
28	English Drama Class	English Language	Nov 2021 - Jun 2022	F.1 - F.4	25	Record of work, teacher observation	\$25,200.00	E1	√		√		
29	Athletics Team coach fee	Physical Education	1/8/2022 - 29/8/22	F.1-F.3	27	Record of work, teacher observation	\$3,780.00	E5			√		
30	Music Instrumental Classes	Arts (Music)	Sep 21 - Aug 22	F.1 - F.5	50	Record of work, teacher observation	\$99,720.00	E6			√		
31	Chinese Orchestra (40 hrs x \$750)	Arts (Music)	Sep 21 - Aug 22	F.1 - F.5	30	Record of work, teacher observation	\$38,500.00	E6			√		
32	Wind Band (65 hrs x \$750)	Arts (Music)	Sep 21 - Aug 22	F.1 - F.5	45	Record of work, teacher observation	\$64,500.00	E6			√		

33	String Orchestra (65 hrs x \$750)	Arts (Music)	Sep 21 - Aug 22	F.1 -F.5	35	Record of work, teacher observation	\$66,000.00	E6			√		
34	Post Exam Activities (Science Detector)	LWL	11 Jun 2022	F.1 -F.4	16	Record of work, teacher observation	\$2,080.00	E6			√		
35	Karate Workshop	LWL	9 Aug - 23 Aug 2022	F.5 -F.6	15	Record of work, teacher observation	\$15,000.00	E6			√		
(Please 「壓力III」_Talk Values Education Sep.21 -Aug.22													
							Sub-total of Item 1.1	\$741,720.00					
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
(Please insert rows above if the space provided is insufficient.)													
							Sub-total of Item 1.2	\$0.00					
							Expenses for Category 1	\$741,720.00					

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	Swimming Team	Physical Education	Venue booking	\$3,225.00
2	Swimming Team	Physical Education	Equipment	\$800.00
3	Badminton Team	Physical Education	Venue booking	\$1,768.00
4	Volleyball Team	Physical Education	Materials	\$4,725.00
5	Table Tennis Team	Physical Education	Entry Fee	\$366.00
6	Football Team	Physical Education	Venue booking	\$4,594.00
7	Football Team	Physical Education	Entry Fee	\$700.00
8	Football Team	Physical Education	Equipment	\$433.00
9	Orienteering Team	Physical Education	Entry Fee and Rental Fee	\$1,120.00
10	Orienteering Team	Physical Education	Competition Fee	\$2,900.00
11	Oculus Quest 2 (128 GB) VR Goggles	Computer	Equipment	\$6,998.00
12	Zentangle	Values Education	Materials	\$466.30
14	Swimming Team	Physical Education	Registration Fee	\$160.00
15	Athletics Team	Physical Education	Registration Fee	\$496.00
16	Peer Power Gate Keeper Programme Badge	Counseling Committee	Equipment	\$1,990.00
17	Annual Subscription 2022-2023	Physical Education	Entry Fee	\$300.00
18	F 5 Cheer-Up Programme	Counselling Committee	Materials	\$230.40
19	Sports Team Entry Fee	Physical Education	Entry Fee	\$1,800.00
20	Athletics Team	Physical Education	Equipment, venue booking	\$20,500.00
21	Hockey Team	Physical Education	Venue booking	\$2,100.00
22	Basketball Team	Physical Education	Venue booking	\$600.00
23	Fencing Team	Physical Education	Equipment	\$49,880.00
24	Volleyball Team	Physical Education	Venue booking	\$840.00
25	Squash Team	Physical Education	Entry Fee	\$300.00
26	Table Tennis Team	Physical Education	Competition Fee	\$240.00
27	Football Team	Physical Education	Uniform	\$6,500.00
28	Orienteering Team	Physical Education	Entry Fee	\$1,740.00
29	Trophy / Awards	LWL	Trophy	\$1,610.00
30	Sports Team	Physical Education	Uniform	\$38,800.00
31	Organic Farm Visit	Science	Transport	\$8,550.00
32	Uniform for Uniform Teams (Red Cross)	LWL	Uniform	\$1,049.00
33	2 sets of stretchers (Red Cross)	LWL	Equipment	\$1,300.00
(Please insert rows above if the space provided is insufficient.)				
			Expenses for Category 2	\$167,080.70
			Expenses for Categories 1 & 2	\$908,800.70

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	699
Number of student beneficiaries:	699
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Miss Lo Mei Yan (Teacher)

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the sch
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

5. Report on the use of Student Activities Support Grant (2021-2022)

I. Financial Overview

A	Allocation in the Current School Year:	\$75,400.00
B	Expenditure in the Current School Year:	\$43,150.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$32,250.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$10,800.00
Full-grant under the School Textbook Assistance Scheme	6	\$21,600.00
Meeting the school-based financially needy criteria	6	\$10,750.00 (capped at 25% of the total allocation for the school year)
Total	15	\$43,150.00

(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	Arts (Music)	14	\$41,400.00			✓		
2	Innovative Chemistry STEM Programme	Science	1	\$1,750	✓				
3									

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
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$43,150.00					
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									
(Please insert rows above if the space provided is insufficient.)									
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									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
Total			15	\$43,150.00					

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
-------------------------------	------------------------------------------------------------------

End of Annual School Report